A Portrait of Teaching Writing in Online Classroom

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Abstract

Nowadays, online classrooms are growing in popularity. Especially given the Covid-19 outbreak in Indonesia, which has forced online learning. This study aims to investigate online learning in EFL learners' writing classrooms. This study uses a qualitative method and a descriptive qualitative research design to examine in detail how teachers teach EFL learners in online writing. Researchers collected data through the technique of nonparticipant observation, and the researcher "observes from the sidelines" the action being observed. The results of this study reveal that the observed teacher's teaching method is not consistent with the four reference strategies employed by the researchers. The four strategies include; building knowledge of field, modeling of text, joint construction of text, and independent construction of text. Because, after being observed, the teacher employs only one strategy to teach writing, specifically building knowledge of field.

Keywords: Online Classroom, Teaching Writing, Writing

Abstrak

Saat ini, ruang kelas online semakin populer. Apalagi mengingat wabah Covid-19 di Indonesia yang memaksa belajar secara daring. Penelitian ini bertujuan untuk menyelidiki pembelajaran online di kelas menulis pembelajar bahasa Inggris. Penelitian ini menggunakan metode kualitatif dan desain penelitian kualitatif deskriptif untuk mengkaji secara detail bagaimana guru mengajar pembelajar bahasa Inggris dalam menulis online. Peneliti mengumpulkan data melalui teknik observasi nonpartisipan, dan peneliti "mengamati dari samping" tindakan yang sedang diamati. Hasil penelitian ini mengungkapkan bahwa metode mengajar guru yang diamati tidak konsisten dengan empat strategi acuan yang digunakan oleh peneliti. Keempat strategi tersebut meliputi; membangun pengetahuan bidang, pemodelan teks, konstruksi teks bersama, dan konstruksi teks mandiri. Karena, setelah dicermati, guru hanya menggunakan satu strategi untuk mengajar menulis, yaitu membangun pengetahuan lapangan.

Kata Kunci: Kelas Online, Pengajaran Menulis, Menulis

INTRODUCTION

This study aims to investigate online learning in EFL learners' writing classrooms. Online classroom nowadays is developing in popularity. Like the offline classroom, the online classroom also has benefits, such as improving English Proficiency. Many colleges provide online classes, which is a developing trend in digital transformation. However, they are sometimes mixed with classroom learning in some cases. Moreover, because there is less interaction and contact between participants than in a classroom setting, many colleges merely employ an LMS as a store for course materials and a method for reporting on courses (Junus et al., 2021). This topic is interesting to investigate because the 21st-century learning strategy has been applied in teaching and learning, allowing students to be more engaged and emphasizing students' independence. In addition to the incident at the beginning of 2020, Indonesia was hit by the coronavirus, which caused all activities carried out at home, including

teaching and learning activities. Therefore, Indonesia implemented online classes for EFL. This decision was made due to the increasingly widespread coronavirus outbreak.

This study area is essential because writing enhances a student's memory, ability to connect ideas, and capacity to synthesize information in novel ways. Although writing is a crucial ability for learners to learn, they still struggle with it (Ariyanti, 2016). Writing skills include spelling, capitalization, and sentence structure. Writing enables us to share our inner thoughts and gives us a voice. Writing is a timeless form of communication that can transmit stories from one generation to the next. A communicative skill, writing, can be viewed as a way for pupils to experience their knowledge by creating and expressing their ideas (Yundayani et al., 2019). Writing is one of the productive English skills that English as a Foreign Language (EFL) (Ariyanti, 2016). Students in Indonesia must master communicating and writing academically, such as letters, essays, papers, articles, journals, project reports, theses, and others (Toba et al., 2019). It implies that a good text requires straightforward writing (Williyan, 2020). Students learning English as a second language will require a variety of writing abilities, from the capacity to write simple paragraphs and summaries to the capacity to produce essays and professional articles (Ahmed, 2016). Furthermore, nowadays there are many jobs require writing skills.

In the present day EFL learners can learn writing in a virtual (Sartika et al., 2020). So, this study reveals how the teacher teaches writing skills to EFL students through online platforms. By using multiple platforms can be used as a means to teach. Among them like ZOOM, Google Classroom, and Google Meeting. A popular form of media supporting education is online learning, especially in today's classrooms. The best method to help this issue is through blended learning, which combines face-to-face interaction with online learning (Yunus & Syafi'i, 2020). Online learning does not have formal learning like classrooms. As long as the place is conducive and can help concentration in learning, it can be used as a place for the learning process to take place.

Online learning also has some benefits. The perceived advantages included building a community for digital learning, enhancing students' digital learning abilities, and maintaining contact through trying times (Li, 2022). Teachers who teach online are more aware of their responsibilities and teaching methods. Some teachers gain a deeper understanding of technology applications, new pedagogical strategies, new forms of accountability, and collaborative learning practices (Graham, 2019). Even though, in online learning there are also several things that become challenges. Where access to the internet is problematic for many students, this in turn causes problems with attendance and engagement in online sessions, which makes it challenging to adapt to using online educational channels (Nambiar, 2020). Some students still experience issues when studying online, including extra fees for internet usage, erratic connections, misunderstandings caused by little interaction, and uneasy feelings (Rizky Lianada et al., 2022). Therefore, several strategies are needed to teach writing both online and offline.

Teaching writing as a productive skill requires teachers to direct students to express

themselves in written form and requires more components of abilities, which are different from speaking, such as using appropriate words, correct sentences, and perfect spelling (Hasibuan, 2013). Therefore, teaching writing must use the right strategy. The writing teacher must prepare for all that. According to (Williyan & Darma, 2022) the teachers will first carry out their responsibilities to thoroughly explain the material. It began with the type of content, linguistic constructions, social implications, and general structure. The students then begin acting out their parts before starting to write the text, all the while still following the teachers' instructions. It implies that the text will be written by the students and the teacher jointly. The students will eventually become independent authors when they are prepared. They will individually create the text. This study will explain the technique of teaching writing using GBA (Genre-Based Approach). The value of teacher-led facilitation of collaborative writing to help students understand how language functions in many situations and for various purposes is highlighted by genre-based approaches to teaching writing (Hermansson et al., 2019).

According to (Fanani, 2018) in GBA, writing is a complicated collection of abilities taught as a process. Therefore, it is essential to break down the writing process when preparing it. In this technique, there are four stages to teaching writing. They are first, Building Knowledge of Field (BKOF). In this stage, the teachers requested the students to participate in group activities that involved developing cultural context, exchanging personal stories, talking about vocabulary, grammatical structures, etc. The teacher uses this stage to share information with students. Second, Modeling of Text (MOT). In this stage, the teacher and the students examined and discussed a text's primary grammatical elements. The major goal was to get the students to concentrate on the characteristics of the target genre. Therefore at this stage, analyzing how and why a particular text is structured to convey meaning. Students are allowed to evaluate the constituent parts of the text by using text deconstruction. Third, Joint Construction of Text (JCOT). In this stage, the teacher and students work together in developing the target text, with the teacher guiding the students until the students can do it on their own. The teacher's role is to respond to student writing and serve as a facilitator for group writing exercises. The main goal is to encourage students to demonstrate their writing skills and writing confidence. The last is, Independent Construction of Text (ICT). In this stage, after working cooperatively with peers and the teacher, students should be able to generate their writing easily and independently. The teacher provided the students with an excellent opportunity to demonstrate what they had learned and to create a text on their own while the teacher watched and provided feedback from the sidelines.

Several studies related to this topic have been carried out, including: the first study by (Harjanto et al., 2022). In this study, online classroom interactions can be efficiently designed to increase student engagement. If teachers can organize classes efficiently and incorporate technology learning tools, that can improve students' enthusiasm for learning. Several things related to this research are that it also focuses on online classes and uses observation. Still, the drawback of this

research is that it only focuses on the interaction between teachers and students. Second study by (Sartika et al., 2020). The subjects in this study were seventh-grade students. This was done to explore students' initial perceptions of the application of Google Classroom in learning writing, which is also slightly related to the study being carried out by researchers. The results of the quantitative data of this study revealed that the seventh-grade students had a positive perception (high) of all questionnaire statements. In this study, most students' initial impressions of the Google Classroom writing learning program were indicators of Performance Expectancy. This shows that (1) students appreciate Google Classroom for online English learning, especially writing. (2) Students find Google Classroom useful because it makes it easier for them to complete assignments. (3) Students will have a better chance to learn English online for writing by using Google Classroom.

The third study by (Yunus & Syafi'i, 2020). This study discusses how to use Google Classroom and the current and future challenges of Google Classroom. This study uses a qualitative descriptive method using library research. According to these findings, learning is almost successful because of the good initial perception of students. So teachers can continue to use applications to teach writing using technology. In addition, teachers need to manage other aspects related to perception, such as habit indicators. We need to increase the element of habit. Using learning technology, such teachers engage students in repetitive online writing exercises. The fourth study by (Cahyono & Mutiaraningrum, 2016). This study aimed to determine whether or not Indonesian EFL teachers were familiar with Internet-based writing instructional strategies. This study describes the familiarity of Indonesian EFL teachers with Internet-based writing instruction and their perspectives on the possible advantages of these methods for enhancing students' writing skills. The result of this study showed that almost half of the teachers admit to using online resources to teach writing. Other EFL teachers are not directly involved in teaching writing using online tools, or they have never heard of it. However, many teachers intend to use Internet-based teaching methods in their writing classes. The last study by (Ariyanti, 2016). This study is aimed to discuss how to teach and learn writing in the classroom using theoretical conceptualization. This study also explains the Theoretical Outlook of Teaching and Learning Writing. The result of this study, most Indonesian students struggle with the complicated system of English grammar. On the other hand, when teaching writing, teachers experience difficulties related to having a large class, which makes their efforts in teaching and learning inefficient.

From the previous studies above, no one has focused on researching how teachers teach writing online. Some previous studies only focused on teacher-student interactions, and some only concentrated on online learning media. Even though there has been previous research that has focused on how teachers teach writing, not in the online classroom. Therefore, this study will focus on how teachers teach online writing to EFL students. This study emphasizes how the current study fits into the context of the earlier study on teachers' online writing learning for EFL learners that was described above.

METHOD

This study uses a qualitative method and descriptive qualitative as a research design, this study would like to observe in detail how teachers teach online writing to EFL learners. Qualitative research is a term that is usually used to describe studies that examine the quality of relationships, activities, events, or materials. There are three ways that qualitative researchers do, such as collecting and analyzing data by observing, conducting in-depth interviews with participants, and exploring the required documents (Fraenkel et al., 2012). In this study, researchers collected data by observing teaching and learning activities in an online learning class. This method follows this study because with observation, researchers can find out how teachers teach, interactions between teachers and students from the beginning of learning to the end of learning, and whether or not teachers teach according to the time that has been adjusted.

The researchers conducted non-participant observation to gather the data. The researcher "sits on the sidelines" and observes the action being watched. They are not directly involved in the conditions they are observing (Fraenkel et al., 2012). The participants of this study were 5th-semester students consisting of 15 students from the English Language Teaching Department and a lecturer in the Writing for Professional Purpose course. Furthermore, some steps were taken by the researchers. First, the researcher asked permission from the participants involved, and Second, the researchers made non-participant observations by entering the Google Meet room to observe how learning takes place. Third, the researcher analyzed whether the activities in the teaching that have been observed are following the theories proposed by (Fanani, 2018).

RESULTS AND DISCUSSION

This study aims to find out how lecturers teach writing in online classroom. Because nowadays, technology is growing and many teachers and lecturers are teaching online. Including teaching English, one of which is writing. In the results of this study, the researcher explained in detail how the lecturer taught writing class and what the lecturer did in the class from the beginning to the end of the class. In the following, the researcher will present the research results carried out by observation.

Teaching and Learning Activities in Writing Online Classroom

At the meeting the researcher observed, studied persuasive paragraphs and text advertisements. These two things were presented by several students and divided into two groups. The purpose of learning persuasive paragraphs is to influence the reader to do something according to what is conveyed by the author. The characteristics of persuasive paragraphs are usually: (1) using persuasive words, (2) using imperative verbs, (3) using argumentative conjunctions, and (4) using referential words. Next is text advertising. There are several objectives of text advertising, including inviting readers to buy or use the goods or services offered in an advertisement and announcing these

products to the public and the general public. The language features of text advertisements are usually (1) using simple words, (2) using interesting expressions, (3) using slogans, and (4) using words that must be persuasive, interesting, and point to the goal. There are several stages in writing online classroom that researchers observe, listed in the table below.

Table 1. Classroom Activities

No.	Stage	Activity	Minute
1.	Opening Activity	Greeting	01.00 - 02.15
		Attendance	02.16 - 04.00
2.	Main Activity	Presentation by students	05.30 - 48.00
		Discussion	48.05 - 52.30
3.	Closing Activity	Greeting	52.31 - 53.00

The first stage is the opening activity. The opening activity was divided into two activities, which were greeting and attendance. Before that, the lecturer waited until all students had joined Google Meet. In the greeting activity, the lecturer greeted the students and asked how they were doing that day. Then the lecturer said that in this lesson, there was not much time and it made learning this time faster, because the lecturer had a lot of tasks to do after this class, making the class quickly than usual. After that, the next activity carried out by the lecturer is attendance. In this absence, the lecturer did not mention students' names individually, but looked at the participants who took part in online learning through Google meetings. Then the lecturer asked which group would like to present.

In this second stage, the activities carried out were presentations made by students. At this meeting, two groups from group seven and group eight would present the material and each group consisted of two people. In this first presentation explained about persuasive paragraphs. However, the presentation of group seven was too quiet and didn't start the presentation right away. Because when the presentation started, there was a problem with group seven where their laptop suddenly turned off. After a few minutes, they started their presentation again. They explain the purpose of persuasive paragraphs, the characteristics of persuasive paragraphs, the forms of persuasive paragraphs, the types of persuasive paragraphs, the structure of persuasive texts, and examples of persuasive paragraphs. However, when explaining the types of persuasive paragraphs, again there was a problem where the speaker's signal was unstable, besides that the speaker delivered material that was not serious and made the lecturer comment on it. In addition, because there was still signal interference by the presenter, one of the students offered to help by distributing power point screens. After that, the presentation was continued by group 7 until it was finished.

After group seven finished their presentation, it was followed by group eight who presented Understanding Short Functional Text About Advertisement. A few minutes after the presentation started, the lecturer ordered us to speed up the presentation and only take the essential points of the material. In their presentation, group eight explained the definition of advertisement, the purpose of advertisement, the generic structure of advertisements, the language feature of advertisement, and examples of advertisements. After the presentation by group eight was finished, the lecturer continued

the next stage to the discussion. In order for students could better understand what was conveyed, the lecturer asked about the difference between persuasive paragraphs and advertisements. Then the presenter from group eight answered it. Below is a fragment of the class activities that the researcher observed.

Lecturer	**What is the differences between advertisement and persuasive text?**
Student 1	Persuasive is in the form of paragraphs, while advertisements use simple words.

Based on the above fragment, student 1 answered the lecturer's questions following the explanations in the PowerPoint of groups seven and groups of eight. It is explained that persuasive paragraphs are in the form of paragraph, and text advertisements use simple words. For answers about text advertisements, take from the language feature of advertisement section. In addition, there was also a discussion between students and presenters, where students asked about the material presented to the presenters. However, of the four presenters from both groups, only one presenter from group eight answered the questions.

Student 2	**Can persuasive and advertisement be combined?**
Student 1	Seen from the conclusions of the seventh group about persuasive paragraphs, and persuasive paragraphs also contain advertisements. So that they can be combined.

From the fragment above, it has been explained that the student 1 or presenter answers according to those in the seven power point groups in the concluding section. In addition, the presenter also added according to her own understanding that persuasive paragraphs and text ads can be combined. In addition, nothing was added by the lecturer in the student discussion with the presenter, which explained that the lecturer agreed with the presenter's answer. After that there is a final discussion where the lecturer conveys the conclusions of all the material that has been presented.

Lecturer	**Persuasive is an invitation or seduction, to invite or seduce people to be interested in what we have to offer. When we make persuasive text, to make it more attractive we make it in the form of an advertisement. Whereas an advertisement is some text made simpler, it is simpler than persuasive. Because persuasion is a general explanation.**

From the fragment above, the lecturer briefly summarizes all the material that has been delivered by the two groups with the aim that students can understand clearly and produce their own persuasive paragraphs and text advertisement. Apart from that, the lecturer also mentions several examples of persuasive paragraphs and text advertisements in real life so that students understand them more easily. The last stage is the closing activity. At this stage, the activities carried out are only greetings, where the lecturer closes the lesson by greeting. Previously, the lecturer reminded the two groups that were presenting not to forget to share power points or material that had been delivered to

their class groups. Finally, the lecturer reminds the next group that will be presenting next week to prepare and study the material they will present.

Teaching Writing based on Genre Based Approach

In learning writing in both offline and online classrooms, several steps must be taken by the teacher or lecturer. These steps include Building Knowledge of Field, Modeling of Text, Joint Construction of Text, and Independent Construction of Text. And these four steps are usually called the Genre Based Approach. When teachers teach writing, it is essential to break down the writing process when teaching it. Therefore, for teachers who use GBA in learning writing to produce finished writing, several steps must be taken. Students can improve their writing by concentrating on it (Fanani, 2018).

In the class that the researcher observed, the researcher knew that when teaching writing online, the lecturer only applied a few steps from the GBA. In addition, most of the steps used in teaching are presentations. Since the beginning of the semester the lecturer has divided several groups and instructed students to prepare material to be presented at a predetermined time. And on that day, two groups were presenting. Lecturers only pay attention, hold discussions, and briefly conclude all the material presented by students.

Building Knowledge of Field

At the BKOF step, the teacher gives directions so students can develop effectively. In addition, the teacher carries out several activities to build students' knowledge, such as sharing experiences, sharing knowledge, and discussions. In order for students to thoroughly understand the specific languages employed in the text type, a wide variety of reading passages from the genre are taught to them. Students can also be taught how to use the sample texts as their guides to create writing plans for themselves in the form of mind maps or outlines. These activities will help students become more conversant with the subject in context (Pujianto et al., 2014). In addition, at this step students are expected to be able to give their own opinion about the text being discussed. Therefore, from the observations in this study, the lecturer used the BKOF method by carrying out several activities such as: (1) Conducting discussions with students where the teacher asked the difference between persuasive paragraphs and advertisements, and then students answered them, (2) Explaining conclusions about the differences in persuasive paragraphs and advertisements to be better understood by students.

Modelling of Text

At the MOT step, the teacher makes students focus on the features of the target genre. To help students understand the general framework needed to write an effective essay, several examples of genre-specific writing are evaluated, contrasted, and modified. Teachers must exercise caution at this phase to complete thorough scaffolding and reinforcement of the genre. To show contextual grammar instruction, teachers are also obliged to sample students who

have grammatical and linguistic problems in the genre's schematic structure (Pujianto et al., 2014). However, online learning that researchers have observed, only used the presentation method by students. Thus, the lecturer does not explain the key grammatical features of the discussed topic, because it was explained by the students who made the presentation.

Joint Construction of Text

The lecturer does not use this step because at this step, students and lecturers need cooperation where the lecturer and students create texts and the lecturer guides them until the students can do it by themselves. It is intended that students can improve their ability and confidence in writing. This step's objective is to "create a final draft that serves as a model for students to use when working on their compositions" in the independent construction step. The students can repeat the first phase to review their prior understanding of the subject and prepare their writing by brainstorming ideas (yan 2005 as Cited in Pujianto et al., 2014). After the researcher observed the learning activities, it turned out that the lecturer only gave conclusions from the material that the students had submitted.

Independent Construction of Text

At this step, students compose texts independently while the teacher only observes and gives suggestions. At this step, students write independently using the teacher's direction. The topic may be chosen by teachers or students independently, provided it is still pertinent to the genre. Students will go through the revision process once more and have peer and teacher conferences. The revision stage is essential since it calls for students to study and edit their writing and the drafts of their peers' papers (Pujianto et al., 2014). Lecturers do not carry out this stage, because in learning there are only presentations by students and discussions. While the lecturer only gives conclusions at the end of the presentation.

The online writing learning that the researcher observed still does not meet the standards in teaching writing and cannot be said to be an excellent online writing class because there are still several things that need to be improved. The purpose of learning writing should be for students to produce texts independently by first being guided and directed by the teacher. Teaching online writing that researchers have observed is also unstable. Some of the causes include; (1) students who are late entering the online room, (2) unstable student networks, and (3) lecturers who are pressed for time so that teaching ends earlier than the scheduled time.

CONCLUSION

As previously mentioned, this study aims to observe how lecturers teach writing in online classroom. In this study, the researcher found that learning writing in online classroom that researchers observed could not be said to be good and the teaching methods needed to be improved, so they were following the standards of teaching writing in both online and offline classrooms. Based on research that researchers have conducted, the way lecturers teach writing online is divided into

three stages. They are opening activities, main activities, and closing activities. In addition, there are four steps in learning to write which is commonly called the Genre Based Approach. These steps are, BKOF, MOT, JCOT, and ICT. However, from these four steps the lecturer only uses one step which is Building Knowledge of Field.

Basically, teaching writing certainly has specific standards that must be achieved by the teacher who teaches. Nevertheless, in this study the lecturer paid little attention to each step in teaching writing. It would be better if in teaching writing, the lecturer applied the four steps previously described. Because by using these four steps, students will be able to understand the text well and at the same time be able to produce text independently. There are several things that the lecturer might do to make writing learning better, (1) during learning the lecturer must return to discussing the material taught yesterday to repeat the material, (2) explain the material to be taught so that students focus on the characteristics of the target genre, (3) in discussion sessions the lecturer always provides a more detailed understanding when students ask questions, (4) guides students in making the text being discussed, and (5) the lecturer can train them by giving assignments to produce the tasks that have been explained at the meeting.

There are several recommendations for further research. Since this research only focuses on writing in online classroom, there are still many areas that future research can explore, especially with other English skills such as speaking, listening, reading, or grammar. Future researchers can also examine how teachers teach offline. It would be even better if future researchers could examine more specifically the interactions between teachers and students in teaching writing, both online and offline. Furthermore, it is recommended for further research to look at theoretical and practical teaching methods that are suitable for teaching so that research can be more perfect because this research has not fully fulfilled the four genre-based approaches.

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