

An Analysis of Writing Challenges of EFL Students During Online Learning

Implementation at 5th Semester Students of English Language Education

UIN Raden Mas Said Surakarta

THESIS

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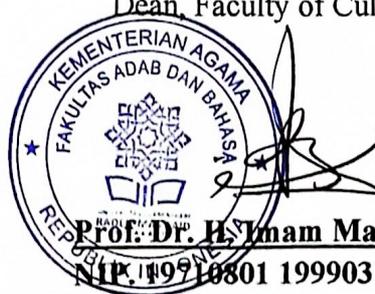
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DEDICATION

The Thesis is dedicated to:

1. My beloved mother Siti Munjayanah who motivated me to finish this study
2. My father Marchaban who I want to be proud of.
3. Myself who has been working hard and staying consistent and disciplined.
4. My elder sister and brother, Isma and Yusuf

MOTTO

“ Do your wordly affairs as if you lived forever. And carry out your afterlife affairs as if you would die tomorrow”

(HR. Ibnu Asakir)

“ Jangan tunda pekerjaan hari ini untuk besok”

(Umar Bin Khattab)

“Allah will give us more than what we ask”

(Ilham Febrianto)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled **“An Analysis of Writing Challenges of EFL Students During Online Learning Implementation at 5th Semester Students of English Language Education UIN Raden Mas Said Surakarta”** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If I later proven that my thesis as discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Sukoharjo, December 4th 2023

Stated by,



Ilham Febrianto

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Alhamdulillah, all praise be to Allah, the single power, the Lord of the universe, master of the day of judgment, God all mighty, for all blessings and mercies so the researcher was able to finish this thesis entitled “**An Analysis of Writing Challenges of EFL Students During Online Learning Implementation at 5th Semester Students of English Language Education UIN Raden Mas Said Surakarta**”. Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution. The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides.

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Sukoharjo, December 4th 2023

The Researcher,

Ilham Febrianto

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ABSTRACT

Ilham Febrianto. 2023. *An Analysis of Writing Challenges of EFL Students During Online Learning Implementation At 5th Semester Students of English Language Education UIN Raden Mas Said Surakarta*

This research is about EFL students' writing challenges during online learning implementation, especially for 5th Semester Students of English Language Education UIN Raden Mas Said Surakarta. The objective of the study is to find out the student's challenge and solutions about how they can face their writing challenges during online learning implementation.

The researcher uses qualitative research with a descriptive qualitative method. The respondent of this research was 5th Semester Students of English Language Education UIN Raden Mas Said Surakarta. The data collection techniques used closed-ended questionnaires, and open-ended interviews with options. In this research, the interviews were conducted with seven respondents, while the questionnaires were filled in by 30 respondents. Data analysis in this study uses data reduction, data display, and conclusion drawing. The researcher used investigator triangulation of data collection techniques to validate the data.

This research found that 51% of students have difficulties in writing during online learning implementation. There are two main challenges that students face in writing online learning. First, it is regarding components of writing such as organization, mechanics, grammar, content, vocabulary, and word choice. Second, it is regarding technology challenges such as unstable internet connection. Therefore, students use various strategies to face their challenges in writing online learning implementation there are Visual Thinking (VTS), Using Quilboot, Social Media, and Peer Review. The researcher concluded that almost half of all students have writing challenges during online learning implementation. Moreover, this research will provide some of the strategies to improve their writing skill during online learning implementation.

Keywords: Students Writing Challenges, Online Learning, Writing Skill

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is a productive skill in English that important to be mastered by EFL (English as a Foreign Language) students (Bulqiyah et al, 2021). Writing is a kind of activity where the writer pours their ideas in his mind into a text from words to be sentences, sentences to be paragraphs and paragraphs to be essays (Sakkir & Dollah, 2019). Mastering English writing skill, it helps students to ensure their success in academics (Rizqiyah et al, 2021). This also shows that writing plays an important role in learning a language, so in order to have great capability in writing, the student needs criticism, guidance and, improvement during the writing class or learning process (Tran & Nguyen, 2021; Handayani & Johan, 2018).

In another hand, writing skill is the most difficult skill for second language learners (Muthoharoh et al, 2021). Writing becomes the most difficult skill in English because it involves a lot of activities, like an active process to organize, formulate, and develop ideas into written language with accurate and appropriate grammar, spelling, capitalization, punctuation, and vocabulary (Widiati & Cahyono, 2016) (Sakkir & Dollah, 2019). In view of the fact that it is not a startling thing some students have negative opinions about writing

because they feel the writing process is difficult and boring (Ahmed, 2021). From that student statement, it is a common problem when students think that writing is a difficult subject because they have to focus on many things (Purba et al, 2022). The students do not only focus on the technical skill of writing, but they are also activating a cognitive process that functions memory, thinking capability, and verbal command to successfully express ideas (Ahmed, 2019).

Research by Toba, Noor, and Sanu (2019) showed that Indonesian EFL University students had problems in writing, especially in using grammar, cohesion, coherence, paragraph organization, diction, and spelling errors in essay writing (Toba, Noor & Sanu, 2019). The other study conducted by Alharbi (2019) showed that many EFL learners studying English at the university level face challenges in English writing. Even though the students study English for a year, they still feel that writing English is a challenging skill to learn and to be mastered. Many students admit that academic writing is one of the biggest challenges. They struggle to reach the English academic writing requirements in their literature and linguistics course. This research has pointed out that students in university lack not only the required English language proficiency but also the knowledge of academic writing which crimp their academic progress (Alharbi, 2019).

Another research conducted by Widhiasih (2021) showed that students do not only feel challenged to learn writing in face-to-face learning but also in online learning. In this research was found that the second-semester students of the English Language Education Study Program, Faculty of Teacher Training, Mahasaraswari Denpasar University, especially II D class, had a low capability in writing during online learning implementation. There were some factors that affected the low achievement of the students in writing. Firstly, the students found it difficult to start and arrange their ideas in writing. They were used to having instructions from their lecturer in face-to-face learning. While, in online learning, the lecturer only gives them instructions through an online application. Second, the students feel difficult to make a coherent paragraph, it is because the students did not analyze the detail of the paragraph before they submitted it. Third, the student had low motivation when writing online. They affirmed that online learning was really new for them and they need to adapt. In the end, the students felt difficult to convey and communicate their ideas in paragraph writing because the students were fearful to make mistakes in expressing their ideas in a paragraph (Widhiasih, 2021).

According to the above research findings, EFL students had challenges to improve their writing English in face-to-face learning and online learning. In fact, it has been more than two years since the Indonesian Ministry of Education announced that Schools and

Universities must shift the teaching and learning method from face-to-face learning to online learning because of the Covid-19 pandemic. Online learning is a virtual learning system that utilizes technology in the process of teaching and learning. It means the students are not going to school and just stay at home for learning the materials (Suhartoyo et al 2021). In this case, online learning can give an impact on the student in learning English writing skills during this condition (Adhini, 2021). Research by Nugraha & Listyani (2021) showed that online learning made students have a problem in online creative writing classes. The researcher found that the main problem of students in a creative writing class in online learning is course material, bad internet connection, student motivation, and the teacher's unclear explanation (Nugraha & Listyani, 2021).

Based on the views and convictions, the researcher recognized there are a lot of challenges faced by EFL students when learning writing in online learning. The pre-research was conducted by the researcher to the students that become the participants of this research and it showed that the students in 5th Semester of English Education Department UIN Raden Mas Said Surakarta had several challenges in writing during online learning implementation. The kind of challenges experienced by students during online learning implementation are various. The first challenge is grammar challenges. This challenge affected students' understanding of the using grammar in the sentence.

The second challenge is a bad internet connection. Bad internet connections made the students can not get clearly the lecturer's explanation. The third challenge is students did not understand the content that was explained by the lecturer. It is related to the second challenge when the student can not get clearly the lecturer's explanation, the result is the student can not understand the content explained by the lecturer. By knowing all of these facts, this research intends to figure out all of the challenges that are faced by the students in writing more deeply and also help the students to overcome their writing challenges. Because as mentioned above writing skills help students to ensure their success in academics (Rizqiyah et al, 2021). This show how important the Education Institutions such as School or Universities to develop the new strategies that will be used and overcome all of the challenges in online learning implementation to ensure that the students can improve their writing skill optimally. It is also related to the research conducted by Padmo, Ardiansih and Idrus (2020) showed that online learning will become the big part of the delivery method of learning.

In that view, this research will be focusing to reveal all of the challenges among EFL students in writing online learning especially in 5th Semester Students H Class of English Education Department UIN Raden Mas Said Surakarta. This research intend to know what are the challenges that student had during learning implementation in

the last 2 years from 2020 until 2022. Based on those explanations and data presented previously, this researcher tries to analyze it under the title " An Analysis of Writing Challenges of EFL Students During Online Learning Implementation at 5th Semester Students of English Language Education UIN Raden Mas Said Surakarta "

B. Identification of the problems

Based on the background of the study there are the identification of the problems :

1. Many EFL students have challenges with writing in online learning.
2. The students had low motivation with writing in online learning.
3. Students struggle to express their idea into written text.

C. Limitation of the problems

The limitation in this study focused on Student writing challenges in online learning of 5th Semester Students of English Education Department UIN Raden Mas Said Surakarta. This research covers the 2 aspects of students writing challenges during online learning conduct that are writing component aspect and technology aspect (Purwaningsih, 2022; Sarvestani et al, 2019). By covering all of that aspects, this research will give the data and result only in EFL students writing challenges in online learning. In the end, the result of this study becomes fundamental to creating a specific strategy to improve EFL students, especially their writing skills.

D. Research Question

Based on the background above, the researcher concluded the formulation of the problem as follows:

1. What are the challenges faced by 5th semester students of English Language Department of UIN Raden Mas Said Surakarta in writing during online learning Implementation?
2. What are the strategies used by 5th semester students of English Language Department Students of UIN Raden Mas Said Surakarta to face Their Writing Challenges in Online Learning Implementation?

E. Objectives of the Study

1. To identify the Challenges of 5th semester students of English Language Department of UIN Raden Mas Said Surakarta with writing in online learning implementation.
2. To identify the strategies used by 5th semester students of English Language Department UIN Raden Mas Said Surakarta to face their writing challenges in online learning implementation.

F. Benefits of the study

1. For Lecturers

This research will help the lecturer to teach writing in online learning in a better condition. The lecturer also gets the solution to the problems of the student in writing online learning.

2. For Students

The result of this research will help the students how to improve their writing skills during online learning. Expect the students will be more prepared for a better environment and equipment in writing online learning implementation. In the end, the students can achieve success in writing skills in academics and can implement it in their career purpose.

3. For Universities

The result of this research will give information to the Universities to make a better preparation and a better policy in writing online learning implementation. In the end, the Universities can support the students to get a better experience for the next future of writing online learning.

4. For Other Researchers

The result of this research can be as a reference for the next researcher for improving students writing skills. This study also can give a practical contribution to analyzing the upcoming better writing learning models in the next future.

G. Definition of Key Terms

The following definitions are given to make readers have the same perception or understanding for some terms used in this study. They are also to avoid misperception or ambiguity. They are follows:

1. Writing Skills

Writing skills are an essential skills to communicate or express the idea, thoughts in easy and obvious in written text (Durga & Rao, 2018).

2. Writing Challenges

The meaning of challenges is something that will bring challenging and anxiety to someone to do something. In this research, challenges is something that makes EFL student anxious in Writing English especially in written, develop idea, grammar, and vocabulary (Fitriyah, 2021).

3. Online Learning

Online learning is a learning through computer, or some other digital device, such as smartphones, tablets, and even cell phones that are linked to the Internet (Fitria, 2020).

CHAPTER II

LITERRATURE REVIEW

A. Theoretical Review

1. Definition of Writing Skill

Writing skill is an ability to state what someone has heard or read in the written form. Writing skill can also state an ideas, opinion or feeling in the written form. The good standard of writing skill can determine from using a good grammar and also the way to select the correct vocabulary. The result of good writing skill can covey the information in a way that is easily understandable, engaging, and persuasive (Nunan, 2001; Kartawijaya, 2018).

Writing skill is the productive skill to express ideas or telling something to the readers into written language. As a productive skill, writing skill requires process of thinking to get ideas and change it into a good form of sentences or paragraphs. The good of sentence structure have to convey information effectively. Because of that, writing skill also as a creative skill that help students to increase and explore their thoughts and feelings (Fahreza et al, 2017).

Based on the theory above, it can be concluded that writing skill is a process of students thinking to express their ideas and the creativity into written form. It is a productive skill to express

opinion or feeling into written form. Furthermore, writing skill is a creative skill that help student to increase their thoughts and feeling.

2. Requirements of good writing

According Cipta et al (2021) requirements of good writing depend of five components, there are:

a. Content

Content should be well unified and completed. The term usually known as unity and completeness. Every sentence must has a logical relationship. This aspect became the characteristics of the good writing.

b. Organization

The purposes of the organizing the material in writing involves coherence, the order of importance, general to specific, specific to general, chronological order and spatial pattern that happened from the beginning to the end.

c. Vocabulary

Word determines how effective the writer used an appropriate word in a text. It has the role to communicate and to evoke, to let the readers perceive and feel. Furthermore effective use of words also deals with connotative or figurative language.

d. Grammar

Language use writing involves correct usage endpoints of grammar. There are many points of grammar, such verbs, nouns, and agreement. Specific nouns and strong verbs give a reader a mental image description.

e. Mechanics

Mechanics include the capitalization, punctuation, and spelling appropriately. This aspect is very important since it leads readers to understand or recognize immediately what the author explained. The use of mechanical in writing will guide the reader easily to understand the idea or messages.

According to the five components above, we know that to make a good written text, there are many component that students need to be used or determine in written text.

3. Writing Process

As it is argued by Harmer (2004) in Nino & Paez (2018), the writing process correlate to a progression identified by him as the process wheel and it is marked by four basic stages: Planning, Drafting, Editing and Final Version.

a. Planning

Before starting to write, the writers have to try and decide what the materials that they will to say, for some of writers this may involve making detailed notes. When planning, writers have

to think about three main issues. They are the purpose of the writing, the audience of the writing, and the content structure.

b. Drafting

The writers can point out to the first version of a piece as a draft. As the writing process, drafting is the stage where the learner writes the ideas and thoughts on the paper and develops the outline. During this step, the most important task consists on designing a draft of the general information.

c. Editing

The writer check their own text in order to correct the language use and purpose of the text. The other reader also can help to give a comment and make suggestion in order to help writer for reflecting and revising. Another reader's reaction to a piece of writing can help the author to make appropriate revision.

d. Final Versions

In this last stage, the writer produces the last version. At this stage the writer have to check the aspect to make appropriate writing text. The writer have to check grammar and spelling accuracies, punctuation, and word choices usually becomes the main focus have to be done at this stage.

So, to make an appropriate written text, the students have to follow step by step process in order to make their idea construct properly in the text.

4. The Review of Online Learning

a. The Definition of Online Learning

According to Fitria (2020) online learning is a learning through computer, or some other digital device, such as smartphones, tablets, and even cell phones that are linked to the Internet. It is usually formed distance education, which does not involve the traditional classroom setting where the teacher and the students are trained at the same time or location. online learning systems are easy to implement in many fields of education, such as classes, private lessons and, tutoring at colleges, online English teaching, lifelong learning, etc.

According to Mehiri (2021), online learning is defined as learning facilitated by using of digital tools and content that involves kind form of interactivity, which may include online interaction between the learner and their teacher. The exchange of information and interaction between students and instructors are facilitated by using computerized communication systems as an environment for communication. It makes the university students have to gain individualized assistance and to provide learning plans that are more appropriate for them.

Based on the definition above it can be conclude that online learning is a type of learning that utilize digital tools computer, smartphone, tablets, even cell phones that are linked to the

internet and it is usually formed distance education that have to involve student and teacher in the same place.

b. Types of Online Learning

According Setyowati et al (2021) online learning is defined as "learning experiences" in synchronous or asynchronous environments using different devices (e.g., mobile phones, laptops, etc.) with internet connection. In these condition, students can be anywhere (independent) to learn and interact with instructors and other students. Implementation of online learning can be implemented in two ways, synchronous and asynchronous.

1. Synchronous

Synchronous is the learning process happening at the same time when the teacher is teaching and students are learning. This condition allows direct interaction between teacher and student, both via the internet and intranet. Synchronous learning is any type of learning that takes place in real-time, where a group of people is engaged in learning simultaneously. Synchronous online learning is mostly used for seminars or conferences which are often called web conferences or webinars and are often used in online university classes or lectures. According to Cahyani et al (2021), the example of synchronous are face-to-face

meeting and purposefully used internet. It focuses on any online learning platforms, including Microsoft Team, Zoom Cloud meetings, Virtual Learning Environment, and others.

2. Asynchronous

Asynchronous is a learning activity carried out at different times between teacher and student. This condition is more popular in the world of online learning. It provides more benefits for trainees that are able to access training anytime and anywhere. Asynchronous mode means that the teachers implement online learning in a range of longer period, one week for instance. Asynchronous learning refers to online learning involving learners independence where they do platform such as Learning Management System (LMS). It means the students mostly rule the main activities themselves and the teacher have to monitor by facilitating their discussion flow (Cahyani et al, 2021). So, the asynchronous mode is more flexible than the synchronous mode (Setyowati et al, 2021).

c. Writing Challenges in Online Learning

Based on previous research findings about the writing challenges experienced by students during online learning, there are two main challenges that EFL students faced, 1.)

challenges in component of writing, 2.) challenges in technology.

1. Challenges in Component of Writing

Purwaningsih (2022) investigated the writing challenges experienced by students during online learning implementation. In this research, the researcher found that there are six indicators of writing challenges that faced by students. They contain of organization, content, grammar, vocabulary mechanics, and word choice.

a. Organization

Organization is presentation of ideas is logical, it start from clear beginning, middle, and end. The idea in the text must be connected and the transitions must be smooth (Schirmer, 2000). In this research showed that students had challenges in organization composed of transition, did not clear beginning, there was no connection between idea. Most of the challenge that student faced is the student can not show clearly the right structure. The second challenge suffered by student was transitions. The transition in the sentence did not smooth and the student can not write the sentence which did not correlate with the previous sentence. In the end, those challenges faced by student

make the sentence was difficult to understand by the reader. The last challenge student faced was in organization, there was no connection between ideas. Mostly the student wrote two main problems in a paragraph.

b. Content

Content contained of good balance between central ideas and details; anecdotes and details, enrich the central theme or storyline; details and examples fit in well; ideas are clear, complete, and well-developed (Schirmer, 2000). The first problem in the content was the student did not write in the sentence completely. The sentence was far from complete sentence. It made the sentence difficult to understand by the reader. Then, the problem also less on elaborated the sentence. The sentence could be divided into some sentences but the student just write it in one sentence.

c. Grammar

Grammar contained of effective complex construction, agreement, tense number, word order/function, articles, pronoun, preposition, fragments, run-ons, deletions, meaning confused (Jacobs, 1981). The challenge faced by students in the

test consisted of tenses, run on, word order, fragment, singular and plural, pronoun, also paralelisme. The challenge in the tenses some students used present tense to express past time. The challenge in the run on, the students wrote some sentences could stand alone in one sentence. It could cause lack of understandings in the structure and meaning. The next challenge was fragment. The students can not differentiate between dependent and independent sentence. The next challenge were singular and plural. This challenge influenced students on understanding the using grammar in the sentence. The next challenge was pronoun. Some students were still wrong in the using proper pronoun. The last challenge paralelisme. There were students wrote the sentence were not balance. For example, the left side used simple present tense and the right side used simple past tense.

d. Vocabulary

Jacob (1981) stated that vocabulary contained of sophisticated range, effective word or idiom choice and usage word from mastery, appropriate register. The challenge on vocabulary in this case was using of word need to explain detailed. The students still limited on the

idea, it made the students wrote the sentence unclearly and incompletely.

e. Mechanics

The challenge in the mechanics contained of errors in capitalization, punctuation, spelling, and paragraphing. In this study, the most problem in the mechanics were punctuation especially in the using of comma. The second challenge that students faced were capitalization. The students did not use capital letter in some words such as in the beginning sentence or in the particular word that needed to use capital letter. The last challenge in mechanics were the using italic word. Most of the students did not use italic word in the different language in the text.

f. Word Choice

There were indicators in word choice such as chosen carefully, conveys the right meaning, no use clichés or jargon, appropriate use of technical language (Jacobs et al, 1981). The students challenge used proper word in the sentence. So, it made the reader feel difficult to understand the meaning of the sentence. The using proper word in the sentence is important for student to make sure there is no lack of meaning in the sentence.

Based on the research findings above, there are six writing challenges faced by students during online learning. Each aspect is needed to be overcome by students to make sure they can create a good written text.

2. Challenges in Technology

Sarvestani et al (2019), Aboagye et al (2020) and Pham (2022) Explored that students faced challenges in online learning in terms of technology challenges. The first, students challenge is they had unstable internet connections. Second, the student found it difficult in operating the high-tech tools' absence. Third, the students feel difficult to access course materials because they did not really familiar with full online learning implementation.

Another research by Ardini (2021) showed that students had difficulties to understand the academic writing learning material given through online. The students declared that the challenge occurred such as the unstable internet connections that made the lecturer's explanation got lost. In the end, the students did not understand the content that was explained by the lecturer.

Based on the research findings above, there are several writing challenges that was faced by students during online learning implementation. So, we know the technology also

give an impact on the students writing performance. In the end, the students have a low probability to increase their writing skill.

5. Strategies To Face Writing Challenges

a. Component Writing Aspects

1. Visual Thinking Strategies (VTS)

According Moorman et al (2017), Visual Thinking Strategies (VTS) idea has become widely popular as a result of its ability to be applied to a variety of specialized industries with appreciable improvement outcomes. The primary goal the purpose of the current review is to synthesize and evaluate recent scientific work relating to the application, In order to further discover potential study topics that might highly benefit from the VTS procedure's use. Consequently, a theoretical perspective is approached from a cognitive-psychology perspective, then a summary of the research variety in applied VTS distinct study domain situations, as well as active VTS web clustering. These situations have demonstrated a preference for using VTS, which enhances higher education students' specialized language English skill.

According Albert et al (2022), The VTS protocol focuses on constructivist behaviors like helping, encouraging, and achieving, preparing the students for future success, leveling

the playing field, introducing a topic, and scaffolding peer-learning abilities. It is for student further college study and the ensuing employment stage. The main concept underlying the VTS specific and extended activities. VTS procedure on a triangular unit: Look, think, and talk during one minute, responding to open ended inquiries and debating opposing viewpoints. VTS also known as "visual paraphrasing," which focuses on aspects like increasing vocabulary, improving grammar (modal and modular thinking, launching hypotheses), improving language accuracy, coherence (syntactic structures), and cohesion (linking devices and reflective dialogue), as well as boosting students' confidence, VTS is an effective language-development assistant.

Based on description above, it can be concluded that The VTS protocol is centered on the concept of specific and extended activities, designed to prepare students for further college studies and employment. The triangular unit of the VTS procedure, look, think, and talk, encourages students to respond to open-ended inquiries and engage in discussions on opposing viewpoints. The VTS approach helps students develop essential skills, such as critical thinking, analysis, and communication. The VTS protocol also focuses on improving language skills, such as vocabulary, grammar, and

coherence, to boost students' confidence in expressing themselves.

2. Using Quillbot

According to Kurniati & Fithriani (2022) Quillbot is a tool that helps students rewrite their writing in a different way. It can check for grammar mistakes, summarize, and even check for plagiarism. This tool is easy to use, just type or copy and paste the text and then click on the Paraphrase button. Quillbot is helpful for students who don't know how to rewrite their writing on their own. It also has a grammar checker that can automatically check for mistakes. Many people like students, writers, and teachers use Quillbot to help them with their writing.

According to Fitria, (2022). QuillBot is a tool that helps millions of students and professionals to save time when writing by using advanced artificial intelligence to rephrase any sentence, paragraph, or article. This tool is used for both paraphrasing and summarizing. QuillBot offers three main tools: The Rephraser, which helps with sentence structure and offers synonyms; The Summarizer, which condenses text; and The Grammar Checker, which ensures correct grammar. QuillBot Premium has several modes to choose from, depending on the user's writing needs. Standard mode

maintains the original meaning, while Fluency mode modifies the text for more natural language with minimal changes. Formal mode is suitable for corporate or academic writing, while Simple mode makes writing more accessible. Creative mode produces a new appearance and tone, while Creative improves on this with more intuitive modifications. Expand mode adds detail to increase sentence length, while Shorten mode shortens content without changing its meaning.

In conclusion, Quillbot is a tool that helps students and professionals to save time by using advanced artificial intelligence to rephrase and summarize any text. It offers various tools like The Rephraser, The Summarizer, and The Grammar Checker to improve the quality of the text. Quillbot is easy to use and has a simple interface. Additionally, Quillbot Premium offers several modes to choose from, depending on the user's writing needs. Many people, including students, writers, and teachers, use Quillbot to help them with their writing.

3. Social Media

Bakeer, (2018) stated that social media refers to the digital platforms and applications that enable people to interact socially, share, and exchange information and ideas in virtual communities and networks. The definition of social

media encompasses a group of Internet-based applications that are built on the foundations of Web 2.0 and allow users to create and exchange user-generated content. These applications have revolutionized the way people communicate, connect, and collaborate with each other across the globe. In addition, social media is considered as an enabler of lifelong learning, as it offers a variety of tools and resources that can be used to bridge the gap between formal and informal learning contexts. By providing easy access to information and facilitating communication and collaboration, social media has transformed the way people learn and acquire knowledge in the 21st century.

According to Yunus et al (2019) there are a variety of social media, such as Instagram, Facebook, YouTube and Twitter, are used as social sharing platforms that enable direct communication and file sharing between individuals. These platforms are increasingly influential in shaping decisions related to economics, politics, social issues, and education on a global scale. With the growing importance of social media, it has become an increasingly vital tool for learning, providing users with access to innovative technologies that facilitate learning, increase demand for educational resources, and promote flexible, self-directed learning. As a

result, educators, students, and communities alike are constantly seeking new information and knowledge to improve their skills and remain competitive in the interactive collaboration age of today.

In conclusion, Social media platforms enable social interaction, information and idea sharing in virtual communities and networks, and are built on the foundations of Web 2.0. The impact of these platforms on global communication, collaboration, and decision-making related to social, economic, and education is significant. Social media also facilitates lifelong learning by providing tools and resources that bridge the gap between formal and informal learning contexts, enabling users to acquire knowledge and skills through flexible, self-directed learning. Educators, students, and communities alike are constantly seeking new information and knowledge to improve their skills and remain competitive in the interactive collaboration age of today.

4. Peer Review

According to de Brusa & Harutyunyan (2019), peer review is when student are assessed by their peers, meaning their classmates or colleagues. This evaluation can be guided using rubrics made by teachers or the group itself. Peer review helps students assess each other's work, like their

performance, writing, or results, with the goal of improving the quality of their work. In simple terms, it's a way for students to help each other get better at what they do by giving feedback and suggestions.

Another perspective by Mulyati & Hadiano (2023), Peer review is the method that teachers help students learn to write better by having them give feedback to each other. The teacher has to create the right situations for this to happen, and they have to make sure that students are matched with the right partner to give feedback. Students need to be involved in learning and creating their own knowledge. The feedback needs to be adjusted to the subject or topic they're writing about. Feedback can come from teachers, classmates, other students, or even technology. All of these things are part of the plan for helping students learn to write better.

In conclusion, Peer review has emerged as a valuable method for improving writing skills, as noted by de Brusa & Harutyunyan (2019) and Mulyati & Hadiano (2023). It involves students providing feedback to each other on their written work, rather than solely relying on a teacher's assessment. This approach allows students to receive feedback from their peers' perspectives, helping them to identify areas of strength and weakness. Furthermore, peer

review offers opportunities for the reviewer to develop critical thinking skills and self-reflection. Feedback provided should be tailored to the subject or topic at hand and can come from a variety of sources, including classmates, teachers, other students, and technology. Overall, peer review has become an integral component of language learning and is widely recognized as a valuable tool for enhancing writing skills.

b. Technology Aspects

1. Utilizing Wi-Fi Connectivity

In today's world of computers and the internet is important, many students use the internet to learn. So, having good and steady internet is really important. Nugraha's research in 2021 found out that students face challenges when they have bad internet while trying to follow online learning. When this happens, students try to find other ways to make sure they can take part in their online classes. One interesting thing from Nugraha's research is that many students like using Wi-Fi more than just using their mobile data.

Nugraha's research is important because it shows how important the internet is for students. When the internet is bad, it can mess up online classes. Students might miss their

classes, not finish their assignments, and maybe not do as well in school. When students look for Wi-Fi to help, it shows that they really want to keep learning and do well in school. It also shows that students can figure out how to deal with problems when they happen.

Also, the fact that students like Wi-Fi more tells us that schools and people in charge of education should think about making sure that everyone has good internet. They need to do this, especially in places where not many people have good internet. We need to make sure that every student has the same chances to learn and do well in school. In the end, Nugraha's research tells us how important the internet is for learning nowadays and how students can find ways to keep learning even when things are not perfect.

2. Ensuring a Stable Internet Connection

The study conducted by Muslimin and Harintama in 2020 focuses on how the internet helps make online learning run smoothly, especially when everyone is learning together at the same time. This type of learning is like a live class on the internet. To make it work well, having a strong and reliable internet connection is really important.

What's interesting is that the research found that many students in the KSP English Syntax course struggled with

their internet connection. They thought it was the biggest problem during their online classes. To address this issue, a significant portion of the students, namely 30%, opted to acquire supplementary phone credits to ensure uninterrupted internet access. Concurrently, at the same time, 20% of the students actively looked for the best places where they could get a really good internet signal.

This research tells us two important things. First, it shows us that having good internet is crucial for online learning that happens in real-time. Second, it reveals that students are doing their best to stay connected and keep learning, even when they have internet problems. This information can help educators and leaders make online learning better and fairer for all students.

B. Previous Related Studies

To make sure the originality of the idea in this research, the researcher will show several previous studies that have relevance with this kind of study the researcher conducted. The first one “Students Writing Difficulties in Online Learning during Covid-19 Pandemic Published by Journal of English Language and Education” by Mora Yulina Simanihuruk, Dumaris E.Silalahi and Partohap Saut Raja Sihombing (2021). The purpose of this research was to find students writing difficulties in recount text faced by the students during online learning process. The researcher used data

analysis qualitative. It was used to describe topic related to phenomenon happened in writing through online learning during pandemic covid-19. The difficulties in four aspect of writing, they are sentence construction, organizing text, paragraphing aspect and text cohesion aspect. In this research, the researcher only focused on aspect in writing instead of including the another aspect that affect students writing skill during online learning implementation. It will more be completed if the researcher also include the another aspect like technology aspect to analysis the data.

The second relevance study is “ EFL Students’ Challenge of Online Courses at Van Lang University during the COVID-19 Pandemic Published by International Journal of TESOL & Education” by Pham Manh Tri, Luu Thi Tu Uyen, Mai Thi Hoang Uyen, Thai Thuy Thuy trang and Ngo Thi Cam Thuy (2022). In this research, the researcher conducts the study to see the Challenge that EFL student at Van Lang University. This research revealed that writing be a skill that was challenging to learn in online learning implementation. The cause of the challenges of the writing skill faced by EFL student is poor communication between lectures and students that caused by unstable connections. In this research, the researchers did not focus on one specific skill in English but the researchers intend to figure it out all of the skills in English that were speaking, listening, reading and writing. Furthermore the researchers more focused on technology aspect to analysis the writing challenge faced by EFL student instead of component of writing such as Organization, Content, Grammar, Vocabulary,

Mechanics, Word Choice. If the researcher more focused on analysis one skill in English, the result of the research will more be deep instead of being wide.

The next of previous study is “An Analysis of Students’ Ability in Writing Descriptive Text During Online Learning Published by The Journal of English Teaching for Young and Adult Learners” by Endah Purwaningsih, Samsul Hadi and Dwi Rahayu (2022). This research aims to analyze the students cases based on the source of the problem in writing descriptive text. This research includes qualitative research. The researcher used six indicators in the taxonomy analysis : Organization, Content, Grammar, Vocabulary, Mechanics, Word Choice. The result of this research showed that students suffered the high problem during online learning implementation. It can conclude that students’ ability in writing descriptive text is low. This research will be more completed if conduct an analysis in technology aspect in order to give the rich insight in the research discussion.

The description regarding previous studies above, it will be the references for the researcher in this research to have more detailed study of writing challenge faced by EFL student during online learning implementation. As compared to the above previous studies, the current research has different data to be analyzed. This research will conduct 2 aspect that are writing component aspect and technology aspect (Purwaningsih, 2022; Sarvestani et al, 2019). In the end, in this research will discover all of the findings about the writing challenges faced by EFL

Student more be completed and can be explained in more than one perspective.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The most important factor that must be designed before carrying out the research is research method. Basically, there are several kinds of methods that can be used in a research. This research used a descriptive qualitative method. Margono (1997) in Halimah (2020) states that the purpose of the descriptive method is to describe the current actual problem and to gather the data, analyze them, and delineate the conclusion. According Simanhuruk et al (2021), Qualitative research is one of the method that focuses on knowing social phenomena from the context of the human participants in natural settings (Simanhuruk et al, 2021).

From the definitions stated before, it can be concluded that descriptive qualitative research method is a research that focus attention on interpretation of the participants' experiences (Larsenn et al, 2021). Therefore, in this research, researcher used descriptive qualitative method specifically case studies. According Feagin (2016) case studies focus on in-depth examinations of a single case or a small number of cases. Researchers collect and analyze extensive data to provide a detailed and holistic understanding of a particular phenomenon. Case studies are commonly used in psychology, business, and education.to answer the problem statements. So, in this research researcher intend to use case studies to analyze students' writing challenges in online learning

C. Research Subject

In order to get valid data, the researcher intends to take the data from 5th semester students of English Language Department because they experienced in online learning implementation for more than 2 years. Especially from first semester until fourth semester. So according to the characteristics of the informants, the students of 5th Students English Education Department UIN Raden Mas Said are appropriate for this research objectives. The researcher focused on the 5H class and choose 30 students.

D. Data and Source of the Data

The data of this research will focus on figuring out about the 5th semester students of English Education Department writing challenges in online learning implementation. In qualitative research, data were more descriptive and presented in words or images than in numerical form (Creswell, 2014). Results of questionnaires and interviews were used to collect the data for this study by completing the G-form to gain survey data, while interview data were obtained from recordings of students' perceptions and then transcribed into text. The questionnaire results are processed into percentage data and explained in a narrative. In contrast, the results of the interviews are processed by analyzing and concluding the respondents' perceptions. Specifically, the participants of this interview are those students who

are in ranks 1–7 and have the highest scores in the Likert scale analysis for writing challenges. (Table 3.1, page 34)

E. Research Instrument

In this study, the research instruments are interviews and questionnaire. Thagaard (2013) writes that the interview is appropriate to provide a particularly sound basis for gaining insight into people's experiences, thoughts and feelings. What the interview data really say is explained differently in the literature. From the positivist point of view, the researcher is an objective or neutral receiver of the informant's experience.

According to Ardini and Saputri (2022), the term questionnaire refers either to the questionnaire that is filled out by the survey participants themselves or refers to the survey instruments that are managed by the interviewer through face-to-face or by telephone. Therefore, in this research, the researchers gave the structured interview and open-ended questionnaire consisting of 5 questions conversely. In practice, the interview will conduct through WhatsApp and the questionnaire will be distributed through Google Form. Meanwhile, the interview consisted of 5 open-ended questions. Based on the following blueprint:

Table 3. 2 .Blueprint of Questionnaire and Interview

No.	Dimension	Indicators	Interview Questions	Questionnaire Statements
1.	6 Component Writing Challenges in Online Learning (Purwaningsih, 2022)	Mechanics	1	1
		Organization	1	2
		Grammar	2	3
		Vocabulary and Word Choice	2	4
		Content	1	5
2.	Online Learning Challenges in Technology Aspects (Pham, 2022 & Ardini, 2021)	Unstable Internet Connection	3	6,7
3.	Strategies to Improve EFL Writing Skill	Quilboot	4	
		Social Media	5	

F. Techniques of Collecting the data

The way of the researcher to get the data is a must in a research activity and it is usually called a techniques of collecting data. Cresswell (2012) explained that collecting data is the required and take from observation, interview, and questionnaire.

Collecting of data is important of the research. That is because collecting data used for supporting the research successfulness. So, in order to collect data, the researcher used data techniques of qualitative data collection including interview and questionnaire.

1. Interview

Subadi (2006) stated that 1) By interviewing, the researcher can explore information directly which experienced by the subject and also the explicit knowledge they had. 2) By interviewing the researcher can get the detail information from the informants in term of any time frame in present, past, or even future. It conclude that interview is techniques of collecting data that appropriate for appearing the informants experience.

The researcher will prepare a list of question to get detail information. In order to avoid the interview being too long and out of the context, the researcher will choose the Structured Interview with open-ended questions with options. In general, open-ended questions allow respondents to provide detailed and unrestricted answers, while questions with options provide predefined choices for respondents to select from. According to Denzin & Lincoln (1995) interview is a conversation, the art of questioning and listening. This is not a neutral tool, the interviewer creates a real question and answer situation. In this situation, answers are given. So the interview produces an understanding formed by the situation based on special interactional events. The method is influenced by individual interviewer characteristics, including race, class, ethnicity, and gender.

Additionally, the researcher will conduct the structured interview because it is the researcher has control over the topics and the format of the interview (Danfodiya, 2020). In addition, open-ended question chosen because it ideally give the rich insight into respondent attitudes and can reveal unexpected responses or theme (Hughes & Hayhoe, 2008). The researchers carried out interviews, in two parts. The first one contain of name, gender, age, and major. Second, online interviews contained some questions associated with the writing challenges that informants faced during online learning implementation. Collecting the data will be conducted online using whatsapp in order to make students as informants to save their expenses because WhatsApp provides the feature for free to call by only requiring a connection to the internet (Salehudin et al, 2021)

2. Questionnaire

According to Arikunto (2010) questionnaire is a list of question given to others who have willingness to respond in agreement with user request. Furthermore, Arikunto (2010) divide the kind of questionnaire into :

- a) Open questionnaire is presented in the form of questionnaire so that informants can provide contents according to the willingness and circumstances. Open questionnaire is used when researcher have not be able

to estimate the possibility that there are different answer to the respondent.

- b) Closed questionnaire conferred in the form of respondents live in such as way that gives a tick (X) on a column or an appropriate place.
- c) Mix questionnaire is a combination of an open questionnaire and close questionnaire.

In this study, the questionnaires where spread to the 30 students. The kind of questionnaire that researcher choose in this research is web based questionnaire by using google form as the platform. According to Wilkinson and Bringmiham (2003). Non-paper-based questionnaire created to be completed online via internet with computer-assisted self-administered system is known as web-based questionnaire (Wilkinson & Bringmiham, 2003). The questionnaire consisted by 7 questions that were constructed based on the recent research finding by other researcher.

In this study, the researcher used the scale questions included in the closed-ended questionnaire with positive and negative perception statements. There are 7 positive statements. One of the popular types of scaled questions is the Likert scale. The Likert scale is a psychometric scale usually used in research that uses questionnaires to measure social attitudes (Roopa &

Rani, 2012). According to Djajanegara (2020), the Likert scale is a measuring tool used to detect interests, attitudes, and habits.

Table 3. 3 Linkert Scale

Levels		Scale	
		Positive	Negative
Strongly Disagree	SD	1	5
Disagree	D	2	4
Neutral	N	3	3
Agree	A	4	2
Strongly Agree	SA	5	1

The questionnaire type that researcher send to the informants is open-ended question. The researcher shared the google form link to the students by whatsapp and then the student can access the link and fulfilling the questionnaire. In the end after all of the informants answered the questionnaire, the researcher will download the data from the questionnaire. From collecting the data through questionnaire, the researcher find out the students' writing challenges during online learning implementation.

G. Trustworthiness of the Data

This research is conducted by applying qualitative research, therefore it is concerned with the trustworthiness of whether the data or information gathered from the research findings are credible or not.

It should be checked by the researcher. In order to analyze qualitative data, the researcher uses triangulation to check the validity of the data.

According Sugiyono (2010) showed that triangulation is qualitative cross-validation. It appraises the sufficiency of the data according to the merging of multiple data sources or multiple data collection procedure. (Tohrin 2012) There are four form of triangulation :

1. Data triangulation: This require gathering data through several sampling strategies, so that divided of data at different time and social situations, as well as on a variety of people are gathered.
2. Investigator triangulation: This refers to the use of more than one researcher in the field and interpret the data.
3. Theoretical triangulation: This refers to the use of more than one option theoretical position in interpreting data.
4. Methodological triangulation: refers to the use of more than one option to gather data, such as interviews, observation, and documents.

In this study, the researcher decided to use investigator triangulation. The researcher will explain the result of the interview by informants by another related research result that was conducted by other researchers. Finally, all of the data that will be explained is supported by other research findings.

H. Techniques of Analyzing the Data

In this research, to analyze the data the researcher used descriptive qualitative analysis. Qualitative content analysis is the analysis strategy of choice in descriptive qualitative analysis is one of the analysis strategies that use qualitative content analysis from verbal and visual data that is oriented toward summarizing the informational contents of that data (Sandelowski, 2000). According to Miles dan Huberman in (Sugiyono, 2013), qualitative data analysis includes data reduction, data display, and conclusion drawing or verification.

1. Reduction the data

Reduction the data refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data that come out on written-up field notes and transcription. In this research. In this research, the researcher focused on reducing and transforming the rough data field notes of questionnaires and interviews. The results of students' perceptions through the questionnaire are categorized into numbers according to the Likert scale guidelines and then calculated using the percentage formula. The first step in the reduction of the data is to identify the data acquired (transcript of questionnaire, field notes from interview). The second is to give the data that is chosen and focus on the needed data. The last is to summarize the data and reduce the data continuously until the research ends.

2. Presentation or display of the data

It is the second component in analyzing the data. Display the data is an organized, compressed assembly of information that allows drawing conclusion and action. Data display is a data description in this research. The researcher described the data that had been reduced. It means that the data were written and explained in the form of words, sentences, and paragraphs. The researcher displayed the data and then described it, after describing the data, the researcher make an analysis of the data.

3. Drawing conclusion

The third activity in analyzing data is drawing a conclusion and verification. The researcher collected and analyzed the data with valid, consistent, and enough data. The researcher writes a conclusion in the last research. In conclusion, the researcher gave the result of the analysis based on the problem statements where it concludes the valid data from the entire data. In the end, the researcher took a conclusion after presenting the data and analysis the data.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Findings

The research finding was used to answer the research problem. The research problem in this study is to reveal how students solve their challenges during writing online learning implementation. In this section, the researcher reports the findings of the questionnaire and interview data obtained from 5th Students English Education Department UIN Raden Mas Said.

1. Finding of Questionnaire

The first technique in data collection in this study was used questionnaire. The questionnaire consisted of 7 closed-ended statements, with a total of 30 subjects that filled out the questionnaire. In this section, the researcher presents data on student perceptions in each statement after calculating the Likert scale and percentage formula. The results of the questionnaire findings are presented in table form to make it easier to arrange the frequency and percentage of answers from students. Frequency is the number of each selected answer, while percentage is the result of the calculation between frequency divided by the number of students multiplied by 100%. After knowing the frequency and percentage of the questionnaire, the

researcher interpreted the findings based on the percentage interpretation criteria.

a. Statement 1

The first statement was in Mechanics aspect “*Saya mengalami kesulitan mengenai cara penggunaan huruf kapital, ejaan dan tanda baca yang benar terutama dalam menulis bahasa Inggris saat pembelajaran online.*” Mechanic aspects cover how to use words correctly, like making sure to use big letters where needed, adding the right marks, and spelling things right, is crucial for good writing. In our study, we found that 36% of students had a challenge, especially in writing online learning implementation, 33% of students are neutral, 27% not agreeing, and 4% strongly disagreeing about how well they handle writing rules during online learning.

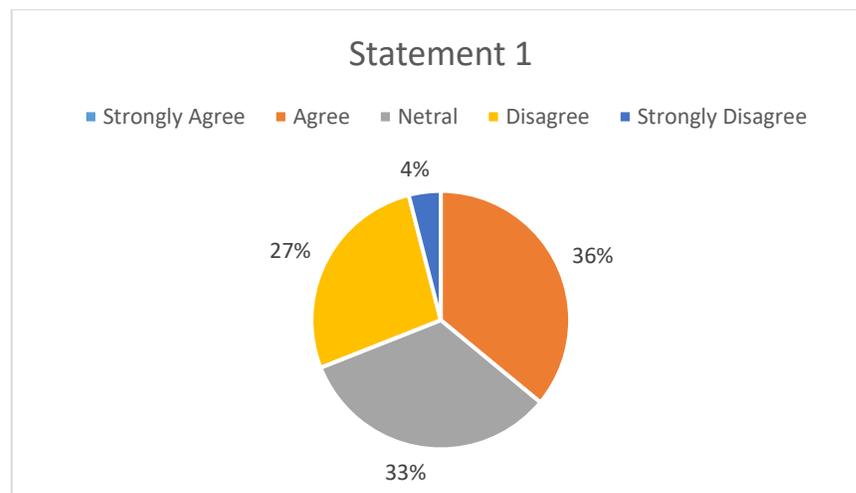


Chart 4.1 Statement 1

These varied responses show that students have different experiences and thoughts about this crucial part of using language. Knowing these differences is important for teachers, people making school plans, and decision-makers to help students better and improve how language is learned, especially in online learning. This shows that there's a significant area where students find it hard to apply these basic language rules.

b. Statement 2

The second statement was organization, "*Saat pembelajaran online, saya mengalami kesulitan untuk menemukan ide tulisan ketika menulis di dalam Bahasa Inggris.*" Some really feel it's challenging, while others find it a bit tricky. Some students are unsure, and a portion disagrees. This variety of experiences shows that students have different feelings when it comes to arranging their thoughts in English writing during online learning. Let's explore why this matters and what it means for helping students become better writers.

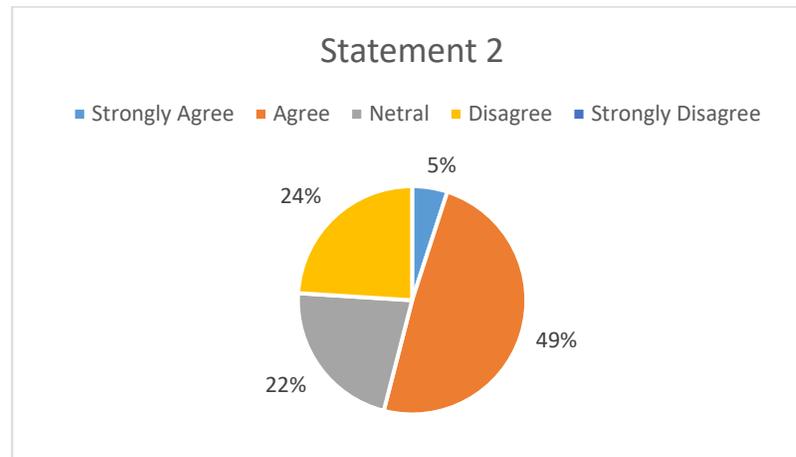


Chart 4.2 Statement 2

Understanding how students practice writing English during online learning is vital for improving education. In my research, we looked into their skills, and one important aspect we focused on was organization how well they arrange their thoughts. The findings revealed that 5% of students strongly agree that they face challenges in this area. Additionally, 49% agree, 22% are unsure, and 24% disagree. These results shed light on the difficulties students encounter in organizing their thoughts when writing in English during online learning.

c. Statement 3

The third statement was the grammar aspect, "*Karena pemahaman yang sedikit mengenai materi grammar, saya mengalami kesulitan dalam menulis bahasa inggris saat*

pembelajaran online.” Grammar is the rules that help us use language correctly. Grammar covers things like verbs, nouns, and making sure everything agrees. It's like putting together building blocks to create clear and meaningful sentences. The findings revealed that nearly half of the students, around 46%, agree they face challenges in this aspect when writing in English.

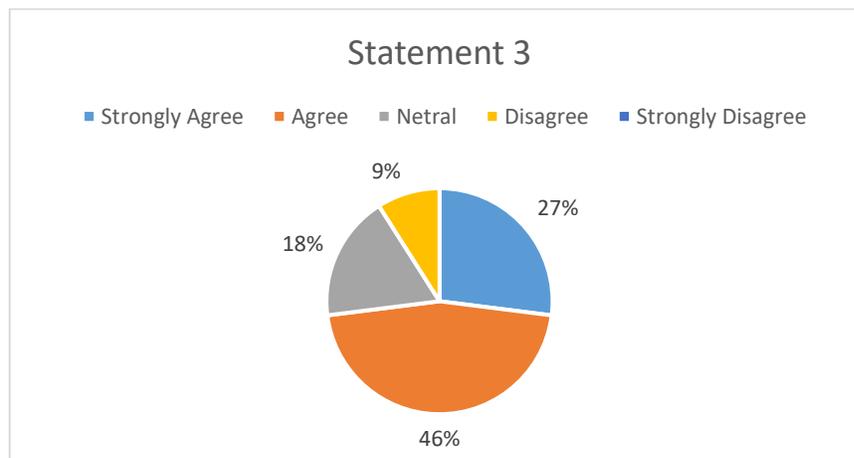


Chart 4.3 Statement 3

When talking about writing, using language correctly is really important, and that involves getting grammar right. Grammar includes different building blocks like verbs, nouns, and making sure everything fits together. It's a bit like making sure all the pieces fit just right. In our study, we found that almost half of the students feel it's a bit tricky, with 27% strongly agreeing, 18% being unsure,

and 9% disagreeing. This shows that students have various feelings about dealing with grammar when writing in English during online learning. Let's dig deeper into why grammar is essential and how it helps readers create vivid images from the words they read.

d. Statement 4

The fourth statement was the vocabulary aspect, “*Saya mengalami kesulitan dalam menulis bahasa inggris saat pembelajaran online karena memiliki kosakata atau Vocabukary yang terbatas.*” From this statement students face different challenges, and one big issue we discovered in our research is how having a smaller vocabulary can make it challenging to write in English. Almost half of the students 49% to be exact said they found it hard to write in English because they didn't have many words to use. This shows how important it is to choose the right words when students writing.

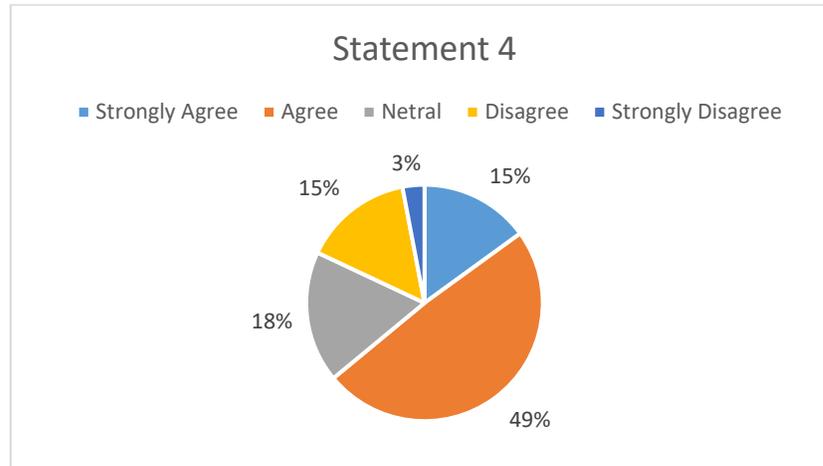
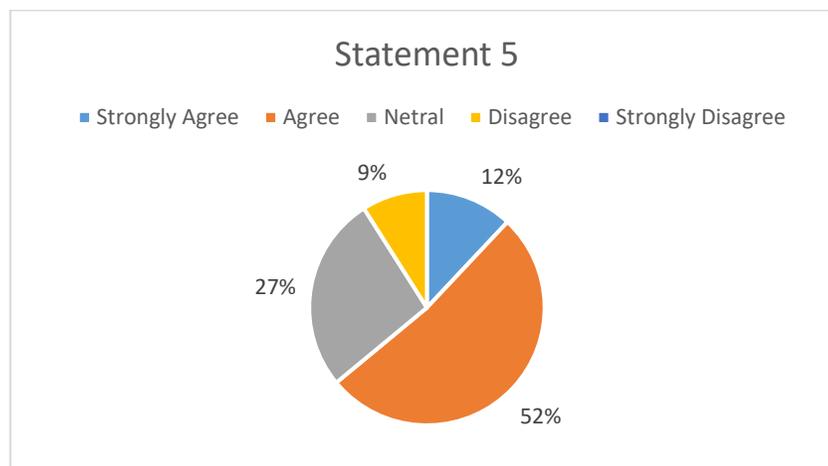


Chart 4.4 Statement 4

Digging into the research, we found that 15% of students really agree that having a limited vocabulary makes writing in English a big challenge. On the other hand, 15% disagree, and only 3% strongly disagree. This tells us that people have different opinions about how much vocabulary matters in writing. It's not just about having more words; it's also about using them in a way that brings your writing to life. Furthermore, student have to learn more about words and use words in a way that makes the writing interesting and clear. This research suggests that when we talk about vocabulary in online learning, it's not just a numbers game, it's about understanding how words work together to create powerful and meaningful expressions.

e. Statement 5

The fifth statement was the content aspect, “*Saya masih mengalami kesulitan dalam menulis bahasa Inggris saat pembelajaran online terutama mengenai bagaimana cara menulis paragraf yang urut, logis dan benar.*” Content aspects cover about how to make paragraphs make sense. When we talk about writing, especially in English, it's not just about having the right words. It's like putting together the words where each sentence fits together in a clear and complete way. So in this statement, the researcher revealed that almost a half more of the students or 52% of students agree that they had challenges in content aspect in writing English. Specifically, 12% of students strongly agree, 27% are neutral, and 9% disagree.

**Chart 4.5 Statement 5**

The summary is that content aspect is not just about knowing the words; it's about making them fit in a way that makes sense. The research shows that many students struggle with making their paragraphs not just sound right but also flow in a way that's easy to understand. If our sentences don't follow a clear and logical path, it's hard for others to understand. The research points to a need for students and teachers to focus on making writing not just correct but also well-organized, ensuring that the words come together in a way that makes the writing journey smooth and clear.

f. Statement 6

The next statement was the technology aspect, "*Karena internet koneksi yang tidak stabil saat pembelajaran online, saya mengalami kesulitan untuk memahami materi writing yang disampaikan oleh dosen.*" In this statement show that one key aspect highlighted is the role of technology especially in online learning implementation. It shows that students often have a challenge especially in technology aspect. The challenge include dealing with unstable internet connections. Understanding thia issues sets the stage for comprehending the specific struggles students face in the technology aspect of English writing during online classes.

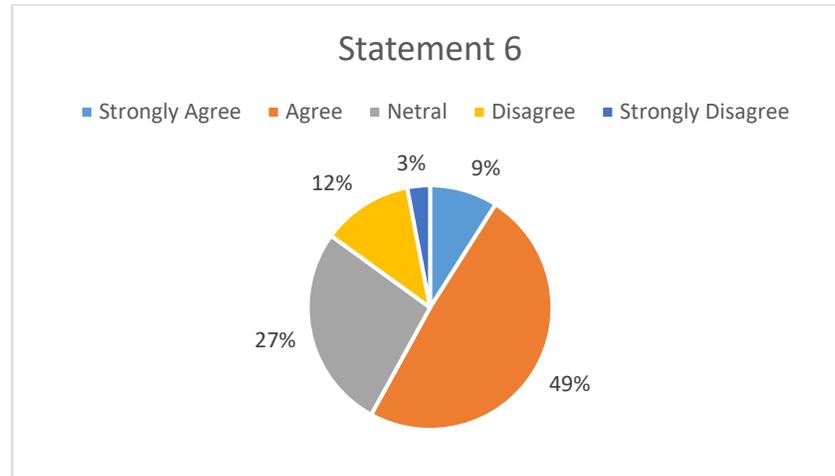


Chart 4.6 Statement 6

So in this statement revealed about 49% of students shared that they struggled with the technology side of things when it came to writing in English. This means almost half of the students faced difficulties because of issues like unstable internet connections. To break it down further, 9% strongly agreed, 27% felt neutral, 12% disagreed, and 3% strongly disagreed with the idea that technology posed a challenge in their English writing journey.

g. Statement 7

In this last statement has focused on understanding the challenge students face in their English writing skills, particularly during the shift to virtual classrooms, “*Saya mengalami kesulitan untuk mengakses materi writing yang diberikan dosen saat*

pmebelajaran online.” A key aspect that emerged from the findings is the technology challenge. This statement focus on revealing the students challenge in accessing course materials due to the unfamiliarity with the complete online learning setup. So, this last statement showed around 27% of students expressed difficulties in accessing the writing materials provided by their instructors during online classes. Specifically, 7% of students strongly agree, 33% are neutral, 30% disagree, and 3% strongly disagree.

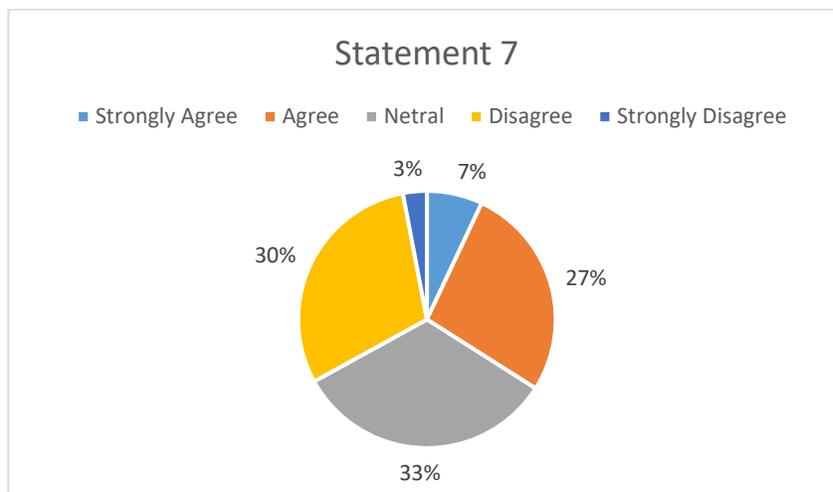


Chart 4.7 Statement 7

The challenge to access course materials highlights a broader issue many students are not fully familiar with the intricacies of online learning implementation, impacting their ability to effectively engage with the provided writing materials.

By addressing this challenge, we can give the way for a more accessible and effective learning environment, ensuring that technology becomes an easy way to access in order to support student in the journey of developing English writing skills.

2. Finding of Interview

The second data collection technique in this study used structured interview technique with options. The second data collection technique in this study used a structured interview technique with options. The structured interview has five questions with open-ended question type. This interview explores the writing challenges of 5th-semester EFL students at UIN Raden Mas Said Surakarta. The researcher did the interview with students in July 2023. This interview wants to understand how students face writing challenges in online learning implementation. By hearing directly from the students, the researcher wants to gain valuable insights as a research result. The structured interview has five questions with open-ended question types. It was conducted with eight students taking of fifth semester of English Education Departement of UIN Raden Mas Said. The findings of the interview data are shown by transcribing it into the written text as follows.

a. Interview of Question 1

How do you overcome when you have difficulty writing English in looking for ideas, correct spelling and good paragraph

structure ? (choose & explain). [*“Bagaimana Anda mengatasi kesulitan menulis bahasa Inggris dalam mencari ide, ejaan yang benar, dan struktur paragraf yang baik? (pilih & jelaskan)”*]

- A. Choose the material with picture
- B. Using Quillbot
- C. Using social media
- D. Discussing with lecturer or friend
- E. Other

Student 1 : D.

“Karena dengan bertanya dosen atau teman sebaya mungkin mereka mengetahui ilmu nya, dan saya dapat mengerti apa yang di sampaikan oleh mereka.”

Student 2 : C.

“Karena Quillbot dapat membantu saya memperkaya kosakata saat menulis bahasa Inggris yaitu dengan menyarankan kata-kata yang lebih tepat dan bervariasi untuk digunakan dalam tulisan saya.”

Student 3 : B.

“Karena belajar dan mencari referensi disosial media lebih mudah dipahami ,kontenya menarik untuk dilihat sebagai media belajar dan penjelasannya bervariasi.”

The interview results on the first question stated that all respondents have different approaches to solve their challenge learning writing in English as an English as a Foreign Language (EFL) student. Student 1 suggests seeking help from professors or peers to gain a better understanding of the subject matter. Student 2 mentions the usefulness of Quillbot in enriching vocabulary by suggesting appropriate and diverse words for writing. Student 3 emphasizes the benefits of learning and finding references on social media, which offer engaging content and varied explanations.

b. Interview Question 2.

How do you overcome difficulties in writing English, especially in terms of grammar & vocab? (choose & explain).

[“Bagaimana cara kamu mengatasi kesulitan menulis Bahasa Inggris terutama dalam aspek grammar & vocab ? (pilih& jelaskan).”]

- A. Choose material with picture
- B. Using Quilboot
- C. Using social media
- D. Discussing with lecturer or friend

E. Other

Student 3 : A

“Karena dengan mencari materi pembelajaran yg bergambar sesuai dengan topik dapat menambah referensi dalam aspek grammar dan vocab”

Student 4 : C

“Karena menurut saya jika menemukan kesulitan seperti itu solusi yang saya ambil yaitu mencari di YouTube karena banyak referensi video dari berbagai tutor yang dapat membantu dalam belajar masalah grammar. Serta dengan menggunakan Twitter bisa juga menambah kosakata bahasa baru karena menggunakan bahasa Inggris yang bisa kita terjemahkan ke Indonesia.”

Student 6 : B

“Saya merasa cukup terbantu dengan Quilboot. Saya juga menggunakannya saat saya mengoreksi grammar pada kalimat atau teks yang saya buat serta mencari referensi pilihan kata yang lain yang akan lebih cocok dengan kalimat atau teks saya. Quilboot membantu saya untuk mengoreksi dan memilih kata karena didalamnya banyak sekali kosakata yang sering kali saya tidak kepikiran dengan kosakata tersebut.”

Exploring visual learning materials related to the topic can provide additional grammar and vocabulary references, as mentioned by Student 4. Utilizing platforms like YouTube for

tutorial videos and Twitter for exposure to English and its translations can be effective strategies for overcoming writing challenges, as suggested by Student 4. Moreover, Student 6 found Quilboot to be a helpful tool for correcting grammar and selecting appropriate vocabulary, expanding their options and improving the quality of their sentences or texts.

c. Interview Question 3

How do you deal with bad signals when writing online learning ? (Select and explain) [*“Bagaimana cara kamu mengatasi sinyal buruk saat pemberlajaran writing online? (Pilih dan jelaskan)”*]

- A. Using Wi-Fi
- B. Using your mobile data
- C. Others

Student 1 : C

“Saya memilih opsi C yaitu lainnya karena, jika opsi A dan B sudah tidak bisa di kondisikan saya memilih untuk cari jalan supaya bisa mendapatkan sinyal semisal, saya sebisa mungkin mencari tempat yang dapat di jangkau oleh sinyal.”

Student 3 : A

“Menggunakan wifi karena koneksi internet didaerah rumah sulit dan menggunakan wifi lebih kuat sinyalnya.”

Student 4 : B

“Karena jika menggunakan WiFi belum tentu akan stabil jadi saya biasanya memakai data seluler sendiri lalu mencari tempat dimana biasanya jaringannya lancar.”

Despite internet connectivity challenges, Student 1 demonstrates adaptability by actively seeking locations with better signal coverage for a stable connection. Student 3 solves the issue by relying on WiFi as their main option, leveraging its stronger signal compared to their residential area. Meanwhile, Student 4 addresses WiFi instability by utilizing their personal cellular data as a backup, actively searching for reliable network coverage when necessary.

d. Interview Question 4

Do you agree that Quilboot helps you overcome the challenges of writing English? (*“Apakah kamu setuju bahwa Quilboot membantu kamu mengatasi tantangan saat menulis bahasa Inggris?”*)

Student 4 : Setuju.

“Karena menurut saya praktis memakai quilboot dengan fitur yang diberikan lebih memudahkan kita dalam memecahkan

masalah mengenai grammar ataupun kesulitan lain dalam bahasa Inggris.”

Student 5 : "Setuju.

“Karena saya merasa terbantu saat menggunakan Quilboot untuk menulis dalam bahasa Inggris terutama saat ada kendala mengenai grammar eror dan juga untuk memperbaiki tata bahasa yang kurang tepat di dalam sebuah kalimat sehingga paragraf yang saya buat menjadi mudah dipahami. Dengan adanya Quilboot ini saya bisa menulis dalam bahasa Inggris dengan lebih baik dan benar.”

Student 6 : "Setuju.

“Karena saya merasa cukup terbantu dengan Quilboot. Saya menggunakannya saat saya mengoreksi grammar pada kalimat atau teks yang saya buat serta mencari referensi pilihan kata yang lain yang akan lebih cocok dengan kalimat atau teks saya. Quilboot membantu saya untuk mengoreksi dan memilih kata karena didalamnya banyak sekali kosakata yang sering kali saya tidak kepikiran dengan kosakata tersebut.”

Based on the feedback from the students, it shows that most of the students say that Quilboot is a practical tool that helps them solve their writing challenges, especially related to grammar errors and improving sentence structure in English. They feel that Quilboot assists them in creating paragraphs that are easily understood and enables them to write better and more accurately. Additionally, Quilboot is appreciated for its ability to correct

grammar mistakes, suggest alternative word choices, and provide a wide range of vocabulary options that students may not have considered otherwise.

e. Interview Question 5

Do you agree that Social Media can help you to enhance your writing English skill? (*“Apakah kamu setuju bahwa sosial media dapat membantumu meningkatkan skill menulis bahasa Inggris?”*)

Student 3 : "Setuju"

“Karena dengan belajar menulis bahasa Inggris di Social Media seperti YouTube, saya bisa mencari berbagai macam video tutorial tentang materi tata bahasa dalam bahasa Inggris (grammar), mulai dari tingkat pemula hingga lanjutan, sehingga saya dapat memilih video yang sesuai dengan tingkat kemampuan saya. Selain itu konten yang disediakan di sosial media sangat bervariasi sehingga dapat menarik semangat belajar melalui sosial media.”

Student 4 : "Setuju"

“Karena YouTube memang sangat membantu dalam pembelajaran khususnya bahasa Inggris yang membutuhkan fokus khusus dalam mempelajarinya. Jadi misal kemampuan menulis yang awalnya buruk bisa menjadi baik dengan menonton video pengajaran yang dipelajari.”

Student 5 : “Setuju”

“Karena dengan belajar menulis bahasa Inggris di sosial media seperti Instagram atau YouTube, saya bisa menemukan banyak sekali video pembelajaran bahasa Inggris seperti materi grammar atau vocab yang mana dapat membantu saya untuk meningkatkan kemampuan menulis saya dalam bahasa Inggris. Selain itu, belajar menjadi lebih menyenangkan karena video-video tersebut dibuat lebih menarik sehingga tidak membosankan.”

Based on the participants' response, social media platforms, such as YouTube, can significantly contribute to enhancing students' English writing skills. By utilizing these platforms, students have access to a wide array of video tutorials on English grammar, ranging from beginner to advanced levels, enabling them to choose content that aligns with their proficiency. The diverse content available on social media not only caters to individual learning needs but also fosters motivation and enthusiasm for learning through engaging materials. YouTube, in particular, proves to be a valuable resource for focused language instruction, allowing students to transform their initial weaknesses in writing into improved abilities by leveraging instructional videos.

B. Discussion

Based on the data presented, this study has identified two primary challenges that students encounter in their writing during online learning.

The first challenge pertains to the fundamental components of writing, including organizing ideas, structuring sentences, understanding grammar rules, and vocabulary usage. Many students struggle with these aspects as they navigate the online learning environment. The second challenge arises from technological issues, particularly bad internet connection, which hinders students' participation in online writing activities and affects their overall learning experience. These challenges emphasize the importance of addressing both the academic and technical aspects of writing in online learning. Because of that, this chapter aims to discuss and identify students' challenges and way of facing the writing challenges in online learning implementation.

1. Students Writing Challenges in Online Learning

a. Challenges in Component of Writing

1. Organization

The results of questionnaire number 2 revealed that nearly half of the students, specifically 49%, encountered challenges in generating ideas for their writing assignments. They struggled with finding appropriate topics and determining how to connect each idea in a coherent and logical structure. This highlights a significant challenge faced by students during the writing process. It is related to research conducted by Toba et al (2019), the main focus revolved around the organization

aspect of writing. The gathered data shed light on a number of common challenges faced by participants:

Some individuals expressed challenge in composing well-organized sentences. They lacked the fundamental knowledge necessary for constructing coherent English sentences. Another challenge that emerged was the insufficient utilization of transition words, which are crucial for maintaining a smooth flow and coherence in writing. When examining the organization aspect, the study found errors in various areas. These included problems with the structure of sentences, such as inconsistent composition in terms of whole-to-whole, similarities-to-differences, and point-by-point structures. Additionally, participants struggled with not providing a clear topic sentence for each body paragraph, having underdeveloped supporting ideas, and repeating ideas or words in the concluding paragraph of their essays. These findings highlight the importance of improving sentence structure and incorporating appropriate transition words to enhance the overall organization and coherence of writing.

In a separate study conducted by Ahmed (2019), it was revealed that EFL (English as a Foreign Language) students encounter a significant challenge when it comes to organizing

their ideas in writing. The majority of these students perceive the task of organizing their thoughts as difficult, potentially stemming from a lack of knowledge regarding academic writing and effective writing strategies. When the researcher evaluated the students' essay tests, they observed that many students struggled in this particular aspect. This finding aligns with a similar research study conducted by Toba et al (2019), where a student expressed their challenges with sentence organization.

a. *“My problem is composing the sentences organization. I do not have basic knowledge on how to write good English sentences.”*

Based on one of the participants in the study expressed their challenges with sentence organization, explaining that they lacked the fundamental understanding of how to construct well-written English sentences. These insights emphasize the common challenges faced by students in effectively arranging their ideas and highlight the need for targeted support and instruction in the area of writing organization.

This student highlighted their difficulty in arranging their sentences in a way that makes sense and flows smoothly. They felt unsure about the rules and guidelines for constructing

sentences effectively. The student's statement sheds light on the common issue encountered by many students who are learning English as a second language or are not familiar with the principles of sentence structure. It indicates that having a solid grasp of sentence organization is essential for producing coherent and understandable written work. To overcome this challenge, it is important for students to acquire the necessary knowledge and skills related to sentence construction through targeted instruction and practice. By learning about organization aspect on writing English can improve their ability to organize their ideas effectively and communicate their thoughts clearly in writing.

In a study conducted by Ekorini (2021), researchers made interesting discoveries that shed light on the relationship between intelligence level and writing performance. By examining the data collected, it became apparent that students with higher IQ scores tend to outperform their peers with lower IQ scores when it comes to writing assignments. This observation suggests a positive correlation between one's intelligence and their ability to produce high-quality written work.

These findings have significant implications for students, emphasizing the paramount importance of possessing strong thinking skills in achieving great outcomes in writing. They serve as a reminder that intellectual acuity plays a vital role in the writing process, as it directly influences the depth of comprehension, clarity of expression, and overall coherence of the written work.

When students possess good thinking skills, they are better equipped to analyze, synthesize, and organize information effectively. This enables them to construct well-structured and logically connected pieces of writing. They can identify relevant ideas, establish logical connections between them, and present them in a coherent sequence, and creating a persuasive and engaging piece of writing.

Moreover, individuals with well-developed thinking skills possess the ability to approach writing assignments strategically. They can plan and organize their thoughts in advance, charting a clear path for their writing process. This deliberate approach allows them to present their ideas in a systematic and orderly manner, facilitating reader comprehension and enhancing the overall impact of their work.

Furthermore, students with strong thinking skills are inclined to engage in critical analysis. They possess the ability to evaluate multiple perspectives, identify strengths and weaknesses, and provide a well-balanced argument within their writing. This level of analytical thinking elevates the quality of their written work, making it more persuasive, nuanced, and thought-provoking.

In conclusion, the study conducted by Ekorini (2021) offers valuable insights into the relationship between intelligence level and writing performance. It underscores the significance of possessing strong thinking skills in achieving better results in writing assignments. Students with higher intelligence exhibit a natural advantage in comprehending and articulating ideas effectively. By nurturing and developing thinking skills, students can enhance their writing abilities, resulting in more impressive and well-crafted written work.

Overall, these findings collectively emphasize the importance of providing students with the necessary support, guidance, and knowledge to improve their idea generation, organization, and sentence construction skills. By addressing these challenges, students can improve their writing skill and produce more cohesive and well-structured written work.

2. Content

The results from questionnaire number 5 provide valuable insights into the challenges faced by students during online learning. It was found that around 52% of students encountered challenges specifically related to content aspects that contained balance between central ideas and details; anecdotes and details, enrich the central theme or storyline; details and examples fit in well; ideas are clear, complete, and well-developed. This highlights a significant challenge that students experienced in expressing their thoughts effectively in written form.

Another study conducted by Toba et al (2019) found that students face challenges specifically related to the content aspect. This statement was drawn from interviews conducted with the students as follow:

1. *“When writing, my ideas are suddenly stuck. It may be caused by lack of writing practice, so it is difficult to get and develop my thoughts. I always so worried about writing when my lecturer asks to write in the short time and I am worried about my ideas are not relevant to assigned topic of showing similarities and differences which I compared.”*
2. *“My problems are getting and developing ideas. I do not know to how get and develop them because I do not have*

any strategy or technique to develop my comparison and contrast essay writing even my lecturer have taught me, but I feel there is no strategy that is appropriate and understandable. Maybe, it is because I dislike writing course.”

In terms of content-related issues, students faced challenges when it comes exploring and developing relevant ideas, particularly in providing comparisons between objects. Consequently, their essays may lack a clear and well-informed central idea. This highlights the challenge students face in effectively conveying their thoughts and constructing meaningful content in their writing assignments. Addressing these issues requires guidance and support to help students improve their ability to generate and develop ideas, ensuring their essays contain well-informed and coherent content.

In a similar study conducted by Purwaningsih et al. (2022), the content-related problems in writing were identified. The first issue observed was that the writer did not write complete sentences, resulting in incomplete thoughts. This made it challenging to fully understand the intended message. Furthermore, the sentences lacked proper elaboration and clarity. For instance, consider the following sentence:

“On vacation i went to one of the shops, there i was interested in a watch, because it qas very cool.”

This sentence lacked a systematic explanation and failed to provide a clear and concise description. To enhance comprehension, it would be better to rephrase the sentence as follows:

“On vacation, I went to one of the shops. I was interested in a watch because it was very cool.”

By addressing the issues of incomplete sentences, lack of elaboration, and unclear explanations can greatly improve the overall clarity and coherence of students' writing. Recognizing and addressing these content-related challenges, students can enhance their writing skills and produce more coherent and well-structured essays. This, in turn, will enable them to effectively convey their ideas and arguments in a way that is clear, concise, and relevant to the assigned topics.

Another problem regarding content aspect is that the student can not devide the sentences properly. The evidence is through this writing example of the student:

“The item that I like, namely Chess is a two-person strategy board game played on a checkered board consisting of 64 squares.”

In the given sentence, the student has combined multiple ideas into a single sentence. However, it would have been more effective to divide it into separate sentences. In the first sentence, the writer could have simply expressed their preference for Chess. In the subsequent sentences, they could have provided further explanations about the game.

“I like Chess. Chess is a board game for two people. It needs more strategy to play. It consists of 64 squares in the board.”

By dividing the original sentence into multiple sentences, the information becomes clearer and easier to understand. Each sentence focuses on conveying a specific idea, allowing the reader to follow the flow of information more smoothly.

Another study conducted by Ahmed (2019) revealed that the structure of a text plays a crucial role in its content of writing. When the structure is unsuitable, it makes the text more complicated and harder to comprehend. Students struggle with the structural aspects of the English language. Similarly, if a text is incoherent, it fails to effectively communicate ideas, leading to a lack of confidence among students, even if they have a strong grasp of syntax, vocabulary, and grammar for

composing the text. Furthermore, the self-confidence of learners is influenced by the teaching strategies that do not align with their learning styles and cultural backgrounds. It has been discussed that poor writing skills can be attributed to two factors: the teacher and the student. Teachers often lack the appropriate educational approach to teach writing, including providing effective feedback and timely guidance, and most importantly, they may lack the ability to motivate learners. Conversely, students face several difficulties, including the impact of transferring knowledge from their native language, a lack of reading practice, motivation, and opportunities for practice.

In conclusion, the findings from various studies about on the challenges students encounter in the content aspect of their writing. It is evident that students struggle with balancing central ideas and details, developing relevant comparisons, and expressing their thoughts effectively in written form. These challenges hinder the creation of clear, complete, and well-developed ideas, ultimately impacting the coherence and overall quality of their essays.

Furthermore, the structure of a text and its coherence play crucial roles in effective communication. Students face

challenges with the structural components of English, and incoherent texts fail to convey ideas properly, leading to a lack of confidence. The teaching strategies employed also play a significant role, as teachers may lack the appropriate approach, feedback, and motivation techniques to help students improve their writing skills.

Moreover, students face additional challenges, such as the transfer of knowledge from their native language, a lack of reading practice, and low motivation. These factors contribute to poor writing skills and further impede students' ability to produce well-structured and meaningful content.

By recognizing and addressing these content-related issues, students can enhance their ability to convey their thoughts coherently, resulting in clearer, more concise, and relevant essays. Ultimately, this will enable students to express their ideas and arguments effectively, facilitating their academic success and communication skills in the realm of writing.

3. Grammar

The results of questionnaire number 3 revealed that nearly half of the students, specifically 46%, have challenges in grammar aspect when practicing writing in English. It's similar

to Ahmed's (2019) research, a majority of students find grammar to be the most challenging aspect of English writing. Writing well in English is not a simple task, as it demands proficiency in assessing proper grammar usage. The main difficulty arises from the disparity between grammar rules in the student's native language and English, or perhaps due to insufficient comprehension and practice of grammar rules. Another factor could be the tendency of English as a Foreign Language (EFL) learners to generalize grammar rules.

According to the research was conducted by Toba et al (2019), any students had challenges in grammar aspect. This is proven by the result of the interview as follow:

1. *“I do not understand when studying grammar, so it is difficult for me to use the suitable grammar in my comparison and contrast essay.”*
2. *“Grammar is the most difficult aspect to be studied in English language. The condition is that there are many students in the grammar classroom. It is so crowded and not effective, so my grammar knowledge is low and it is affected on my essay writing.”*

Meanwhile, on the grammar aspect, the students' comparison and contrast essay dominate the errors of subject-

verb agreement, tenses, pronouns, auxiliary verb, plural form, -s/-es and -ed forms.

In a study conducted by Irzawati et al. (2021), the researchers found that the most common grammatical challenge among students was in the category of fragment omission. This included omitting subject, object, predicate, determiner, modifier, adverb, preposition, and conjunctions in sentence fragments. For example, Participant 2 wrote, “*In the morning, looked at the beautiful sunrise,*” failing to include the subject of the sentence. The correct sentence should be, “*In the morning, we looked at the beautiful sunrise.*” Similarly, Participant 9 omitted the predicate in the sentence, writing “*There a place.*” The correct form should be “*There is a place.*”

4. The second most frequent grammatical error identified in students writing was incorrect mechanics, particularly capitalization and punctuation misuse. For instance, Participant 14 wrote, “*we can see the beach, mountain, and trees,*” with a capital letter at the beginning of the sentence. The correct form is “*We can see the beach, mountain, and trees.*” Additionally, Participant 1 wrote, “*We made a bonfire to bake corn, chicken, and sate,*” using a comma instead of a period at the end of the

sentence. The correct punctuation should be a period: ***“We made a bonfire to bake corn, chicken, and sate.”***

The third most common grammatical error was tense miss use. Some students described past activities using the present tense. For example, Participant 3 wrote, ***“Two years ago, I go to Yogyakarta with my family.”*** Using the present tense verb "go" is incorrect for expressing a past activity. The correct sentence should be, ***“Two years ago, I went to Yogyakarta with my family.”***

The fourth most frequent grammatical error type was wrong fragment usage. This involved incorrect use of prepositions, articles, and modifiers in students' writing. For example, Participant 4 wrote, ***“We took a airplane,”*** incorrectly using the article "a" before a noun that begins with a vowel sound. The correct sentence should be, ***“We took an airplane.”*** Similarly, Participant 17 wrote, ***“We went there on a motorcycle,”*** using the incorrect preposition "on." The correct form is ***“We went there by motorcycle,”*** using the preposition "by" before the vehicle.

The fifth most common grammatical error was fragment addition, where students added unnecessary words such as articles, prepositions, and conjunctions. For instance,

Participant 11 wrote, “*At there were many sellers who sold many kinds of souvenirs.*” The use of the preposition “at” is not necessary. The correct sentence should be, “*There were many sellers who sold many kinds of souvenirs.*”

The category with the lowest percentage of grammatical errors was inappropriate pairs. Some students used inappropriate pairs in their sentences. For example, Participant 24 wrote, “*Tanah Lot is one of the very crowded tourist attractions in Bali.*” The phrase “one of” should be used with the superlative form “the most.” Therefore, the correct sentence is, “*Tanah Lot is one of the most crowded tourist attractions in Bali.*”

5. It is nearly similar with the study was conducted by Purwaningsih et al (2022), that showed the students in the test had various challenges with grammar. In this study students proved struggled with some of grammar rules such as using the correct tenses, making run-on sentences, creating sentence fragments, using pronouns improperly, and maintaining parallel structure. The explanation of challenges in the grammar as followed:

1. Regarding tenses, some students mistakenly used present tense instead of past tense. This mistake was significant

because the present and past tenses have distinct differences in meaning. This is proved on this sentence :

“The Dutch name of the city is Jogjakarta.”

In the sentence, the use of the word “*is*” in the sentence was improper. It happened in the past time. It was proved by Dutch. Dutch colonized Indonesia many years ago. In this sentence, the word “*is*” should be changed to the word “*was*” to emphasize that it happened in the past time. Here was the correct sentence:

“The Dutch name of the city was Jogjakarta.”

2. In terms of run-on sentences, some students wrote sentences that could stand alone as separate sentences. This caused confusion and made it harder to understand the intended meaning. It is proved on this sentence:

"There is also an amphitheater in this building called Ruang Kemerdekaan, it is located in the “cup” part of Monas and it can be reached by using spiral stairs at the north and south doors."

In a sentence consisted of two independent sentences and both of the sentence can stand alone. The sentence should be separated by colon (:) not comma (,). It was because each

as an independent sentence. Both of sentences also had subject and verb. Here was the correct sentence:

“There is also an amphitheater in this building called Ruang Kemerdekaan. It is located in the “cup” part of Monas and it can be reached by using spiral stairs at the north and south doors.”

3. Sentence fragments were a common challenge faced by students. Some students didn't grasp the structure of a complete sentence and failed to differentiate between independent and dependent clauses. Many lacked an understanding of how these clauses work together. It is proved in this sentence :

“Which is located in Lorok, Pacitan, East Java.”

In this sentence, there was no subject and the sentence became a fragment. A fragment could be a sentence if adding a subject to the sentence or changing some word becomes a sentence if it is possible. The sentence was begun by “which”, the word “which” was not a subject. When this word is applied in the sentence even in the beginning of the sentence, it made the sentence as a fragment. The best way to make this sentence correct was

change the word “which” to the others word which proper if applied in the sentence.

"It is located in Lorok, Pacitan, East Java."

4. Pronoun usage was another area of challenge. Some participants consistently used pronouns incorrectly, failing to match them properly with the nouns they referred to. It is proved in this sentence :

"In front of him, there are several cages of monkeys and orangutans which stare at the visitors as if they are saying welcome."

It should be changed to “its” because “its” for things and animals but him was pronoun for male, boy, or man. The correct sentence as follow:

"In front of its, there are several cages of monkeys and orangutans which stare at the visitors as if they are saying welcome."

5. Lastly, participants had trouble maintaining parallelism. Some sentences they wrote lacked balance, with the left side using one tense while the right side used a different tense. This inconsistency disrupted the flow and coherence of their writing. It is proved in this sentence :

“Every visitor will not be bored with animals and events held by this zoo.”

The problem in the sentence was parallelism (grammar). In the left side was positive sentence but in the right side was negative sentence. When the student wrote a parallel sentence, it should be balance between left and right side. If the sentence was impossible to make it balance it should be separated or make it in two sentences. Here was the correct sentence:

"Every visitor will not be bored with animals and events in this this zoo."

Based on the provided paragraph, it is evident that students face various challenges with grammar, specifically related to tenses, run-on sentences, sentence fragments, pronoun usage, and parallel structure. These findings highlight the importance of mastering these aspects of grammar for effective communication. Understanding the appropriate use of tenses is crucial to convey accurate information and avoid confusion about the timing of events. Proper punctuation and sentence structure, such as avoiding run-

on sentences and sentence fragments, contribute to clarity and coherence in writing. Correct pronoun usage ensures that pronouns align with their intended referents, preventing ambiguity. Lastly, maintaining parallelism in sentence construction enhances the flow and balance of written expression. These insights emphasize the need for comprehensive grammar instruction and practice to help students overcome these challenges and enhance their overall writing skills.

In conclusion, a various studies have shown that grammar poses a significant challenges for students when it comes to writing in English. The challenges arise from various factors, such as differences in grammar rules between students' native languages and English, insufficient comprehension and practice of grammar rules, and the tendency of English as a Foreign Language (EFL) learners to generalize grammar rules. To improve their writing skills, students need to focus attention on these areas to develop a better understanding and mastery of English grammar.

4. Vocabulary & Word Choice

The findings from questionnaire number 4 indicated that almost half of the students, specifically 49%, faced challenges with vocabulary and word choice aspect. This aligns with a similar study conducted by Hutabarat (2023), which found that vocabulary poses a significant challenge, particularly for English as a Foreign Language (EFL) students who have a limited repertoire of words. The interviews conducted as part of the study revealed that six out of ten participants reported experiencing difficulties with vocabulary. For instance, one participant mentioned the following: P1:

“When it comes to vocabulary, I frequently repeated the same words, I find it very hard to search for words that had the same meaning with what I was looking for.”

This research highlights the significant challenge that vocabulary poses, particularly for English as a Foreign Language (EFL) students with a limited repertoire of words. The interviews conducted as part of the study revealed that a majority of the participants (six out of ten) experienced challenges with vocabulary. One participant specifically mentioned the struggle of frequently repeating the same words and finding it challenging to

search for words with similar meanings. This lack of vocabulary has resulted in their writings feeling repetitive, less textured, and more monotone compared to writings with a richer vocabulary and word choice. These findings underscore the importance of vocabulary and word choice development in enhancing writing skills, particularly for EFL students, as it enables them to express themselves more effectively and with greater variety in their written work.

Another study was conducted by Toba et al (2019) on the aspect of vocabulary and word choice, the student's problems are selecting the appropriate word choice and registers based on the situation and context of their writing. It showed in the interview result to students as follow :

1. *"Honestly, I still have lack of English vocabulary. I always forget what I have known and memorized when writing took place."*
2. *"I confuse when using or selecting suitable words based on context in my writing because one word in Indonesia has several meanings in English."*

The research showed that students encountered challenges in selecting the appropriate words and registers that align with the specific situation and context of their writing. This was evident

from the interviews conducted with the students, where they expressed their difficulties in vocabulary and word choice. One participant mentioned a lack of English vocabulary and forgetting previously learned words when writing, while another participant mentioned confusion in selecting suitable words based on the context, as some words in their native language (Indonesian) have multiple meanings in English. These findings emphasize the importance of enhancing vocabulary skills and developing a deeper understanding of word choice in various writing contexts.

5. Mechanics

The findings from questionnaire number 1 showed that there are 36% students faced challenges in mechanics aspect in writing. According Purwaningsih (2022), the challenges in the mechanics include of errors in capitalization, punctuation, spelling, and paragraphing. There are very few and very minor problems that the reader hardly notices. These problems don't get in the way of reading smoothly, and they don't distract the reader from the main ideas being shared.

In research result conducted by Purwaningsih (2022) showed that there were many challenges in mechanics that faced by students. The most problem in the mechanics were punctuation

particularly in the using of comma. Most of the participant did not use comma in proper way. Besides, after preposition, if clause, and pararelism in punctuation also did not use comma. The second problem suffered by the participants were capitalization. The participants did not use capital letter in some words such as in the beginning sentence, on the particular word that needed to use capital letter. The last problems in mechanics were the using italic word. Most of the participants did not use italic word in the different language in the text. The explanation of problems in mechanics as followed:

1. The challenges was in mechanics especially in using comma.

Yogyakarta also Jogja or Jogjakarta, is a city and the capital of Yogyakarta Special Region in Java, Indonesia. After word "*Jogjakarta*" did not need a comma, because "*Yogyakarta*" was the subject of the sentence. Besides, after the word "Yogyakarta" needed a comma then the correct sentence:

"Yogyakarta also Jogja or Jogjakarta is a city and the capital of Yogyakarta, Special Region in Java, Indonesia."

2. The challenges in the sentence was mechanics especially in using italic word.

It is renowned as a center of education (Kota Pelajar), classical Javanese fine art and culture such as batik, ballet, drama, music, poetry, and puppet show. There was another language in the sentence. It should be written in italic word. The most language in the sentence was English and there were two Indonesian words. It should be written by italic. Here was the correct sentence:

It is renowned as a center of education (*Kota Pelajar*), Italic) classical Javanese fine art and culture such as batik, ballet, drama, music, poetry, and puppet show.

3. The challenge in the sentence was mechanics, particularly in spelling.

It is located in Lorok, Pacitam, and East Java. The writer wrote the word "Pacitam" still incorrect. Besides, the writing of the area should be written systematically, from small area to the large area. The case in the sentence, "Lorok" was a part of the Pacitan regency. Then, the correct witting of area should be begun from

“Lorok” and then followed by “Pacitan”. Here was the correct sentence :

It is located in Lorok, Pacitan, and East Java.

4. The challenges in the sentence was capitalization.

Soge beach is a tourist attraction in the lorok, Pacitan. The word “L” in the word lorok should be written by using capital letter. Lorok was the name of the place. Every name of the place should be begun by capital letter. Besides, the written of area should be systematically from specific to the general area. Here was the right sentence:

Soge beach is a tourist attraction in the Lorok, Pacitan.

According the research above, it highlighted that students face various challenges in mechanics, with the most prominent issue being punctuation, particularly the incorrect usage of commas. Many participants struggled to use commas properly after prepositions, if clauses, and parallelism. Another problem identified was improper capitalization, where participants failed to use capital letters for certain words, such as the first word in a sentence or specific words that require capitalization.

Additionally, students encountered challenges in correctly using italicized words. These findings emphasize the importance of addressing these mechanics-related challenges to enhance students' writing skills.

Another research conducted by Toba et al (2019), showed that EFL student had challenges in mechanics aspect 33.40% compared to another aspects in writing components. In the mechanics problem, their responses are:

1. *“I do not focus to recheck my mechanics because my concern is located on getting ideas and organizing them in well structure of essay organization.”*
2. *“I confuse and have limited knowledge in punctuation and capitalization in English version, and my writing is dominated by spelling errors. I do not have time to check my writing when writing test took place.”*
3. *“I have never got corrective feedback from my previous writing lecturer in evaluating my writing, especially mechanics aspect.”*

Based on the interview findings above, there are among the students who faced mechanics-related problems, they identified three main issues. Firstly, many students admitted that they did not prioritize checking their mechanics when writing because they were more focused on generating ideas and

organizing their essays in a coherent manner. This suggests that they tended to overlook the importance of correct grammar and punctuation in their writing process.

Secondly, a significant number of students expressed confusion and limited knowledge regarding English punctuation and capitalization rules. Consequently, their writing was often plagued by spelling errors as well. This lack of understanding and awareness of these rules likely contributed to the persistent errors in their written work.

Lastly, the study found that many students had never received constructive feedback from their previous writing instructors, particularly concerning the mechanics aspect of their writing. This lack of guidance and correction might have hindered their ability to identify and rectify their mechanics-related mistakes.

In summary, all of the research above highlight that a considerable percentage of EFL students face challenges in the mechanics aspect of writing. Their struggles include neglecting mechanics while focusing on generating ideas, having confusion and limited knowledge about English punctuation and capitalization, and not receiving sufficient feedback on their

mechanics-related errors. Addressing these issues through targeted instruction and personalized feedback could potentially help these students improve their mechanic's skills and enhance their overall writing proficiency.

b. Challenges in Technology

In term of technology challenges, most of the students faced especially in finding a better internet connection. Based on the results of the questionnaire, almost a half of all students or 49% students had challenges in finding a better internet connection. As the result the students can not understand clearly about the writing material that the lecturer explained in the online learning implementation. In the interview, the students also stated that they have to find the specific place to get a better internet connection, through statements;

1. *“Saya memilih opsi C yaitu lainnya karena, jika opsi A dan B sudah tidak bisa di kondisikan saya memilih untuk cari jalan supaya bisa mendapatkan sinyal semisal, saya sebisa mungkin mencari tempat yang dapat di jangkau oleh sinyal.”*
2. *“Karena dulu pada saat pembelajaran online tidak ada jaringan Wi-Fi di rumah saya, sehingga saya hanya bisa mengandalkan kuota internet. Jikalau jaringan tidak stabil atau sinyalnya jelek saya akan mencari*

tempat yang sinyalnya kuat agar tetap bisa mengikuti pembelajaran online hingga selesai.”

3. *“Menggunakan wifi karena koneksi internet di daerah rumah sulit dan menggunakan wifi lebih kuat sinyalnya.”*

The statements above make it evident that students encounter many challenges when dealing with bad internet connections during online learning. However, these students have come up with different ways to overcome these challenges and make their learning experience more seamless. One of the strategies they use is to actively look for places where they can get a strong and stable internet signal. By exploring different areas, they hope to find spots with better connectivity that will enable them to carry out their online activities smoothly without any interruptions.

In addition to searching for better signal spots, some students rely on alternative methods to stay connected. For example, if their home Wi-Fi is unavailable or unreliable, they make use of their mobile data to continue participating in online classes and completing assignments. This resourcefulness allows them to actively engage in discussions and keep up with

their coursework, even when faced with connectivity challenges.

When the network proves consistently unreliable, these determined students take a proactive approach by seeking out locations with stronger signals. They understand the importance of full participation in online learning activities, and by finding places with better connectivity, they ensure they can complete their tasks and assignments successfully. This level of commitment and adaptability demonstrates their dedication to education as they actively explore alternative solutions to overcome the limitations imposed by inadequate internet connections. It is evident from their experiences that having a reliable internet connection is crucial for effective online learning.

Moreover, since not all students have access to Wi-Fi connections, they have learned to make the most of their mobile data. When faced with an unstable network or a weak signal, they resort to utilizing their mobile data to stay connected. This enables them to actively participate in online classes, complete assignments, and engage in interactive discussions, even when faced with connectivity challenges.

In situations where the network proves to be consistently unreliable, they adopt a proactive approach by seeking out places with stronger signals. By doing so, they ensure that they can fully participate in online learning activities until they are successfully completed. This determination and adaptability exemplify the students' commitment to their education, as they actively search for alternative solutions to counteract the limitations imposed by inadequate internet connections.

Another study was conducted by Pham et al (2022) also showed that students had challenges about finding a better Internet connection through the statement :

“I did have problems with my online writing course, mainly because of how the teachers from the last two semesters conveyed the lessons. Since we study online, the interaction between teachers and students isn't as good as offline. It's either the internet connection is weak or just the teacher rushing the lessons, so students can barely learn anything.” (student 12)

The interaction between students and teachers during online learning was quite limited, creating challenges in effective communication. One major reason for this was the bad internet connection. This issue had two main manifestations: either the internet connection was weak,

causing disruptions and slow loading times, or the teachers rushed through the lessons without giving students enough time to understand the material. As a result, students faced significant challenges in comprehending the educational content presented to them. The limitations in interaction and the unreliable internet connection made online learning more demanding. Students often struggled to access online platforms and navigate through the materials. Furthermore, rushed lessons left them feeling rushed as well, with little opportunity to fully grasp the concepts being taught. This lack of meaningful interaction and the challenges created by the subpar internet connection hindered the effectiveness of online learning. It highlights the need for improved connectivity and alternative teaching approaches that can facilitate better engagement and understanding.

Another study conducted by Dewi et al (2023) highlighted the substantial challenges faced by students in terms of internet connectivity while participating in online writing learning implementations. The study revealed that these challenges predominantly arose due to the fact that some students reside in areas with extremely limited access to the Internet. As previously mentioned, the scarcity of reliable internet

connection poses a significant obstacle when it comes to conducting online writing assessments, particularly for students living in remote areas. In such regions, internet access is either severely restricted or entirely unavailable. This underlying issue further exacerbates other challenges that may arise during the assessment process, such as difficulties with punctuality. Consequently, students encounter numerous hurdles when attempting to engage effectively in online learning, hindering their ability to access necessary resources, submit assignments promptly, and fully participate in assessments. The findings of this study underscore the pressing need for improved internet infrastructure and enhanced accessibility, aiming to ensure equitable educational opportunities for all students, regardless of their geographical location.

Based on the all research findings above, it can be concluded that the students have a significant challenges to conducting writing online learning. Due to the lack of reliable internet connectivity, these students face difficulties in accessing the necessary online resources and submitting their assignments on time. Consequently, the issue of bad internet connection not only affect students' ability to actively

participate in online learning but also impacts the timely completion of assessments, leading to potential challenges in the evaluation process. These findings emphasize the urgent need for improved internet infrastructure and accessibility to ensure equitable educational opportunities for all students, regardless of their geographical location

2. Students Strategies to Face Writing Challenges in Online Learning

a. Writing component aspects

1) Visual Thinking Strategies (VTS)

The interview results reveal that Visual Thinking Strategies (VTS) emerged as a prominent method employed by students to enhance their writing skills. This is showed in this statement :

“Karena gaya belajar saya adalah visual. Gambar yang menarik bisa membantu saya dalam memahami materi pembelajaran dan membantu mengembangkan ide tulisan melalui imajinasi.”

Based on the statement above, we know that Visual Thinking Strategies (VTS) can greatly enhance students' writing skills, especially for those who have a preference for visual learning. When presented with captivating images, students can better grasp the learning material and develop their ideas for writing through their imagination. By using VTS, students can engage with visuals to comprehend the subject matter more effectively and use their

creative thinking to generate compelling written content. This method taps into their visual learning style and nurtures their ability to express ideas through writing.

According to research was conducted by Albert's (2022), implementing Visual Thinking Strategies (VTS) has a positive impact on students' writing skills. When students engage in thinking through writing using VTS, their observations become more detailed and their inferences become more clearly supported by evidence. This allows the VTS facilitator to track changes in thinking by comparing different writing samples. The findings from VTS discussions include direct benefits such as improving writing abilities, exploring the captivating aspects of art, developing the skill of asking questions, gaining access to new vocabulary and ideas through paraphrasing, and creating meaning by combining perceptions and words.

A study by Scully (2020) investigated the effects of Visual Thinking Strategies (VTS) lessons on the writing skills students. The VTS protocol, based on Abigail Housen's Theory of Aesthetic Development, was implemented with these students. The researchers compared the writing samples of these students before and after the VTS lessons and compared them to those of students

who did not participate in the VTS program. The analysis aimed to identify any improvements in the students' writing abilities.

The results of the study revealed that VTS lessons had a significant positive impact on various aspects of the students' development. One of improvement was observed in the students' listening and reflection skills, which are often challenging for students to cultivate. Furthermore, the students' writing demonstrated enhanced craftsmanship, as they were able to effectively use descriptive language that painted vivid pictures in the readers' minds. Notably, this improvement was particularly evident in students who did not have English as their first language.

Additionally, the students who experienced VTS lessons exhibited higher-level thinking abilities when discussing artwork. This finding is crucial since students need to become skillful at interpreting visual information in their surroundings. The ability to distinguish valuable images from irrelevant ones is essential for making accurate judgments about their visual environment. The study also found that students developed the capacity to support their opinions with evidence and were able to influence the opinions of others. Moreover, they showed a significant growth in their ability to have their own opinions influenced by their peers.

Perhaps the most important discovery was that abstract images, as opposed to representational or realistic ones, stimulated students' inference-making skills and higher-level thinking. This finding has important implications for educators, suggesting that the choice of images displayed and used for instructional purposes should include abstract visuals. The overall findings further reinforce the notion that students who develop strong visual skills will become more proficient writers and critical thinkers, as they will have a greater wealth of ideas and perspectives to express.

Furthermore, research conducted by Albert (2022) supports the positive impact of VTS on students' writing skills. When students engage in thinking through writing using VTS, their observations become more detailed and their inferences are better supported by evidence. This allows educators to track changes in thinking and writing proficiency through comparing different writing samples. The benefits of VTS discussions include improved writing abilities, exploration of art's captivating qualities, development of question-formulation skills, access to new vocabulary and ideas through paraphrasing, and the ability to create meaning by combining perceptions and words. Overall, the incorporation of Visual Thinking Strategies in the classroom offers a powerful tool for nurturing students' writing skills. By

capitalizing on visual learning preferences, fostering critical thinking, and leveraging artistic engagement, VTS provides a framework for students to develop their writing abilities, express their ideas effectively, and engage with the learning material in a meaningful way.

In conclusion, Visual Thinking Strategies (VTS) have proven to be a valuable approach for enhancing students' writing skills. The interview results highlight the effectiveness of VTS, particularly for students with a preference for visual learning. By engaging with captivating images, students can better understand the learning material and develop their writing ideas through imagination. VTS allows students to effectively comprehend the subject matter and utilize their creative thinking to produce compelling written content.

2) Using Quilboot

Quilboot is a tool that can help students to improve their writing skills. Almost all the students that be interviewed agree that Quilboot can improve their writing skill. By using Quilboot, students have a variative way to recognize and improve writing skill. This is showed through statement :

1. *“Karena grammar saya masih kurang, saya preffer menggunakan quilboot untuk membantu mengatasi*

kesulitan saya. Jadi, saya juga bisa mengkoreksi bagian kalimat mana yang kurang pas dengan mencocokkan dengan quilboot. Dan untuk vocab, quilboot sangat membantu memperkaya kosakata saya yang masih minim ini.”

2. *“Saya merasa cukup terbantu dengan Quilboot. Biasanya saya menggunakannya saat saya mencari referensi pilihan kata yang lain yang akan lebih cocok dengan kalimat atau teks saya. Quilboot membantu saya untuk memilih kata karena didalamnya banyak sekali kosakata yang sering kali saya tidak kepikiran dengan kosakata tersebut.”*

The students prefer to use Quilboot as a helpful tool to overcome their grammar challenges. By utilizing Quilboot, they can identify and correct inappropriate sentence structures by matching them with the tool's suggestions. Additionally, Quilboot proves to be beneficial in expanding their limited vocabulary, providing them with a valuable resource to improve their word choices. With the aid of Quilboot, they can address their grammar challenges, improve their sentence construction, and enrich their vocabulary skills.

In a research study conducted by Kurniati & Fithriani (2022), they examined the impact of Quillbot on students' writing skills. The study revealed three main benefits associated with the use of Quillbot. Firstly, it was found to improve students' positive

attitudes towards writing. This means that students who used Quillbot felt more confident and motivated in their writing endeavors.

Secondly, Quillbot was praised for its user-friendly features. It provided students with a variety of tools and resources that made the writing process easier and more accessible. This user-friendly aspect of Quillbot contributed to students' overall positive experience with the tool.

Lastly, the study indicated that Quillbot played a role in aiding students' language development. By using Quillbot, students were exposed to a range of vocabulary and sentence structures that they might not have encountered otherwise. This exposure helped them expand their language skills and improve their overall writing proficiency.

These findings suggest that AI-powered technology, such as Quillbot, has a significant impact on creating high-quality writing among students, particularly in academic writing. Quillbot's positive effects on students' attitudes, user-friendly features, and language development highlight its value as a tool for improving students' writing abilities.

The study emphasizes the importance of integrating AI-powered technology into writing instruction, as it can contribute to

students' growth and success in academic writing. By utilizing tools like Quillbot, educators can create a supportive environment that fosters positive attitudes towards writing and facilitates language development.

Overall, the research conducted by Kurniati & Fithriani (2022) demonstrates the potential of AI-powered technology, such as Quillbot, to improve students' writing skills and create high-quality written work. This research serves as a valuable insight into the benefits of incorporating such tools into educational settings and encourages further exploration of their role in enhancing students' writing outcomes.

A study conducted by Syahnaz & Fithriani (2023) aimed to explore the impact of QuillBot on students' academic writing. The results of this study revealed that students responded positively to using QuillBot as a tool for their writing endeavors. This positive response indicates that students found QuillBot helpful and beneficial in their writing process. Upon analyzing the data, three main benefits of using QuillBot emerged.

Firstly, it was observed that QuillBot improved the content and arguments presented in students' writing. By utilizing the tool, students were able to enhance the overall quality and effectiveness of their written work. Secondly, QuillBot was found to be effective

in minimizing grammatical errors. Students who used QuillBot experienced a reduction in grammatical mistakes, leading to more accurate and polished writing. This feature of QuillBot proved to be advantageous for students striving for grammatically correct and error-free writing.

Furthermore, the study indicated that QuillBot played a significant role in improving the language used in students' manuscripts. By providing alternative word choices and sentence structures, QuillBot helped students diversify their language usage and create more sophisticated and nuanced writing. These findings suggest that integrating artificial intelligence tools, such as online paraphrasing tools like QuillBot, can greatly assist English as a Foreign Language (EFL) students in overcoming writing challenges and ultimately improving their writing outcomes. The study highlights the benefits of utilizing AI-based technology in language classrooms, showcasing the potential for these tools to improve students' writing skills.

Overall, these studies above, it can be concluded that the use of Quillbot has proven to be beneficial for students in improving their writing skills. Students have found Quillboot helpful for addressing their grammar challenges by identifying and correcting sentence errors with the tool's suggestions. Additionally, Quilboot

has aided students in expanding their vocabulary, offering alternative word choices that they may not have considered before. Research has shown that Quillbot and similar AI-powered tools have positive effects on students' attitudes towards writing, providing user-friendly features and assisting in language development. The findings suggest that incorporating AI-based technology like Quillbot can improve students' writing skill, particularly in academic writing. However, more research is needed to explore the specific impact and importance of these tools in language classrooms.

3) Social Media

Social media platforms as an alternative way to improve students' writing skills. With the widespread use of social media among students, the students have many learning alternatives to improve their writing skill. This was supported by the student's statement as follow :

1. *“Karena dengan belajar menulis bahasa Inggris di Social Media seperti YouTube, saya bisa mencari berbagai macam video tutorial tentang materi tata bahasa dalam bahasa Inggris (grammar).”*
2. *“Karena di Sosial Media seperti Instagram atau YouTube banyak sekali video-video pembelajaran bahasa Inggris seperti grammar dan vocab yang mana dapat membantu*

saya untuk meningkatkan kemampuan menulis saya dalam bahasa Inggris. Selain itu, belajar menjadi lebih menyenangkan karena video-video tersebut dibuat lebih menarik sehingga tidak membosankan.”

Based on student statements above, Social media platforms like YouTube have become valuable resources for improving English writing skills. By utilizing YouTube as a learning tool, students can access a wide range of tutorial videos that focus on English grammar. This allows them to improve their understanding of grammar concepts in the English language. Additionally, social media platforms such as Instagram and YouTube offer a variatives of learning videos specifically dedicated to English grammar and vocabulary. These videos serve as helpful resources for students to improve their writing skill in English. Moreover, the engaging and captivating nature of these videos makes the learning process more enjoyable, eliminating the boredom typically associated with traditional learning methods. As a result, students find motivation and excitement in using social media platforms to improve their English writing skills.

According to a study conducted by Fadhil & Ali (2020), watching video tutorials on YouTube has been found to improve students' writing skills. The researchers discovered that YouTube

videos play a crucial role in developing grammatical patterns and expanding vocabulary. This finding highlights the importance of utilizing YouTube as an educational resource for improving language proficiency through to the statement :

“YouTube videos are vital in developing grammatical patterns and building vocabulary,”

This study revealed that a significant majority of students, approximately 75%, considered YouTube videos to be highly beneficial for improving these specific aspects of language. These students recognized the value of YouTube tutorials in improving their grammar and vocabulary skills. However, it is worth noting that a small percentage of students, only 11%, disagreed with this perspective. Additionally, 14% of the participants remained neutral regarding the impact of YouTube videos on their writing skills.

This research demonstrated that watching video tutorials on YouTube can significantly contribute to the improvement of students' writing skills. The study emphasized the role of YouTube videos in developing grammatical patterns and vocabulary. With the majority of students acknowledging the significance of YouTube tutorials, educators can consider incorporating such

resources into their teaching practices to foster enhanced language proficiency among students.

Based on these compelling findings, it can be inferred that incorporating YouTube video tutorials into educational practices holds immense potential for enhancing students' writing abilities. By utilizing YouTube as a supplementary learning tool, educators can effectively help students improve their command of grammar and enrich their vocabulary. The study's results provide valuable insights into the benefits of integrating multimedia resources like YouTube into the classroom environment.

In similar study conducted by Yunus & Suliman (2019) showed that social media has the potential to help students to improve their writing skills. It can go beyond its social and interactive aspects and be used as a tool for integrating teaching and learning. The research being conducted is expected to benefit many individuals and can contribute to the development of online writing activities and authentic networking among students, teachers, and parents. The use of information and communication technology (ICT) and social media can overcome barriers in the traditional classroom and create a more constructive learning environment on improving writing skills among students.

Based on the recent research above, social media platforms, particularly YouTube, offer valuable resources for improving students' writing skills. The statements provided by students highlight the benefits of utilizing YouTube tutorials to enhance their understanding of English grammar and vocabulary. These findings align with previous research that also supports the positive impact of social media on writing skills. Incorporating YouTube video tutorials and leveraging social media as a teaching tool can help create an engaging and constructive learning environment, motivating students to improve their English writing skill.

Another study conducted by Situmorang et al (2022) showed that Twitter as a Social media also give a positive impact on student writing skills. Twitter can be used as a learning resource that can improve college students' learning motivation and English skills because Twitter has features that are more relaxed and more interesting. This study aims to analyze the effectiveness of Twitter as a literacy medium in improving college students' reading and writing skills. This research is a descriptive analysis research using a quantitative approach. As a result, in this study, there were 20 college students as the sample. The results showed that the use of Twitter can improve college students' reading and writing skills. In reading skills, the average score of the pre-test was 68 and the post-

test was 85.5. The average score of writing skill in the pre-test was 56.5 and the post-test score was 78. It can be concluded that there was an increase in the college students' reading and writing skill test scores. It is similiar with the researcher findings that showed Twitter can improve students writng skill through the statement:

“Karena menurut saya jika menemukan kesulitan seperti itu solusi yang saya ambil yaitu mencari di YouTube karena banyak referensi video dari berbagai tutor yang dapat membantu dalam belajar masalah grammar. Serta dengan menggunakan Twitter bisa juga menambah kosakata bahasa baru karena menggunakan bahasa Inggris yang bisa kita terjemahkan ke Indonesia.”

In this paragraph, the writer shares their personal perspective on how to overcome learning difficulties, particularly in grammar and vocabulary. According to the writer, their chosen solution is to search on YouTube because there are many video references from various tutors that can help with learning grammar. Additionally, they mention that using Twitter can also help in expanding vocabulary because it involves using English, which can be translated into Indonesian.

The writer's viewpoint emphasizes the importance of utilizing online resources such as YouTube and Twitter as learning tools. They believe that YouTube offers informative and diverse videos

that can assist students in understanding and addressing grammar issues. Furthermore, the writer acknowledges that using Twitter can improve vocabulary by engaging with English and translating it into Indonesian.

In this context, the students present an argument that online resources like YouTube and Twitter can be effective solutions to overcome student writing challenges. They recommend using both platforms to enhance grammar understanding and expand vocabulary. The students perspective highlights the significance of leveraging technology and social media as effective learning tools.

It can be known that Twitter gives the positive impact as a social media platform on students' writing skills. Twitter serves as a valuable learning resource, particularly for college students. Students in question suggests that when facing challenges, they turn to YouTube for grammar tutorials, as it provides a wealth of video references from various tutors to assist in learning grammar. Additionally, they highlight how Twitter can be utilized to expand one's vocabulary by engaging with English content that can be translated into their native language, in this case, Indonesian. These personal experiences align with the research findings discussed earlier, emphasizing Twitter's role as a valuable learning resource, particularly for college students. By offering relaxed and

interesting features, Twitter motivates students to improve their writing skills and enhances their English proficiency. Overall, the combination of YouTube and Twitter as learning tools can significantly contribute to students' language learning and development.

3. Peer Review

According to the student statement on the interview, peer review has been recognized as a valuable approach for improving writing skills. This is proven in these statements :

“Karena dengan bertanya dosen atau teman sebaya mungkin mereka mengetahui ilmu nya, dan saya dapat mengerti apa yang di sampaikan oleh mereka.”

According to the student statement above, peer review has been recognized as a valuable approach for improving writing skills. The student highlights that by seeking input from the lecturer or fellow classmates who possess knowledge in the subject, they can better comprehend and grasp the intended message. This indicates that peer review not only provides an opportunity for receiving feedback and guidance but also promotes a deeper understanding of the writing content through the insights and perspectives of others. Thus, peer review serves as an effective method for students to refine their writing

skill by leveraging the expertise and perspectives of their peers and instructors.

Another similiar research was conducted by Handayani & Aminatun (2020) showed that peer review has the positive impact to students writing skill, specifically when utilizing WhatsApp. Their research demonstrated that peer review, facilitated through the WhatsApp platform can improve students' writing abilities through these statements :

1. *“Based on my opinion toward the use WhatsApp for my writing ability, the benefit that I get from learning through WhatsApp is to be more active in writing because my lecturer asked me to write the comments of assignments for my friends with using English, chatting with my friends with using English also in the group.”*
2. *“It has benefits for my writing skill because I could see and review my peers’ works which will give an improvement.”*

The statements provided by students further support this finding, as they emphasize the benefits of using WhatsApp for improving their writing abilities. Students reported increased engagement in writing tasks through writing comments in English for their peers' assignments and engaging in English conversations within the group. Additionally, the opportunity to observe and review their peers' work was perceived

as beneficial for their own writing improvement. These findings suggest that incorporating peer review through WhatsApp can be an effective strategy for fostering active participation, language practice, and writing enhancement among students.

A similar study by Kuyyogsuy (2019), it was shown that peer review is a helpful tool for students learning English as a Foreign Language (EFL) or English as a Second Language (ESL). The goal of peer review is to empower students and encourage them to take control of their own learning. When students work together and give feedback to each other, teachers can support independent learning and a focus on the needs of the learner. To ensure the effectiveness of peer feedback, teachers should provide appropriate strategies and materials.

Training in peer review is crucial for successful implementation. Peer review can motivate students and help them improve their writing skills. It also promotes a student-centered approach to learning. This is shown in these interview result:

1. *“I think that the roles of the students helped me learn how to provide qualified feedback to peers’ tasks and to develop my written performance. Certainly, I prepared myself in giving feedback with a well-prepared teaching performance. Moreover, I always reflected on my actions to see whether I had improved on what I did, and obtaining*

peers' reflections helped me to see my strengths and weaknesses as well." S8

2. *"In my point of view, peer feedback provided me with more chances in expressing and sharing ideas. Furthermore, exchanging different experiences made me get new English knowledge. Moreover, discussing among the peer group members helped me think critically, and peer feedback encouraged me in a problem-solving activity. This helped me think logically and cautiously to convey information into my written drafts."* S17
3. *"My writing was better; I was satisfied with it. When I got the topic from the teacher, process-based writing appeared in my mind. I could generate the various ideas as mind-mapping, and discussing helped me think more logically. I could develop socially through working collaboratively and learn how to maintain the group cohesion during the interaction. Additionally, I was less reliant on the teacher and learned how to solve the problems through self-assessment. The tactics that I received from the peer feedback trainings were very beneficial."* S21

However, it's important to consider that some students may have limited experience with giving feedback to their peers. To overcome this challenge, teachers can provide guidance and create activities that inspire student participation. Engaging in peer review and reflecting on their own writing and the feedback from peers and teachers can enhance

the teaching of writing. The study found that a well-structured collaborative activity with effective peer review led to improvements in writing. These improvements were influenced by factors such as students' cultural background and language use.

The study's results have practical implications for language testing. Instead of conducting unnecessary tests, writing teachers can evaluate students' language skills through collaborative peer activities conducted throughout the semester. As mentioned earlier, implementing peer review in a class where English is not the first language (L2 writing class) is highly recommended. By incorporating peer review, teachers can assess how well students can use English in real-life writing situations. This approach supports students' development of writing skills, encourages active participation, and promotes a focus on the learner.

The study demonstrates that peer review is a valuable tool for English learners. It empowers students, promotes independent learning, and supports a student-centered approach. Effective training in peer review is important, considering some students may have limited experience with giving feedback to their peers. Engaging in peer review and reflecting on writing and feedback can enhance writing instruction. Language testing can be conducted through collaborative peer activities,

providing a more meaningful assessment of students' language skills. Implementing peer review in an L2 writing class is a beneficial practice for both students and teachers.

In conclusion, both the student statement and all of the research findings above highlight the significance of peer review as a valuable approach for improving writing skills. By seeking feedback and guidance from peers and instructors, students can not only receive valuable insights and perspectives but also deepen their understanding of the writing content. Furthermore, incorporating platforms like WhatsApp for peer review can foster active participation, language practice, and overall writing enhancement among students. Thus, peer review serves as an effective method for refining writing skills by leveraging the expertise and perspectives of others.

1) Technology aspects

a. Utilizing Wi-Fi Connectivity

WiFi is the solution for students to solve their challenges when having a bad internet connection during online learning implementation. It was proven in this statement:

"Menggunakan wifi karena koneksi internet di daerah rumah sulit dan menggunakan wifi lebih kuat sinyalnya"

Based on the student statement above, it can be known that WiFi has become a valuable solution for students who experience challenges with their internet connection during online learning. One student emphasized the advantages of using WiFi over other options, citing its stronger signal. This preference is understandable, as many students face challenges with internet connectivity in their homes. By relying on WiFi, they can overcome these challenges and enjoy a stable and consistent internet connection. This reliability is crucial for actively participating in online learning without any disruptions.

The student's statement highlights the significance of WiFi in addressing connectivity challenges during online learning. Compared to other alternatives, WiFi provides a more robust and dependable signal. It is no secret that many students encounter internet connectivity issues in their residential areas. WiFi offers a solution by ensuring a stable connection. With WiFi, students can engage in writing online learning without interruptions, fostering a more productive and efficient learning experience.

The availability of WiFi has proven to be a practical remedy for students grappling with poor internet connectivity

during online learning. The student's preference for WiFi, as mentioned in their statement, stems from its stronger signal compared to other options. Given the challenges students face with internet access in their homes, WiFi emerges as a reliable solution. By leveraging WiFi, students can secure a stable and uninterrupted internet connection, enabling them to actively participate in online learning activities without hindrance. WiFi's reliability plays a vital role in overcoming connectivity hurdles and promoting a seamless writing online learning experience.

WiFi has emerged as a solution to address the challenges students encounter with their internet connection during writing online learning. The student's statement emphasizes the benefits of WiFi, particularly its superior signal strength. This advantage makes WiFi a preferable choice, considering the challenges many students face with internet connectivity in their homes. By relying on WiFi, students can solve these challenges and establish a stable and consistent internet connection. This reliability empowers them to engage fully in online learning, free from disruptions. WiFi's availability as a dependable option assists students in overcoming connectivity

challenges, facilitating a smoother and more effective online learning journey.

According to similar research by Nugraha (2021), When students face challenges attending online classes due to poor internet connectivity, they often seek out better alternatives to ensure their active participation. One common preference among students is to utilize Wi-Fi instead of relying solely on mobile data. The statements below were stated by Participants 7, 13, and 17.

Participant 7

“Using WIFI with a good quality network....”.

Participant 13

“Make sure that the internet signal is supported before the virtual meet, and record any explanations the teacher gives through the learning video or virtual meet”.

Participant 17

“Find a place with a fast internet connection”.

Besides that, one of the students (Participant 11) said that she went to an Internet cafe to attend the online class instead of using her mobile data or internet data.

Participant 11

“ I had to go to an Internet cafe to get a better network”.

The findings above showed that students facing challenges with poor internet connectivity during online classes often searching for an alternative solutions to ensure their active participation. The participants in the study highlighted the importance of using Wi-Fi, which offers a better quality network compared to relying only on mobile data. Participant 7 emphasized the significance of a good quality Wi-Fi network, while Participant 13 advised ensuring internet signal support before virtual meetings and recording teacher explanations through learning videos or virtual meets. Additionally, Participant 17 stressed the need to find a place with a fast internet connection. The experiences shared by Participant 11, who went to an Internet cafe for a better network, further support the preference for Wi-Fi among students. Utilizing Wi-Fi allows students to have a stable and dependable internet connection, enabling them to engage in online classes without disruptions. Consequently, students actively seek out locations or settings where they can access a stable Wi-Fi connection to facilitate seamless online learning experiences. By using Wi-Fi, students can ensure a stable and

dependable internet connection, enabling them to engage in online classes without disruptions. Therefore, students actively search for locations or settings where they can access a stable Wi-Fi connection to facilitate seamless online learning experiences.

In conclusion, based on all of the findings above showed that WiFi has emerged as a practical solution for students facing challenges with poor internet connectivity during online learning. The preference for WiFi stems from its stronger and more reliable signal compared to other options. Many students encounter challenges with internet connectivity in their homes, and relying on WiFi allows them to overcome these challenges. By utilizing WiFi, students can ensure a stable and consistent internet connection, enabling them to actively participate in online learning without interruptions. The availability of WiFi as a reliable option helps students overcome connectivity challenges and facilitates a smoother online learning experience.

Overall, WiFi serves as a valuable solution for students struggling with poor internet connectivity during online learning. Its reliability and stronger signal make it an optimal choice for ensuring a stable internet connection. By leveraging

WiFi, students can overcome challenges, actively participate in writing online learning, and enhance their overall learning experience.

b. Ensuring a Stable Internet Connection

Ensuring stable internet connection is the way for student to follow online learning implementation. This is caused because the student can not find a WiFi connection for following online learning. This is proven in this statements :

“Karena dulu pada saat pembelajaran online tidak ada jaringan Wi-Fi di rumah saya, sehingga saya hanya bisa mengandalkan kuota internet. Jikalau jaringan tidak stabil atau sinyalnya jelek saya akan mencari tempat yang sinyalnya kuat agar tetap bisa mengikuti pembelajaran online hingga selesai.”

“Karena dirumah tidak ada Wi-Fi, saya mau tidak mau harus menggunakan kuota sendiri. Dan jika saya mendapati situasi dimana sinyal saya buruk, hal yang perlu saya lakukan pertama adalah refresh koneksi dengan menghidupkan mode terbang lalu matikan lagi. Dan jika cara itu tidak berhasil saya biasanya pergi ke daerah yang sinyalnya lebih stabil.”

Based on the statements above, having a stable internet connection is essential for successfully participating in writing online learning, especially for students. The individual in question shares their personal experience of not having Wi-Fi at home and relying solely on their own mobile data. In situations where the network is unstable or the signal is weak, they have developed strategies to ensure uninterrupted access to online classes. Their first course of action is to refresh the connection by enabling and disabling airplane mode. If this method fails, they usually seek out areas with stronger signals to continue their online learning without interruptions. This account highlights the significance of a reliable internet connection for students engaging in remote education and the resourcefulness required to overcome connectivity challenges.

It is similar with the research conducted by Muslimin & Harintama (2020) that highlight the significant role of the internet in facilitating online learning with a synchronous model. A stable internet connection is essential to ensure the smooth functioning of the learning process. In this research showed that most of the students believed that internet connection was the main challenge during the ERL in KSP English Syntax course. Hence, the most frequently applied

alternatives were preparing the phone credits for keeping internet connection (30%) and finding the best place to get a good internet transmission (20%). The other important alternative was creating on-going motivation to strengthen their initial motivations which were only about improving score and acquiring more knowledge (20%). In the context of online learning, students have recognized the importance of being prepared to overcome potential connectivity challenges. They do so by ensuring they have sufficient mobile phone credits and actively seeking out places with reliable internet signals. This proactive approach allows students to secure access to a stable internet connection, a critical requirement for successful engagement in online learning activities. By taking these measures, students can improve their online learning experiences and minimize disruptions caused by internet connectivity challenges.

Based on all of the research findings above it can be concluded, having a stable internet connection is crucial for students to successfully participate in writing online learning. Some students face challenges because they don't have Wi-Fi at home and rely on their mobile data. When the network is unstable or the signal is weak, they have strategies to ensure

uninterrupted access to online classes. They try refreshing the connection or go to areas with stronger signals. This highlights the importance of a reliable internet connection for remote education and the resourcefulness needed to overcome connectivity issues.

CHAPTER V

CONCLUSSIONS AND SUGGESTIONS

A. Conclusions

The findings of the study lead to the conclusion that the majority of students face challenges when participating in online writing learning. These challenges can be divided into two main aspects. The first aspect relates to the fundamental components of writing, including organizing ideas effectively, constructing coherent sentences, understanding grammar rules, and utilizing appropriate mechanics, vocabulary, and word choice. The second aspect revolves around technological issues, particularly problems arising from a poor internet connection.

In order to overcome these challenges, students have adopted various strategies based on their experiences with online writing learning. When it comes to the writing aspect, students have identified four effective approaches. Firstly, they make use of Visual Thinking Strategies (VTS). Visual Thinking Strategies (VTS) help students develop crucial skills such as critical thinking, analysis, and communication. Additionally, Visual Thinking Strategies (VTS) focus on improving language skills, including vocabulary, grammar, and coherence, which in turn boosts students' confidence in expressing themselves. Secondly, students utilize Quillbot, a

helpful tool for those who struggle with rewriting their writing. Quillbot also features a grammar checker that automatically detects and corrects mistakes. Thirdly, students turn to social media platforms, particularly YouTube and Twitter, as valuable resources for improving their writing skills. YouTube tutorials and content on Twitter provide benefits by enhancing their understanding of English grammar and vocabulary. Lastly, students find peer review to be an effective method. Through peer review, teachers assist students in giving feedback to one another, facilitating improvement in their writing abilities.

Regarding the challenges related to internet connectivity, students employ two primary approaches. The first approach involves utilizing Wi-Fi connectivity. Many students face internet connectivity issues in their residential areas, but by utilizing Wi-Fi, they can ensure a stable connection and engage in online writing learning without interruptions. The second approach centers around ensuring a stable internet connection by having sufficient mobile phone credits and actively seeking out places with reliable internet signals.

In conclusion, the study reveals that students encounter challenges in both the writing aspect and internet connectivity when participating in writing online learning. However, students have developed effective strategies to overcome these challenges. By utilizing techniques such as Visual Thinking Strategies (VTS), using Quillbot tool, leveraging social

media platforms, and engaging in peer review. By implementing those techniques students can enhance their writing skills. Moreover, by utilizing Wi-Fi connectivity and ensuring a stable internet connection, they can successfully navigate the technological challenges and actively participate in online learning activities.

B. Suggestions

a. Suggestions for the Next Researcher

1. **Conduct a Comparative Study:** Future researchers should consider conducting a comparative study to more explore the effectiveness of different strategies used by students in online writing learning. By comparing the outcomes of various techniques, such as Visual Thinking Strategies (VTS), Quillbot, social media platforms, and peer review, researchers can determine which approaches are most beneficial for students in improving their writing skills. This would provide valuable insights for educators and students.
2. **Investigate Innovative Technologies:** As technology grows to be more advanced, it is important for researchers to stay updated and investigate innovative tools and platforms that can enhance online writing learning. The study mentioned Quillbot as a useful tool for rewriting and grammar checking, but there may be other emerging technologies that can further support students in their writing endeavors. Exploring

new applications, software, or AI-powered solutions could open up new possibilities for overcoming writing challenges in the online learning environment.

3. **Explore Pedagogical Approaches:** Future researchers should also focus into the pedagogical approaches that can effectively support online writing learning. This could include investigating different instructional designs, learning models, or teaching strategies that can optimize student engagement and success in writing tasks. By understanding the pedagogical aspects of online writing learning, researchers can provide recommendations for educators and institutions to create effective online writing courses and programs.

b. Suggestions for the Education Institution

1. **Enhance Internet Infrastructure:** In order to address the challenges related to internet connectivity, the institution should invest in improving the internet infrastructure on campus or provide resources and support for students in their residential areas. Collaborating with internet service providers or implementing measures to ensure stable internet access can significantly reduce disruptions during online learning activities.
2. **Offer Technical Support:** The institution should build a dedicated technical support team to assist students with technological issues they may encounter during online writing learning. This team can

provide guidance on troubleshooting internet connectivity problems, help students navigate online platforms and tools, and offer assistance in utilizing software or applications effectively. By providing reliable technical support, the institution can alleviate students' frustrations and ensure a smoother online learning experience.

3. **Foster Peer Interaction:** Institutions should encourage and facilitate peer interaction among students participating in online writing learning. Establishing virtual writing groups or discussion forums where students can engage in peer review activities and provide feedback to one another can greatly enhance the learning process. Additionally, organizing virtual writing workshops or seminars where students can share their experiences and strategies can create a supportive learning community and foster collaboration among students.

c. Suggestions for the Reader

1. **Explore Additional Online Resources:** As a reader interested in improving your own writing skills, consider exploring additional online resources. There are a lot of writing blogs, websites, and forums available that offer valuable tips, exercises, and examples to improve your writing abilities. By seeking out these resources, you can continue to expand your knowledge and refine your writing skills.

2. **Engage in Peer Review:** Take advantage of peer review opportunities to receive feedback on your writing. Whether through online writing groups, writing workshops, or virtual communities, actively participating in peer review activities can provide valuable insights and perspectives that can help you identify areas for improvement in your own writing.
3. **Reflect on Personal Strategies:** Reflect on the strategies mentioned in this study and consider how they may apply to your own writing journey. Experiment with techniques such as Visual Thinking Strategies (VTS), utilizing tools like Quillbot, exploring social media platforms for writing-related content, and engaging in peer review.

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APPENDICES

Appendix 1

Blueprint of Questionnaire

No.	Dimension	Indicators	Questionnaire Statements
1.	6 Component Writing Challenges in Online Learning (Purwaningsih, 2022)	Mechanics	1
		Organization	2
		Grammar	3
		Vocabulary and Word Choice	4
		Content	5
2.	Online Learning Challenges in Technology Aspects (Pham, 2022 & Ardini, 2021)	Unstable Internet Connection	6,7

No.	Dimension	Indicators	Questionnaire Statements
	6 Component Writing Challenges in Online Learning (Purwaningsih, 2022)	<p>Mechanics Writing aspect that include the capitalization, punctuation and spelling.</p>	1.Saya mengalami kesulitan mengenai cara penggunaan huruf capital, ejaan dan tanda baca yang benar terutama dalam menulis bahasa Inggris saat pembelajaran online.
<p>Organization The materials in writing involves coherence, the order to importance, general to specific, and chronological order.</p>		2.Saat pembelajaran online, saya mengalami kesulitan untuk menemukan ide tulisan ketika menulis di dalam bahasa Inggris.	
<p>Grammar It contained of effective complex construction, agreement, tense number. word order/function, articles, pronoun,</p>		3.Karena pemahaman ang sedikit menegnai grammar, saya mengalami kesulitan dalam menulis Bahasa Inggris saat pembelajaran online.	

		preposition, fragments, run-ons, deletions, meaning confused.	
		Vocabulary and Word Choice They are contained effective word choice and conveyed right meaning.	4. Saya mengalami kesulitan dalam menulis bahasa Inggris karena memiliki kosakata atau vocabulary yang terbatas.
		Content It contained of good balance between central ideas and details.	5. Saya masih mengalami kesulitan dalam menulis bahasa Inggris saat pembelajaran online, terutama mengenai bagaimana cara menulis paragraph yang urut, logis dan benar.
2.	Online Learning Challenges in Technology Aspects (Pham, 2022 & Ardini, 2021)	Unstable Internet Connection It is a condtion that the students can not acces the	6. Karena koneksi internet yang tidak stabil saat pembelajaran online, saya mengalami kesulitan untuk memahammi materi

		online learning materials because their unstable internet connection.	writing yang disampaikan oleh dosen. 7. Saya mengalami kesulitan untuk mengakses materi writing yang diberikan dosen saat pembelajaran online.
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Appendix 2

No.	Dimension	Indicators	Interview Questions
1.	6 Component Writing Challenges in Online Learning (Purwaningsih, 2022)	Mechanics, Organization & Content	1
		Grammar, Vocabulary and Word Choice	2
2.	Online Learning Challenges in Technology Aspects (Pham, 2022 & Ardini, 2021)	Unstable Internet Connection	3

3.	Strategies to Improve EFL Writing Skill	Quilboot	4
		Social Media	5

Blueprint of Interview

No.	Dimension	Indicators	Interview Questions
1.	6 Component Writing Challenges in Online Learning (Purwaningsih, 2022)	<p>Mechanics, Organization & Content</p> <p>They are addressing various writing aspects such as capitalization, punctuation, and spelling, as well as incorporating materials that encompass coherence, the order of importance, progression from general to specific, and</p>	<p>1. Jika kamu mengalami kesulitan menulis bahasa Inggris dalam mencari ide, ejaan yang benar dan struktur paragraf yang baik, apa yang akan kamu lakukan?</p> <p>A. Mencari materi pembelajaran yang bergambar menarik sesuai dengan topik pembelajaran.</p> <p>B. Menggunakan bantuan dari tool "Quilboot"</p> <p>C. Belajar & mencari referensi melalui social media (Instagram, Facebook, YouTube dan Twitter)</p>

		<p>chronological arrangement, all of which comprise a harmonious balance between central ideas and supporting details.</p>	<p>D. Bertanya dan berdiskusi dengan dosen atau teman sebaya.</p>
		<p>Grammar, Vocabulary and Word Choice</p> <p>It includes using sentences well, getting words right, and making sure things make sense.</p>	<p>2. Jika kamu mengalami kesulitan menulis Bahasa Inggris terutama dalam aspek grammar & vocab apa yang akan kamu lakukan ? (Pilih dan jelaskan kenapa)</p> <p>A. Mencari materi pembelajaran yang bergambar menarik sesuai dengan topik pembelajaran.</p>

			<p>B. Menggunakan bantuan dari tool "Quilboot"</p> <p>C. Belajar & mencari referensi melalui social media (Instagram, Facebook, YouTube dan Twitter)</p> <p>D. Bertanya dan berdiskusi dengan dosen atau teman sebaya.</p>
2.	<p>Online Learning Challenges in Technology Aspects (Pham, 2022 & Ardini, 2021)</p>	<p>Unstable Internet Connection</p> <p>It is a condtion that the students can not acces the online learning materials becaue their unstable internet connection.</p>	<p>3. Jika kamu mengalami kendala dalam memahami penjelasan dari dosen karena sinyal yang buruk saat pembelajaran online writing, apa yang kamu lakukan? (Pilih dan jelaskan kenapa).</p> <p>A. Menggunakan Wi-Fi daripada menggunakan kuota internet sendiri.</p> <p>B. Tetap menggunakan kuota internet sendiri kemudian mencari</p>

			tempat dimana ada sinyal internet yang stabil. C. lainnya.
3.	Strategies to Improve EFL Writing Skill	<p>Quilboot</p> <p>It is a tool that helps students rewrite their writing in a different way.</p>	4. Setuju atau tidak, bahwa dengan menggunakan tools Quilboot, kamu sangat terbantu ketika menulis dalam Bahasa Inggris. (Setuju/ Tidak Setuju, berikan alasan)
		<p>Social Media</p> <p>Those refers to the digital platform and applications that enable people to interact.</p>	5. Setuju atau tidak, bahwa dengan belajar melalui Social Media (Instagram, Facebook, YouTube dan Twitter), skill menulis Bahasa Inggris kamu meningkat. (Setuju/ Tidak Setuju, berikan alasan)

Appendix 3
QUESTIONNAIRE FORM

Angket Tentang Tantangan Siswa Mengenai Writing Saat Pembelajaran Online

Angket ini tidak mempengaruhi nilai atau skor akademik pada mata kuliah writing.

Mohon dijawab dengan memilih salah satu kriteria berikut, SS (Sangat Setuju), S (Setuju), N (Neutral), TS (Tidak Setuju), atau STS (Sangat Tidak Setuju) berdasarkan yang paling sesuai dengan anda.

No	Pertanyaan	SS	S	N	TS	STS
1.	Saya mengalami kesulitan mengenai cara penggunaan huruf kapital, ejaan dan tanda baca yang benar terutama dalam menulis bahasa Inggris saat pembelajaran online					
2.	Saat pembelajaran online saya mengalami kesulitan untuk menemukan ide tulisan ketika menulis di dalam bahasa Inggris.					
3.	Karena pemahaman yang sedikit mengenai tata bahasa (grammar), saya mengalami kesulitan dalam menulis bahasa Inggris saat pembelajaran online.					
4.	Saya masih mengalami kesulitan dalam menulis bahasa Inggris saat pembelajaran online, karena memiliki kosakata (Vocabulary) yang terbatas.					
5.	Saya masih mengalami kesulitan dalam menulis bahasa Inggris saat pembelajaran online, terutama mengenai bagaimana cara menulis paragraf yang urut, logis dan benar.					

6.	Karena koneksi internet yang tidak stabil saat pembelajaran online, saya mengalami kesulitan untuk memahami materi writing yang disampaikan oleh dosen.					
7.	Saya mengalami kesulitan untuk mengakses materi writing yang diberikan dosen saat pembelajaran online.					

Appendix 4

Google Form Questionnaire Result

Nama Lengkap	NIM	1. Saya mengalami kesulitan mengenai cara penggunaan huruf kapital, ejaan dan tanda baca yang benar terutama dalam menulis bahasa Inggris saat pembelajaran online	2. Saat pembelajaran online saya mengalami kesulitan untuk menemukan ide tulisan ketika menulis di dalam bahasa Inggris.	3. Karena pemahaman yang sedikit mengenai tata bahasa (grammar), saya mengalami kesulitan dalam menulis bahasa Inggris saat pembelajaran online	4. Saya masih mengalami kesulitan dalam menulis bahasa Inggris saat pembelajaran online, karena memiliki kosakata (Vocabulary) yang terbatas.	5. Saya masih mengalami kesulitan dalam menulis bahasa Inggris saat pembelajaran online, terutama mengenai bagaimana cara menulis paragraf yang urut, logis dan benar.	6. Karena koneksi internet yang tidak stabil saat pembelajaran online, saya mengalami kesulitan untuk memahami materi writing yang disampaikan oleh dosen.	7. Saya mengalami kesulitan untuk mengakses materi writing yang diberikan dosen saat pembelajaran online.
Siti Mahmudah	2.06E+08	Setuju	Sangat Setuju	Sangat Setuju	Sangat Setuju	Setuju	Sangat Setuju	Setuju
ADELIA AGRIN RIZKYMAWATI	2.06E+08	Setuju	Setuju	Setuju	Setuju	Setuju	Setuju	Setuju
Kristin Oktavia Putri	2.06E+08	Setuju	Tidak Pernah	Setuju	Setuju	Setuju	Setuju	Setuju
Ellen Dwi Guswaini	2.06E+08	Setuju	Setuju	Setuju	Setuju	Setuju	Setuju	Setuju
Zaenun Nadzif	2.06E+08	Netral	Setuju	Netral	Setuju	Netral	Setuju	Tidak Setuju
Febriana Zada Almira	2.06E+08	Setuju	Setuju	Sangat Setuju	Sangat Setuju	Sangat Setuju	Setuju	Setuju
Yasice Aghni Fariha	2.06E+08	Netral	Setuju	Setuju	Setuju	Setuju	Setuju	Netral
Nisa Kurnianingrum	2.06E+08	Tidak Setuju	Tidak Setuju	Netral	Netral	Netral	Tidak Setuju	Tidak Setuju
Devi mutiara	2.06E+08	Tidak Setuju	Tidak Setuju	Setuju	Setuju	Netral	Sangat Tidak Setuju	Tidak Setuju
Azzahra Sifa Azizah	2.06E+08	Netral	Setuju	Setuju	Setuju	Setuju	Setuju	Netral
Lusi Maryatul Qibtiyah	2.06E+08	Tidak Setuju	Netral	Netral	Tidak Setuju	Netral	Netral	Sangat Tidak Setuju
Wieke D	2.06E+08	Tidak Setuju	Tidak Setuju	Setuju	Netral	Netral	Netral	Tidak Setuju
Ahmad Ghivara	2.06E+08	Tidak Setuju	Tidak Setuju	Sangat Setuju	Tidak Setuju	Setuju	Netral	Tidak Setuju
Ananda Ikhsan Nur F	2.06E+08	Setuju	Netral	Setuju	Tidak Setuju	Setuju	Setuju	Netral
Khafifah Eva Gesti	2.06E+08	Setuju	Setuju	Sangat Setuju	Setuju	Setuju	Setuju	Setuju
Kholilatullah Ahmad	2.06E+08	Netral	Tidak Setuju	Tidak Setuju	Tidak Setuju	Netral	Netral	Netral
Risa Nur Fadhilah	2.06E+08	Tidak Setuju	Setuju	Setuju	Setuju	Setuju	Tidak Setuju	Tidak Setuju

Luthfia Raka Pertiwi	2.06E+08	Netral	Setuju	Sangat Setuju	Setuju	Setuju	Setuju	Netral
Uswatun Chasanah	2.06E+08	Netral	Netral	Netral	Netral	Netral	Netral	Netral
Erna Dwi Safitri	2.06E+08	Tidak Setuju	Setuju	Setuju	Setuju	Setuju	Sangat Setuju	Setuju
Febriana Zada Almira	2.06E+08	Setuju	Setuju	Sangat Setuju	Sangat Setuju	Sangat Setuju	Netral	Netral
Annisaa Nur Fadillah	2.06E+08	Netral	Netral	Netral	Tidak Setuju	Netral	Setuju	Setuju
Ida Rodiyatul Maghfiroh	2.06E+08	Sangat Tidak Setuju	Tidak Setuju	Tidak Setuju	Sangat Tidak Setuju	Tidak Setuju	Tidak Setuju	Netral
Adam Ghivari	2.06E+08	Netral	Tidak Setuju	Setuju	Netral	Setuju	Setuju	Netral
Aisyah Gamawati	2.06E+08	Tidak Setuju	Tidak Setuju	Tidak Setuju	Setuju	Setuju	Tidak Setuju	Tidak Setuju
Marcela Wahyuningsih	2.06E+08	Netral	Netral	Setuju	Setuju	Setuju	Setuju	Tidak Setuju
Naura Fairuz Syifa	2.06E+08	Setuju	Setuju	Sangat Setuju	Sangat Setuju	Sangat Setuju	Sangat Setuju	Sangat Setuju
Fadhilla Agustin Rahmayandani	2.06E+08	Netral	Setuju	Setuju	Netral	Netral	Netral	Netral
Finkha Resti Fauzi	2.06E+08	Setuju	Netral	Setuju	Setuju	Setuju	Setuju	Tidak Setuju
Ade Septiana	2.06E+08	Tidak Setuju	Setuju	Netral	Netral	Tidak Setuju	Netral	Netral

Appendix 5

Students Interview Transcripts

Name : Ellen Dwi Guswaini

NIM : 206121300

Class : 5H

1. Jika kamu mengalami kesulitan menulis bahasa Inggris dalam mencari ide, ejaan yang benar dan struktur paragraf yang baik, apa yang akan kamu lakukan?

A. Mencari materi pembelajaran yang bergambar menarik sesuai dengan topik pembelajaran.

B. Menggunakan bantuan dari tool "Quilboot"

C. Belajar & mencari referensi melalui social media (Instagram, Facebook, YouTube dan Twitter)

D. Bertanya dan berdiskusi dengan dosen atau teman sebaya.

Jawaban : *Pilihan D.*

“Karena dengan bertanya dosen atau teman sebaya mungkin mereka mengetahui ilmu nya, dan saya dapat mengerti apa yang di sampaikan oleh mereka.”

2. Jika kamu mengalami kesulitan menulis Bahasa Inggris terutama dalam aspek grammar & vocab apa yang akan kamu lakukan ? (Pilih dan jelaskan kenapa)

A. Mencari materi pembelajaran yang bergambar menarik sesuai dengan topik pembelajaran.

B. Menggunakan bantuan dari tool "Quilboot"

C. Belajar & mencari referensi melalui social media (Instagram, Facebook, YouTube dan Twitter)

D. Bertanya dan berdiskusi dengan dosen atau teman sebaya.

Jawaban: *Pilihan C.*

“Karena dengan belajar menulis bahasa Inggris di Social Media seperti YouTube, saya bisa mencari berbagai macam video tutorial tentang materi tata bahasa dalam bahasa Inggris (grammar).”

3. Jika kamu mengalami kendala dalam memahami penjelasan dari dosen karena sinyal yang buruk saat pembelajaran online writing, apa yang kamu lakukan? (Pilih dan jelaskan kenapa).

- A. Menggunakan Wi-Fi daripada menggunakan kuota internet sendiri.
- B. Tetap menggunakan kuota internet sendiri kemudian mencari tempat dimana ada sinyal internet yang stabil.
- C. lainnya.

Jawaban: Pilihan C.

“Saya memilih opsi C yaitu lainnya karena, jika opsi A dan B sudah tidak bisa di kondisikan saya memilih untuk cari jalan supaya bisa mendapatkan sinyal semisal, saya sebisa mungkin mencari tempat yang dapat di jangkau oleh sinyal.”

4. Setuju atau tidak, bahwa dengan menggunakan tools Quillbot, kamu sangat terbantu ketika menulis dalam Bahasa Inggris. (Setuju/ Tidak Setuju, berikan alasan)

Jawaban: Setuju.

“Quillbot adalah aplikasi online yang digunakan untuk memparafrase kalimat untuk menghindari plagiarisme, meringkas kalimat yang panjang, dan meningkatkan tata bahasa agar terlihat lebih ringkas dan profesional.”

5. Setuju atau tidak, bahwa dengan belajar melalui Social Media (Instagram, Facebook, YouTube dan Twitter), skill menulis Bahasa Inggris kamu meningkat. (Setuju/ Tidak Setuju, berikan alasan)

Jawaban: Setuju.

“Karena dengan belajar menulis bahasa Inggris di Social Media seperti YouTube, saya bisa mencari berbagai macam video tutorial tentang materi tata bahasa dalam bahasa Inggris (grammar), mulai dari tingkat pemula hingga lanjutan, sehingga saya dapat memilih video yang sesuai dengan tingkat kemampuan saya.”

Name : Siti Mahmudah

NIM : 206121287

Class : 5H

1. Jika kamu mengalami kesulitan menulis bahasa Inggris dalam mencari ide, ejaan yang benar dan struktur paragraf yang baik, apa yang akan kamu lakukan? (Pilih & jelaskan kenapa)
 - A. Mencari materi pembelajaran yang bergambar menarik sesuai dengan topik pembelajaran.
 - B. Menggunakan bantuan dari tool "Quilboot"
 - C. Belajar & mencari referensi melalui social media (Instagram, Facebook, YouTube dan Twitter)
 - D. Bertanya dan berdiskusi dengan dosen atau teman sebaya.

Jawaban: Pilihan C

“Karena dari berbagai social media saya mendapatkan banyak topik menarik yang bisa saya jadikan sebagai ide menulis. Dan belajar menggunakan social media tak jarang jauh lebih mudah dipahami, karena berupa audio visual.”

2. Jika kamu mengalami kesulitan menulis Bahasa Inggris terutama dalam aspek grammar & vocab apa yang akan kamu lakukan ? (Pilih dan jelaskan kenapa)
- A. Mencari materi pembelajaran yang bergambar menarik sesuai dengan topik pembelajaran.
 - B. Menggunakan bantuan dari tool "Quilboot"
 - C. Belajar & mencari referensi melalui social media (Instagram, Facebook, YouTube dan Twitter)
 - D. Bertanya dan berdiskusi dengan dosen atau teman sebaya.

Jawaban: Pilihan B

“Karena grammar saya masih kurang, saya preffer menggunakan quilboot untuk membantu mengatasi kesulitan saya. Jadi, saya juga bisa mengkoreksi bagian kalimat mana yang kurang pas dengan mencocokkan dengan quilboot. Dan untuk vocab, quilboot sangat membantu memperkaya kosakata saya yang masih minim ini.”

3. Jika kamu mengalami kendala dalam memahami penjelasan dari dosen karena sinyal yang buruk saat pembelajaran online writing, apa yang kamu lakukan? (Pilih dan jelaskan kenapa).
- A. Menggunakan Wi-Fi daripada menggunakan kuota internet sendiri.
 - B. Tetap menggunakan kuota internet sendiri kemudian mencari tempat dimana ada sinyal internet yang stabil.
 - C. lainnya.

Jawaban: Pilihan B

“Karena dirumah tidak ada Wi-Fi, saya mau tidak mau harus menggunakan kuota sendiri. Dan jika saya mendapati situasi dimana sinyal saya buruk, hal yang perlu saya lakukan pertama adalah refresh koneksi dengan menghidupkan mode terbang lalu matikan lagi. Dan jika cara itu tidak berhasil saya biasanya pergi ke daerah yang sinyalnya lebih stabil.”

4. Setuju atau tidak, bahwa dengan menggunakan tools Quilboot, kamu sangat terbantu ketika menulis dalam Bahasa Inggris. (Setuju/ Tidak Setuju, berikan alasan)

Jawaban: Setuju

“Saya merasa sangat terbantu dengan adanya tools quilboot. Quilboot membantu saya mengoreksi dari ejaan sampai grammar eror. Juga, memperkaya kosakata bahasa Inggris saya dengan berbagai variasi kata yang bahkan belum pernah saya lihat atau dengar.”

5. Setuju atau tidak, bahwa dengan belajar melalui Social Media (Instagram, Facebook, YouTube dan Twitter), skill menulis Bahasa Inggris kamu meningkat. (Setuju/ Tidak Setuju, berikan alasan)

Jawaban: Setuju

“Saya pribadi adalah tipe orang yang belajar melalui audio visual, nah maka dari itu saya sangat suka belajar melalui social media. Juga, biasanya tata cara penjelasannya lebih mudah dipahami dan ringkas, jadi menjadi nilai plus kenapa belajar melalui social media bisa meningkatkan skill bahasa Inggris saya.”

Name : Khafifah Eva Gesti

NIM : 206121297

Class : 5H

1. Jika kamu mengalami kesulitan menulis bahasa Inggris dalam mencari ide, ejaan yang benar dan struktur paragraf yang baik, apa yang akan kamu lakukan? (Pilih & jelaskan kenapa)
 - A. Mencari materi pembelajaran yang bergambar menarik sesuai dengan topik pembelajaran.
 - B. Menggunakan bantuan dari tool "Quilboot"
 - C. Belajar & mencari referensi melalui social media (Instagram, Facebook, YouTube dan Twitter)
 - D. Bertanya dan berdiskusi dengan dosen atau teman sebaya.

Jawaban: Pilihan B

“Karena belajar dan mencari referensi disosial media lebih mudah dipahami ,kontenya menarik untuk dilihat sebagai media belajar dan penjelasannya bervariasi.”

2. Jika kamu mengalami kesulitan menulis Bahasa Inggris terutama dalam aspek grammar & vocab apa yang akan kamu lakukan ? (Pilih dan jelaskan kenapa)
 - A. Mencari materi pembelajaran yang bergambar menarik sesuai dengan topik pembelajaran.
 - B. Menggunakan bantuan dari tool "Quilboot"
 - C. Belajar & mencari referensi melalui social media (Instagram, Facebook, YouTube dan Twitter)
 - D. Bertanya dan berdiskusi dengan dosen atau teman sebaya.

Jawban: Pilihan A

“Karena dengan mencari materi pembelajaran yg bergambar sesuai dengan topik dapat menambah referensi dalam aspek grammar dan vocab.”

3. Jika kamu mengalami kendala dalam memahami penjelasan dari dosen karena sinyal yang buruk saat pembelajaran online writing, apa yang kamu lakukan? (Pilih dan jelaskan kenapa).
- A. Menggunakan Wi-Fi daripada menggunakan kuota internet sendiri.
 - B. Tetap menggunakan kuota internet sendiri kemudian mencari tempat dimana ada sinyal internet yang stabil.
 - C. lainnya.

Pilihan: A

“Menggunakan wifi karena koneksi internet didaerah rumah sulit dan menggunakan wifi lebih kuat sinyalnya.”

4. Setuju atau tidak, bahwa dengan menggunakan tools Quilboot, kamu sangat terbantu ketika menulis dalam Bahasa Inggris. (Setuju/ Tidak Setuju, berikan alasan)

Jawaban: Setuju

“Karena dengan menggunakan Quilboot dapat membantu saat ada kesalahan tentang aspek grammar eror dan koreksi otomatis mengenai pemakaian kata yang tepat di dalam sebuah kalimat. Jadu Quilboot dapat membatu saya saat menulis dengan sempurna.”

5. Setuju atau tidak, bahwa dengan belajar melalui Social Media (Instagram, Facebook, YouTube dan Twitter), skill menulis Bahasa Inggris kamu meningkat. (Setuju/ Tidak Setuju, berikan alasan)

Jawaban: Setuju

“Karena dengan belajar menulis bahasa Inggris di Social Media seperti YouTube, saya bisa mencari berbagai macam video tutorial tentang materi tata bahasa dalam bahasa Inggris (grammar), mulai dari tingkat pemula hingga lanjutan, sehingga saya dapat memilih video yang sesuai dengan tingkat kemampuan saya. Selain itu konten yang disediakan disosial media sangat bervariasi sehingga dapat menarik semangat belajar melalui sosial media.”

Name : Kristin Oktavia Putri

NIM : 206121285

Class : 5H

1. Jika kamu mengalami kesulitan menulis bahasa Inggris dalam mencari ide, ejaan yang benar dan struktur paragraf yang baik, apa yang akan kamu lakukan? (Pilih & jelaskan kenapa)
 - A. Mencari materi pembelajaran yang bergambar menarik sesuai dengan topik pembelajaran.
 - B. Menggunakan bantuan dari tool "Quilboot"
 - C. Belajar & mencari referensi melalui social media (Instagram, Facebook, YouTube dan Twitter)
 - D. Bertanya dan berdiskusi dengan dosen atau teman sebaya.

Jawaban: Pilihan C

“Karena dari berbagai social media saya mendapatkan banyak topik menarik yang bisa saya jadikan sebagai ide menulis. Dan belajar

menggunakan social media tak jarang jauh lebih mudah dipahami, karena berupa audio visual.”

2. Jika kamu mengalami kesulitan menulis Bahasa Inggris terutama dalam aspek grammar & vocab apa yang akan kamu lakukan ? (Pilih dan jelaskan kenapa)
 - A. Mencari materi pembelajaran yang bergambar menarik sesuai dengan topik pembelajaran.
 - B. Menggunakan bantuan dari tool "Quilboot"
 - C. Belajar & mencari referensi melalui social media (Instagram, Facebook, YouTube dan Twitter)
 - D. Bertanya dan berdiskusi dengan dosen atau teman sebaya.

Jawaban: Pilihan B

“Karena grammar saya masih kurang, saya preffer menggunakan quilboot untuk membantu mengatasi kesulitan saya. Jadi, saya juga bisa mengkoreksi bagian kalimat mana yang kurang pas dengan mencocokkan dengan quilboot. Dan untuk vocab, quilboot sangat membantu memperkaya kosakata saya yang masih minim ini.”

3. Jika kamu mengalami kendala dalam memahami penjelasan dari dosen karena sinyal yang buruk saat pembelajaran online writing, apa yang kamu lakukan? (Pilih dan jelaskan kenapa).
 - A. Menggunakan Wi-Fi daripada menggunakan kuota internet sendiri.
 - B. Tetap menggunakan kuota internet sendiri kemudian mencari tempat dimana ada sinyal internet yang stabil.
 - C. lainnya.

Jawaban: Pilihan B

“Karena dirumah tidak ada Wi-Fi, saya mau tidak mau harus menggunakan kuota sendiri. Dan jika saya mendapati situasi dimana sinyal saya buruk, hal yang perlu saya lakukan pertama adalah refresh koneksi dengan menghidupkan mode terbang lalu matikan lagi. Dan jika cara itu tidak berhasil saya biasanya pergi ke daerah yang sinyalnya lebih stabil.”

4. Setuju atau tidak, bahwa dengan menggunakan tools Quilboot, kamu sangat terbantu ketika menulis dalam Bahasa Inggris. (Setuju/ Tidak Setuju, berikan alasan)

Jawaban: Setuju.

“Karena dengan menggunakan Quilboot saya terbantu saat ada kendala mengenai grammar eror dan juga saran otomatis mengenai pemakaian kata yang tepat di dalam sebuah kalimat. Sehingga dengan adanya Quilboot saya bisa menulis dalam bahasa Inggris dengan baik dan benar.”

5. Setuju atau tidak, bahwa dengan belajar melalui Social Media (Instagram, Facebook, YouTube dan Twitter), skill menulis Bahasa Inggris kamu meningkat. (Setuju/ Tidak Setuju, berikan alasan).

Jawaban: Setuju

“Saya pribadi adalah tipe orang yang belajar melalui audio visual, nah maka dari itu saya sangat suka belajar melalui social media. Juga, biasanya tata cara penjelasannya lebih mudah dipahami dan ringkas, jadi menjadi nilai plus kenapa belajar melalui social media bisa meningkatkan skill bahasa Inggris saya.”

Name : Febriana Zada Almira

NIM : 206121299

Class : 5H

1. Jika kamu mengalami kesulitan menulis bahasa Inggris dalam mencari ide, ejaan yang benar dan struktur paragraf yang baik, apa yang akan kamu lakukan? (Pilih & jelaskan kenapa)
 - A. Mencari materi pembelajaran yang bergambar menarik sesuai dengan topik pembelajaran.
 - B. Menggunakan bantuan dari tool "Quilboot"
 - C. Belajar & mencari referensi melalui social media (Instagram, Facebook, YouTube dan Twitter)
 - D. Bertanya dan berdiskusi dengan dosen atau teman sebaya.

Jawaban: Pilihan C

“Jika saya kurang paham atau kesulitan memahami materi yang disampaikan dosen biasanya saya akan mencari referensi melalui youtube. Karena di YouTube banyak sekali video penjelasan tentang cara menulis paragraf yang baik dan benar.”

2. Jika kamu mengalami kesulitan menulis Bahasa Inggris terutama dalam aspek grammar & vocab apa yang akan kamu lakukan ? (Pilih dan jelaskan kenapa)
 - A. Mencari materi pembelajaran yang bergambar menarik sesuai dengan topik pembelajaran.
 - B. Menggunakan bantuan dari tool "Quilboot"
 - C. Belajar & mencari referensi melalui social media (Instagram, Facebook, YouTube dan Twitter)
 - D. Bertanya dan berdiskusi dengan dosen atau teman sebaya.

Jawaban : Pilihan C

“Karena di Sosial Media seperti Instagram atau YouTube banyak sekali video-video pembelajaran bahasa Inggris seperti grammar dan vocab yang mana dapat membantu saya untuk meningkatkan kemampuan menulis saya dalam bahasa Inggris. Selain itu, belajar menjadi lebih menyenangkan karena video-video tersebut dibuat lebih menarik sehingga tidak membosankan.”

3. Jika kamu mengalami kendala dalam memahami penjelasan dari dosen karena sinyal yang buruk saat pembelajaran online writing, apa yang kamu lakukan? (Pilih dan jelaskan kenapa).
 - A. Menggunakan Wi-Fi daripada menggunakan kuota internet sendiri.
 - B. Tetap menggunakan kuota internet sendiri kemudian mencari tempat dimana ada sinyal internet yang stabil.
 - C. lainnya.

Jawaban: Pilihan B

“Karena dulu pada saat pembelajaran online tidak ada jaringan Wi-Fi di rumah saya, sehingga saya hanya bisa mengandalkan kuota internet. Jikalau jaringan tidak stabil atau sinyalnya jelek saya akan mencari tempat yang sinyalnya kuat agar tetap bisa mengikuti pembelajaran online hingga selesai.”

4. Setuju atau tidak, bahwa dengan menggunakan tools Quilboot, kamu sangat terbantu ketika menulis dalam Bahasa Inggris. (Setuju/ Tidak Setuju, berikan alasan)

Jawaban: Setuju.

“Karena saya merasa terbantu saat menggunakan Quilboot untuk menulis dalam bahasa Inggris terutama saat ada kendala mengenai grammar eror dan juga untuk memperbaiki tata bahasa yang kurang tepat di dalam sebuah kalimat sehingga paragraf yang saya buat menjadi mudah dipahami. Dengan adanya Quilboot ini saya bisa menulis dalam bahasa Inggris dengan lebih baik dan benar.”

5. Setuju atau tidak, bahwa dengan belajar melalui Social Media (Instagram, Facebook, YouTube dan Twitter), skill menulis Bahasa Inggris kamu meningkat. (Setuju/ Tidak Setuju, berikan alasan).

Jawaban: Setuju.

“Karena dengan belajar menulis bahasa Inggris di sosial media seperti Instagram atau YouTube, saya bisa menemukan banyak sekali video pembelajaran bahasa inggris seperti materi grammar atau vocab yang mana dapat membantu saya untuk meningkatkan kemampuan menulis saya dalam bahasa inggris. Selain itu, belajar menjadi lebih menyenangkan karena video-video tersebut dibuat lebih menarik sehingga tidak membosankan.”

Name : Adelia Agrin Rizkymawati

NIM : 206121277

Class : 5H

1. Jika kamu mengalami kesulitan menulis bahasa Inggris dalam mencari ide, ejaan yang benar dan struktur paragraf yang baik, apa yang akan kamu lakukan? (Pilih & jelaskan kenapa)
- A. Mencari materi pembelajaran yang bergambar menarik sesuai dengan topik pembelajaran.
- B. Menggunakan bantuan dari tool "Quilboot"

C. Belajar & mencari referensi melalui social media (Instagram, Facebook, YouTube dan Twitter)

D. Bertanya dan berdiskusi dengan dosen atau teman sebaya.

Jawaban: Pilihan B

“Saya merasa cukup terbantu dengan Quilboot. Biasanya saya menggunakannya saat saya mencari referensi pilihan kata yang lain yang akan lebih cocok dengan kalimat atau teks saya. Quilboot membantu saya untuk memilih kata karena didalamnya banyak sekali kosakata yang sering kali saya tidak kepikiran dengan kosakata tersebut.”

2. Jika kamu mengalami kesulitan menulis Bahasa Inggris terutama dalam aspek grammar & vocab apa yang akan kamu lakukan ? (Pilih dan jelaskan kenapa)

A. Mencari materi pembelajaran yang bergambar menarik sesuai dengan topik pembelajaran.

B. Menggunakan bantuan dari tool "Quilboot"

C. Belajar & mencari referensi melalui social media (Instagram, Facebook, YouTube dan Twitter)

D. Bertanya dan berdiskusi dengan dosen atau teman sebaya.

Jawaban: Pilihan B

“Saya merasa cukup terbantu dengan Quilboot. Saya juga menggunakannya saat saya mengoreksi grammar pada kalimat atau teks yang saya buat serta mencari referensi pilihan kata yang lain yang akan lebih cocok dengan kalimat atau teks saya. Quilboot membantu saya untuk mengoreksi dan memilih kata karena didalamnya banyak sekali kosakata yang sering kali saya tidak kepikiran dengan kosakata tersebut.”

3. Jika kamu mengalami kendala dalam memahami penjelasan dari dosen karena sinyal yang buruk saat pembelajaran online writing, apa yang kamu lakukan? (Pilih dan jelaskan kenapa).

- A. Menggunakan Wi-Fi daripada menggunakan kuota internet sendiri.
- B. Tetap menggunakan kuota internet sendiri kemudian mencari tempat dimana ada sinyal internet yang stabil.
- C. lainnya.

Jawaban: Pilihan A.

“Karena kebetulan di rumah saya memang berlangganan Wifi. Hanya saja kendalanya jika terjadi pemadaman listrik, maka jaringan Wifi saya juga mati. Sehingga tetap terdapat kendala sinyal saat pembelajaran online writing.”

4. Setuju atau tidak, bahwa dengan menggunakan tools Quilboot, kamu sangat terbantu ketika menulis dalam Bahasa Inggris. (Setuju/ Tidak Setuju, berikan alasan)

Jawaban: SETUJU

“Karena saya merasa cukup terbantu dengan Quilboot. Saya menggunakannya saat saya mengoreksi grammar pada kalimat atau teks yang saya buat serta mencari referensi pilihan kata yang lain yang akan lebih cocok dengan kalimat atau teks saya. Quilboot membantu saya untuk mengoreksi dan memilih kata karena didalamnya banyak sekali kosakata yang sering kali saya tidak kepikiran dengan kosakata tersebut.”

5. Setuju atau tidak, bahwa dengan belajar melalui Social Media (Instagram, Facebook, YouTube dan Twitter), skill menulis Bahasa Inggris kamu meningkat. (Setuju/ Tidak Setuju, berikan alasan).

Jawaban; SETUJU

“Karena dengan membiasakan kita dalam menggunakan grammar yang baik dalam membaca maupun menulis dapat meningkatkan skill menulis bahasa Inggris. Kebiasaan menulis caption di media sosial menurut saya sangat memberi dampak yang baik untuk meningkatkan skill menulis bahasa Inggris dengan baik dan benar.”

Name : Naura Fairuz Syifa

NIM : 206121291

Class : 5H

1. Jika kamu mengalami kesulitan menulis bahasa Inggris dalam mencari ide, ejaan yang benar dan struktur paragraf yang baik, apa yang akan kamu lakukan? (Pilih & jelaskan kenapa)
 - A. Mencari materi pembelajaran yang bergambar menarik sesuai dengan topik pembelajaran.
 - B. Menggunakan bantuan dari tool "Quilboot"
 - C. Belajar & mencari referensi melalui social media (Instagram, Facebook, YouTube dan Twitter)
 - D. Bertanya dan berdiskusi dengan dosen atau teman sebaya.

Jawaban: Pilihan A

“Karena gaya belajar saya adalah visual. Gambar yang menarik bisa membantu saya dalam memahami materi pembelajaran dan membantu mengembangkan ide tulisan melalui imajinasi.”

2. Jika kamu mengalami kesulitan menulis Bahasa Inggris terutama dalam aspek grammar & vocab apa yang akan kamu lakukan ? (Pilih dan jelaskan kenapa)

- A. Mencari materi pembelajaran yang bergambar menarik sesuai dengan topik pembelajaran.
- B. Menggunakan bantuan dari tool "Quilboot"
- C. Belajar & mencari referensi melalui social media (Instagram, Facebook, YouTube dan Twitter)
- D. Bertanya dan berdiskusi dengan dosen atau teman sebaya.

Jawaban: Pilihan C

“Belajar grammar dan memperkaya vocab biasa saya lakukan melalui sosial media dan you tube. Mengapa? Karena sangat menyenangkan bagi saya jika belajar melalui penjelasan video, serasa seperti belajar privat. Belajar melalui audio visual juga membantu meningkatkan mood saya dalam belajar. Sehingga materi yang disampaikan sangat mudah saya pahami.”

3. Jika kamu mengalami kendala dalam memahami penjelasan dari dosen karena sinyal yang buruk saat pembelajaran online writing, apa yang kamu lakukan? (Pilih dan jelaskan kenapa).
 - A. Menggunakan Wi-Fi daripada menggunakan kuota internet sendiri.
 - B. Tetap menggunakan kuota internet sendiri kemudian mencari tempat dimana ada sinyal internet yang stabil.
 - C. lainnya.

Jawaban: Pilihan B

“Karena dirumah saya tidak ada wifi, jadi saya biasa menggunakan kuota internet sendiri.”

4. Setuju atau tidak, bahwa dengan menggunakan tools Quilboot, kamu sangat terbantu ketika menulis dalam Bahasa Inggris. (Setuju/ Tidak Setuju, berikan alasan)

Jawaban : Setuju

“Karena melalui Quilboot dapat membantu mahasiswa yang kesulitan mencari ide tulisan dalam writing essay atau apapun, karena Quilboot memiliki banyak pilihan kata.”

5. Setuju atau tidak, bahwa dengan belajar melalui Social Media (Instagram, Facebook, YouTube dan Twitter), skill menulis Bahasa Inggris kamu meningkat. (Setuju/ Tidak Setuju, berikan alasan).

Jawaban: Setuju

“Karena belajar menulis melalui sosial media atau youtube sangat membantu saya dalam memahami materi dan juga tata bahasanya dengan baik dan jelas.”

Name : Luthfia Raka Pertiwi

NIM : 206121278

Class : H

1. Jika kamu mengalami kesulitan menulis bahasa Inggris dalam mencari ide, ejaan yang benar dan struktur paragraf yang baik, apa yang akan kamu lakukan?

A. Mencari materi pembelajaran yang bergambar menarik sesuai dengan topik pembelajaran.

- B. Menggunakan bantuan dari tool "Quilboot"
- C. Belajar & mencari referensi melalui social media (Instagram, Facebook, YouTube dan Twitter)
- D. Bertanya dan berdiskusi dengan dosen atau teman sebaya.

Jawaban : Pilihan D.

“Karena dengan bertanya dosen atau teman sebaya mungkin mereka mengetahui ilmu nya, dan saya dapat mengerti apa yang di sampaikan oleh mereka. Sehingga dapat mempelajari sendiri dengan adanya penjelasan dari dosen maupun dari teman.”

2. Jika kamu mengalami kesulitan menulis Bahasa Inggris terutama dalam aspek grammar & vocab apa yang akan kamu lakukan ? (Pilih dan jelaskan kenapa)
 - A. Mencari materi pembelajaran yang bergambar menarik sesuai dengan topik pembelajaran.
 - B. Menggunakan bantuan dari tool "Quilboot"
 - C. Belajar & mencari referensi melalui social media (Instagram, Facebook, YouTube dan Twitter)
 - D. Bertanya dan berdiskusi dengan dosen atau teman sebaya.

Jawaban: Pilihan C.

“Karena dengan belajar menulis bahasa Inggris di Social Media seperti YouTube, saya bisa mencari berbagai macam video tutorial tentang materi

tata bahasa dalam bahasa Inggris (grammar) dan dapat menerapkan di kemudian hari.”

3. Jika kamu mengalami kendala dalam memahami penjelasan dari dosen karena sinyal yang buruk saat pembelajaran online writing, apa yang kamu lakukan? (Pilih dan jelaskan kenapa).
 - A. Menggunakan Wi-Fi daripada menggunakan kuota internet sendiri.
 - B. Tetap menggunakan kuota internet sendiri kemudian mencari tempat dimana ada sinyal internet yang stabil.
 - C. lainnya.

Jawaban: Pilihan C.

“Saya memilih opsi C yaitu lainnya karena, jika opsi A dan B sudah tidak bisa di kondisikan saya memilih untuk cari jalan supaya bisa mendapatkan sinyal dengan baik agar dapat mengikuti pembelajaran secara onlin, saya sebisa mungkin mencari tempat yang dapat di jangkau oleh sinyal.”

4. Setuju atau tidak, bahwa dengan menggunakan tools Quillboot, kamu sangat terbantu ketika menulis dalam Bahasa Inggris. (Setuju/ Tidak Setuju, berikan alasan)

Jawaban: Setuju.

“Quillbot adalah aplikasi online yang digunakan untuk memparafrase kalimat untuk menghindari plagiarisme, meringkas kalimat yang panjang, dan meningkatkan tata bahasa agar terlihat lebih ringkas dan profesional.”

5. Setuju atau tidak, bahwa dengan belajar melalui Social Media (Instagram, Facebook, YouTube dan Twitter), skill menulis Bahasa Inggris kamu meningkat. (Setuju/ Tidak Setuju, berikan alasan)

Jawaban: Setuju.

“Karena dengan belajar menulis bahasa Inggris di Social Media seperti YouTube, saya bisa mencari berbagai macam video tutorial tentang materi tata bahasa dalam bahasa Inggris (grammar), mulai dari tingkat pemula hingga lanjutan, sehingga saya dapat memilih video yang sesuai dengan tingkat kemampuan saya agar dapat lebih mudah untuk memahami materi tersebut.”

Appendix 6
Photograph With Participants



Appendix 7

Online Learning Materials

