

**TEACHERS' DIFFICULTIES IN TEACHING WRITING  
DURING ONLINE TEACHING IN TENTH GRADE AT  
SENIOR HIGH SCHOOLS IN PALOPO**

*A Thesis*

*Submitted to the English Language Study Program of Tarbiyah and  
Teacher Training Faculty of State Islamic Institute of Palopo for  
Undergraduate Degree in English Education*



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**ENGLISH LANGUAGE STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2022**

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**2022**

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2. All parts of this thesis are my own works except the citations whose original sources have been reported. All mistakes or errors in it are my responsibility.

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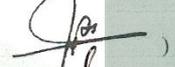
  
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## THESIS APPROVAL

This thesis entitled “**Teachers’ Difficulties In Teaching Writing During Online Teaching In Tenth Grade At Senior High Schools In Palopo**” which is written by **Mutia Nurfadella Ali**, Reg Number 17 0202 0039, English Language Education Study Program of Education and Teachers Training Faculty, the State Islamic Institute of Palopo and has been examined and defended in **Munaqasyah** session which is carried out on August 29<sup>th</sup> 2022. Concided with Safar 1<sup>st</sup> 1444 H, it is authorized and acceptable as fulfilment for undergraduate degree in English Language Education Study Program.

Palopo, April 3<sup>rd</sup> 2023

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Palopo, August 4<sup>th</sup>, 2022  
The Researcher

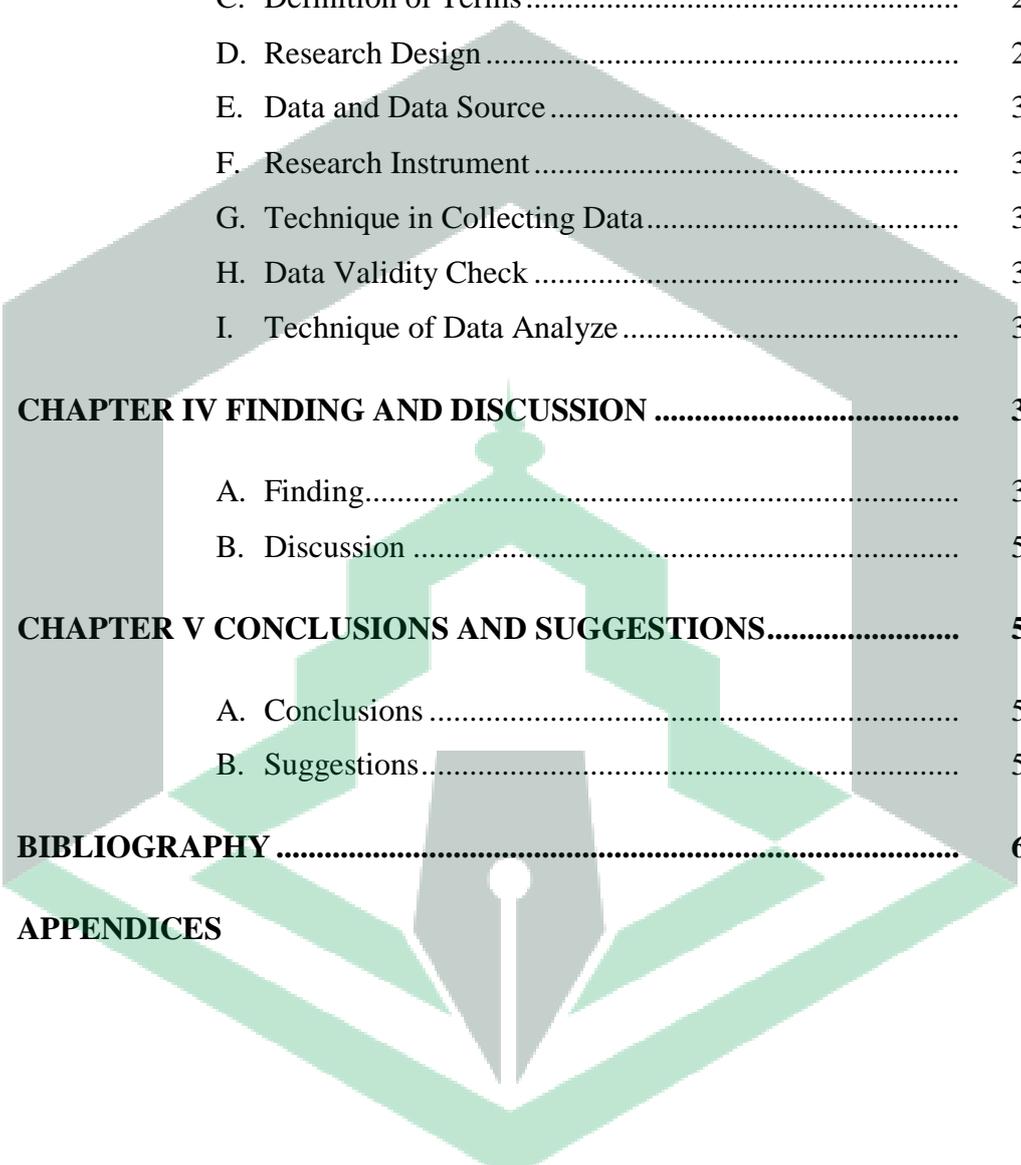


Mutia Nurfadella Ali



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## ABSTRACT

**Mutia Nurfadella Ali. 2022.** *“Teachers Difficulties in Teaching Writing During Online Teaching at Senior High Schools in Palopo”*. Thesis, English Language Study Program of Tarbiyah and Teacher Training Faculty of the State Islamic Institute of Palopo. Supervised by Rustan Santaria and Andi Tenrisanna Syam

The researcher purposes to know the teacher's difficulties in teaching writing and what factors cause teachers' challenges in teaching writing during online at the senior high schools in Palopo. Therefore, the researcher used the descriptive qualitative method. The participant of this research was an English teacher at SMAN 1 Palopo, SMAN 2 Palopo, and SMAN 3 Palopo. For data collection, the researcher employed observation and interview. As a result, the researcher found that the teachers experienced some difficulties when they taught writing skills; namely, the teachers' difficulty in teaching writing lies in the lack of feedback from students in following the learning and the lack of understanding of students regarding the material being taught. Then, students are less able to make sentences and students who lack understanding of sentence-by-sentence arrangement. The factors causing teachers' problems were: a) teachers have difficulty accessing technology or do not understand using applications; some have problems with computer operation, do not understand using online learning applications, and have internet connection problems. Some of the learning media used by teachers are: WhatsApp, Google Classroom and Zoom meetings. b) lack of response from students when following the lesson. c) internet access from each less supportive student. d) mastery of vocabulary and grammar possessed by students. e) lack of basifundamentallities of students.

**Keywords:** Teaching writing, teachers' difficulties, online teaching.

# CHAPTER 1

## INTRODUCTION

### A. Background

Education is the essential basis to face the era of society 5.0, which becomes a formidable challenge if human resources are not adequately prepared and mature to serve as the nation's progress's successor.

Our country is now dealing with a coronavirus epidemic; students are encouraged to study at home to prevent exposure to COVID-19. Teachers and students must perform Online Learning rather than meeting in person in class as is customary. Students and teachers must research and perform online or distance learning in the wake of such events. Education must continue even if the COVID-19 pandemic occurs, so that the golden generation does not fall behind in learning and continues to learn in order for the next generation to be the spearhead of the nation's progress in the future.

According to Kannan, Learning English improves the individual's status and opportunities in education, technology, global trades, and business. Moreover, English plays a vital role as a channel of communication.<sup>1</sup> Teaching English has been a significant issue in countries where English is not the first Language. Second language learners face challenges when learning a second language. They are unable to use English in real-life situations because they are taught sentences

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<sup>1</sup> Kannan R, "Difficulties in Learning English as a Second Language. *ESP World*, 8(5)" (2009): 1-4.

from textbooks rather than from experience. As a result, teachers should always look for useful strategies to reduce the difficulties of teaching English. And they face numerous challenges and frequently have questions about the best ways to teach. A teacher must clearly understand what needs to be done for students to gain the desired knowledge when teaching. Teachers must also possess and be proficient in the necessary skills.

Writing is crucial to be taught since failing to do so implies not only failing to teach writing skills but also failing to recognize the importance of writing abilities in developing other talents. However, writing is considered the most challenging skill to acquire compared to the other three. Therefore, teaching writing is not an easy job because the teacher may face some problems in the process of teaching writing in class.

According to Carroll in Huy (2015: 53), many students are never asked to learn correct spelling or grammar. They sometimes believe they will never be able to achieve good writing because they do not associate good writing with proper spelling and grammar, among other things. They are unaware of the significance of writing skills in their education. They frequently receive low scores on writing skills tests, which has an impact on their academic performance. Students often have many fundamental errors in writing about spelling, grammar, punctuation, and organization.<sup>2</sup>

Some previous related studies from other researchers show mixed results. In a survey by Susiyanti in 2019, the result showed that teachers' difficulties in

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<sup>2</sup> Nguyen Thanh Huy, "Problems Affecting Learning Writing Skill of Grade 11 at Thong Linh High School" *Asian Journal of Educational Research* 3, no. 2 (2015): 53–69.

teaching English as a Foreign Language in school are not easy because there is no basic knowledge and linguistics in the vocational school. The teacher at SMK Muhammadiyah 3 Makassar is facing numerous challenges. Such as a lack of students' basic knowledge in English lessons, a large number of students in the classroom, students' low concentration, students' absence from the learning process, boredom, and the school's facilities. As a result, the teachers' difficulties in teaching English as a Foreign Language at SMK Muhammadiyah 3 Makassar have been caused by the students and the school's facilities. Teachers do not rule out the possibility of becoming a problem for themselves. Challenges in teaching English are also faced because of teachers' limited teaching knowledge and development.<sup>3</sup>

Prabawati conducted another research in 2021; the results of this study showed that the problems faced by English teachers in learning English online during the Covid-19 Pandemic at SMPN 2 Kedunggalar were difficulties in students' internet access, and many students did not respond. It is also known that the solution to the problem is to extend the time for sending assignments. Students are permitted to collect at school if they are unable to access the internet.<sup>4</sup> Bela (2020) found that the data analysis shows that some of the difficulties teachers'

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<sup>3</sup> Desri Susiyanti, "Teachers' Difficulties in Teaching English as a Foreign Language at Smk Muhammadiyah 3 Makassar" (2019).Ibid.

<sup>4</sup> Sukma Berlian Arum Prabawati, "*Problems Faced By English Teachers in Teaching English Online During Pandemic Covid-19 At Smpn 2 Kedunggalar,*" no. January (2021): i-30.

faces in teaching writing are students' attention, lack of exposure to books and writing material, and students' lack of vocabulary.<sup>5</sup>

Aldama (2017) revealed that some of the teachers' challenges in teaching listening comprehension included teaching in a large class, students' ability to catch the teaching, students' lack of interest in learning English, mainly listening comprehension, and a lack of tools to teach listening comprehension in the school.<sup>6</sup> Auriyani (2018) revealed that the teacher had difficulties during the teaching process. They taught kids how to write paragraphs, teach verb tenses, and differentiate between severe and sluggish learners. To deal with those issues, the teacher chose to use a brainstorming technique, give extra exercise, tell the students they are responsible for themselves, re-explain the content if they did not understand, and keep motivating them.<sup>7</sup>

Based on the findings above, writing in high school has many obstacles, such as the lack of experience in writing skills teachers and lack of time to learn; the time to teach writing skills is not enough for students to improve their abilities. In addition, students do not yet know the principles of writing. Moreover, they must be faced with online learning conditions so that students become lazy and it becomes increasingly difficult to understand the material.

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<sup>5</sup> Shyndia Bela, "Analysis Of Teacher's Difficulties In Teaching Writing And Students Ability In Writing Narrative Text At IX Grades Students Of SMP Muhammadiyah 01 Jember" (Universitas Muhammadiyah Jember, 2020).

<sup>6</sup> Bella Aldama, "Analyzing Teachers' Difficulties in Teaching Listening Comprehension towards the First Grade Students of MAN 3 Bone" (2017).

<sup>7</sup> Annisa Sabilia Auriyani, "An Analysis of Teachers Problems In Teaching Writing At SMAN 7 Malang" (Universitas Muhammadiyah Malang, 2018).

Based on the results of pre-observation in the online learning process, most students look bored and bored participating in learning, especially writing. This raises the question of whether the method or strategy used by the teacher is in accordance with the needs of the students. then from the teacher's side what are the obstacles that students become bored with online learning. Therefore the researcher suggests 3 schools as research considerations because seeing 3 schools namely SMAN 1 Palopo, SMAN 2 Palopo, and SMAN 3 Palopo are considered to support research on both teachers and learning facilities and infrastructure in schools.

From the statement above, the researcher is interested in conducting research titled “Teachers Difficulties in Teaching Writing during Pandemic at High School in Palopo.”

### **B. Research Question**

Based on the background information, the researcher developed the following research questions:

1. What are the teachers' difficulties teaching writing during online teaching?
2. What are the factors that cause teachers to have difficulty in teaching writing?

### **C. Research Objectives**

The objectives of this research, based on the research questions are to investigate the teacher's difficulties in teaching writing and what factors are causing teachers' difficulties in writing during online teaching at senior high schools in Palopo.

#### **D. Research Significances**

The result of this research expects to be helpful:

1. For the teachers, this can be helpful information to find out the difficulties of English in teaching writing in the classroom during the pandemic.
2. For the students, it can be applied to motivate the students' interest in teaching writing.
3. To another researcher, it can be helpful information for the other researcher about their experience in teaching writing during the pandemic.

#### **E. Scope of the Research**

In this research, the researchers focused on the difficulties experienced by teachers in teaching writing in the tenth grade during online learning in several high schools in Palopo. Those are SMAN 1 Palopo, SMAN 2 Palopo, and SMAN 3 Palopo.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Studies

There are some previous studies that similarity to this research. These are:

Desri Susiyanti (2019) conducted research entitled "*Teachers' Difficulties in Teaching English as a Foreign Language at SMK Muhammadiyah 3 Makassar*". The researcher found the teachers' difficulties in teaching English as a Foreign Language at SMK Muhammadiyah 3 Makassar come from the students and the facilities in the school. Don't rule out the idea that the teacher is having personal issues. Teachers' poor teaching knowledge and development also provide a challenge when it comes to teaching English. Teachers' concerns about English teaching include:

- A lack of training.
- Insufficient understanding of teaching methods.
- Unfamiliarity with technology.
- A lack of professional development.<sup>8</sup>

Prabawati (2021) conducted research entitled "*Problems Faced By English Teachers In Teaching Online English During Covid-19 Pandemic At SMPN 2 Kedunggalan*". The researcher found that the results of this study showed that the media used by the teacher were WhatsApp and Google Classroom. The reason was that the media was considered more practical and efficient. The problems faced by English teachers in learning English online during the Covid-

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<sup>8</sup> Susiyanti, "*Teachers' Difficulties in Teaching English as a Foreign Language at Smk Muhammadiyah 3 Makassar.*"

19 Pandemic at SMPN 2 Kedunggalur were difficulties in students' internet access, and many students did not respond. According to the study's findings, the answer to the problem is to extend the period for sending assignments and allow students to collect assignments at school if they have trouble accessing the internet. For students who do not respond, the teacher takes the initiative to contact them personally. If this method is deemed insufficient, the teacher tries to contact his friends, and the teacher reminds them through the group. For the problem of boredom, the teacher gave group assignments.<sup>9</sup>

Auriyani (2018) conducted research entitled "An Analysis of Teacher's Problems in Teaching Writing at SMAN 7 Malang". The study's findings also revealed that the teacher had difficulties during the teaching process. For example, they taught kids how to write paragraphs, teach verb tenses, and differentiate between severe and sluggish learners. To deal with those issues, the teacher chose to use a brainstorming technique, give extra exercise, tell the students they are responsible for themselves, re-explain the content if they did not understand, and keep motivating them.<sup>10</sup>

Bela (2020) conducted research entitled "Analysis of Teacher's Difficulty in Teaching Writing and Students Ability in Writing Narrative Text at Ninth Grade Students of SMP Muhammadiyah 01 Jember in 2019/2020 Academic Year." The goal of this research is to discover and explain the difficulties that English teachers face when teaching writing, as well as how students' abilities in writing narrative text in the ninth grade at SMP Muhammadiyah 01 Jember in the

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<sup>9</sup> Prabawati, "Problems Faced By English Teachers in Teaching English Online During Pandemic Covid-19 At Smpn 2 Kedunggalur."

<sup>10</sup> Auriyani, "An Analysis of Teachers Problems In Teaching Writing At SMAN 7 Malang."

2019/2020 academic year. The descriptive qualitative research method was used. An interview with an English teacher about the difficulties encountered while teaching writing and the writing scores of the students, all of whom were in ninth grade, were used to collect data. According to the data analysis, some of the difficulties teachers face when teaching writing are students' attention, a lack of exposure to books and writing materials, and a lack of vocabulary. Teachers nowadays have a difficult time motivating students, not because of misbehavior on their part, but because the students are uninterested in learning to write. According to the researcher's findings, many students did not understand what the teacher explained in the classroom when the teacher taught or explained something. As a result, students become perplexed and inquire about the meaning of each word.<sup>11</sup>

Ida Nurita (2010) conducted research entitled "Teachers' Difficulties in Teaching Narrative Essay at the First Year of SMAN I Tempuling Indragiri Hilir." In this research, the researcher collects the data using observation. She discovered that the most prevalent factors that cause teachers difficulty teaching narrative essays are different students because each student has a different age, needs, and ways of acquiring knowledge—lack of media to support the teaching and learning process. In teaching, teachers rarely changed their methods. They frequently use the speech method. There was no program interaction with the environment, let alone foreigners. Only 1 - 5 students in the classes liked English, so the learning process was dead, and the students' ability in the narrative was uneven. There

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<sup>11</sup> Bela, "Analysis Of Teacher's Difficulties In Teaching Writing And Students Ability In Writing Narrative Text At IX Grades Students Of SMP Muhammadiyah 01 Jember."

were few responses from the students in the teaching and learning process, and they were quiet and did not want to ask even if they did not understand. Level of anxiety, the students were nervous when the teacher asked them something.<sup>12</sup>

Overall, there are similarities and differences between previous studies and this research. The similarities are both researches the difficulties of teachers in teaching writing, while the difference is the time and location of the research.

## **B. Some Pertinent Ideas**

### **1. Teacher**

#### **a. Definition of Teacher**

According to Harmer (2007: 23), most people can look back at their school days and identify teachers they thought were good. But generally, they found it quite hard to say why certain teachers struck them as unique. Perhaps it was because of their personality. Possibly it was because they had 11 exciting things to say. Some teachers were more extroverted than others. For example, each teacher had different strengths and weaknesses. Many were dependent on how students perceived individual teachers; once again, not all students held the same opinions.<sup>13</sup>

According to Sange in Susiyanti (2000:26), A teacher is also defined as an expert capable of imparting knowledge that will aid learners in developing, identifying, and acquiring a skill that will be useful in dealing with life's challenges. The teacher also imparts to the students knowledge, skills, and values that aid in their development. A well-educated person can take advantage of

<sup>12</sup> Ida Nurita, "Teachers' Difficulties in Teaching Narrative Essay at the First Year of Sman 1 Tempuling Indragiri Hilir" (2010).

<sup>13</sup> Jeremy Harmer, *How to Teach English (New Edition)*. (England: Longman, 2007).

opportunities in both the private and public sectors. The educated person can quickly secure employment and skills that will enable them to interact well in society.<sup>14</sup>

People will have no trouble explaining who the teacher is based on a common understanding. Teachers are always associated with occupations involving the education of children in schools, educational institutions, and those who must be familiar with the curriculum's teaching materials. As a result, teachers are people whose job it is to educate the nation in all aspects, including spiritual, emotional, intellectual, physical, and other dimensions.

#### **b. The role of the teacher**

A teacher still has specific significant tasks to play in the teaching process. Most people think of a teacher who instructs students in a classroom setting. Because their teacher is older than them, students typically regard them as a source of information. Nowadays, the teacher does not merely give all knowledge or materials to the students in the classroom. Still, they should also become facilitators or motivators for their students.

Harmer (2001: 56) said that the roles of the teachers were so crucial because they influenced the learning goal in the class. Within the classroom, their position may change from one activity to another or from one stage of activity to another. If the teachers were fluent in making these changes, their effectiveness as teachers was greatly enhanced. How many commentators traditionally used facilitators? Roles such as prompter, resource, or tutor may well fulfil the concept

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<sup>14</sup> Susiyanti, "Teachers' Difficulties in Teaching English as a Foreign Language at Smk Muhammadiyah 3 Makassar."

of the learner-centred lesson. Yet, in one sense, any role that the teacher adopted and designed to help students learn was, to some extent, not facilitative. All roles, after all, aimed to facilitate the student's progress in some way or other, so it helped adopt more precise terms than a facilitator, as the sections below indicated.<sup>15</sup>

Tylee (1999:48) asserts that the teacher, a variable in the classroom context, is charged with acting as an intermediary between the variables outside the classroom and the students to assist them in their Learning. Therefore, teachers must be able to facilitate students during the teaching and learning process. Furthermore, the teacher's roles in the classroom teaching-learning process should align with the teacher's responsibilities as an educator.<sup>16</sup>

## 2. Writing

Writing is the process of putting information, ideas, or thoughts into written form; it is also one of the English abilities. Most English students regard writing as one of the most difficult skills to master.<sup>17</sup> According to Richard and Renandya (2002:303), writing is the most challenging skill for learners to master. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. The skills involved in writing are highly complex.

Aside from listening, speaking, and reading, writing is an important skill in learning English. To write is to communicate in writing. All information is

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<sup>15</sup> Jeremy Harmer, *In The Practice of English Language Teaching, London/New York*, 3rd ed., vol. 3 (Longman, 2001).

<sup>16</sup> J Tylee, "Teacher as Facilitator: One of the Face to Face Teacher's Roles" (1999).

<sup>17</sup> Fitri Ani, "An Analysis On The English Teacher's Strategies In Teaching Descriptive Writing Through Online Class At The Seventh Grade Of SMPN 3 Gubug In The Academic Year 2019/2020" (Iain Salatiga, 2020), <http://repositorio.unan.edu.ni/2986/1/5624.pdf>. 9-10.

conveyed through text in writing.<sup>18</sup> The students writing skill is a significant skill to be possessed by second Language learners because it positively impacts the students' life. Unfortunately, the students continue to struggle with writing due to issues with language, cognition, and content. In this case, the teacher is a critical component of the writing-teaching process. Teachers must ensure that their students learn something useful, beneficial, and long-lasting.<sup>19</sup>

According to Oates, Writing is also considered a form of communication. It is a way for them to learn about themselves and the world around them, as well as an important way for them to express themselves. Without time and space constraints, communication would be easier to achieve through writing. Whatever the topic, writing becomes a vital link to every discussion in society. As a result, English writing skills are required for effective communication. Although writing requires practice, ideal routine practices and a simple strategy can help improve writing skills.<sup>20</sup>

Based on the previous explanation, the researcher concludes that writing is a means of conveying ideas, thoughts, ideas, and information in written form to increase communication abilities.

### **3. Teaching**

#### **a. Definition of Teaching**

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<sup>18</sup> Ainul Fadiah, Teacher Training, and Education Faculty, "How to Improve Students' Writing Skills" (IAIN SALATIGA, 2015).

<sup>19</sup> Nidya Indrilla and Dyah Setyowati Ciptaningrum, "An Approach in Teaching Writing Skills: Does It Offer a New Insight in Enhancing Students' Writing Ability," *Journal: A Journal on Language and Language Teaching* 21, no. 2 (2018): 124–133. 123.

<sup>20</sup> Laurel Oates and Laurel Currie Oates, "Seattle University School of Law Digital Commons Beyond Communication : Writing as a Means of Learning Beyond Communication : Writing as a Means of Learning" 1 (2000). 1-25.

Teaching is showing or helping someone to learn how to do something providing knowledge and causing understanding.<sup>21</sup> It means that when we instruct someone about something, it is hoped that by teaching English as a Foreign Language activity, they will understand the subject we taught.

Teaching can be viewed from two different paradigms, the old paradigm of teaching and the new paradigm. The old paradigm focuses on keeping students on the teacher's toes in which students are explored with a set of strict instructions.<sup>22</sup> The old teaching habits consider the teacher as the expert. They are a centre of knowledge that can make a list of desirable communication behaviours and is responsible for the primary communication with students.<sup>23</sup> The new teaching paradigm focuses on providing someone with the opportunity to learn, which is an opportunistic process.

According to the above definition, teaching should enable teachers to aid students by providing opportunities for them to acquire knowledge through a series of correctly presented activities. The increased student knowledge can measure a teacher's success in teaching during the lesson.

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<sup>21</sup> H. Douglas Brown, *Principles of Language Learning and Teaching*, *Encyclopedia of the Sciences of Learning*, 2012. 6

<sup>22</sup> J. B Cox, "Reclaiming the Classroom Old-Fashioned Teaching" (Salisbury University, 2012). Retrieved December 27, 2013, from chronicle. Com/article/Reclaiming-the Classroom-With/13660.

<sup>23</sup> G.E. Edwards, K.A.F., Back, A. L., Arnold R.M., Baile, W.F., Tulsy, J, A., Barley, "Faculty Dvelopment to Change the Paradigm of Communication Skills Teaching Omology.," *oncology journal* 27 (7) (2007): 1137–1141.

## b. Teaching Problem

Teaching is a form of interpersonal influence aimed at improving another person's Learning.<sup>24</sup> Teaching and learning are considered social activities in the classroom context that imply relationships between teachers and students as well as these parties and materials, equipment, classroom environment, and curriculum.<sup>25</sup> What teachers do to help their students learn and perform tasks such as listening, thinking, speaking, reading, writing, solving problems, answering questions, investigating, and so on is referred to as teaching.

The difficulty in effectively transferring what is taught in a face-to-face classroom to an online environment persists. Students and teachers encountered a unique learning situation that differed from school-based learning in that they were required to respond to new circumstances during teaching practicum. At the same time, they had to be brave and willing to try new methods and ways of doing things, as well as deal with the expectations that come with becoming teachers. Furthermore, they faced the daunting task of integrating theoretical knowledge and understanding of teaching into actual practice; to be professional and content knowledge teachers, they needed to be actively engaged in education.<sup>26</sup>

Although the practicum served as a bridge for student teachers to gain the experience they needed to develop their competence and professional identity as teachers, the practicum experience was fraught with issues that could have

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<sup>24</sup> Nathaniel L. Gage, *A Conception of Teaching*, (USA: Springer Stanford University), 2009.

<sup>25</sup> Arif Sariçoban, "Problems Encountered by Student-Teachers during Their Practicum Studies," *Procedia - Social and Behavioral Sciences* 2, no. 2 (2010): 707–711, <http://dx.doi.org/10.1016/j.sbspro.2010.03.088>.

<sup>26</sup> Pauline S Goh and Bobbie Matthews, "Listening To the Concerns of Student Teachers In Malaysia During Teaching Practice," *Australian Journal of Teacher Education* 36, no. 3 (2011).

influenced student teachers' development. A problem is a difficulty that students and teachers encounter while carrying out tasks that may obstruct the intended goals. A test is a quality or state or condition that is difficult to do, deal with, or understand; quality or state of being difficult. In this study, teaching difficulties occur when the teacher cannot handle any classroom situation related to his field.

The limited time available to teach many English lessons is a daunting task for Indonesian student teachers. Time is an important factor in learning. It is believed that the more time students spend studying, the more knowledge they acquire. The limited time available to teach English makes it difficult for prospective teachers and students to fully explain the material. In addition, the new program or application in the teaching-learning process can be an obstacle for teachers or learners. They could not handle or adapt to the unique situation.

Determining the problems or difficulties that student teachers face in the e-learning classroom, determining the quality of theoretical and practical education that candidates receive during their education, and analyzing the needs of candidates are all critical steps in taking the necessary measures. Knowledge of the problems that students and teachers face in their teaching practice is critical for the improvement and (re)design of pre-service programs. It caused many studies to have a problem with the teacher education program.

#### **4. Online Learning**

##### **a. Definition of Online Learning**

Online Learning implies a learning process that uses electronics as a learning medium. According to Purbo in Hariyanti (2002), online Learning is a

form of information technology that is applied in the field of education in the form of virtual schools.<sup>27</sup> Dabbagh and Ritland in Hasnidar (2005:15) said An open learning environment with distributed educational tools, the internet, and network-based technologies to facilitate learning and knowledge building through action and interaction is referred to as online learning. Online learning is learning that can be done anywhere and at any time, depending on the needs of the human resources who carry out these online learning activities (instructors, lecturers, and students).<sup>28</sup>

All of the traditional classroom teaching and learning procedures are now done live via online learning technology, but virtual means that the teacher teaches in front of a computer in one location. At the same time, students from various locations follow the lesson via other computers. Course materials can be acquired for free in the form of files that can be downloaded. At the same time, interactive teachers and students can be done intensely in the form of assignments or debates via discussion boards and emails.

The main objective of Online Learning, as can be seen from the preceding statement, is to give new classes that are equivalent to traditional classes in current schools. As a result, the goals of building virtual educational institutions should be similar to those of constructing traditional educational institutions. In other words, online Learning is a form of conventional Learning that is poured into a digital format through internet technology.

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<sup>27</sup> Sri Hariyati, "An Analysis Of Online English Learning In The Covid-19 Pandemic At Senior High School," 2020, <http://repositorio.unan.edu.ni/2986/1/5624.pdf>.

<sup>28</sup>Hasnidar, "Students' Perception Of Using Online Learning Materials," 2020, <http://repositorio.unan.edu.ni/2986/1/5624.pdf>.

According to Cisco in Hariyati (2001), explaining online philosophical Learning is as follows:

- 1) Online learning refers to the online delivery of information, communication, education, and training.
- 2) Online Learning provides a set of tools that can enhance the value of traditional Learning (conventional learning models, textbook studies, CD-ROMs, and computer-based training) in order to meet the challenges of globalization development.<sup>29</sup>

#### **b. Characteristics of Online Learning**

The following are the characteristics of Online Learning proposed by Rudi and Riyana (2007):

- 1) The capture of learning material by students is independent of the instructor/teacher because students construct their knowledge through teaching materials delivered via the website interface;
- 2) Knowledge is available everywhere and is easily accessible to everyone. Because of the global nature of Internet media, anyone connected to it can access it;
- 3) Teachers and educational institutions serve as mediators and mentors;
- 4) The education system, curriculum, and management policies must be restructured to support the use of information and communication technology for optimal education.<sup>30</sup>

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<sup>29</sup>Hariyati, "An Analysis Of Online English Learning In The Covid-19 Pandemic At Senior High School." p.19

<sup>30</sup>Cepi Riyana & Rudi Susilana, "Media Pembelajaran". Vol. 1 (2007): 100.

The four characteristics listed above are what set online learning apart from traditional learning activities. Mastery of student learning materials is no longer dependent on the teacher/teacher in Online Learning because students build their knowledge through teaching materials delivered through Online Learning. The sources of knowledge in online learning are dispersed and easily accessible to everyone.

### **c. Advantages and Disadvantages of Online Learning**

The benefits of online learning include increased flexibility, interactivity, speed, and visualization through the use of various media (Sudjana, 2005:253)<sup>31</sup>. According to L.Tjokro (2009), online Learning has many advantages, namely:

- 1) It is easier to understand because it incorporates multimedia elements such as images, text, animation, sound, and videos.
- 2) Much more cost-effective, as there is no need for an instructor, no need for a minimum audience, anywhere, and so on.
- 3) It is more concise, which means it does not incorporate a lot of class formalities directly into a subject that is relevant to your needs.
- 4) Available 24 hours a day, implying that mastery of a material is dependent on students' enthusiasm as well as their absorption, can be monitored, and can be tested via e-test<sup>32</sup>.

The disadvantages of Online Learning described by Nursalam (2008: 140) include the following:

- 1) A lack of interaction between students and between learners.

<sup>31</sup> Sudjana, *Metode Statistika* (Tarsito Bandung, 2005).

<sup>32</sup> Sutanto L Tjokro, *Presentasi Yang Mencekam*, 2nd ed. (Jakarta: Elex Media Komputindo, 2009).

- 2) This tendency can overlook academic as well as social aspects, causing the growth of business or commercial aspects.
- 3) The teaching and learning process emphasizes training over education.
- 4) It is now necessary to change a learning role from the original masters of conventional learning techniques in order to be familiar with learning techniques using ICT (information, communication, and also technology).
- 5) Not all internet facilities are available in all places.
- 6) A lack of human resources who are familiar with the internet.
- 7) Inadequate command of computer languages.
- 8) Students may struggle to obtain an adequate computer.
- 9) These students may be dissatisfied if they are unable to access graphics, images, and videos due to insufficient equipment (software and hardware).
- 10) The availability of a suitable infrastructure.
- 11) Because the quality and accuracy of this information varies, guidance and question features are required.
- 12) These students may experience feelings of isolation.<sup>33</sup>

## **5. Teaching Writing**

### **a. Definition of teaching writing**

According to Coffin, Curry, & Goodman (2003:78), teaching writing is the effort from the teacher to make the students understand how to write with a focus on both the content and the form, that is, the Language used and text structured,

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<sup>33</sup>Nursalam and Ferry Efendi, *Pendidikan Dalam Keperawatan*, 2008, <http://ners.unair.ac.id/materikuliaah/Buku-Pendkeperawatan-2008.pdf>.

such as the construction of arguments, grammar, and punctuation.<sup>34</sup> It indicates that the correctness of grammar becomes an important consideration in the writing process to produce a decent writing product. In this instance, teachers must help students through the writing process to enhance their writing skills. In addition, Bright (2007:13) states that in teaching writing, the teacher should also share their own experience, even admitting to their reluctance and ambivalence.<sup>35</sup> It indicates that the teaching process' instructions and regulations are insufficient. A personalized approach is one of the most important aspects of the teaching and learning process. The teacher can teach writing skills more simply if personal approaches are used.

Based to Harmer (2004: 11), For a long time, teaching writing focused solely on the content of the writing, rather than the process of writing. To comprehend the student's writing process, the teacher must consider the following strategies:

- 1) The method by which the teacher encourages students to plan. The first step students must take is to plan what they will write. When students develop a plan, the teacher can assist them by explaining what, how, and for whom the writing is intended.
- 2) Teachers encourage students to draft, reflect, and revise their work.

Writing is one method of developing students, and it includes drafts,

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<sup>34</sup> Curry and Goodman Coffin, "Teaching Academic Writing," *New York*, no. Rutledge (2003).

<sup>35</sup> Robin Bright, "Write Through the Grades," *Toronto*, no. Main Press (2007).

reflections, and written revisions. They will respond and advise one another on how to write well.

3) The manner in which the teacher responds to their students' writing.

The teacher can correct the results of the students' writing one by one in order to determine their responses and provide appropriate advice.<sup>36</sup>

### **b. Teaching writing process**

A writing process consists of several stages. Students in each stage complete a specific activity in order to construct their writing. Furthermore, Richard and Renandya (2002: 303) state that The writing process includes planning, drafting, revising, and editing. Students are encouraged to write during the planning stage. The drafting stage is concerned with writing fluency rather than grammatical accuracy or draft neatness. The students then rewrite their text in the revising stage based on the feedback they received in the responding stage. During the editing stage, students clean up their texts as they prepare the final draft for teacher evaluation.<sup>37</sup>

### **c. Teaching Difficulties through E-learning**

Globalization has resulted in rapid advancements in information and communication technology, including education. The internet is a very interesting information and communication technology product to learn about. The internet has been used to facilitate teaching and learning. The use of the internet in education is becoming increasingly important.

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<sup>36</sup> Harmer Jeremy, *How to Teach Writing*, Stentont Associates, Saffron Walden (Essex, UK: Longman, 2004).

<sup>37</sup> Jack C. Richards and Willy A. Renadya, "Methodology\_in\_Language\_Teaching\_2002\_scanned.Pdf" (Cambridge University Press, 2002).

In this pandemic era, media is critical in dealing with the teaching-learning process because social media is a primary means for students and teachers to give and access information. Utilizing media requires creativity and mature instructional consideration, especially in the online classroom. The use of the internet and supported applications helps with teaching, and learning is unavoidable. Unfortunately, many issues and limitations arise during the COVID-19 outbreak when implementing the e-learning system.

According to Niles, virtual teaching is not a new concept, but teachers who have been trained for in-person instruction must know how to apply their skills to the virtual world. Teachers must be prepared for this. However, in some cases, teachers encountered difficulties during e-learning classes. The problem is effectively transferring what is taught in the face-to-face classroom to online. Anderson, Imdieke, & Standiford (2011) stated that One of the most significant challenges they identified was a "disconnect between the way teachers were taught to teach" and how course content must be delivered in an effective online classroom. Anderson also mentioned the almost non-existence of institutional expectations for online courses. These include teacher, student, lesson, and staff expectations. There is no way to assess the effectiveness of these online courses without clear guidelines and expectations for faculty members to follow. Further, Anderson explained that the feedback they received from students seldom helped them adjust their teaching as they would in a face-to-face class.<sup>38</sup>

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<sup>38</sup> Derek Anderson, Sandra Imdieke, and N Suzanne Standerford, "Feedback Please : Studying Self in the Online Classroom," *International Journal of Instruction* 4, no. 1 (2011): 1–16.

Online classes are very similar to stage performances. According to Niles, teachers should prepare and practice the lesson plan as well as the performance session. They must have been present to witness it. Instructors are not required to perform in online classes. They can write, rewrite, record, and even re-record it until they get it just right. They have several options for making the material as effective as possible.

Teachers work through the teaching materials and school at their own pace online. In online classes, teachers and students were interacting with one another. An online teacher will function more as a facilitator, encouraging students to discuss and interact with the materials. This delay was perceived by some teachers as slowing down their e-learning. When teachers present complex ideas in class, they encourage students to respond. They can post questions on discussion boards, but teachers must wait for a response from another student.

Furthermore, online education differs from traditional face-to-face education. Interactions occur between teachers and faculty, between teachers and their peers, and between teachers and technology. Of course, as illustrated, this shift in the instructor's role must be supported by technology and curriculum developers.<sup>39</sup> Similarly, Coppola et al. described the role change for instructors as an opportunity to facilitate interactions between teachers and their peers.

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<sup>39</sup> Adam D. Fein and Mia C. Logan, "Preparing Instructors for Online Instruction," *New Directions for Adult and Continuing Education* 2003, no. 100 (2003): 45–55.

Although the interactions vary among LMS, they should ensure the course's success.<sup>40</sup>

Though online classes and e-learning can be used on some levels, it is not ideal. It frequently magnifies many classroom challenges. When teachers observe students' results, they are unable to assess understanding or provide feedback. When teachers can only communicate on the screen, it is difficult for them to monitor student engagement or develop trusting relationships. These difficulties are difficult to overcome.<sup>41</sup>

As a result, it is possible to conclude that teaching English through e-learning has numerous issues. Many teachers indicated that using the computer for non-course-related activities would be inconvenient while working on the course. It comes as no surprise to teachers in traditional classrooms who are constantly reminding students to disconnect from social media.

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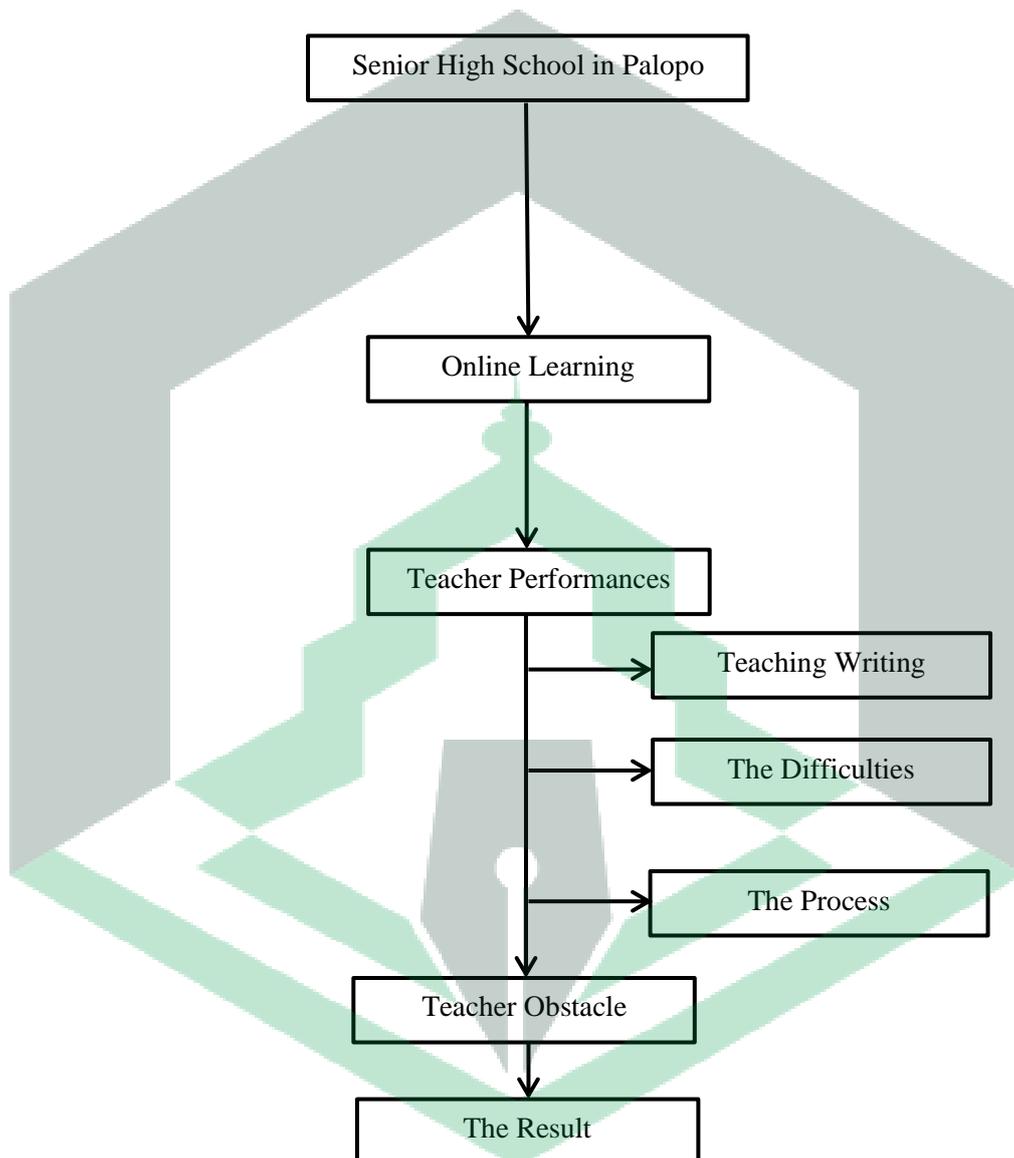
<sup>40</sup> Rennell, "Excellent Online Teaching: The Ultimate Guide for Teachers on Prepping Successful Online Classes, Developing Strategies and Mindset, Managing Time, and Engaging Students to Achieve Effective Results."

<sup>41</sup> Jossey Bass, "Teaching in the Online Classroom," *a Willey imprint* (2020): 25–26.

### C. Conceptual Framework

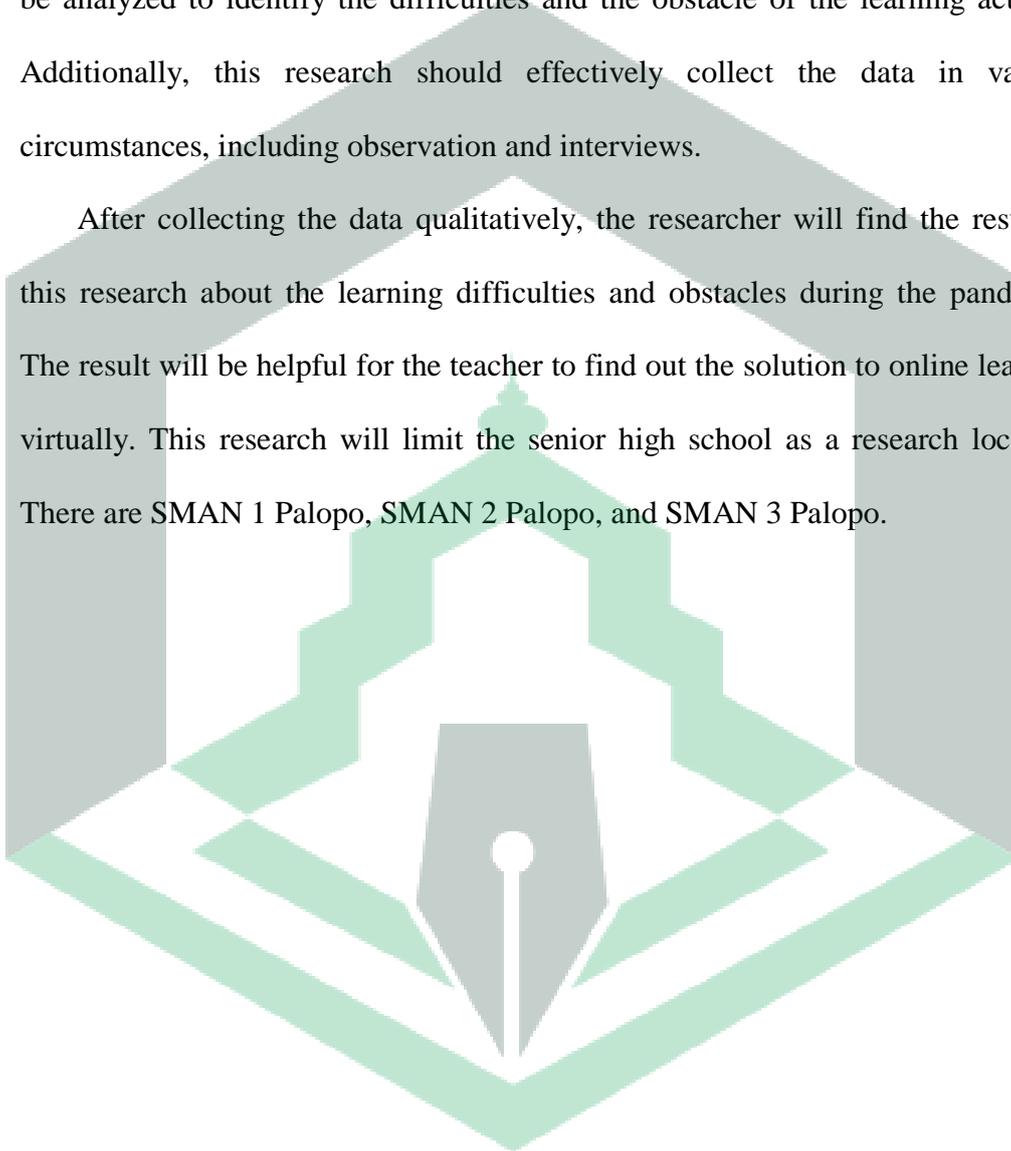
The conceptual framework of this research is described as follows:

**Table 2.1. Conceptual Framework**



Senior High School in Palopo provides the learning process virtually or online learning. The goal of this research is to analyze the teacher performances in teaching English writing virtually. The process of the teacher performances will be analyzed to identify the difficulties and the obstacle of the learning activity. Additionally, this research should effectively collect the data in various circumstances, including observation and interviews.

After collecting the data qualitatively, the researcher will find the result of this research about the learning difficulties and obstacles during the pandemic. The result will be helpful for the teacher to find out the solution to online learning virtually. This research will limit the senior high school as a research location. There are SMAN 1 Palopo, SMAN 2 Palopo, and SMAN 3 Palopo.



## CHAPTER III

### RESEARCH METHOD

This chapter consists of the research design, data and source data, instrument of the research, procedures of collecting data, data validity check and technique of analyzing data.

#### A. Research Type and Research Approach

The researcher used descriptive qualitative research focusing on the difficulties in teaching writing during the pandemic. Qualitative research describes and analyzes the abilities, forms, distinctiveness, and variations of words produced by teachers in online learning. According to Sugiyono (2010), qualitative research is research in which the researcher is placed as the key instrument, data collection techniques are combined, and data analysis is inductive.<sup>42</sup>

The approach used in this research is the qualitative approach. Qualitative research is a research approach without statistical figures but with descriptive exposure that tries to describe, systematically, factually, and accurately the facts and the nature of the relationship between the phenomena being investigated.

#### B. Research Focus

According to Moleong (2016), is a guideline for directing relevant data to the research problem. The purpose of the research is to concentrate on the essence of

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<sup>42</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D* (Bandung: Alfabeta, 2010).

the research to be conducted. The researcher in this case focuses on the difficulties that teachers face when teaching writing skills during the pandemic.

### **C. Definition of Terms**

- 1) A teacher is someone who imparts knowledge in order for others to gain knowledge and skills.
- 2) Writing is one way to express one's opinions and ideas on paper or indirectly through the media. Several procedures must be learned.
- 3) Online Teaching is an internet application that connects educators and students in an online study room.

### **D. Research Design**

This research attempts to investigate the kind of teachers' difficulties in teaching writing during pandemic at high schools in Palopo. The methodology used in this study belongs to the qualitative approach because it corresponds well with the following description and explanation. According to Creswell (2007), in a qualitative approach, a case is for a specific period of time using a detailed and in-depth data collection and producing the final result of a case description.<sup>43</sup>

Meanwhile, descriptive research is a type of research that aims to describe or describe existing phenomena, both natural phenomena and human engineering. The goal of descriptive research is to collect systematic, factual, and accurate data about the facts and characteristics of a specific population or area. This study was conducted to discover what problems and difficulties the teacher encountered while teaching writing.

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<sup>43</sup> Creswell, J. W. (2007). *Qualitative inquiry & research design: Choosing among five approaches* (3rd ed). London, UK: Sage Publications, Inc,

## E. Data and Source Data

### 1. Data

Data is the researcher's information to understand the phenomenon and answer the formulated problem. In this research, the researcher used primary data and secondary data. They are:

- a) Primary data is collected for the first time through personal experiences or evidence, particularly for research. In this study, primary data were obtained directly from the field in the results of teacher interviews.
- b) Secondary data were obtained from observations, literature reviews, previous researchers, journals, books, the internet, and other media that support this research.

### 2. Data source

A data source is a person, something, or place that provides information for a researcher. The researcher researched three senior high schools (SMAN 1 Palopo, SMAN 2 Palopo, and SMAN 3 Palopo). The overall populations are 14 English teachers. The researcher only interviewed one teacher from each school. Three teachers become respondents in this research. All teachers are civil servants and have been certified in their profession. The first is a teacher from SMAN 1 Palopo (she is a female, 37 years old, her last education is S1, she has taught at school for four years. She used two languages when teaching in class, namely Indonesian and English). Second, a teacher from SMAN 2 Palopo (female, 51 years old, her last education is S1, she has taught in that school for eight years, and she uses two languages when teaching in class,

namely Indonesian and English). Third, the teacher from SMAN 3 Palopo is a male, 43 years old, his last education is S2, he has taught at school for 16 years, and he uses two languages when teaching in class, namely Indonesian and English.

All teachers are able to operate computers and android. However, the first teacher is more competent than the other teachers due to age considerations and lack of knowledge about technology.

## **F. Research Instrument**

The researcher used two instruments, namely, the observation matrix and the interview.

### **1. Observation**

It is one of the methods used to investigate social phenomena. Observation is the use of notes and observation to study social phenomena and the nature of symptoms. Thomas, as cited in Ary (2010), states observation is a process to get information in research that involves watching or listening to events and then recording what happened. This means that the information is gathered by watching or listening to the event, and the events are documented by recording. The researcher then employs observation because the researcher's goal is to provide a comprehensive description of behavior in a specific context.<sup>44</sup>

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<sup>44</sup> Donald Ary, *Introduction to Research in Educational, Canada: Wadsworth, Cengage Learning*, vol. 8th, 2010.

The researcher used non-participants to collect data in this observation because the researcher did not participate as a teacher who taught English at the research site. The researcher observed several senior high schools in Palopo as part of this study. The researcher observed three times. For the first time, the researcher observed teaching-learning activity and observed the teacher's teaching writing strategies in the online classroom. The researcher then observed how the teacher deals with the potential problem of teaching writing in an online class the second time. Furthermore, the researcher observed the class in order to obtain real-time data to answer the problem related to teacher problems in teaching English virtually. The researcher took field notes as well. The field notes serve as the foundation for the unstructured interview. The researcher used an observation matrix in this study to determine how the teacher taught students in the classroom.

## 2. Interview

Following the observation, the interview took place. To gather additional information from the subject, the researcher decided to conduct a semi-structured interview. Because it is a natural interview, the researcher employs a semi-structured interview. However, the researcher must first provide general questions in order to conduct the planned interview. As the instrument, the general questions are included in the interview guide. The researcher collects data through interviews to learn about the strategies used by the teacher in teaching writing at the senior high school in Palopo, the problems encountered by the teacher in implementing the strategies, and how

the teacher deals with the problems. Furthermore, to facilitate the interview process and avoid misunderstandings, the researcher used Indonesian.

### **G. The Procedure for Collecting Data**

In collecting the data, the researcher used some techniques as follows:

1. Preparing the instrument (interviewing script)

The researcher wrote a list of questions as to the instrument of this research. The expert has validated the question list to measure the reliability.

2. Making an appointment with the teachers

The researcher made an appointment with the teachers to find the time to collect the data.

3. Observing the teachers

After making the appointment, the researcher observed the teachers' teaching process and the classroom situations.

4. Interviewing the teachers

The researcher interviewed the teachers and recorded their answers through an audio recorder. As a result of this procedure step, the researcher wrote the script as the qualitative data.

### **H. Data Validity Check**

To ensure the validity of the information in this research, the diploma of self-assurance technique may be used, namely:

1. Perseverance Observation

Perseverance observation means searching consistently for interpretation in various ways. In this regard is the process of collecting

data and analyzing data consistently. This technique is carried out by the researcher observing in detail and continuously in the research process in the field.

## 2. Triangulation

Triangulation is a data collection technique and existing data sources in data collection techniques. This technique means that the researcher used different data collection techniques to obtain data from the same source.

Four validators have evaluated the validity of this research instrument: three English teachers and a writing lecturer.

**Table 3.1. Validation Instrument for Observation**

No	Assessed Aspects	Scores			
		1	2	3	4
1	Instrument instructions are clearly stated.			√	
2	Instrument sentences are easy to understand and do not cause double interpretation.			√	
3	Instrumental sentences use good and correct language.			√	

**Table 3.2. Validation Instrument for Interview**

No	Assessed Aspects	Scores			
		1	2	3	4
1	Easy to understand the question.				√
2	Interview guideline questions include data related to the teacher's strategy in learning to write according to the material.			√	
3	Research-related questions.				√
4	Questions use good and correct language.			√	
5	Interview questions include data related to adequate learning activities.			√	

Instrument validation is stated:

- 1) Worth using without revision
- 2) Worth using with revision**
- 3) Not worth being used

a. The First English Teacher

**Table 3.3. Validation Instrument for Observation**

No	Assessed Aspects	Scores			
		1	2	3	4
1	Instrument instructions are clearly stated.			√	
2	Instrument sentences are easy to understand and do not cause double interpretation.			√	
3	Instrumental sentences use good and correct language.			√	

**Table 3.4. Validation Instrument for Interview**

No	Assessed Aspects	Scores			
		1	2	3	4
1	Easy to understand the question.			√	
2	Interview guideline questions include data related to the teacher's strategy in learning to write according to the material.			√	
3	Research-related questions.			√	
4	Questions use good and correct language.			√	
5	Interview questions include data related to adequate learning activities.			√	

Instrument validation is stated:

- 1) Worth using without revision
- 2) Worth using with revision**
- 3) Not worth being used

b. The Second English Teacher

**Table 3.5. Validation Instrument for Observation**

No	Assessed Aspects	Scores			
		1	2	3	4
1	Instrument instructions are clearly stated.			√	
2	Instrument sentences are easy to understand and do not cause double interpretation.			√	
3	Instrumental sentences use good and correct language.			√	

**Table 3.6. Validation Instrument for Interview**

No	Assessed Aspects	Scores			
		1	2	3	4
1	Easy to understand the question.				√
2	Interview guideline questions include data related to the teacher's strategy in learning to write according to the material.			√	
3	Research-related questions.			√	
4	Questions use good and correct language.			√	
5	Interview questions include data related to adequate learning activities.			√	

Instrument validation is stated:

- 1) Worth using without revision
- 2) Worth using with revision**
- 3) Not worth being used

c. The Third English Teacher

**Table 3.7. Validation Instrument for Observation**

No	Assessed Aspects	Scores			
		1	2	3	4
1	Instrument instructions are clearly stated.				√
2	Instrument sentences are easy to understand and do not cause double interpretation.			√	
3	Instrumental sentences use good and correct language.			√	

**Table 3.8. Validation Instrument for Interview**

No	Assessed Aspects	Scores			
		1	2	3	4
1	Easy to understand the question.				√
2	Interview guideline questions include data related to the teacher's strategy in learning to write according to the material.			√	
3	Research-related questions.			√	
4	Questions use good and correct language.				√
5	Interview questions include data related to adequate learning activities.			√	

Instrument validation is stated:

1) Worth using without revision

**2) Worth using with revision**

3) Not worth being used

### **I. The Technique of Data Analysis**

The data analysis is critical to the qualitative research process, where the researcher develops and evaluates from the understanding of the concept and the interrelationship of the data. In the process of analyzing the data, the researcher has some steps.

These are the steps in the process of analyzing the data:

#### **1. Data Collection**

Collecting data is collecting, measuring and analyzing accurate insights for a study. Researchers will collect data obtained from observations and interviews about the difficulties of teachers in teaching writing during the pandemic.

## 2. Data Reduction

Data reduction refers to selecting, focusing, simplifying, reducing and formatting the data in the submitted writing or transcript. Researcher would examine the results of the interviews. Researchers will also write some data using a data reduction process and only take important data according to the problem formulation.

## 3. Data Display

Generally, a display is an organized and compressed collection of information that allows drawing conclusions and actions. The researcher used descriptive data to describe the results. Based on a research design, the researcher obtained important data and condensed it into the descriptive text.

## 4. Conclusion and Verification

Making conclusions is starting to determine what is meant by noting regularities, patterns, possible explanations, configurations, causal paths and findings. Making conclusions confirms and describes the final results of the data analysis of this research. Researcher would analyze the data and findings.<sup>45</sup>

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<sup>45</sup> Miles Matthew B. and Huberman A. Michael, *Qualitative Data Analysis*, 1994.

## CHAPTER IV

### FINDINGS AND DISCUSSION

In this chapter, the researcher is going to analyze the data on the teachers' difficulties in teaching writing during the pandemic at a senior high school in Palopo. The data collected from three teachers from each school were analyzed into types of instruments, namely observations and interviews with teachers.

#### A. Findings

The researcher has finished the research procedure such as interview and observation. It can be seen from the result both from interviews and observation.

##### 1. The Result of Teachers Difficulties in Teaching Writing

###### a. Teachers Difficulty In Teaching Writing

Based on the results of the research, researcher found that the interview results of the three respondents showed difficulties in teaching writing:

- *What challenges or problems did you face when teaching writing skills online in class?*

T1: The problem that exists online is that students sometimes do not take lessons from the previous semester; some do not collect assignments as well at this time, and they lack vocabulary possessed by the students themselves.

T2: Concerning writing, there are many obstacles. The main obstacle is the student's lack of ability to connect word for word and sentence by sentence due to the lack of grammar of the student.

T3: The problem I faced was the slow response from students; sometimes, students were also late in collecting assignments past the appointed day. Then there are some students whose networks are not good and do not have quotas. Students also lack vocabulary resulting in difficulties in writing.

In question interview number seven, the three teachers have the same problem. Namely, it comes from less active students, lack of student ability to connect word by word, lack of vocabulary owned by students, and lack of internet quota owned by students.

- *Do you find it challenging to organize students?*

T1: Yes, with some students who are less active while studying, the slow response from students.

T2: Because not all students have the same character, some students do not participate or do not cooperate in terms of improving their abilities.

T3: The difficulty is many; sometimes some hear not. Sometimes they don't understand or pay attention to the lesson, and sometimes they also make a fuss—lack interest in students' learning.

From question eleven, each teacher finds different difficulties because not all students have the same character and there are some students who are less active in the learning process.

The following are the results of the researcher's observations (supporting data):

**Table 4.1 Observation Matrix Result of Teacher Difficulties in Teaching Writing**

Respondents	Indicators	Answer
Teacher 1	Teacher Difficulties In Teaching Writing	The difficulty of teachers in teaching writing lies in the lack of ability of teachers to operate computers and androids. Then, teachers have difficulty choosing methods in online learning. In addition, one of the difficulties of teachers is from students who lack vocabulary. In addition, teachers find it difficult to handle students in the classroom.
Teacher 2		Teachers sometimes have difficulties in the teaching and learning process due to the lack of feedback from students for online face-to-face meetings, students also do not understand the material taught by the teacher. students who lack understanding of sentence-by-sentence arrangement.
Teacher 3		Teachers have difficulty in getting the network. In addition, the teacher also has

		difficulty explaining the material to students, students are less able to make sentences and also lack of interest in learning.
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Based on the results of the study, the researcher concluded that the difficulty of teachers in teaching writing for the three schools is that the three teachers have the same problem. Namely, it comes from less active students, lack of student ability to connect word by word, lack of vocabulary owned by students, and lack of internet quota owned by students. This is in accordance with the teacher's statement 2 "Teachers sometimes have difficulties in the teaching and learning process due to the lack of feedback from students for online face-to-face meetings, students also do not understand the material taught by the teacher. Students who don't understand sentence-by-sentence arrangement."

### **b. Teacher Challenges In Explaining The Material**

Based on the results of the research, researcher found that the interview results of the three respondents showed difficulties in explaining materials:

- *What writing activities do learners mostly perform in the classroom?*

T1: Usually, I give readings for comprehension, and then students answer the questions in the reading by writing the answers in the book.

T2: For example, about a narrative text. When students learn about narrative texts, so students must be able to write or create texts in the form of narratives.

T3: I give assignments in the form of LKS; the material can be in the form of tenses and clear announcements in the RPP. I usually give students assignments to look for examples of announcements on the internet and then make announcements with sentences they make themselves. They were also instructed to write questions from their assignments.

From the questions interview number six, in teaching writing in the classroom. Again, the three teachers provide different writing activities; for example, T1 instructs students to write answers in the reading, T2 instructs students to create text in the form of narratives, and T3 instructs students to make announcements.

- *Are the resources you need to teach writing skills available at schools? Please mention the source you mean!*

T1: Partly from the package books in school, and partly I took material from the internet. Then if the assignment is given, I give it from the package book.

T2: The primary sources are the library handbooks and student handbooks. External sources are by searching for teaching material information through Google.

T3: I usually use books from the library and also LKS. Other sources I get from the internet like Youtube.

From question nine, all teachers get the resources needed to teach in schools. Also, be creative in looking for additional teaching materials over the internet.

- *How do you control your students when teaching writing skills?*

T1: I control students by looking at incoming assignments.

T2: After explaining and giving examples, I give students time to create or write the material that was taught earlier. And I watched the students write and listened to their problems of the students at the time of writing.

T3: During the pandemic controlled students by looking at incoming assignments because I didn't use zoom, so I just looked at the assignments and their responses.

From question ten, T1 and T3 control the student by looking at the assignment. While T2 controls students differently, that is, it gives students time to rewrite the material given and pay attention to students at the time of writing.

The following are the results of the researcher's observations (supporting data):

**Table 4.2 Observation Matrix Result of How Teachers Teach Writing**

Respondents	Indicators	Answer
Teacher 1		The teacher asks questions about the reported speech material. Some students

	How teachers teach writing	who understand the material taught and the rest do not understand the material taught. After giving the material, the teacher gives readings to be discussed in groups by students. Then students write down their answers in their respective books. The main source of the material used is english textbooks according to the curriculum of the school. Then the teacher also takes references from the internet on certain materials so that teaching materials are more complete and easy to convey to students.
Teacher 2		The teacher explains the material; students are expected to be able to provide responses about the material that has been taught. Then students are able to understand the meaning of sentences and are able to string together using their own words. After explaining the material, the teacher gives students time to discuss and ask questions according to the material taught. The source material

		<p>used is the existing textbooks in the library in accordance with the existing curriculum. Teachers also take references from the internet to support explanations to make them easy for students to understand.</p>
Teacher 3		<p>After explaining the material, the teacher hopes that students will be able to understand the material well and get a new vocabulary. Then students are able to use it to create a sentence. Teachers provide opportunities for students to ask questions about material that is not understood and then discussed together or can ask directly to the teacher. In addition, the teacher also gives assignments and writes answers in their respective books. The main source of material used is the existing English textbooks in the library in accordance with the existing curriculum. The supporting source is that the teacher takes references from the internet and</p>

		when the student is given an assignment, the student works on it in the student's worksheet book that has been distributed.
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Based on the results of the research researchers found that. From question nine, all teachers get the resources needed to teach in schools. Also, be creative in looking for additional teaching materials over the internet. This is in accordance with the teacher's statement 3 "After explaining the material, the teacher hopes that students will be able to understand the material well and get a new vocabulary. Then students are able to use it to create a sentence. Teachers provide opportunities for students to ask questions about material that is not understood and then discussed together or can ask directly to the teacher. in addition, the teacher also gives assignments and writes answers in their respective books. The main source of material used is the existing English textbooks in the library in accordance with the existing curriculum. The supporting source is that the teacher takes references from the internet and when students are given assignments, students work on them in the student's worksheet book that has been distributed."

## **2. Factors That Cause Teachers Difficulties In Teaching Writing**

### **a. Teacher Difficulty of Technology**

- *During this pandemic, what media do you use to teach online?*

T1: The media I use are Whatsapp and google classroom.

T2: Sometimes, I use zoom meetings and Google Meet. I have also used google classroom, but it is more dominant to use zoom.

T3: I use both of Whatsapp and Google Classroom.

From the question of interview number two, T1 and T3 use the same application, namely WhatsApp and google classroom. In comparison, T2 uses the zoom application more.

- What are your difficulties in using the application as an online learning?

T1: I have no constraints in using the application. But, it tends to the operation of the laptop.

T2: for online learning I only use the zoom application. The obstacles I experienced were usually on internet quota packages that ran out quickly and also sometimes only a few students participated in learning via zoom.

T3: I have no problem with the application, but sometimes the network is not good so that it hinders the course of the lesson.

Based on question number thirteen, each teacher has different reasons for the difficulty in using it. For T1 tends to computer operation, T2 is constrained by data kouta and T3 tends to problematic signals.

The following are the results of the researcher's observations (supporting data):

**Table 4.3 Observation Matrix Result of Technology Used by Teachers in Teaching Writing**

Respondents	Indicators	Answer
Teacher 1	Technology used	Students who study online participate

	by teachers in teaching writing	through the Whatsapp application and collect assignments through the same application or other applications such as google classroom.
Teacher 2		Students participate in online learning through the Zoom application and collect assignments through the Whatsapp application.
Teacher 3		The online learning application used by teachers is Whatsapp and sometimes uses Google Classroom.

Based on the results of the researcher's research, researchers found that T1 and T3 use the same application, namely WhatsApp and google classroom. In comparison, T2 uses the zoom application more this is in accordance with the teacher's statement 1 "Students who learn online participate through the Whatsapp application and collect assignments through the same application or other applications such as google classroom". However, each teacher has different reasons for the difficulty in using it. For teacher 1 tends to computer operation, teacher 2 is constrained by data kouta and teacher 3 tends to problematic signals.

#### **b. Teacher Difficulty Solving The Writing Material**

- *How do you solve this problem?*

T1: By reminding students to pay attention or their assignments.

T2: How do I deal with it? We need a lot of time for students to repeat the primary material and memorize new vocabulary to write well and correctly.

T3: So, I understand the circumstances and understand to wait when students are late collecting assignments.

From question eight, all teachers have the same way of overcoming problems by tolerating students and repeating the material provided.

The following are the results of the researcher's observations (supporting data):

**Table 4.4 Observation Matrix Result Of How Teachers Build Student Learning Motivation**

Responden	Indicators	Answer
Teacher 1	How teachers build student learning motivation.	Usually the teacher inserts moral messages in the middle of learning in addition to adding intelligence, but also to increase students' attention so that they have more interest in learning.
Teacher 2		Sometimes teachers reprimand students who make noise in the course of learning while giving input to students to pay more attention to learning.
Teacher 3		For students who do not participate in

		<p>teacher learning, sometimes they call the parents of the students so that they pay more attention and can direct their children to follow the learning well.</p>
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Based on the results of the study, researchers found that From question eight, all teachers have the same way of overcoming problems by tolerating students and repeating the material provided this is in accordance with the statement of the teacher 1 "usually teachers insert moral messages in the middle of learning in addition to adding attention students are more interested in learning.

### **B. Discussion**

Four skills in English must be mastered, namely listening, speaking, reading, and writing. However, writing is considered the most challenging skill to acquire compared to the other three. Therefore, teaching writing is not an easy job because the teacher may face some problems in the process of teaching writing in class. Based on the results of research on the difficulty of teachers in teaching writing skills during the online, the researcher suggested that the study was conducted in several high schools in Palopo with teachers teaching English. This study aims to determine the difficulties of teachers in teaching writing and what factors cause teachers' difficulties in teaching writing during the pandemic.

Based on the interview results, the researcher found that for the first teacher who teaches 8 classes at his school, he shared material using Whatsapp media as well as Google Classroom. he uses the application to make it easy for

students to access. T1 (teacher one from SMAN 2 Palopo) teaching by explaining the material first and then giving tasks such as making sentences can help hone students' skills in writing and know how they make and understand sentences. This follows the observations of teachers who give readings to be discussed in groups, then students answer questions about the readings and then write down their answers in their respective books. In addition, T1 piques students' interest by assigning writing assignments to assess their abilities. However, students sometimes do not participate in learning, some do not collect assignments, some are less active when studying, students respond slowly, and their vocabulary is limited.

For the second teacher, uses zoom meeting media and also sometimes uses google meet. T2 (teacher two from SMAN 3 Palopo) has also used google classroom but is more dominant in using zoom. T2 uses this application because the school asked the teacher to use the teaching method via zoom the other day. T2 did not use the google classroom method because not all teachers are familiar with the application. T2 teaches by the direct learning method, then explains how about writing. After that, he gave the students time to practice. The strategies used are communicative and direct learning strategies. His answer is in line with the observation results of the teacher who explained the material first, giving the students time to discuss and ask questions according to the material taught. There are many obstacles faced online, especially concerning writing. The main obstacles are the lack of students' ability to connect word by word, connecting sentence by sentence due to the lack of grammar student, lack of vocabulary

possessed the student, and other difficulties because not all students have the same character, so some students do not participate or do not cooperate in terms of improving abilities.

The third teacher teaches 10 classes in her school. T3 (teacher three from SMAN 1 Palopo) uses Whatsapp and google classroom. She uses the application because it is easier and saves quota. T3 teaches by sharing videos in groups; students are given assignments and take notes. She only uses Whatsapp to share materials. This is consistent with observations made when the teacher showed a video, explained the material about simple present tenses, and provided examples to help students understand the lesson. The students are then instructed to construct sentences. There are many problems faced by T3, namely slow responses from students, students who are late in collecting assignments past the specified day, then students who do not have quotas or have poor networks, and students also lack vocabulary so that it is difficult to write, most students do not hear when the teacher explains. Some do not understand or pay attention to the lesson, lack interest in learning from students and only make a fuss.

The researcher found some difficulties based on an analysis of teachers' difficulties in teaching writing through online learning. The first difficulty is how the teacher takes the students' attention. Second is the teacher's challenge in explaining the material. Third, the difficulties faced by teachers are related to their lack of knowledge of teachers in accessing the internet or applications. And the last is the teacher's difficulty in checking students' learning outcomes. This is

also based on the results of interviews and observations; it can be discussed as follows:

### **1. Teachers' Difficulties in Teaching writing**

An online teacher will act more like a facilitator who encourages students to discuss the material and interact. Some teachers see this delay slowing down their e-learning. When teachers present complex ideas in their classes, they invite students to respond to the material. They can ask questions on the discussion board, but teachers have to wait for other students to respond. Therefore, teachers have difficulty interacting or getting attention from students. Basically, teachers have the same problem with the teacher's difficulty in teaching writing, namely the lack of feedback from students in following learning, the lack of students' ability to connect verbatim, the lack of vocabulary possessed by students.

Niles stated that teachers should prepare and practice lesson plans and performance sessions. They had to be there to witness it. With online classes, instructors don't have to perform. They can write, rewrite, and then record and even re-record it until they have it the way they want it to be. They have various opportunities to make the material as effective as needed. But under various conditions, it takes extra time to make it as simple as possible. First, the teacher must make sure all students know what to expect.

The difficulty factor can be seen from the results of interviews and teacher observations which show that when the teacher asks questions about the learning material that has been given, few students understand the material. The rest do not understand the material that has been taught. The teacher has to repeat the

material when he does not understand it because not all students have the same character, so some students do not participate in the study.

## **2. Factors of teacher difficulties in teaching writing**

Niles stated virtually teaching is not a new concept, but teachers trained for face-to-face teaching should know how to take their skills and apply them to the virtual world. So the teacher must be prepared for it. But in some circumstances, teachers have difficulties during e-learning classes. The difficulties experienced by teachers during online learning are of various kinds. Some have problems operating computers or difficulty using online learning applications for internet connection interruptions. They are confused about the operation of the application and how to maximize its use. So they feel uncomfortable following the learning process.

Based on the results of interviews conducted with teachers, they use the application as an auxiliary medium during the online learning process. One of them is WhatsApp. The reason is, of course, this application is easy to use; in addition, it also saves quota. Another reason is that this app is a lightweight connection. That is, running this application does not require extensive internet access. But behind that, WhatsApp also has its drawbacks. These media cannot make large numbers of video calls. As we know, an excellent teaching and learning process is face-to-face between teachers and students. One of the teachers is still using an app to support face-to-face, which is zoom. The application can accommodate many participants during online learning. However, it is considered difficult because the amount of quota used is relatively

large, so students find it difficult to join using this application. Some teachers only use Google classroom, another application of online learning media. They claim to be not good at running this application.

Although online classroom e-learning can be applied at several levels, it is not exactly. Many class challenges are often magnified through it. Teachers can't assess understanding or provide feedback when they observe student outcomes. Teachers have difficulty effectively monitoring student engagement or developing trusting relationships when they can only communicate on screen. These challenges are difficult to overcome. This prevents the teacher from paying maximum attention to each student.

Teachers also have difficulty checking student learning outcomes due to teachers' difficulty in knowing students' mastery of the subject. For example, the teacher must ensure the student understands the given sentence pattern in teaching writing skills. But some conditions make teachers confused about student learning outcomes. However, some teachers respond to it in ways such as inserting moral messages in the middle of learning to build students' interest in learning, some also give reprimands to students and for some students who are less active or have never participated in learning the teacher usually contacts the student's parents.

So, it can be concluded that the difficulty of teachers in teaching writing lies in the lack of feedback from students in following the learning and the lack of understanding of students regarding the material being taught. as for the factors that influence it are due to various reasons including the teacher's lack of understanding of computers, virtual applications and network problems. and the

solution to the problem is that there are teachers who usually reprimand, remind or, inform their parents so that they can focus on learning.

There are several differences between this research and previous research, namely: a) research location, b) different research objects where previous research only focused on one school but this research focuses on several schools, and c) the result of this study also have differences with previous research.



## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the results of the research, the research objectives have also been answered related to the difficulties of teachers in teaching writing skills and what factors cause teachers to experience difficulties when teaching writing in senior high schools in Palopo.

1. There are several difficulties experienced by teachers when teaching writing, namely: First, the teacher's difficulty in teaching writing is the lack of feedback from students in following learning, the lack of students' ability to connect verbatim, the lack of vocabulary possessed by students. secondly, when the teacher asks questions about the learning material that has been given, few students understand the material. The rest do not understand the material that has been taught. The teacher has to repeat the material when he does not understand it because not all students have the same character, so some students are lazy to follow the learning.
2. Factors that cause teachers to have difficulty teaching writing are:
  - a) teachers have difficulty accessing technology or do not understand using applications; some have problems with computer operation, do not understand using online learning applications, and have internet connection problems. Some of the learning media used by teachers are: WhatsApp, Google Classroom and Zoom meetings.
  - b) Lack of response

from students when following the lesson. c) Internet access from each less supportive student. d) Mastery of vocabulary and grammar possessed by students. e) Lack of fundamental abilities of students.

## **B. Suggestion**

1. The researcher hope that the results of this study can be useful for teachers in schools, especially at SMAN 1 Palopo, SMAN 2 Palopo, SMAN 3 Palopo so that they can further motivate students in participating in online learning. Teachers can also imply or practice writing in any subject, teachers must also create a new atmosphere or modern, creative and innovative way of teaching that supports learning so that students' interest in learning increases. As for schools to facilitate internet quotas for teachers and students in conducting online learning. In addition, researchers hope that the results of this study can be useful for other teachers who have related online learning media in compiling and implementing online writing teaching strategies. Thus, teachers can improve the teaching and learning process of English, especially in writing skills, to be more active, effective, and efficient even though it is online.
2. The researcher hope that students will enjoy the learning process using online learning methods and are also more active in participating in learning. Then, in improving the vocabulary possessed by the student in order to presumably read and memorize the vocabulary he just

discovered more often. In addition, it can be applied to motivate students' interest in improving writing skills.

3. The findings of this research could be useful information for other researchers about English teachers who have experience teaching writing during the pandemic. Many aspects can be analyzed in the teaching strategies used in writing skills through online classes. Other researchers will be interested in conducting similar research or with other skills so that the results are better than this.



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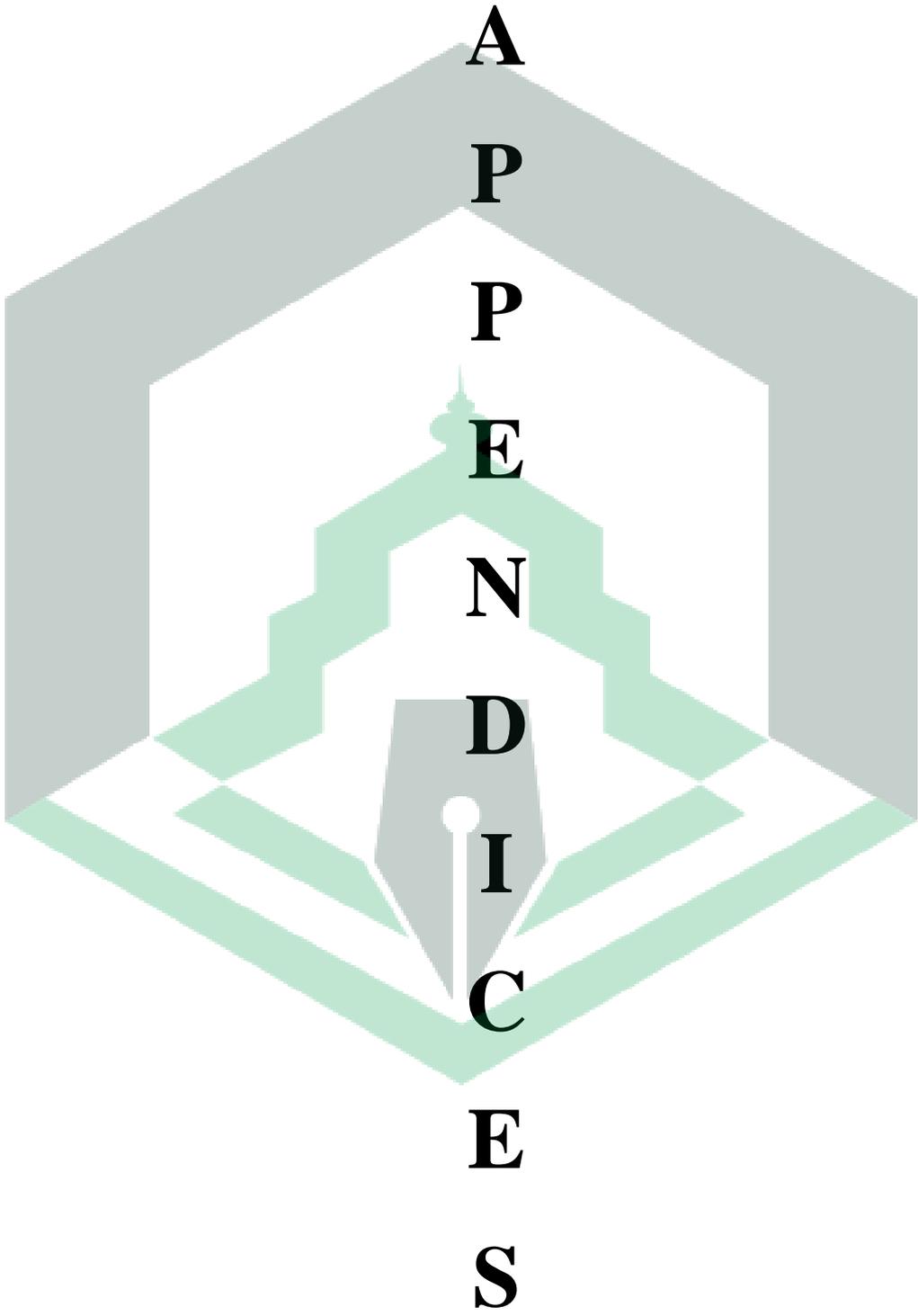
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# Appendix 1

  
1 2 0 2 2 1 9 0 0 9 0 2 2 7

**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpn : (0471) 326048

**ASLI**

**IZIN PENELITIAN**  
NOMOR : 0227/IP/DPMP/TP/III/2022

**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Mendagri Nomor 3 Tahun 28 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelimpahan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : MUTIA NURFADELLA ALI  
Jenis Kelamin : Perempuan  
Alamat : Jl. H. Jafar Tawakkal Lr. 02 No. 13 Kota Palopo  
Pekerjaan : Mahasiswa  
NIM : 17 0202 0039

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**TEACHERS DIFFICULTIES IN TEACHING WRITING DURING PANDEMIC AT HIGH SCHOOL IN PALOPO**

Lokasi Penelitian : SMA NEGERI 1 PALOPO, SMA NEGERI 2 PALOPO DAN SMA NEGERI 3 PALOPO  
Lamanya Penelitian : 15 Maret 2022 s.d. 15 Juni 2022

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada **Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo**.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya

Diterbitkan di Kota Palopo  
Pada tanggal : 16 Maret 2022  
pt. Kepala Dinas Penanaman Modal dan PTSP

**MUH. IHSAN ASHARUDDIN, S.STP, M.Si**  
Pangkat : Pembina Tk.I  
NIP : 19780611 199612 1 001

**Tembusan :**

1. Kepala Badan Kesbang Prov. Sul-Sel.
2. Walikota Palopo
3. Dandim 1403 SWG
4. Kapoltres Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian

## Appendix 2



**PEMERINTAH PROVINSI SULAWESI SELATAN  
CABANG DINAS PENDIDIKAN WILAYAH XI  
UPT SMA NEGERI 1 PALOPO**

Alamat :- Jl. Andi Pangerang No.4 Telp (0471) – 21050 Fax. (0471) – 327378 Palopo  
- www.sman1-plp.sch.id & E-mail : palopo.smansa@gmail.com

**SURAT KETERANGAN PENELITIAN**  
Nomor : 420/0145 /UPT. SMA.1/PLP/DISDIK

Yang bertanda tangan dibawah ini, Kepala UPT SMA Negeri 1 Palopo Kota Palopo Provinsi Sulawesi Selatan menerangkan bahwa :

Nama : **MUTIA NURFADELLA ALI**  
NIM : 1702020039  
Prodi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa Inggris  
Pekerjaan : Mahasiswi IAIN Kota Palopo  
Alamat : Jl. H. Jafar Tawakkal Lr. 02 No.13 Kota Palopo.

Benar telah melaksanakan penelitian pada UPT SMA Negeri 1 Palopo dalam rangka penyusunan *Skripsi* yang berjudul **“Teachers Difficulties In Teaching writing During Pandemic At High School In Palopo ”**.

Demikian keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 14 Juni 2022  
  
**MUHAMMAD ARSYAD, S.Pd.**  
NIP. 19700223 199803 1 006

## Appendix 3



PEMERINTAH PROVINSI SULAWESI SELATAN  
CABANG DINAS PENDIDIKAN WILAYAH XI  
**UPT SMA NEGERI 2 PALOPO**

Jalan : Garuda No. 18 Telp. (0471) 22244 Fax. 3311800 Kota Palopo Kode Pos 91914



### KETERANGAN PENELITIAN

Nomor : 421.3/116 – UPT SMA.2/PLP/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 2 Palopo, Provinsi Sulawesi Selatan menerangkan bahwa :

Nama : MUTIA NURFADELLA ALI  
NIM : 17 0202 0039  
Tempat/Tgl.Lahir : Palopo, 10 Februari 1999  
Jenis Kelamin : Perempuan  
Program Studi : Pendidikan Bahasa Inggris  
Alamat : Jl. H. Djafar Tawakkal Lr. 2 No. 13

Benar telah melaksanakan penelitian di UPT SMA Negeri 2 Palopo, dalam rangka penyusunan Skripsi dengan judul *"TEACHERS' DIFFICULTIES IN TEACHING WRITING DURING PANDEMIC AT SENIOR HIGH SCHOOLS IN PALOPO"*.

Demikian Keterangan ini diberikan kepada yang bersangkutan untuk digunakan seperlunya.

Palopo, 17 Mei 2022



## Appendix 4



PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
UPT SMA NEGERI 3 PALOPO

Alamat : Jln. Andi Djemma No. 52 Telp./Fax (0471) 21306 E-Mail : smanet.palopo@yahoo.com Palopo 91911

### SURAT KETERANGAN PENELITIAN

Nomor : 070/0665-UPT SMA.03/PLP/DISDIK

Yang bertanda tangan dibawah ini :

Nama : **HAIRUDDIN, S.Pd., M.Pd.**  
Jabatan : Kepala UPT SMA Negeri 3 Palopo

Menyatakan dengan benar bahwa :

Nama : **MUTIA NURFADELLA ALI**  
NIM : 1702020039  
Tempat Tgl Lahir : Palopo, 10 Februari 1999  
Jenis Kelamin : Perempuan  
Prodi : Pendidikan Bahasa Inggris  
Pekerjaan : Mahasiswa(i)  
Alamat : Jl. H.jafar Tawakkal Lr.2 No. 13  
Perguruan Tinggi : INSTITUT AGAMA ISLAM NEGERI PALOPO

Telah mengadakan Penelitian pada tanggal 15 Maret 2022 s.d. 15 Juni 2022, dalam rangka penyusunan *Skripsi* yang berjudul :

**“TEACHERS DIFFICULTIES IN TEACHING WRITING DURING PANDEMIC AT HIGH SCHOOL IN PALOPO”**

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palopo, 16 Juni 2022  
Kepala UPT  
SEROLAH MENJAJAR  
NEGERI  
KOTA PALOPO  
**HAIRUDDIN, S.Pd., M.Pd.**  
DINAS PENDIDIKAN  
Pembina Tk. I  
NIP. 11690905 199412 1 007

## Appendix 5

### LEMBAR VALIDASI INSTRUMENT OBSERVATION MATRIX

**Judul : Teachers Difficulties In Teaching Writing During Pandemic At High Schools In Palopo**

**Petunjuk :**

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :  
**1 = Tidak Sesuai**  
**2 = Kurang Sesuai**  
**3 = Sesuai**  
**4 = Sangat Sesuai**
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Petunjuk instrument dinyatakan dengan jelas			✓	
2.	Kalimat instrument mudah dipahami dan tidak menimbulkan penafsiran ganda			✓	
3.	Kalimat instrument menggunakan bahasa yang baik dan benar			✓	

**Komentar dan Saran:**

- Diperbaiki kalimat yang maknanya belum jelas!
- Layak digunakan jika telah direvisi.
- Sebaiknya menggunakan bahasa Inggris.

**Kesimpulan:**

Berdasarkan penelitian diatas, lembar validasi instruemnt dinyatakan:

- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 12 Mei 2022

Validator,

ST. HARTINA M.Pd.

## Appendix 6

### LEMBAR VALIDASI INSTRUMEN PEDOMAN WAWANCARA UNTUK GURU

**Judul : Teachers Difficulties In Teaching Writing During Pandemic At High Schools In Palopo**

**Petunjuk :**

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :  
1 = Tidak Sesuai  
2 = Kurang Sesuai  
3 = Sesuai  
4 = Sangat Sesuai
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Pertanyaan mudah di pahami				✓
2.	Pertanyaan pedoman wawancara mencakup data yang berhubungan dengan strategi guru dalam pembelajaran menulis sesuai dengan materi.			✓	
3.	Pertanyaan berkaitan dengan penelitian				✓
4.	Pertanyaannya menggunakan bahasa yang baik dan benar		✓		
5.	Pertanyaan wawancara mencakup data yang			✓	

berhubungan dengan aktifitas pembelajaran memadai.					
--	--	--	--	--	--

**Komentar dan Saran:**

Pertanyaan ditambahkan sop nomor!  
Layak digunakan dengan revisi

**Kesimpulan:**

Berdasarkan penelitian diatas, lembar validasi instruemnt dinyatakan:

- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 12 Mei 2022

Validator,

*St. Hartina*

ST. HARTINA, M.Pd

## Appendix 7

### LEMBAR VALIDASI INSTRUMENT OBSERVATION MATRIX

**Judul : Teachers Difficulties In Teaching Writing During Pandemic At High Schools In Palopo**

**Petunjuk :**

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :  
1 = Tidak Sesuai  
2 = Kurang Sesuai  
3 = Sesuai  
4 = Sangat Sesuai
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Petunjuk instrument dinyatakan dengan jelas			✓	
2.	Kalimat instrument mudah dipahami dan tidak menimbulkan penafsiran ganda			✓	
3.	Kalimat instrument menggunakan bahasa yang baik dan benar			✓	

**Komentar dan Saran:**

.....  
.....  
.....  
.....  
.....

**Kesimpulan:**

Berdasarkan penelitian diatas, lembar validasi instruemnt dinyatakan:

- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, <sup>12 Mei</sup>..... 2022

Validator,

S.T. MARFUAH N., S.Pd

## Appendix 8

### LEMBAR VALIDASI INSTRUMEN PEDOMAN WAWANCARA UNTUK GURU

**Judul : Teachers Difficulties In Teaching Writing During Pandemic At High Schools In Palopo**

**Petunjuk :**

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :  
**1 = Tidak Sesuai**  
**2 = Kurang Sesuai**  
**3 = Sesuai**  
**4 = Sangat Sesuai**
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Pertanyaan mudah di pahami			✓	
2.	Pertanyaan pedoman wawancara mencakup data yang berhubungan dengan strategi guru dalam pembelajaran menulis sesuai dengan materi.			✓	
3.	Pertanyaan berkaitan dengan penelitian			✓	
4.	Pertanyaannya menggunakan bahasa yang baik dan benar			✓	
5.	Pertanyaan wawancara mencakup data yang			✓	

berhubungan dengan aktifitas pembelajaran memadai.		✓		
--	--	---	--	--

**Komentar dan Saran:**

Perlu dipahami lebih mendalam antara judul dan abstraknya

**Kesimpulan:**

Berdasarkan penelitian diatas, lembar validasi instruemnt dinyatakan:

- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo, 12 Mei 2022

Validator,

SITI MARFUAH NURJANNAH, S.Pd

## Appendix 9

### LEMBAR VALIDASI INSTRUMENT OBSERVATION MATRIX

**Judul : Teachers Difficulties In Teaching Writing During Pandemic At High Schools In Palopo**

**Petunjuk :**

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :  
**1 = Tidak Sesuai**  
**2 = Kurang Sesuai**  
**3 = Sesuai**  
**4 = Sangat Sesuai**
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Petunjuk instrument dinyatakan dengan jelas			✓	
2.	Kalimat instrument mudah dipahami dan tidak menimbulkan penafsiran ganda			✓	
3.	Kalimat instrument menggunakan bahasa yang baik dan benar			✓	

**Komentar dan Saran:**

.....

.....

.....

.....

**Kesimpulan:**

Berdasarkan penelitian diatas, lembar validasi instruemnt dinyatakan:

- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo 23 Mei 2022

Validator,



ASRIL AMIR, S.Pd., M.Pd

## Appendix 10

### LEMBAR VALIDASI INSTRUMEN PEDOMAN WAWANCARA UNTUK GURU

**Judul : Teachers Difficulties In Teaching Writing During Pandemic At High Schools In Palopo**

**Petunjuk :**

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :  
**1 = Tidak Sesuai**  
**2 = Kurang Sesuai**  
**3 = Sesuai**  
**4 = Sangat Sesuai**
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Pertanyaan mudah di pahami				✓
2.	Pertanyaan pedoman wawancara mencakup data yang berhubungan dengan strategi guru dalam pembelajaran writing skill sesuai dengan materi.			✓	
3.	Pertanyaan berkaitan dengan penelitian			✓	
4.	Pertanyaannya menggunakan bahasa yang baik dan benar			✓	
5.	Pertanyaan wawancara mencakup data yang			✓	

berhubungan dengan aktifitas pembelajaran memadai.				
--	--	--	--	--

**Komentar dan Saran:**

.....

.....

.....

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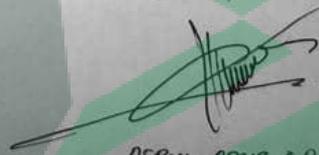
**Kesimpulan:**

Berdasarkan penelitian diatas, lembar validasi instruemnt dinyatakan:

- a. Layak digunakan tanpa revisi
- b) Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo 23 Mei 2022

Validator,



ASRUL AMIR, S.Pd., M. Pd

## Appendix 11

### LEMBAR VALIDASI INSTRUMENT OBSERVATION MATRIX

**Judul : Teachers Difficulties In Teaching Writing During Pandemic At High Schools In Palopo**

**Petunjuk :**

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan soal dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :  
**1 = Tidak Sesuai**  
**2 = Kurang Sesuai**  
**3 = Sesuai**  
**4 = Sangat Sesuai**
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Petunjuk instrument dinyatakan dengan jelas				✓
2.	Kalimat instrument mudah dipahami dan tidak menimbulkan penafsiran ganda			✓	
3.	Kalimat instrument menggunakan bahasa yang baik dan benar			✓	

**Komentar dan Saran:**

.....

.....

.....

.....

**Kesimpulan:**

Berdasarkan penelitian diatas, lembar validasi instruemnt dinyatakan:

- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo 23 Mei 2022

Validator,



RAHMAWATI SYAMSUDDIN, S.Pd

## Appendix 12

### LEMBAR VALIDASI INSTRUMEN PEDOMAN WAWANCARA UNTUK GURU

**Judul : Teachers Difficulties In Teaching Writing During Pandemic At High Schools In Palopo**

**Petunjuk :**

1. Bapak/Ibu diminta untuk memvalidasi beberapa item yang tertuang dalam aspek tujuan pembelajaran, aspek pemilihan materi, aspek penggunaan dan tes yang dikembangkan dalam penelitian ini.
2. Pengisian lembar ini dilakukan dengan memberi tanda (√) pada kolom yang tersedia atau dengan angka yang dipilih sesuai ketentuan sebagai berikut :  
**1 = Tidak Sesuai**  
**2 = Kurang Sesuai**  
**3 = Sesuai**  
**4 = Sangat Sesuai**
3. Bapak/Ibu dimohon kesediaannya untuk memberikan saran-saran perbaikan pada bagian akhir lembar ini atau langsung pada naskah yang disertakan pada lembar penilaian ini.

NO	ASPEK YANG DINILAI	PENILAIAN			
		1	2	3	4
1.	Pertanyaan mudah di pahami				✓
2.	Pertanyaan pedoman wawancara mencakup data yang berhubungan dengan strategi guru dalam pembelajaran writing skill sesuai dengan materi.			✓	
3.	Pertanyaan berkaitan dengan penelitian			✓	
4.	Pertanyaannya menggunakan bahasa yang baik dan benar				✓
5.	Pertanyaan wawancara mencakup data yang			✓	

berhubungan dengan aktifitas pembelajaran memadai.					
--	--	--	--	--	--

**Komentar dan Saran:**

.....

.....

.....

.....

**Kesimpulan:**

Berdasarkan penelitian diatas, lembar validasi instruemnt dinyatakan:

- a. Layak digunakan tanpa revisi
- b. Layak digunakan dengan revisi
- c. Tidak layak digunakan

Palopo 23 Mei 2022

Validator,

RAHMAWATI SYAMSUDDIN, S.Pd

## **Appendix 13**

### **List of interview**

1. How many classes do you teach at this school?
2. During this pandemic, what media do you use to teach online?
3. What are the reasons you used media?
4. Do you teach writing skills? And in what grade?
5. How do you teach writing skills, and what strategies are applied in class?
6. What writing activities do learners mostly perform in the classroom?
7. What challenges or problems did you face when teaching writing skills online in class?
8. How do you solve this problem?
9. Are the resources you need to teach writing skills available at schools? Please mention the source you mean!
10. How do you control your students when teaching writing skills?
11. Do you find it challenging to organize students?
12. What is your opinion about the importance of teaching writing skills?
13. What are your difficulties in using the application as an online learning?

## Appendix 14

### The Interview with the first teacher

No.	Question	The Answer
1.	How many classes do you teach at this school?	<i>Saya mengajar untuk dikelas X itu 3 kelas dan untuk kelas XI itu ada 5 kelas.</i>
2.	During this pandemic, what media do you use to teach online?	<i>Media yang saya gunakan itu Whatsapp dan google classroom.</i>
3.	What are the reasons you used media?	<i>Karena aplikasi whatsapp dan classroom adalah aplikasi yang mudah di akses dan dipahami oleh siswa.</i>
4.	Do you teach writing skill? And in what grade?	<i>Iya dan hampir semua kelas yang saya ajarkan itu ada materi writing.</i>
5.	How you teach writing skills and what strategies are applied in class?	<i>Saya mengajar dengan menjelaskan terlebih dahulu materi kemudian memberikan tugas seperti membuat kalimat itu sudah mengasah skill mereka dalam menulis. Dengan mengetahui bagaimana mereka membuat kalimat dan bagaimana mereka memahami kalimat. Saya mengambil perhatian siswa dengan memberikan tugas menulis agar dapat di ukur kemampuan masing-masing siswa.</i>
6.	What writing activities learners mostly perform in the classroom?	<i>Biasanya saya berikan bacaan untuk pemahaman, kemudian menjawab pertanyaan yang ada dalam bacaan tersebut.</i>
7.	What challenges or problems did you face when teaching writing	<i>Masalah yang ada selama daring itu siswa kadang tidak mengikuti pelajaran, dari semester sebelumnya ada beberapa</i>

	skill online in class?	<i>siswa yang tidak mengumpulkan tugas 8.begitupun saat ini dan kurangnya kosa kata yang dimiliki oleh siswa itu sendiri.</i>
8.	How do you solve this problem?	<i>Dengan mengingatkan kembali siswa agar memperhatikan atau tugas-tugasnya.</i>
9.	Are the resources you need to teach writing skill available at schools? Please mention the source you mean!	<i>Sebagian dari buku paket yang disekolah dan sebagian saya mengambil materi dari internet. Kemudian jika pemberian tugas saya berikan dari buku paket.</i>
10.	How do you control your students when teaching writing skill?	<i>Saya mengontrol siswa dengan melihat tugas yang masuk.</i>
11.	Do you find it difficult to organize students?	<i>Iya dengan ada beberapa siswa yang kurang aktif saat belajar, lambatnya respon dari siswa.</i>
12.	What is your opinion about the importance of teaching writing skill?	<i>Pengajaran writing skill penting sekali karena berhubungan dengan beberapa skill, seperti saya biasa menghubungkan writing dengan speaking. atau reading dengan writing.</i>
13.	What are your difficulties in using the application as an online learning?	<i>Saya tidak memiliki kendala dalam menggunakan aplikasi. Tapi, itu cenderung untuk pengoperasian laptop.</i>

## Appendix 15

### The Interview with the second teacher

No.	Question	Answer
1.	How many classes do you teach at this school?	<i>Ada 12 kelas. Untuk kelas X cuma 1 kelas dan kelas XI seluruhnya ada 11 kelas.</i>
2.	During this pandemic, what media do you use to teach online?	<i>Saya kadang menggunakan zoom meeting dan juga kadang menggunakan google meet. Saya juga pernah menggunakan google classroom tapi lebih dominan menggunakan zoom.</i>
3.	What are the reasons you used media?	<i>Pertama, sekolah tempo hari meminta guru menggunakan metode pengajaran melalui zoom, kenapa bukan menggunakan metode google classroom karena tidak semua guru paham dengan aplikasi tersebut.</i>
4.	Do you teach writing skill? And in what grade?	<i>Iya, jadi writing itu adalah salah satu skill dari 4 skill yang ada di bahasa inggris. Jadi otomatis diajarkan tentang writing dan saya mengajarkan di kelas 11.</i>
5.	How you teach writing skills and what strategies are applied in class?	<i>Saya mengajarkan dengan metode pembelajaran langsung, kemudian saya jelaskan bagaimana tentang menulis itu dan kemudian saya berikan waktu kepada siswa untuk latihan. Strateginya itu komunikatif dan strategi pembelajaran langsung.</i>
6.	What writing activities learners mostly perform in the classroom?	<i>Contohnya tentang narrative text. Ketika siswa belajar tentang teks narasi, jadi siswa harus mampu menulis teks atau</i>

		<i>menciptakan teks dalam bentuk narrative.</i>
7.	What challenges or problems did you face when teaching writing skill online in class?	<i>Sehubungan dengan writing, jadi ada banyak kendala utamanya adalah kurangnya kemampuan siswa dalam menghubungkan kata demi kata dan menghubungkan kalimat demi kalimat karena kurangnya tata bahasa dari siswa tersebut.</i>
8.	How do you solve this problem?	<i>Cara saya mengatasinya kita butuh banyak waktu untuk siswa agar mengulang kembali materi dasar dan menghafal kosa kata baru agar mampu menulis dengan baik dan benar.</i>
9.	Are the resources you need to teach writing skill available at schools? Please mention the source you mean!	<i>Sumber utama yaitu buku pegangan dari perpustakaan, buku pegangan siswa. Sumber luar yaitu dengan cara mencari informasi bahan ajar melalui google.</i>
10.	How do you control your students when teaching writing skill?	<i>Setelah saya menjelaskan dan memberikan contoh, kemudian saya memberikan waktu kepada siswa untuk menciptakan atau menulis materi yang sudah diajarkan tadi. Dan saya memperhatikan siswa menulis serta mendengarkan masalah-masalah dari siswa pada saat menulis tersebut.</i>
11.	Do you find it difficult to organize students?	<i>Karena tidak semuanya siswa mempunyai karakter yang sama sehingga ada beberapa siswa yang kurang berpartisipasi atau kurang bekerja sama</i>

		<i>dalam hal meningkatkan kemampuan.</i>
12.	What is your opinion about the importance of teaching writing skill?	<i>Seperti yang saya katakan tadi bahwa writing adalah salah satu skill dari 4 skill. Berbicara tentang writing berarti adanya kolerasi dengan skill reading. Jadi siswa yang memiliki kemampuan writing mereka juga yang sering membaca, oleh karena itu skill writing tidak bisa dipisahkan dengan empat skill. Jadi guru dan siswa mutlak melakukan pembelajaran writing skill. Banyak kelebihan yang bisa diambil atau didapatkan dari writing yaitu tata bahasa kita bisa akan menjadi lebih baik dengan menulis, kemudian kosa kata kita akan bertambah dengan cara menghafal.</i>
13.	What are your difficulties in using the application as an online learning?	<i>Untuk pembelajaran daring saya hanya menggunakan aplikasi zoom. Kendala yang saya alami biasanya pada paket kuota internet yang cepat habis dan juga terkadang hanya sedikit siswa yang mengikuti pembelajaran melalui zoom.</i>

## Appendix 16

### The Interview with the third teacher

No.	Specification criteria	Related Question
1.	How many classes do you teach at this school?	<i>Ada 10 kelas. 3kelas di kelas XI dan selebihnya dikelas X.</i>
2.	During this pandemic, what media do you use to teach online?	<i>Saya menggunakan Whatsapp dan untuk mengumpulkan tugas saya menggunakan google classroom.</i>
3.	What are the reasons you used media?	<i>Karena aplikasi tersebut itu lebih mudah untuk digunakan dan juga mengirit kuota.</i>
4.	Do you teach writing skill? And in what grade?	<i>Semua kelas saya ajarkan tentang writing skill. Semua dari 4 skill harus diajarkan tergantung dari RPP.</i>
5.	How you teach writing skills and what strategies are applied in class?	<i>Saya share video di grup kemudian memberikan tugas dan mereka catat. Untuk strategi yang saya gunakan dimasa pandemi saya hanya menggunakan Whatsapp untuk membagikan materi, karena saya tidak menggunakan aplikasi zoom. Untuk tatap muka biasanya saya menyuruh siswa menuliskan kembali yang telah saya jelaskan.</i>
6.	What writing activities learners mostly perform in the classroom?	<i>Saya memberikan tugas dalam bentuk LKS, materinya bisa berupa tenses juga announcement yang jelas yang ada di RPP. Saya biasanya memberikan tugas siswa untuk mencari contoh announcement di internet kemudian membuat announcement dengan kalimat yang mereka buat sendiri. Mereka juga</i>

		<i>saya instruksikan untuk menulis pertanyaan dari tugas mereka.</i>
7.	What challenges or problems did you face when teaching writing skill online in class?	<i>Masalah yang saya hadapi itu lambatnya respon dari siswa, kadang siswa juga terlambat mengumpulkan tugas lewat dari hari yang ditentukan. Kemudian ada beberapa siswa yang jaringannya kurang bagus dan tidak memiliki kuota. Siswa juga kekurangan kosa kata sehingga kesulitan dalam menulis.</i>
8.	How do you solve this problem?	<i>Jadi saya mengerti keadaan dan mengerti untuk menunggu ketika siswa terlambat mengumpulkan tugas.</i>
9.	Are the resources you need to teach writing skill available at schools? Please mention the source you mean!	<i>Saya biasanya menggunakan buku dari perpustakaan dan juga LKS. Sumber yang lainnya saya dapatkan dari internet seperti Youtube.</i>
10.	How do you control your students when teaching writing skill?	<i>Selama pandemi mengontrol siswa dengan cara melihat tugas yang masuk karena saya tidak menggunakan zoom jadi saya hanya melihat dari tugas dan respon mereka.</i>
11.	Do you find it difficult to organize students?	<i>Kesulitannya banyak, kadang ada yang mendengar kadang juga tidak. Kadang mereka sama sekali ada yang tidak mengerti atau memperhatikan pelajaran dan kadang juga mereka hanya bikin keributan juga. Kurangnya minat belajar</i>

		<i>dari siswa.</i>
12.	What is your opinion about the importance of teaching writing skill?	<i>Kalau saya sendiri pengajaran writing itu sangat penting dek, karena kalau writing itu kita tidak bisa reading, sepaking dan listening jadi harus ada 4 skill dalam bahasa inggris.</i>
13.	What are your difficulties in using the application as an online learning?	<i>Saya tidak punya masalah dengan aplikasinya, tetapi terkadang jaringannya tidak bagus sehingga menghambat jalannya pelajaran.</i>



## Appendix 17

### *Observation matrix result for the first teacher*

Observation		
No.	Indicators	Example
1.	How teachers teach writing	The teacher asks questions about the reported speech material. Some students who understand the material taught and the rest do not understand the material taught. After giving the material, the teacher gives readings to be discussed in groups by students. Then students write down their answers in their respective books. The main source of the material used is english textbooks according to the curriculum of the school. Then the teacher also takes references from the internet on certain materials so that teaching materials are more complete and easy to convey to students.
2.	Teacher difficulties in teaching writing	The difficulty of teachers in teaching writing lies in the lack of ability of teachers to operate computers and androids. Then, teachers have difficulty choosing methods in online learning. In addition, one of the difficulties of teachers is from students who lack vocabulary. In addition, teachers find it difficult to handle students in the classroom.
3.	Technology used by teachers in teaching writing	Students who study online participate through the Whatsapp application and collect assignments through the same application or other applications such as google classroom.
4.	How teachers build student learning motivation.	Usually the teacher inserts moral messages in the middle of learning in addition to adding intelligence, but also to increase students' attention so that they have more interest in learning.

## Appendix 18

### *Observation matrix result for the second teacher*

Observation		
No.	Indicators	Example
1	How teachers teach writing	Guru menjelaskan materi, siswa diharapkan mampu memberikan tanggapan mengenai materi yang telah diajarkan. Kemudian siswa mampu memahami maksud kalimat dan mampu merangkai dengan menggunakan kata-kata mereka sendiri. Setelah menjelaskan materi, guru memberikan waktu pada siswa untuk berdiskusi dan mengajukan pertanyaan sesuai dengan materi yang diajarkan. Sumber materi yang digunakan yaitu buku pelajaran yang ada di perpustakaan sesuai dengan kurikulum yang ada. Guru juga mengambil referensi dari internet untuk mendukung penjelasan agar mudah untuk dipahami oleh siswa.
2	Teacher difficulties in teaching writing	Teachers sometimes have difficulties in the teaching and learning process due to the lack of feedback from students for online face-to-face meetings, students also do not understand the material taught by the teacher. students who lack understanding of sentence-by-sentence arrangement.
3	Technology used by teachers in teaching writing	Students participate in online learning through the Zoom app and collect assignments through the Whatsapp.
4	How teachers build student learning motivation.	Sometimes teachers reprimand students who make noise in the course of learning while giving input to students to pay more attention to learning.

## Appendix 19

### *Observation matrix result for the third teacher*

Observation		
No.	Indicators	Example
1	How teachers teach writing	After explaining the material, the teacher hopes that students will be able to understand the material well and get a new vocabulary. then students are able to use it to create a sentence. Teachers provide opportunities for students to ask questions about material that is not understood and then discussed together or can ask directly to the teacher. in addition, the teacher also gives assignments and writes answers in their respective books. The main source of material used is the existing English textbooks in the library in accordance with the existing curriculum. The supporting source is that the teacher takes references from the internet and when the student is given an assignment, the student works on it in the student's worksheet book that has been distributed.
2	Teacher difficulties in teaching writing	Teachers have difficulty in getting the network. In addition, the teacher also has difficulty explaining the material to students, students are less able to make sentences and also lack of interest in learning.
3	Technology used by teachers in teaching writing	The online learning application used by teachers is Whatsapp and sometimes uses Google Classroom.
4	How teachers build student learning motivation.	For students who do not participate in teacher learning, sometimes they call the parents of the students so that they pay more attention and can direct their children to follow the learning well.

## Appendix 20

(Interview with the first teacher)



## Appendix 21

(Interview with the second teacher)



## Appendix 22

(Interview with the third teacher)

