
**EXPLORING LECTURERS' EXPERIENCES IN TEACHING WRITING SKILLS
THROUGH ONLINE LEARNING AT THE ENGLISH LANGUAGE EDUCATION STUDY
PROGRAM OF KHAIRUN UNIVERSITY**

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Abstract

The purpose of this research was to explore three lecturers of English Education Study Program experiences in teaching writing online, types of online learning platform, Techniques that used in teaching writing online, and the challenges faced by the lecturers. This research applied descriptive qualitative method and three lecturers participated as respondents of this research. Data were collected through interview and checklist questionnaire and the data were analyzed using content analysis. The results showed that in teaching writing online, the lecturers used a number of online learning platform where they have been familiar those online learning platform, such as Whatsapp messenger, Virtual class, Zoom meeting, and Google meet. Further, in terms of techniques in teaching writing, it is found that the lecturers use Picture technique, Reading technique, Teaching organization technique, Controlled writing technique, Mind mapping, and List techniques. It was also found in this research that there a number of challenges faced by the lecturers during teaching writing through online;(1) Lecturers got challenges to control students during writing their drafts. (2) it is sometime the lecturer get challenges of time management, it is take time to access the online learning platform and it is also some of the online platform should be paid monthly and the last, the lecturers has limited internet quality access.

Keywords: *Lecturers' Experiences, Online Learning platform, Techniques in Teaching Writing.*

INTRODUCTION

Writing is one of important skill that have to be learned by students. They are able to express their ideas, information, thoughts, experiences and feeling with written. However, in reality when expressing their thoughts and feelings in the form of essays or paragraph, the students still do mistakes.

Writing skill is as a difficult skill to do because the students have to generate and organize ideas into good English text. Furthermore, converting ideas into understandable writing is a time-consuming process. Dealing with writing, the students need to pay attention to levels of skills, namely from the low level skills, such as: spelling, punctuation, word choice; and to the high level skills such as, planning and organizing. Either lecturers or students can easily imagine what will happen to any students dealing with writing if these students have low language proficiency.

Good writing can be seen from the completeness, unity, and coherences. Thus, a good writing should consider the content, organization, language use or grammar, vocabulary, and mechanic like capitalization, punctuation, spelling, etc. However, it needs process to achieve a good result. It can be realized by exploring various ways or strategies or techniques.

Writing activity is carried out in various ways that can represent what approach that is used. In general, writing process can be categorized into two approaches, namely products approach and process approach. Lecturer has responsibility to make the transferring of their knowledge to the students. Easily in one meeting, lecturer not only focuses on one of the aspect skill but the lecturer covers all of skills in teaching-learning process. But unfortunately, due to the Covid-19 pandemic, the entire teaching and learning process must be done online.

In facilitating the teaching process, lecturers also use several platform as learning media. Such as whatsapp, virtual class, google meet and edmodo. These platforms are expected to be mastered by lecturers, because it can be facilitate the online learning. Teaching techniques also helps lecturers

create fun and enjoy activities in the class and make students learn with cheers and enthusiasm. With different types of teaching techniques, both of lecturer and students will enjoy the process of teaching and learning. It is also necessary to have a technique thus students can understand and the learning objectives conveyed by the lecturer can be conveyed properly. It is not easy to teach online, it takes special skills, good understanding, and professional experience for lecturers to apply online writing techniques. This is the reason for researcher to conduct further research related to the lecturers' experiences in teaching writing through online. Thus, researcher is interested in researching or formulating research title such as exploring lecturers' experiences in teaching writing skill through online learning.

Theoretical Foundation of Writing

Brown (1994) in Oktavianingrum (2019) stated that writing is an activity that produces something from mind become meaningful a text of the sentence. Make a good writing by arranged sequence sentence. Shortly, writing skills are specific abilities which help writer put their thoughts into words in a meaningful form and mentally interact with the message. Deviani, D. et al (2014) believed that writing is not only a process of linking words into sentence or paragraph, it is a sequence or steps of ideas, organized thoughts and feeling in the form of words and combined into sentence and then into paragraphs in which every sentence is closely related one another.

Moreover, by doing writing, students are able to deliver their ideas and thoughts in written form. Cheung (2016) said that in teaching writing, we need to explicitly teach the writing processes and the specific strategies to enhance students' writing competence. It is useful for writing teachers to learn the various approaches to teaching writing. However, teachers need to understand that helping students in idea generation and in planning as well as teaching the rhetorical moves of the particular genres alone are inadequate in helping students improve their writing.

Writing has a unique position in language teaching since its acquisition involves a practice and knowledge of other three language skills, such as listening, reading and speaking. Moreover, it requires mastering of other skills, such as met cognitive skills. Learners need to set an objective for their writing, plan it carefully, think over its layout and logical structure. In the process of writing they have to use cognitive skills; they have to analyze their sources and then synthesize them in a compact piece of writing. Gaith (2002) in Oktavianingrum, R. (2019) stated that writing is complex process that allows writer to explore thought and ideas on the paper. It means that in writing text the students have to consider many things to build a good writing.

Lecturers' Experiences in Teaching Writing

Teaching writing requires complex knowledge that extends beyond knowing how to write well. According to Hillocks (1991), this knowledge combines three different elements. *First*, teaching writing requires knowledge of the general writing process, such as understanding different approaches to prewriting or that revision means more than just editing. *Second*, to teach writing, lecturers draw on knowledge of varied processes aligned with producing particular written genres. And *third*, effective writing teachers understand how to develop the content or substance of a particular text and how the process of developing that content varies from genre to genre.

Also important for lecturers of writing to remember are the rich, cultural resources students bring to the classroom, particularly as these resources relate to text production. Effective teachers of English learners also understand the developmental trajectories of their students as writers—and that this developmental trajectory is different from that of native English speakers (Harklau & Pinnow, 2009; Ortmeier-Hooper, 2013; Silva, 1993).

Teaching Writing Online at EFL Class

Dwahan (2020) stated that online learning faces many challenges ranging from learners' issues, educators' issues, and content issues. It is a challenge for institutions to engage students and make them participate in the teaching–learning process. It is a challenge for teachers to move from offline mode to online mode, changing their teaching methodologies, and managing their time. It is challenging to develop content which not only covers the curriculum but also engage the students (Kebritchi et al., 2017). The quality of e-learning programs is a real challenge. There is no clear stipulation by the government in their educational policies about e-learning programs. There is a lack of standards for quality, quality control, development of e-resources, and e-content delivery. This problem needs to be tackled immediately so that everyone can enjoy the benefits of quality education via e-learning.

Teaching Writing in Online Platform

Online learning, as a subset of all distance education, has always been concerned with the provision of access to educational experiences that is, at the least, more flexible in time and in space than campus-based education (Oliver et al., 2009). The most characteristics of online learning are related to flexibility in time and house, students' and instructors' involvement, and different characteristics that online learning shares with distance education. Therefore, online learning might not be ready to serve all disciplines within the same method, and not all online learning environments are similar.

The use of online learning platform such as whatsapp messenger, google meet, zoom meeting and edmodo has been implemented by some teachers and lecturers as an attempt in integrating technology into teaching and learning process in the classroom. The online platforms promote both inquiry based learning and independent learning since the online platforms facilitate interactions between lecturers and students although they are not in the same room.

1. Whatsapp Messenger

Whatsapp is an internet-based application which is one of the most popular impacts of the development of information technology. According to Larasati, et al (2013), whatsapp is an application for instant messaging, and allows us to exchange images, videos, photos, voice messages, and can be used to share information and discussions. Mutmainnah & Azmina (2020), in their research, said that lecturers can implementing five learning activities during writing class in their group. The writing activities are presented below:

- a. The lecturers' first writing activity on the whatsapp group was to share and explain the writing materials;
- b. After explain the materials, the lecturer asked the students to engage in a brief discussion about the previously explained materials;
- c. After that, the lecturer instructed students on how to construct sentences. The lecturer specified a time limit for composing the sentences;
- d. And then editing sentences. Editing was one of the primary activities in this writing class. Besides composing sentences, students were also expected to edit the sentences to make their sentences more perfect;
- e. Then posting writing product. Writing is a productive language skill.

2. Zoom Meeting

In Putra (2020) said that learning activities that can be implemented when using the zoom application are discussion forums, where students are asked to enter class via the link and code that has been provided, then start two-way communication materials. Lecturers create a topic that can later be commented on and discussed by students in the online class.

3. Google Meet

Wahyuni (2021) said that there are several steps to start online learning through google meet. First, students are asked to join through the given meeting code. Then the lecturer starts learning with the share screen feature, which is to share material on the screen, then the white board can be used to clarify when the lecturer gives an explanation in the form of writing, and a chat column that students can use to write down questions or ideas that have not been understood regarding the material presented. Further, the use of Google Meet can also be used for the process of evaluating student attitudes, such as when students convey ideas, thoughts, opinions or questions related to the material presented by the teacher. Thus the enthusiasm of students can be seen. Teachers can also easily assess student activity during the online learning process.

4. Virtual Classes

Virtual classes facilitate interaction between students and learning materials. Likewise, the interaction between students and teachers or lecturers and between fellow students. Students can share information or opinions on various matters relating to lessons and other needs for self-development of students.

5. Edmodo

There are three steps in using Edmodo in writing class. Those steps are preparation, teaching, and learning process and valuation Daelani (2017) in Alka and Umamah (2020).

Techniques in Teaching Writing

Technique is a way how teacher delivers the lesson through classroom activities in order to reach the learning goal (Brown, 2000:7). Thus, the process of transferring knowledge to the learners in order that learners can know or understand about what have lecturers explained.

Techniques in teaching writing focuses on what techniques are used by the lecturers and how they apply those techniques in the classroom. The lecturers have to create some steps in order to give instructions that are appropriate with the technique used. There are many kinds of techniques that can be used to teach writing. According to Raimes (1983), there are four techniques used in the teaching writing skill, namely:

a. Technique in Using Picture

In teaching writing teacher can be used the picture, drawing, posters, cartoon or other illustrations. This technique can be used as teaching aids and used in classroom. According to Raimes (1983), using wordless or picture book, students can create their own narrative. A picture can be media because those can be valuable resources. The picture provides a shared experience for students in the classroom, a common based that leads to a variety of language activities and also variety of tasks.

b. Technique in Using Reading

Reading also can be used as the teaching technique in teaching learning process. The lecturer can give stimulus or example by using reading story, a newspaper, magazine or other. According to Raimes (1983), many writing exercises will be assigned based on specific readings; there will be some writing exercises in which the students will be given the opportunity to choose the book or passage that they will be read. This should not be difficult to set a classroom with reading material suitable for this writing unit. Passages for these exercises would most often be chosen by the students themselves.

c. Technique in Controlled Writing

Controlled writing also known as guided writing and it has been a tradition for a long time in English as second or foreign language classroom. According to Raimes (1983), controlled writing

is a useful tool at all levels of composition teaching and not just in the early stages before students get enough fluency to handle free writing. It is still considered an effective tool in helping students put words on paper. Unlike free writing, controlled writing takes place when learners are provided with lots of content and form an outline to complete paragraphs to manipulate, model to follow or part to proceed. Also, controlled writing helps in preventing errors that seem to occur from the first language disorder and reinforces the use of a second language pattern.

“In this technique, trainer will asks some questions to tap the knowledge of the respondents or to obtain their hypotheses or conclusions and then sorts the responses into categories. The guided-teaching method is a nice break from straight lecturing and allows the trainer to learn what participants already know and understand before making instructional points. This method is especially useful when teaching abstract concepts”. It has been stated by Silberman (2005). In Arumi (2015) said that it belongs to a simple technique because students are still guided by the lecturer with questions. It purposes to give students any description about the topic, especially for abstract one. It also gives any background knowledge and vocabularies relating to the topic. Then, it is hoped to be able to help students explore the topic in their writing activity.

d. Technique in Teaching Organization

Technique in teaching organization is a technique where the students do a process from general statements to specific ones for the writing (Raimes: 1983). In addition, according to Cali (2003), teaching organization is much more complicated than teaching students the formula for the five-paragraph essay. Although formula writing can help scaffold students' early effort at writing a particular genre, the scaffolding must eventually be removed to allow students to grow as writers.

1. Outlining

Tazky (2018) in her journal said that outline is a plan to think and organize some ideas that will be arranged into a good writing before writing a paper or essay, or a form plan to think and organize some ideas that will be arranged into a good writing. Students will be able to learn more about the subject being covered if they use an outline. Furthermore, the outline structure includes subject and particular information regarding the topic to be presented.

2. Analyzing

An analysis is a thorough examination of a subject. It entails conducting research and breaking down the results into smaller pieces. This technique is used to analyze the details of students' writing; it presents their specific argument about a topic and backs it up with evidence.

However, there are also some techniques in teaching writing by Silberman (2006):

a. Index-Card Match Technique

Silberman (2005) stated that to create an index-card matching activity, the trainer writes each tool on a card and the definition on a separate card. The cards are combined and shuffled. Each participant receives a card (either a term or a definition) and then finds its match. Arumi (2015) also believed that it will help students actively participate in writing process. It will also help the class atmosphere cheerful and pleasant, and sometimes a bit noisy.

b. Team-Quiz Technique

Silberman (2005) said that this technique is an enjoyable and non-threatening way to increase the participants' accountability for what they are learning from a lecture or presentation. Arumi (2015) also stated that quiz-team technique is a technique for writing activity by giving quiz or questions to the students working in groups.

It can be concluded that teaching techniques are ways or efforts made by teacher or lecturers in implemented learning process. In implementing learning process, lecturers need to understand various techniques well.

METHODOLOGY

This research were used qualitative descriptive method. Qualitative method is a process of scientific research that is intended to understand human problems in social context by creating a comprehensive and complex picture presented, reporting detailed views of sources of information, and carried out in the natural setting (Creswell 2009). Content analysis is a scientific technique for interpreting text or content. Krippendorff (2004) defines content analysis as a research technique to infer the meaning of a text or through procedures that are reliable, can be replicated or applied in different contexts (replicable), and legitimate.

Research setting & participant

This research was conducted at one of Universities east Indonesia. Three Lecturers were participated in this study. They have been teaching writing course at University level more than 5 years in offline.

Data Collection Technique

There were two data collection techniques were used, questionnaire and interview. There were closed-ended questionnaire consists of 20 items related to the participants' experience. The interview were used to gain in-depth explanation and description on the lecturers' experiences in teaching writing online.

Technique of Data Analysis

Data analysis is the process of simplifying data into form that is easier to understand the process of teaching and learning process. Content analysis were used. There were six steps of analyzing data proposed by Creswell (2009):

The first step is organize and prepare the data for analysis. This involves transcribing interviews. Optically scanning material. Typing up field notes, or sorting and arranging the data into different types depending on the sources of information. *The second, read through all the data.* This step deals with obtain a general sense of the information and to reflect on its overall meaning. *Third step is coding process.* Coding is the process of organizing the material into chunks or segments of text before bringing meaning to information (Creswell, 2009). It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term, often a term based in the actual language of the participant (called an in vivo term). The four steps is using the coding process to generate a description of the setting or people as well as categories or themes for analysis. *Description* involves a detailed rendering of information about people, places, or events in a setting. Researchers can generate codes for this description. The fifth steps is how the description and themes will be represented in the qualitative narrative. The most popular approach is to use a narrative passage to convey the findings of the analysis. This might be a discussion that mentions a chronology of events, the detailed discussion of several themes (complete with subthemes, specific illustrations, multiple perspectives from individuals, and quotations) or a discussion with interconnecting themes and a final step in data analysis involves making an *interpretation* or meaning of the data.

DISCUSSION

The result of data analysis was divided into Teaching Writing Experience in Teaching Online, Teaching Materials, Online Learning Platform, and Various Technique in Teaching Writing.

1. Teaching Writing Experience

This research found that three lecturers who are participated in this research, they have different qualification in period of teaching.

Table 1. Teaching Writing Experience

Theme	Description	
Categorization	Code	Subcode
Lecturer qualification	L1	More than 5 years
	L2	14 years
	L3	17 years

The data analysis shows that each respondent has different qualifications. First lecturer (L1) said that *“I have been teaching writing more than five years”*. Different from L1, second lecturer (L2) claimed that he has been teaching writing almost 14 years old. *“I have been teaching writing since 2007 odd semester”*. Furthermore, the third lecturer (L3) stated that she has been teaching writing at Khairun University about 17 years old. *“I have been teaching writing started from 2003 until now”*.

2. Experiences in Teaching Online

Teaching writing requires knowledge of the general writing process, such as understanding different approaches to prewriting or that revision means more than just editing. Teaching writing, lecturers draw on knowledge of varied processes aligned with producing particular written genres.

Table 2. Experience in Teaching Online

Theme	Description
Categorization	Code
Experience in teaching online	Easy to share materials.
	Utilizing existing technology media.
	Spend more time because we can not meet students.
	Very limited time when using online learning platform.

Interviews data show that the lecturers proposed that teaching online has advantage and disadvantage. Table 2 show that both L1 and L3 viewed advantages in teaching online are that easy to share material and utilize existing technology media. L1 stated that *“my experience in teaching online, it is easy when we share the materials”*. On the other hand, L3 also claimed that *“in online teaching, we use virtual class to absent and uploading material, then we meet via zoom”*.

Furthermore, it also can be seen in table 2 the disadvantage in teaching writing online is time management. L1 mentioned that *“it is difficult when we apply the exercises in online. We also need many times to reach out all students”*. As well as L1 perspective of disadvantages of teaching online experiences, L2 pointed out that *“teaching online is difficult. We have to spend more time because we cannot meet students directly”*. There are other experiences proposed by the lecturers in teaching writing online based on the result of interviews data.

3. Teaching Materials

Learning is a process of students' interaction with lecturers and learning resources in a learning environment. Learning can be said as a process of helping students gain knowledge, skill, and define their attitude. These all deals with how the materials are prepared and delivered.

Table 3. Teaching Materials

Theme	Description
Categorization	Code
Teaching materials	Preparing RPS and learning media.

Interview data showed that respondents sent the materials in form of power point, and images. The respondent also provided lesson plans as materials guidance of teaching in several meetings. L1

stated that *“I prepare RPS or lesson plan before start teaching”*. L2 claimed that he prepare RPS and materials in the form of power point before teaching writing. *“RPS and materials are definitely prepared”*. In the same way, L3 also argued that in the process of teaching materials, she sent the material first to the students. She commented: *“I prepare RPS and some materials. Usually, it shared at the beginning of meeting. The RPS covers meeting 1-16”*.

4. Online Learning Platform

Online learning platforms can be used as learning media. These online platforms have also been widely used as learning alternatives in many situations. One of them is in the education sector.

Table 4. Online Learning Platform

Theme	Description
Categorization	Code
Online Learning Platform	- Whatsapp messenger
	- Virtual class
	- Zoom meeting
	- Google meet.
	- Edmodo

The data analysis in the table 4 above, the online learning platform can be divided into: (1) most platforms used, (2) rarely used and (3) not used. In the most platform used, L1 and L3 has the same thing in using online learning platform, they were used Virtual class (VC), Whatsapp messenger (WM) and Zoom meeting (ZM). L1 stated that *“in online learning, the most platform that I used are Virtual class (VC), Whatsapp messenger (WM) and Zoom meeting (ZM)”*. L3 also argued that *“I used Virtual class (VC), Whatsapp messenger (WM) and Zoom meeting (ZM) in online learning”*. Meanwhile, L2 said the most platform that he used are: Virtual class (VC) and Zoom meeting (ZM). L2 stated that *“I often use (VC) and (ZM)”*.

Furthermore, the rarely platform used by respondents is Google meet (GM). L1 said that *“I used google meet (GM) once at the beginning of online learning”*. The last is online platform that not used by respondents is edmodo (E).

1. Whatsapp Messenger

What Sapp is an internet-based platform which is one of the most popular impacts of the development of information technology. This internet-based aplatform has the potential to be used as a communication medium, because it makes it easier for users to communicate with each other

Table 5. Whatsapp Messenger

Theme	Description
Categorization	Code
Whatsapp messenger	Whatsapp is used to send materials.

As shown in table 5, three respondents used Whatsapp messenger only in sending material and information in groups that has been created previously. L1 and L3 said that they were used WM for sending materials same as Virtual Class.

2. Virtual Class

Virtual classes facilitate interaction between students and learning materials. Likewise, the interaction between students and teachers or lecturers and fellow students. Students can share information or opinions on various matters relating to lessons and other needs for self-development of students. Teachers or lecturers can place teaching materials online that can be downloaded by

students, and assign assignments to students and collect them through virtual classes that have been provided.

Table 6. Virtual Class

Theme	Description
Categorization	Subcode
Virtual class	Virtual class is used to send materials and then give feedback to students. It cannot directly comment on students' working.

As table 6 shows, there are advantage and disadvantage of using Virtual class (VC). Respondents agree that VC is a good platform in sending materials and giving feedback to students. Same as Whatsapp (WM). Disadvantage of this platform is, it can not directly comment on students' working. L2 stated that *"problem of VC is we cannot comment directly students' writing and just giving feedback even though only by whatsapp and students' personal e-mail"*.

3. Zoom Meeting (ZM)

Zoom cloud meeting is an alternative platform for virtual meeting to facilitate communication between lecturers and students without making direct contact and be able to support learning need in today's digital era.

Table 7. Zoom Meeting

Theme	Description
Categorization	Code
Zoom meeting	Zoom is good because it can be face to face. Have limited time and unsupported connection quality.

The result showed that there is advantage and disadvantage in using Zoom meeting (ZM). It can be seen in table 7. L3 said that ZM has advantage in teaching online. *"We can directly monitor students even though in virtual"*. L2 also commented that he enjoyed in using ZM platform, but bad connection is the problem. It made teaching online process not optimal. L1 said that *"disadvantage of this platform that is: has limited time in teaching online except those whom pay monthly"*.

4. Google Meet (GM)

Similar to ZM, the GM platform also provides an online distance learning experience. GM can be accessed using the web or android and ios systems. The GM can also accommodate more than 100 participants. But unfortunately, from the result of interviews data, only one out of three respondents used this platform.

Table 8. Google Meet

Theme	Description
Categorization	Code
Google meet	Rarely use google meet. It's just the beginning of online learning.

Result showed that two of three respondents did not use google meet as online learning platform (GM). Meanwhile, one respondent used GM only at the beginning of the implementation of online learning. L1 stated that *“I used GM once at the beginning of online learning”*.

5. Edmodo (E)

Edmodo is a social media concept of virtual education which helps lecturers and students in a form of a new style of learning. Current developments have with messed a change in a way of students learning with technological developments.

Table 9. Edmodo

Theme	Description
Categorization	Code
Edmodo	Not use this platform.

The data analysis in the table 9 showed that three respondents did not use Edmodo (E) as an online platform. L1 and L3 have the same arguments that they were not use Edmodo (E) in teaching online. L2 stated that *“I did not use Edmodo (E), but I heard that Edmodo (E) is a good platform”*.

5. Various Technique in Teaching Writing (VTW)

Technique is a way how teacher delivers the lesson through classroom activities in order to reach the learning goal. Techniques in teaching writing focuses on what techniques are used by the lecturers and how they apply those techniques in the classroom. The lecturers have to create some steps in order to give instructions that are appropriate with the technique used.

Table 10. Various Techniques in Teaching Writing

Theme	Description
Categorization	Code
Various technique in teaching writing	- Technique in using picture
	- Technique in teaching organization
	- Technique in using reading
	- Technique in controlled writing
	- Index match card technique
	- Quiz team technique
	- Mind mapping
- List group label	

The data analysis in the table 10 above, techniques in teaching writing (VTW) can be divided into: (1) most techniques implemented and not implemented in teaching online. Most techniques implemented, L1 stated that he implemented reading technique (TR) and controlled writing technique (TCW). Furthermore, L2 and L3 mentioned that they were implemented picture technique (TP), reading technique (TR), controlled writing technique (TCW), and teaching organization technique (TO). *(ZM) in online learning”*. Meanwhile, observe from interview data, found out that L2 also implemented two other techniques in teaching online, out of material in Chapter two. *“beside techniques that I mentioned, I also implemented mind mapping (MM) and list group label (LGL) as teaching techniques”*.

Techniques that not implemented by respondents are: Index match card technique and Quiz team technique. L3 said that *“quiz team technique was not implemented due to pandemic conditions which required students to study from home and there were no study groups”*.

a. Technique in Using Picture

In teaching writing, lecturers can be used the picture, drawing, posters, cartoon or other illustrations. This technique can be used as a teaching aids and used in classroom.

Table 11. Technique in Using Picture

Theme	Description
Categorization	Code
Technique in using picture	Using picture technique is used to teach descriptive writing.

The data analysis in the table 11, picture technique is used to describe an image, place, and other things to simulate students' attention. L3 said that TP is usually used in teaching descriptive writing.

b. Technique in Using Reading

Reading also can be used as the teaching technique in teaching learning process. The lecturer can give stimulus or example by using reading story, a newspaper, magazine or etc.

Table 12. Technique in Using Reading

Theme	Description
Categorization	Code
Technique in using reading	Students read articles found on the internet and then make it an experience in writing new texts.

The data analysis in the table 12, three respondents used the Technique in using reading (TR). L2 said *"in reading technique, students need to read articles from internet to make they understand what they were reading, more critically and having experience in writing new texts"*. L3 also said that *"reading technique is implemented because every materials that we shared, it needs to read first then you can understand the instruction"*.

c. Technique in Controlled Writing

Controlled writing also known as guided writing and it has been a tradition for a long time in English as second or foreign language classroom.

Table 13. Technique in Controlled Writing

Theme	Description
Categorization	Code
Technique in controlled writing	Controlled writing helps in preventing errors that seem to occur from the first language disorder and reinforces the use of a second language pattern.

The data analysis in the table 13, technique in controlled writing (TCW) is used to control directly students' writing organization. L1 said that lecturers give topics to students and then control students' writing organization. Directing students in each writing section. L1 and L3 mentioned that example of control writing is writing a proposal background. Students asked to write within the allotted time, after those students are given feedback.

d. Technique in Teaching Organization

Teaching organization is much more complicated than teaching students the formula for the five-paragraph essay. Although formula writing can help scaffold students' early effort at writing a particular genre, the scaffolding must eventually be removed to allow students to grow as writers.

Table 14. Technique in Teaching Organization

Theme	Description
Categorization	Code

Technique in teaching organization	Explain writing organizations in detail to students.
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The data analysis shows that two of three respondents use this technique in teaching online. Organization technique is a technique where the students do a process from general statements to specific ones for the writing. L2 said that “*teaching organization technique is explain writing organization in detailed to students*”. In addition, according to L3, “*TO is used to ask students reorganize the writings or articles they have read*”.

e. Mind Mapping (MM)

Mind mapping is a graphical way to represent ideas and concepts. It is a visual thinking tool that helps structuring information, helping to analyze, comprehend, synthesize, recall and generate new ideas.

Table 15. Mind Mapping

Theme	Description
Categorization	Code
Mind mapping	Mind mapping is used to increase students' learning motivation and skills.

As table 15 shows, two of three respondents were not used this technique. While one other respondent often used. L2 said that “*mind mapping (MM) is a technique that used to increase students' learning motivation and skills because it makes it easier for them to be creative in expressing their thoughts and compiling/organizing ideas in written form*”. This technique is not included in Chapter two, this technique was obtained when interviewing L2 in the field. Used as one of teaching writing techniques.

f. List-Group Label (LGL)

List group label is a strategy that make students create their own words, they look for words from the dictionary related the topic.

Table 16. List-Group Label

Theme	Description
Categorization	Code
List-group label	Help students to organize and remember new words in writing sentences.

As table 16 shows, two of three respondents were not used this technique. Meanwhile, one respondent often used in teaching writing. L2 said that this technique is used to help students organize and remember new words in writing sentences. This technique is not included in Chapter two, this technique was obtained when interviewing L2 in the field.

6. Challenges in Teaching Writing Online (CTO)

This research found that three lecturers, who are participated in this research, have some challenges facing in teaching writing through online.

Table 17. Challenges in Teaching Writing Online

Theme	Description
Categorization	Code
Challenges in teaching writing online	- Can not seen students' draft directly. - Limited time in teaching

through online learning platform.
 - Bad connection.

As table 17 shows, there are several challenges (CTO) found in online learning. L1 stated that when teaching in online, sometimes he faced the bad internet connection. L2 commented that when he teach in online, sometimes he do not know text that students collect, written by themselves or copy-pasted, because he cannot control directly. L3 said in using online platform, there are limited time for those who do not pay monthly.

7. Suggestion (S)

The three lecturers, who are participated in this research, have some suggestions about teaching writing through online.

Table 18. Suggestion

Theme	Description
Categorization	Code
Suggestion	Students need to increase their writing practice because it is important. If only teaching in online without coaching, it's not good for the final quality for students themselves.

As table 18 shows, there are some suggestions related to the problem by three respondents. L1 said that students need to increase their writing practice because it is important. L3 also said if only teaching in online without coaching, it's not good for the final quality for students themselves. L2 said that all of techniques and teaching media can be used through online.

CONCLUSION

The researcher drew the conclusion that In teaching writing experience, lecturers have been familiar in implemented online learning. Further, it is easy to sharing material through online platforms. Online platforms utilized in this research, were: Whatsapp messenger, Virtual class, Zoom meeting and Google meet. Mostly techniques that have been used by lecturers in teaching writing online those were: Picture technique, Reading technique, teaching organization technique, controlled writing technique, Mind mapping and List group. Challenges faced by the lecturers during teaching writing online those were: (1) lecturers cannot see the students' draft directly. (2) Have limited time in using online media except for those who pay monthly. (3) Unsupported internet quality. Some suggestion related to the problems that are: (1) students need to increase their writing practice because it is important. (2) Make a habit to study independently from home. Motivated them to start learning.

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