



**PROBLEMS FACED BY STUDENTS IN LEARNING WRITING DURING
ONLINE LEARNING**

THESIS

*Submitted to English Teaching Department
Faculty of Tarbiyah and Teacher Training of IAIN Batusangkar
as a Requirement to Obtain Bachelor Degree in English Teaching Department*

WIDIA PERMATA SARI

Reg. No. 1730104073

**ENGLISH TEACHING DEPARTMENT
FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN)
BATUSANGKAR**

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PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertandatangan:

Nama : Widia Permata Sari

NIM : 1730104073

Jurusan : Tadris Bahasa Inggris

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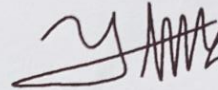
NIM. 1730104073

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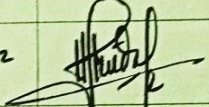
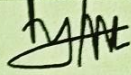
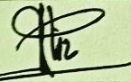
Batusangkar, 31 January 2022
Advisor,



Yuliana Kasuma, SS., M.Pd
19760705 200312 2 003

THESIS EXAMINERS' APPROVAL

This thesis was written by WIDIA PERMATA SARI, Reg. No. 1730104073, entitled "PROBLEMS FACED BY STUDENTS IN LEARNING WRITING DURING ONLINE LEARNING" has been examined by board of examiners of English Teaching Department of Tarbiyah dan Teacher Training Faculty of IAIN Batusangkar on Zoom Meeting, February 9th 2022 and approved to be accepted as requirement to obtain Bachelor Degree in Teaching English.

No	Names	Position	Date	Signature
1.	Dr. Rita Erlinda, M.Pd NIP. 19730121 200003 2 001	Chief Examiner /Examiner	14/2/2022	
2.	Yuliana Kasuma, SS., M.Pd NIP. 19760705 200312 2 003	Examiner Member /Advisor	14/2/2022	
3.	Rini Anita, M.Pd NIP. 19840723 201101 2 012	Examiner Member /Co-Examiner	14/2/2022	

Batusangkar, 14 February 2022

Approved by,

Dean of Tarbiyah Teacher Training Faculty
State Institute Islamic Studies (IAIN)
Batusangkar



Dr. Adripen, M.Pd
NIP. 19650504 199303 1 003

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The researcher,



Widia Permata Sari
NIM. 1730104073

ABSTRAK

WIDIA PERMATA SARI, NIM 1730104073, judul Skripsi, **“PROBLEMS FACED BY STUDENTS IN LEARNING WRITING DURING ONLINE LEARNING”** Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu keguruan, Institut Agama Islam Negeri (IAIN) Batusangkar.

Masalah dari penelitian ini adalah *writing* ialah salah satu keterampilan yang cukup sulit bagi kebanyakan mahasiswa, ditambah lagi pembelajaran *writing* secara daring seperti saat sekarang ini membuat mahasiswa makin kesulitan dalam belajar *writing*, dan juga *Argumentative writing* adalah sebuah mata kuliah yang sangat baru bagi mahasiswa menyebabkan banyaknya mahasiswa yang mendapati beberapa masalah dalam belajar *writing* selama perkuliahan daring di mata kuliah tersebut. Sehingga tujuan dari penelitian ini adalah untuk menggambarkan permasalahan yang dihadapi oleh mahasiswa dalam perkuliahan *writing* selama pembelajaran daring.

Penelitian ini adalah penelitian studi kasus deskriptif kualitatif. Informan dari penelitian ini adalah 9 orang mahasiswa Tadris Bahasa Inggris yang telah mengambil mata kuliah *Argumentative Writing* pada tahun akademik 2020/2021. Informan penelitian ini dipilih dengan menggunakan teknik *purposive sampling*. Pada penelitian ini peneliti berperan sebagai instrumen kunci dan pedoman wawancara sebagai instrumen pendukung. Teknik pengambilan data dalam penelitian ini adalah dengan menggunakan teknik wawancara. Untuk menguji keabsahan data, peneliti menggunakan teknik triangulasi. Selanjutnya analisis data dilakukan dengan menggunakan teori Miles, Huberman, & Saldana yang meliputi: kondensasi data, menampilkan data, memverifikasi data dan mengambil kesimpulan.

Berdasarkan analisis data, didapatkan beberapa permasalahan yang dihadapi mahasiswa dalam belajar *writing* selama pembelajaran daring yaitu: 1) Masalah dalam memahami materi, 2) Masalah dalam menemukan ide, 3) Masalah dalam mengembangkan ide, 4) Jaringan internet yang tidak stabil, 5) Masalah dalam struktur generik, 6) Masalah tidak adanya umpan balik dari dosen, 7) Kurangnya grammar, 8) Tidak cukup waktu untuk berinteraksi dengan dosen, 9) Masalah rasa kurang percaya diri, 10) Masalah akses sumber belajar, 11) Kurangnya motivasi, 12) Masalah manajemen waktu.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

In English teaching department at IAIN Batusangkar, writing is one of the important skills must be mastered by the students. According to Pangaribuan & Manik (2018), writing is the act of expressing one's own thoughts, ideas, opinions, experiences, events, and history in order to generate a polished output impacted by a variety of elements such as language, syntax, organization, spelling, and punctuation. Multiple concepts are written down in well-structured and interconnected sentences in order to receive information. Then as stated by Nasser (2019), In the process of learning a foreign language, writing is the most significant action. Writing allows you to convey your thoughts and facts in well-structured words that are simple to understand. Then, according to Anwar & Ahmed (2016), writing is a reflective activity that necessitates thought, ideas, knowledge, and vocabulary. So, writing allows you to express your thoughts and information in well-structured, easy-to-understand sentences. Writing is the most important action in the process of learning a foreign language. Writing is an activity that requires reflection, thought, ideas, knowledge, and language.

In this case, writing is the most difficult skill among the four skills that learn by students in English. Supported by Setyowati, Sukmawan, & Latief (2017), because writing is a complicated activity, it is widely acknowledged as the most difficult but least liked of the four English abilities. Also stated by Anwar & Ahmed (2016) for students, writing in a second language becomes a much more challenging challenge. Writing is more difficult than speaking because the former is more formal than the latter, and also because people speak more in their daily lives than they write. Furthermore, spoken language occurs in a natural setting, whereas writing occurs in a controlled setting.

According to Moses & Mohamad (2019), when it comes to learning to write, each student may confront unique challenges. Each pupil is special and distinct in their own way. There are some difficulties that faced by students in writing are lack of vocabulary, having trouble with grammar, incorrect spelling, students' readiness, lack of access to books and reading materials and lack of motivation. Then according to Sasmita & Setyowati (2021) there are some problems that faced by EFL students in learning to write found in this research such as writer's block (43.5%), difficulty in expressing ideas (17.4%), feeling less confident (21.7%), and afraid of making mistakes (17.4%). Also this research found most errors and mistakes made by students in their writing are the content of the writing such as unity and coherence, the organization, and the grammar.

In 2019 the world was shocked by a new virus called Corona virus or Covid-19 which originated from Wuhan, China. Fever, cough, and shortness of breath are some of the symptoms of this virus. Infection can lead to pneumonia or breathing problems in a variety of conditions. According to Zaharah (2020), because the Covid-19 virus spreads so quickly, the World Health Organization (WHO) has concluded that it has spread across the plague and endemic, and that most of the countries registered with the United Nations (UN) have contracted it.

The Covid-19 had an impact on the educational sector. Many countries' governments have issued policies to combat the spread of Covid-19, including recommendations to stay at home and prohibitions on individuals congregating and engaging in activities outside the home. In Indonesia, the government maintains the same laws, requiring that all activities be carried out at home, including staying at home, working from home, worshipping at home, and learning at home. It means that teaching and learning activities, also known as Kegiatan Belajar Mengajar (KBM), have been relocated to the home or through online learning.

According to Winarno, Devanti, & Nuraini (2021), online learning, also known as e-learning, is a type of learning that takes place over the internet

and includes features like accessibility, connectivity, flexibility, and the use of technology like zoom, Google Meet, and Microsoft Teams. Added by Efriana (2021), an internet connection is required for online learning. The teacher and the students work together to learn at the same time but in different locations. Whatsapp, telegram, zoom meeting, google meet, google classroom, edmodo, and other tools and platforms can be used. The essential device required to facilitate this online learning is a computer or android that is connected to the internet network.

Online learning is a new learning methodology in Indonesia and because of that most of students faced some problems while learning during online learning. According to Agustina, Matra, & Karimah (2020), these six topics address the major difficulties that students experience when participating in online classes, including poor lecturer performance, students' lack of independent study abilities, technical concerns with technology, heavy workloads, students' low motivation, and an unsupportive environment. Then, state by Afnibar, N, & Putra (2020), there are some difficulties that faced by students in learning during online learning are most students also mentioned that they didn't understand what the lecturer said, that they had limited learning resources (such as unavailable books), that it was difficult to study with friends because many of their friends didn't understand either, that there was no practice for proper lectures, that they had limited time to complete assignments, and that there were numerous distractions from a distracting learning environment or other tasks assigned by parents. Because a tiny number of kids did not own an Android phone, they borrowed their parents' or siblings' phones, and getting internet access was problematic.

Online learning is used at all levels of schooling in this situation. IAIN Batusangkar is one of the universities that use online learning. One of department that used online learning is English Teaching Department at Tarbiyah and Teacher Training Faculty and Argumentative Writing subject is one of subject that use it. In this subject will learn about how to write an argumentative essay and whatsapp group, zoom meeting and google

classroom are some software that the lecturer used to support to do online learning in this subject. In the class when used the zoom meeting for learning, at the first the lecturer check attendances and explain the material in the zoom meeting. When the lecturer used voice note in whatsapp group the lecturer give video explanation first and give some exercise thorough google form and sometimes the lecturer give assignment for students that is make an argumentative essay.

The learning writing procedures in this class are the lecturer explained the material through zoom meeting or voice note in whatsapp group. Then, assignments are given and collected through google classroom. A study that has examined the difficulties of students in learning writing during online learning with the result such as 1) Unstable internet connection, 2) Difficulties in expressing opinions, 3) Difficulties in generating and developing ideas, 4) Loss of concentration, and 5) Loss of motivation in writing, and 6) The feeling of lack of vocabulary by high achiever students. Then for low achiever students such as, 1) Low motivation, 2) Generating and developing ideas, 3) Grammar mastery, 4) Vocabulary, 5) Spelling, 6) Difficulties in understanding the materials, 7) Distractions during learning.

Previously, the researcher had conducted a preliminary research with some fifth semester students of English teaching department who have taken argumentative writing subject at previous semester and a lecturer who taught on the argumentative writing subject. The researcher chose argumentative writing subject because it is in this subject that students learn writing fully with online learning. Based on the preliminary research the researcher found that there are some problems that faced by students in learning writing during online learning. First from student's side, the problems that they faced in learning writing during online learning such as there is no feedback from the lecturer, difficult in understanding the topic because sometimes when the lecturer explain it through zoom meeting unstable connectivity makes explanations made by lecturers disturbed and difficult to listen to, lack of motivation, difficult in developing idea, lack of vocabulary and grammar,

then confusing with generic structure. Next from lecturer side, main problems that faced by student in learning writing during online learning is lack of participation and the lack of student activity during the learning process. Other problems are students difficult in understanding the material, so many plagiarism that detected when students make an assignment and common writing difficulties likes confused with generic structure, lack of vocabulary and grammar.

Writing is the most difficult skill for some students, also because of the Covid-19 pandemic make students learn it through online learning, and argumentative writing is a new subject for students because of that most of students feel learn writing online is a difficult one.

Observing the phenomena that the researcher found from interviews with students who took the argumentative writing subject course and a lecturer who taught the subject, this is the reason the researcher wants to explore or research more about problems faced by students in learning writing during online learning. This research really needs to be done in order to find out what problems are faced by students while learning writing on the argumentative writing subject during online learning in order to find solutions and alternative ways so that the implementation of learning activities becomes more effective and efficient.

Based on the learning writing process that does in online learning and the problems that researcher found when interviewing students and a lecturer as described above, the researchers are inspired and excited to conduct research with the title “Problems Faced by students in Learning Writing during Online Learning”.

B. Research Focus and Questions

Based on the background of the problem explained above, this research focused on problems faced by students in learning writing during online learning (Studies in fifth semester students of English Teaching Department at IAIN Batusangkar registered 2020/2021 Academic Year).

Based on the research focus above, the research questions of this research is “What problems faced by students in learning writing during online learning?”

C. The Purposes of the Research

Based on the research questions above, the main purpose of this research is to describe problems faced by students in learning writing during online learning (Studies in fifth semester students of English Teaching Department at IAIN Batusangkar registered 2020/2021 Academic Year).

D. Significance of the Research

By conducting this research, the researcher expects that the result give contributed both theoretically and practically too all parties.

1. Theoretically

By conducting this research, the researcher hopes to describe problems faced by students in learning writing during online (Studies in fifth semester students of English Teaching Department at IAIN Batusangkar registered 2021 Academic Year).

2. Practically

This research is expected give contribution to English students, lecturers and researcher herself.

a. English Students

This result of this research may help English students. The result of this research afford information for English students of English teaching department at IAIN Batusangkar about what are problems that faced by students in learning writing during online learning. Furthermore, this research is likely be a reference for reader who wants to develop their knowledge about problems faced by students in learning writing during online learning.

b. Writing Lecturers of English Teaching Department

The result of this research may help the writing lecturers of English teaching department to find out problems faced by

students in learning writing during online learning and can find new solution to make the class teaching and learning process be more effective.

c. Researcher herself

For researcher, this result can increase the researcher knowledge about problems faced by students in learning writing during online and it is requirement in getting bachelor degree (S1) at English teaching department of IAIN Batusankar.

E. Definition of Key Terms

1. Problems faced by students

Problems faced by students are some problems or difficulties that faced by students. In this research problems faced by students are some problems or difficulties that faced by fifth semester students in learning writing during online learning in previous semester at argumentative writing subject.

2. Learning writing online

Learning writing online is an activity of learning English language skill that is writing skill through online learning methodology or learning writing with the used of electronic devices and connected to internet and support by some software likes whatsapp, zoom meeting, google classroom, and others to do teaching and learning process that teacher and students do not need to meet each other.

CHAPTER II

REVIEW OF RELATED REVIEW

A. Review of Related Theories

1. Writing

a. Definition of Writing

Writing is one of four skills that must be mastered by students. According to Pangaribuan & Manik (2018), writing is the act of expressing the other's thoughts, ideas, opinions, experiences, events, and history in order to produce a finished product that is influenced by various of factors such as vocabulary, grammar, organization, spelling, and punctuation. In order to receive information, numerous ideas are constructed in well-structured and interconnected phrases in writing. Added by Abbas & Herdi (2018), writing is essentially a means of expressing, developing, and organizing thoughts into written form.

Next, state by Sasmita & Setyowati (2021), writing is a method of expressing one's thoughts or feelings via the use of symbols. Writing systems employ a set of symbols to represent speech sounds, as well as punctuation and numerals. Then, according to Nasser (2019), In the process of learning a foreign language, writing is the most significant action. Writing allows you to convey your thoughts and facts in well-structured words that are simple to understand.

Therefore, we can conclude that writing is a process or activity to produce a product that we can express, ideas, thought, or feelings. Then develop that ideas and arrange into written forms, and pay attention with vocabulary, grammar, spelling, punctuation an organization to make it be good writing.

b. Purposes of Writing

According to Ur (2003). In general, the aim of writing is to express ideas and deliver a message to the reader; thus, the ideas themselves should be regarded as the most important component of writing. It means that the goal of writing is to communicate the writer's thoughts to the reader in written form.

Then, state by Peter & Singaravelu (2020), writing can be used to communicate with people, to deliver information, to express thoughts, feelings, and reactions, to entertain, and to persuade. It can be a strong instrument for learning and remembering as a personal or private activity. It can be used to test and enhance concepts, organize thoughts, and maintain track of information.

Next, according to Coffin, Curry, Goodman, Hewings, Lilis, & Swann (2005), writing can be used for a number of purposes, including assessment, critical thinking, knowledge, and remembering, extending students' learning beyond lecturer and other formal sessions, improving students' communication skills, and training students as future professionals in specific fields.

Furthermore, according to Grenville (2001), there are three purposes of writing such as to entertain, to inform, and to persuade.

The first purpose is to entertain; people are usually entertained by imaginative or innovative writing. That means the writer must use his imagination to interest the reader with both serious and mournful material, as well as amusing material. Imaginative or creative writing includes novels, stories, poetry, song lyrics, dramas, and screenplays, to name a few examples.

The second purpose is to inform; the goal of writing to inform is to keep the reader informed. This sort of writing can cover a wide range of topics, including objects, locations, procedures, and events. Newspaper and magazine articles, scientific and corporate reports,

instructions or processes, and school and university literature all contain it.

The third purpose is to persuade; the writer gives facts/data to persuade the reader that the writer's point of view is correct, so that the reader adopts and acts on the writer's viewpoint. This category includes advertisements, some newspaper and magazine articles, and various types of essays.

Based on the explanation above, it can conclude that the purpose of writing is through writing people can express or share their ideas to others in written form. It can entertain, share information, and persuade something.

c. Element of Good Writing

Writing is not an easy task, according to Blanchard & Root (2004), when writers tries to create something, they must consider a number of elements and be aware of others in order to produce the best writing. There are various elements in writing that are markers of good writing, sometimes known as SPA (subject, purpose, and audience):

First is subject, to improve the quality of the writer's writing. The writer must select a topic that he or she is interested in and familiar with. When the author is given a topic. She or he must attempt to determine the focus angle of a subject. The writer must focus down a certain subject until she or he discovers one that is appropriate.

Second is purpose, when someone writes something, they must consider why they are writing it. Because of the most crucial aspect of writing is the purpose. In order to determine the purpose of what she or he is writing, the writer must ask herself, "Why am I writing?"

And last is audience, the final component of successful writing is the audience. Because the writer is usually writing for an audience, keeping the audience in mind will help the writer better explain her or his view.

Based on the explanation above, it can be concluded that there are three most important elements of good writing: subject, purpose, and audience. These elements are the key before writing something, and every writer must pay attention to these elements to make good writing.

d. Writing Process

According to Zemach & Rumisek (2005), in order to create a piece of writing, great authors go through various processes. There are six steps in the writing process:

First is pre-writing. In pre-writing, there are three steps: Step one is to choose a topic. Before writing, the writer must choose a topic that they will write about. When choosing the topic, the writer must choose the topic that they are interested in. Step two is to gather ideas; consider what the writer will write on the topic once they have chosen one. Step three is to organize; decide which of the writer's ideas will be used and where they will be used. Choose which idea to discuss first, which to discuss next, and which to discuss finally.

Second is drafting. Step four is to write: From beginning to end, write the writer's paragraph or essay. Make use of the writer's notes on organization and concepts.

Third is reviewing and revising. Step five is to review structure and content. Check what the writer has written aloud or silently to see if there are any locations where the writer can add more information. Request a text exchange with a classmate. Before proofreading the writer's material, double-check its structure and content.

And the last is rewriting. Step six is to revise structure and content. Enhancing the structure and content of the writing, it's possible that the writer needs to clarify anything or provide more information. It's possible that the writer will need to rearrange the organization to make it more logical. Steps five and six are referred to as editing when taken together. Proofreading is reading the paragraph once more.

This is the time for the writer to double-check spelling and grammar, as well as consider the words he or she has chosen. Make final corrections. Check that the writer has solved the mistake that was detected in steps five and six, and make any other modifications you want. The text is now complete.

Then, according to Oshima & Hogue (2007), in writing process there are four steps. The first step is prewriting; prewriting is a way to get ideas. In this step, the writer can choose a topic and collect ideas to explain the topic. The writer can use listing technique to get ideas. Next step is organizing, in this step the writer organize his/her ideas into a simple outline. The third step is writing, writing a rough draft using the writer's outline as a guide is the next step. Then, on paper, write down the thoughts. Without stopping thinking about grammar or punctuation, write as quickly as you can. Many errors will almost certainly appear in your rough draft; this is normal and to be expected. The last step is polishing: revising and editing, the writer polishes what she or he has written in this step. This procedure is also known as revising and editing. When a writer polishes his or her work in two steps, it is most effective. First and foremost, address the major issues of content and organization (revising). Then focus on minor grammatical, punctuation, and mechanical concerns (editing).

Based on the explanation above, it can conclude that there are some steps in writing process are prewriting, drafting, reviewing and revising and the last rewriting. When writing students must follow every step in writing in order to create a good writing

e. Difficulties in Writing

In writing most of students faced some difficulties. According to Moses & Mohamad (2019), when it comes to learning to write, each student may confront unique challenges. Each pupil is special and

distinct in their own way. There are some difficulties that faced by students in writing are:

Lack of vocabulary. Support by Huy (2015), lack of vocabulary is the most serious difficulty that faced by students in learning writing. The number of students did not use suitable vocabulary in the context, and they did not use many words in the writing (Peter & Singaravelu, 2020). Students generally always use spoken and written words to convey their thoughts, opinions, and feelings with those around them on daily basis (Moses & Mohamad, 2019).

Then, having trouble with grammar. According to Fareed, Ashraf, & Bilal (2016), grammar and syntax are also problematic for students. They make errors with subject-verb agreements, pronouns, tenses, articles, prepositions, and basic sentence structures, among other things. Also active and passive voice is problems faced by student when writing by Peter & Singaravelu (2020).

Students also have some problems in incorrect spelling. Another problem in learning to write is students' readiness, lack of access to books and reading materials, and lack of motivation.

Then, state by Bryne (1988), there are three types of challenges that make writing difficult. First, psychological challenges. On other hand writing is a solitary activity that allows us to work alone without the benefit of communication or feedback from other. It means that psychological challenges which focus more on the writer's troubles because there is no direct interaction or input from the reader when they are writing, and also difficulty developing the topic or content of the composition. Second, linguistics challenges such as grammar, vocabulary, language use, and sentence choice in writing must be closely monitored. And the last is cognitive challenges, formal instructions such as spelling, punctuation, capitalization, and paragraphing must be considered when writing.

Furthermore, state by Novariana, Sumardi, & Tarjana (2018), they grouped the problems faced by students into two groups such as internal problems and external problems. First internal problems likes grammatical problems, problem of word choice, then cognitive problems such as punctuation problems, capitalization problems, spelling problems, content problem and problem organization. Second is external problems likes lack of knowledge about writing stages, lack learners' motivation, inadequate time, lack of practice and teachers' feedback.

In conclusion, there are number difficulties that faced by students in learning writing are lack of vocabulary, grammatical problems, punctuation problems, spelling problems, and problem organization. Except that another difficulties faced by students are lack of knowledge about writing stages, lack practice and motivation, teachers' feedback and difficult in developing the idea.

2. Online Learning

a. Definition of Online learning

According to Munir, Erlinda, & Afrinursalim (2021), online learning is a teaching and learning system that makes use of electronic media, specifically the internet, to access materials, interact with content, teachers, and other students, and receive assistance in the learning process in order to gain knowledge, make meaning, and progress through the learning process. According to Winarno, Devanti, & Nuraini (2021), online learning, also known as e-learning, is a type of learning that takes place over the internet and includes features like accessibility, connectivity, flexibility, and the use of technology like zoom, Google Meet, and Microsoft Teams. Added by Efriana (2021), an internet connection is required for online learning. The teacher and the students work together to learn at the same time but in different locations. Whatsapp, telegram, zoom meeting, google meet, google classroom, edmodo, and other

tools and platforms can be used. The essential device required to facilitate this online learning is a computer or android that is connected to the internet network.

Then, according to Elfaki, Abdulraheem, & Abdulrahim (2019), E-learning refers to courses that are provided through the internet to a location other than a classroom for the purpose of augmenting or supporting learning. That is, E-learning is the use of network technologies to create, foster, deliver, and facilitate learning anytime and anywhere for the purpose of empowering the individual learner so that the teacher/trainer/tutor is no longer the gatekeeper of knowledge, and teachers are more likely viewed as knowledge facilitators.

Based on the definition by some expert above, it can conclude that online learning is defined as learning that occurs over the internet and involves aspects such as accessibility, connectivity, flexibility, and the use of technologies such as zoom, Google Meet, and Microsoft Teams. Other technologies and platforms, such as WhatsApp, Telegram, Zoom Meeting, Google Meet, Edmodo, and others, can be used.

b. Advantages and Disadvantages of Online Learning

Online learning is a new type of learning for both students and teachers, especially in Indonesia. State by Dhull & Arora (2017), there are some advantages and disadvantages in online learning:

1) Advantages of Online Learning

There are a number of advantages to online learning, including accessibility, personalized learning, develops cognitive abilities, cost-effectiveness, equal opportunity to all, and self-pacing.

First advantages is accessibility, a student can learn from anywhere in the globe with an online course or degree program. Students' learning options are not

constrained by their location. This is especially important for students who intend to study in a foreign country like Canada or the United States.

Second advantage is personalized learning, individual learning styles can be used to deliver person-specific education. Individuals can use e-learning to design and direct their own learning. It has the capacity to motivate, improve self-esteem and confidence, overcome many of the barriers that learners face, and customize the learning experience.

Third advantage is develops cognitive abilities, with the click of a button, a learner can gain access to an endless amount of information. Online programs are offered by some of the world's most prestigious universities. Students enrolled in an e-learning program were shown to be more successful than their counterparts.

Fourth advantage is cost-effectiveness, because online learning may be done from anywhere, there are no travel charges. It is less expensive to learn in this method than it is to learn in a traditional institute. Online learning is cost effective since less money is spent on travel, buying books, and spending money in a collegiate atmosphere.

Fifth advantages is equal opportunity to all, rather, Online Learning is a benefit for students who are disabled and have trouble commuting, as well as those who live in rural places. Regardless of caste, creed, race, sex, religion, disability, or other considerations, all students are treated equally.

Sixth advantage is self-pacing, because there are no time limits with online learning, students can study and learn at their own pace. The student is free to do the

course work at his or her own pace, taking as much time as he or she needs without being judged as slow by his or her peers.

2) Disadvantages of Online Learning

State by Dhull & Arora (2017), in addition towards its advantages, online learning includes a number of disadvantages, including poor communication, feeling isolated, lack of motivation, lack of funds, lack of quality and poor accessibility in remote areas.

First disadvantage is poor communication, face-to-face engagement with the teacher, which is critical for building a bond between the student and the teacher, is no longer a possibility with online learning. According to a study published in the International Review of Research in Open and Distance Learning, online learning might cause misunderstandings between students and teachers.

Second disadvantage is feeling isolated, children's social development has taken a back seat as a result of technological improvements. Students engage with their online friends via Whatsapp, Instagram, and Facebook, but they neglect to meet and greet someone who lives next door. According to studies, a sense of isolation was a major stressor that caused students to drop out.

Third disadvantage is lack of motivation, online students lack motivation to learn since they are easily sidetracked by other things. Working at their own pace becomes a disadvantage for those who struggle with time management and have a predisposition towards procrastinating. These students are more likely to succeed when they are taught in a regular classroom setting.

Fourth disadvantage is poor accessibility in remote areas, some people may not have simple access to a computer or an internet connection, while others who do may be unsure how to use one. Online teaching and learning necessitates the use of hardware, software, and internet access. Online learning would not be able to achieve its purpose without any of these.

Based on the description above, it can be stated that online learning has several advantages such accessibility, personalized learning, and enhances cognitive capacities, cost-effectiveness, equal opportunity to all and self-pacing. On the one hand online learning may be very helpful for students in learning, but on the other hand online learning also has certain disadvantages such as bad communication, feeling isolated, lack of motivation, and the last inadequate accessibility in remotes regions.

c. Difficulties in Online Learning

Online learning is a new learning methodology for students, and because of that most of students faced some problems when learning during online learning. According to Agustina, Matra, & Karimah (2020), these six topics address the major difficulties that students experience when participating in online classes, including poor lecturer performance, students' lack of independent study abilities, technical concerns with technology, heavy workloads, students' low motivation, and an unsupportive environment. Then, state by Afnibar, N, & Putra (2020), there are some difficulties that faced by students in learning during online learning are most students also mentioned that they didn't understand what the lecturer said, that they had limited learning resources (such as unavailable books), that it was difficult to study with friends because many of their friends didn't understand either, that there was no practice for proper lectures, that they had limited time to complete assignments, and that

there were numerous distractions from a distracting learning environment or other tasks assigned by parents. Because a tiny number of kids did not own an Android phone, they borrowed their parents' or siblings' phones, and getting internet access was problematic.

Next, according to Zainuddin (2020) there are some challenges that faced by students while online learning are: Students must be extremely diligent in planning their lecture schedules due to lectures delivered from each student's home. Some students listen to their online lectures while doing homework assigned by their parents, and some even while working, resulting in inefficiency. Some students expressed frustration with the difficulty in purchasing internet access due to the fact that online learning necessitates more internet quota than before. Aside from that, several students have reported that getting an internet network signal when participating in online learning was difficult because their area was not covered by the network. Some students were also discovered unable to participate in online learning because they were unable to use the material that was available at the time. And last students are perplexed by the large quantity of assignments coming from multiple lecturers at the same time, making it difficult for them to complete the lecture assignments.

Last, according to Nambiar (2020), the first is that maintaining online classes for extended periods of time is difficult. Second, there is no teacher-student interaction in online classes. The third aspect that impacts the flow and tempo of online sessions is technological obstacles. The fourth issue is that there is a loss of job satisfaction when attending online classes. The sixth reason is that students do not take online classes seriously. Finally, pupils show a lack of enthusiasm and participation during online sessions.

Based on the above explanation, it can be concluded that there are several difficulties that faced by students in learning during online learning, including some students' difficulty in managing time for both work and online learning, then managing time to complete the assignment given by the lecturer in one sitting, and the biggest difficulties that students face are the difficulty in purchasing internet quota and not having a stable internet network signal in their village, which prevents them from using the media or hearing.

3. Difficulties in Writing during Online Learning

According to Simanihuruk, Silalahi, & Sihombing (2021), there are some difficulties that faced by students in writing during online learning. The difficulties that faced by students in writing during online learning is categorized poor in four aspects especially to the aspects of writing such as sentence construction, organizing a text and paragraphs, text cohesion and register / style. The most difficulties in writing faced by students, the most dominant difficulty is in the register / style aspect.

Then, according to Setyowati, Mujaddidah, Sukmawan, & Sulukiyyah (2020) there some problems that faced by high and low achiever students in learning writing during online learning. First problems faced by higher achiever students such as: 1) Unstable internet connection, its mean that students who have an unstable or poor internet connection are late in receiving notifications or incoming messages on their telephones, causing them to miss explanations, assignments, and discussions in WhatsApp groups. 2) Difficulties in expressing opinions, its means that when high achiever pupils tried to share their ideas or ask questions about the topic, they found it challenging. They preferred face-to-face engagement with the instructor in order to express their thoughts and ask questions directly to the speaker. 3) Difficulties in generating and developing ideas, when students were working on their

assignments, they found it challenging to generate and develop ideas. One of the high achievers admitted that writing a short tale was challenging for her. She stated that she needed to correctly define the narrative and that developing the plot and creating a climax for the short story was difficult. 4) Loss of concentration, during the pandemic, students frequently lost concentration and focus when learning creative writing because there were so many friends' discussions interrupting the learning process. A family interruption during online study was another source of distraction. 5) Loss of motivation in writing, According to the students, the lecturer provided the content and presented it thoroughly, motivating them to enroll in the course. However, top achievers occasionally lost interest in taking the writing course, and they also lost interest in writing and completing the assignment. 6) The feeling of lack of vocabulary, one of the issues in the writing course, according to the high achiever, was vocabulary. They were sometimes still unsure of the right words to use when creating a piece of work.

Then the low achiever students' likes 1) Low motivation, the first issue is a lack of motivation to participate in creative writing and to write. Face-to-face encounters were preferred over online classes by the pupils. They also admitted to having mood swings and not being able to find time to write due to their "busy" lives. They had to work and enroll in the course all at the same time. 2) Generating and developing ideas, Low achievers lacked the ability to generate and develop ideas. 3) Grammar mastery, they lacked confidence in their grammar and found it to be one of the most difficult aspects of their lives. 4) Vocabulary, the student said that she/he does not have that kind of vocabulary. 5) Spelling, 6) difficulties in understanding the materials, because they claimed that face-to-face meetings were more beneficial than online classes, the low achievers stated that they had difficulty understanding the materials. 7) Distractions

during learning, the students' concentration were frequently interrupted by employment, family, and chat notification notifications on their phones.

Also, according to Winarno, Devanti, & Nuraini (2021) there are some difficulties that faced by students in writing recount text in online learning using Microsoft teams such as first is grammar, second is vocabulary, third is brainstorming idea, fourth is difficult to join the meeting room, five is difficult to send assignment.

Based on the explanation above, it can be concluded that there are some difficulties that faced by students in writing during online learning such as lack of grammar and vocabulary, difficult in generating and developing ideas, unstable of internet network, low motivation and so on.

B. Review of Relevant Studies

There have been a number of previous studies conducted by a number of researchers that are relevant to this study and have similarities and differences between these journals. Are the following:

First, Setyowati, Mujaddidah, Sukmawan, & Sulukiyyah (2020) with the title "Comparing the High and Low Achiever Students' Difficulties in Learning writing during Remote Learning". The purpose of this research is to investigate some problems faced by the students in their learning of writing during the pandemic of Covid-19. This research is a case study research design. The subjects of this research are three high achiever students and three low achiever students who joined the writing course in the English Education Study Program in the University of PGRI Wiranegara. The result of this research are 1) Unstable internet connection, 2) Difficulties in expressing opinions, 3) Difficulties in generating and developing ideas, 4) Loss of concentration, and 5) Loss of motivation in writing, and 6) The feeling of lack of vocabulary by high achiever students. Then for low achiever students such as, 1) Low motivation, 2) Generating and developing ideas, 3) Grammar mastery, 4) Vocabulary, 5) Spelling, 6) Difficulties in

understanding the materials, 7) Distractions during learning. The similarities are research design, and researching about problems faced by students in learning writing during online learning. The differences are the subject of the research and instrument of the research.

Second, Sasmita & Setyowati (2021) “Problems Faced by EFL Students in Learning to Write” The purpose of this research is to describe the students’ writing problems when they are joining a writing course. This research used a descriptive quantitative research design, with the participant eighteen students from the English department of the faculty of letters, State University of Malang, and the rest were students who were interested in ESL from several universities. Then, this research used questionnaire to collect the data. There are some problems that faced by EFL students in learning to write found in this research such as writer’s block (43.5%), difficulty in expressing ideas (17.4%), feeling less confident (21.7%), and afraid of making mistakes (17.4%). Also this research found most errors and mistakes made by students in their writing are the content of the writing such as unity and coherence, the organization, and the grammar. The similarity is researching about problems faced by students in learning to write or in learning writing. The differences both of the researcher are research methodology, subject studies, and learning methodology.

Third, Simanihuruk, Silalahi, & Sihombing (2021) with the tittle “Students’ Writing Difficulties in Online Learning during Covid-19 Pandemic”. The purpose of this research is o find out the students writing difficulties in recount text that faced by the students during online learning process. This research used interpretative studies qualitative research. The subjects of this research are 77 respondents of the students at tenth grade in SMA Swasta Teladan Pematangsiantar. The results of this research are in four aspects of writing, they are sentence construction, organizing text, paragraphing aspect and text cohesion aspect. It is supported by the degree of percentage score of the questionnaires scores they are sentence construction aspect with Agree scale 55.2 %, organizing a text and paragraphing aspect

with Agree scale 51.95 %, text cohesion aspect with Agree scale 51.95% and register/style aspect with Strongly Agree scale 47.5 %. The similarity is same researching about problems or difficulties that faced by students in writing during online learning. The differences are research design and the subject of the research.

Fourth, Huy (2015) with the title “Problems Affecting Learning Writing Skill of Grade 11 at Thong Linh High School” This research mainly focus on the issues that students have when learning to write and the factors that contribute to these issues. The subjects of this research are 200 11th grades of Thong Linh high school. The data was collected using questionnaires and observation. The results of this research are the most serious problem is lacking of vocabulary, students have not focused on learning grammar, students are not interested in writing’s topics, and then students do not many chances for being corrected, students’ sources of materials are not various, and the last the time for writing skill in high school is not enough for student to practice. The similarity is both the similarity between the two is that they both examine the problems faced by students in learning to write or learning writing. The differences are different subject studies and technique of data collection.

Fifth, Pratiwi (2016) “Students Difficulties in Writing English (A Study at the Third Semester Students of English Education Program at University of Bengkulu Academic Year 2011-2012)” This study aims to know the students’ difficulties in writing English at third semester students. The populations of this study are 79 third semester students of English education study program of UNIB in academic year 2011/2012. This study uses descriptive method and the data of this research are obtained by using the test of writing a composition. The result of this study are the writing difficulty that faced by students in writing are linguistics difficulty such as language use and vocabulary aspects, cognitive difficulty such as organization and mechanics aspects, and the last physiology difficulty such as content aspect. The similarity is together researching the problems faced by students in writing

but the differences are these research researching students difficulties in writing English then this study researching about problems faced by students in learning writing during online learning, also the technique of data collection.

Sixth, Novariana, Sumardi, & Tarjana (2018) "Senior High School Students' Problems in Writing: A Preliminary Study of Implementing Writing E-Journal as Assessment to Promote Students' Writing Skill" This study is aimed to investigate the internal and external problems in Writing by the Senior High Students in one of the school in Indonesia. This research used qualitative study using purposive sampling to choose the sample. Then, this study used observation and questionnaire as research instruments. The result of this study are categorized into two categories are internal and external problems. Internal problems likes the low motivations in learning English, the difficulty to choose the appropriate words in writing, the lack of vocabulary, the difficulty to arrange words in the appropriate order, the difficulty to spell the words, the difficulty to write the sentences in appropriate grammar, and the tendency to be passive learners in classroom activities. Then external problems like the lack of practice, and there is no feedback on their writing. The similarities both of this study are same using qualitative study and purposive sampling then same keyword. The differences are subject studies and research instrument.

Seventh, Anwar & Ahmed (2016) "Students' Difficulties in Learning Writing Skills in Second Language" the purpose of this research is to explore difficulties faced by students in writing, especially in the second language. This research is a literature review research. The similarity is researching about difficulties that faced by students in learning writing. The differences is research methodology.

Eighth, Moses & Mohamad (2019) "Challenges Faced by Students and Teachers on Writing Skills in ESL Contexts: A Literature Review" This study aims to explore the challenges faced by both the students and teachers in learning as well as teaching writing skills in elementary school. This study is

based on the literature review. The similarity is same researching about challenges that faced by students in writing and the differences are research methodology, subject studies, and learning methodology.

Ninth, Alfaki (2015) “University Students’ English Writing Problems: Diagnosis and Remedy” The purpose of this study is to identify university students’ writing problems in English language and to suggest ways of solving those problems. This study used descriptive research method with content analysis for analysis the data. The results of this research are there are various types of writing problems such as mechanical problems, linguistic problems, cognitive problems and psychomotor problems. Then there are some recommendations to those writing problems are learners of English language should read a lot, free writing practice is a good exercise for improving one’s writing ability, note taking is also helpful in enhancing the way writers generate ideas, and the last learners should not panic. The similarities both of the research is used some same theories and the differences both of the researcher are subject studies, the technique of data analysis and the learning methodology.

Tenth, Agustina, Matra, & Karimah (2020) “Challenges of Having Online Learning Activities: University Students’ Perspectives” The purpose of this research is to reveal the models of online classrooms done in various educational settings and the challenges or barriers faced in their implementations. The research methodology that used in this research is quantitative research with open-ended questionnaire. There are 85 students as participants. The results of this research are lecturer’ poor performance, students’ poor independent study skills, technical issues with the use of technology, heavy tasks, students’ low motivation, and unsupportive environment. The similarity is having same key words then the differences are research methodology and focus of the research.

Eleventh, Afnibar, N, & Putra (2020) “Analisis Kesulitan Belajar Mahasiswa dalam Kuliah Online (Studi pada Mahasiswa Bimbingan Konseling Islam UIN Imam Bonjol Padang)” The aims of this study is to find

out in detail and comprehensively the difficulties of students learning in online lectures. This study used qualitative research methodology with 60 students as participants. The data was collected using whatsapp groups. The results of this research are students did not understand what the lecturer explained, the limited learning resources (like books that were not available), it was difficult to discuss with friends because many friends did not understand either, there was no practice for lectures that should have been practical, limited time given by lecturers to complete assignments, many disturbances both from the learning environment that is not conducive or other tasks given by parents, then few of the students did not have an android mobile phone, so they borrowed a parents or older handphone and it was difficult to get internet access. The similarities are same used qualitative research methodology and the research purpose to find out the difficulties that faced by students in learning in online course but have differences in learning writing in online course or online learning, then the technique of data collection.

Twelveth, Yuzulia (2021) “The Challenges of Online Learning during Pandemic: Students’ Voice” the aims of this research is to investigate the challenges and problems faced by students during the implementation of online learning in this pandemic situation. This researcher used qualitative research with 54 students of twelve grades in senior high school as the subject. This research used questionnaire to collect the data. The results of this research are poor internet connection, lack of motivation, easily getting distracted, and more stress due to the teachers’ amount of tasks. The similarities is same researching the challenges that faced by student in online learning. The differences are research methodology, subject studies and focus of the research.

Thirteenth, Efriana (2021) “Problems of Online Learning during Covid-19 Pandemic in EFL Classroom and the Solution” this research purpose is to analyzing online learning difficulties faced by EFL teachers and students, and students’ parents during the Covid-19 pandemic and solutions to solve them.

The research design is literature study that sources collected through textbooks in print or online form, articles from periodical journal websites, law regulations and other sources which are relevant to the research problem. The similarity is using some theories about some challenges that faced during online learning. The differences are research design, subject studies, and purpose of the research.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Based on the purpose of this research is to describe problems faced by students in learning writing during online learning. Researcher used descriptive qualitative research design. According to Gay, Mills, & Airasian (2012), qualitative research aims to research deeply into the research setting in order to learn more about how things are, the way they are, and how participants see them. A situation, population areas, indicator, event, or occurrence are all described in qualitative research. This means descriptive research is a study that gathers data in order to better understand phenomena and answer the research issue. This study used case study design. According to Gay, Mills, & Airasian (2012), a qualitative research strategy to conducting research on a unit of study or limited system is case study research (e.g., an individual teacher, a classroom, or a school can be a case). Case study research is a process that encompasses design, data gathering procedures, and particular data analysis approaches.

Based on the explanation of theory above, the researcher focused on describing problems faced by students in learning writing during online learning in the English Department of fifth semester students who has taken argumentative writing subject in previous semester registered at IAIN Batusangkar at 2021 academic year.

B. Research Setting

The research setting refers to the location where the data will be collected and research time. This study carried out at English Teaching Department at IAIN Batusangkar. The subjects of this research are the fifth semester students who has taken argumentative writing subject in previous semester registered at 2021 academic year. The first interview with the first informant is on 23th January 2022 until 25th January 2022 with the ninth informant. The second interview for checking data trustworthiness stars from 2nd February

2022 until 4th February 2022. The subjects of this research are the fifth semester students who has taken argumentative writing subject in previous semester registered at 2020/2021 academic year.

C. Research Informants

In this research the researcher is the key instrument. In this research, the researcher used the fifth semester students who has taken argumentative writing subject in previous semester registered at 2020/2021 academic year and who faced problems in learning writing during online learning as second informant.

The informants for this study were students who meet the following criteria for being an informant: 1) English students who finished argumentative writing subject at fourth semester in 2020/2021 academic year. 2) Students who feel difficulty in learning writing during online learning. 3) Students that faced problems when learning writing in Argumentative writing subject. 4) Honest and reliable. 4) From accessibility, easy to communicate to support the research.

Based on the criteria above this research used purposive sampling as a way to select the informant. States by Gay , Mills , & Airasian (2012), purposive sampling is the selection of a sample that is thought to be representative of a particular group. To put it another way, the researcher selects the sample based on his or her past knowledge and experience with the target group. She chose them based on the criteria above using this technique. There were two males and seven females among the nine informants in this study. This study was conducted on students who had taken an argumentative writing subject in the fourth semester of the English Teaching Department at IAIN Batusangkar for the 2020/2021 academic year.

D. Research Instrument

The researcher is the most important tool in this study. The data was collected by doing interview. Before doing interview, the researcher was created an interview guide to help her in order to find problems faced by students in learning writing during online learning in argumentative writing

subject. Then, she did the interview. In the interview guide there are four parts: the first part is warming-up with 6 questions, the second part is level check with 4 questions, the third is probing with 4 questions and the last part is wind down with 4 questions. In addition to the interview guide, the researcher also uses cellphones to record conversations during interviews and field notes to write down information heard from informants. The interview guide table is in the appendices page 64.

E. Technique of Data Collection

The researcher collected the data by interviewing the informant. According to Creswell (2008, p. 217), a qualitative interview is when researchers ask one or more individuals general, open-ended questions and document their responses. The data is then transcribed and typed into a computer file for the researcher to analyze. One-on-One Researchers employ several sorts of interviews, including interviews. Interviewing articulate people who aren't scared to speak up is best done one-on-one. An open-ended response to a question allows the participant to select from a range of options.

By using an interview guide, the researcher conducted interviews with informants. The researcher conducted interviews via telephone calls on their cellphones, she asked the informant about problems faced by students in learning writing during online learning in argumentative writing subject and recorded directly using the record feature in the call menu and when conducting interviews the researchers wrote down the information they heard from the informants in the field notes. After the interview, the researcher made a transcript of the interview dialogue and interpreted the data by herself. The results of the interview transcript with the informant can be found on the appendices page 66.

F. Research Procedures

According to Creswell (2008), there are several steps in conducting qualitative research such as: 1) Identifying the Research Problem. The researcher takes certain measures when defining a study problem. First, decide on the study's topic, phenomenon, participants, and unique outcome.

2) Reviewing Literature. In this step, the researcher seek for similar theories and studies to back up their findings, such as online learning theory and problems faced by students in learning writing online. 3) Designing the Study. At this point, the researcher decided on the research design, which used qualitative descriptive research. Then structured interview guidelines as instrument. 4) Collecting the Data. The researchers interview fifth semester students who have taken an argumentative writing subject of English teaching department at IAIN Batusangkar using an instrument in the form of interview guidelines in order to collect data. To prepare a transcript of the first interview, the researcher listened to the recording and collect field notes. The researcher devotes a large amount of time to data collection in order to ensure that the information used in this study is accurate. The second interview then is transcribed by the researcher. 5) Analyzing the Data. The researcher analyzed the data from the interviews on problems that faced by students in learning writing during online learning in this step. Interpreting and Drawing Conclusion. In this step, the researcher analyze and make conclusions from the research findings about the problems that faced by the students in learning writing during online learning. The research report then was written by the researcher.

G. Checking Data Trustworthiness

According to Gay , Mills , & Airasian (2012), the process of acquiring a more complete picture of what is being investigated and cross-checking information using a variety of procedures, data collection tactics, and data sources is known as triangulation. Qualitative research has the advantage of collecting data in a number of ways rather than relying on just one, and two or more approaches can often be used in such a way that one method compensates for the shortcoming of another. One of the approaches for determining the veracity of data is triangulation. On the other hand, the researcher used time triangulation. To collect data, the researcher conducted another interview. It utilized to extract detailed information from the informant as well as to double-check the findings of the initial interview.

Besides using time triangulation for checking data trustworthiness, research also verified the data to the lecturer that teach in that subject too.

After conducting the first interview and interpreting the data, the researcher will conduct a second interview at a different time from the first interview to check the validity of the data, besides that the researcher also checks the validity of the data by interviewing the lecturer who teaches in the argumentative writing subject in order to verify the data that has been obtained from first interview. Besides using time triangulation for checking data trustworthiness, research also verified the data to the lecturer that teach in that subject too. The transcript of second interview for checking data trustworthiness can be found in the appendices page 111.

H. Technique Data Analysis

In this research, researcher used three actions to examine the data are data condensation, data display, and conclusion and verification. According to Miles, Huberman, & Saldana (2014) , three activities are required to analyze qualitative data, they are:

1. Data Condensation

Data condensation is the process of selecting, focusing, reducing, abstracting, and changing data from written field notes or transcriptions. Data reduction occurs during the interview. It denotes that the data reduction procedure continued after the data has been collected.

During the data gathering phase, the researcher did some actions. First, the researcher made a transcript of the conversation after conducting the interview. The transcription findings are then combined by the researcher. Finally, the researcher labeled the data with a code for each informant such as I.1 (Informant 1), I.2 (Informant 2), I.3 (Informant 3), I.4 (Informant 4), and so on. Fourth, the researcher delivers code data transcription for each item related to an issue that students confront while learning writing during online learning with

P.1 (Problem 1), P.2 (Problem 2), P.3 (Problem 3) and so on. The results of data reduction can be seen in the appendices page 123.

2. Data Display

The next critical phase in the inquiry process is data display. The term "data display" refers to a condensed, coordinated collection of data that enables end-to-end sketching and action. The analyst presented information in a logical way in order to identify and demonstrate issues that students face when learning writing during online learning. The results of the display data can be seen in the appendices page 132.

3. Conclusion and Verification

After decreasing and displaying the data, the researcher generated findings and verifies the data. The purpose of this stage is to overcome the problems that students have when learning writing during online learning. A conclusion has been reached based on the data that has been reduced and displayed. The result of the conclusion and verification of the data can be seen in the appendices page 133.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

After collecting the data, the researcher analyzed it by reducing the interview data. Based on the findings of the data analysis, the researcher discovered that problems faced by students in learning writing during online learning. The problems were: 1) Problem in understanding the materials, 2) Problem in finding the idea, 3) Problem in developing idea, 4) Unstable of internet network, 5) Problem in generic structure, 6) Problem in no feedback from the lecturer, 7) Lack of grammar, 8) Not enough time to do interaction with the lecturer, 9) Problem in feeling less confident, 10) Problem in learning sources access, 11) Lack of motivation, 12) Problem in time management.

The following explanation is based on an interview with informants and addresses problems faced by students in learning writing during online learning.

1. Problem in understanding the materials

Based on the first interview did to the informants, the researcher found that problems faced by students. It can be seen from the informants 1 (I-1), informant 2 (I-2), informant 3 (I-3), informant 4 (I-4), informant 5 (I-5), informant 6 (I-6), informant 7 (I-7), informant 8 (I-8) and informant 9 (I-9). The researcher spoke with each of the informants at a different time. The following section has an explanation of this.

The researcher had an interview with informant 1 (I-1) on on Sunday, January 23th 2022 at 3.08 pm. The following was the outcome of the interview:

I-1 : “...**kalau I-1 tu susah kadang tu susah memahami materi kan soalnya ibu mengirimkan video penjelasannya aja kan kak....**”

(...If I-1 is difficult, sometimes it is difficult to understand the material, because my lecturer sent an explanation video, right, Sis....)

Then, the researcher had an interview with informant 2 (I-2) on Sunday, January 23th 2022 at 08.00 pm. The following was the outcome of the interview:

I-2 : **“Aa kesulitannya itu dalam materi kak jadi dosennya ini kan aa Wadek atau entah kajur di kampus dua kan kak, jadi dalam aa pertemuan tu dalam empat belas pertemuan tu cuman tiga pertemuan beliau menjelaskan materi tersebut kak jadi selebihnya tu beliau cuman mengasih tugas dan tugas itu kak. Jadi disitu kesulitannya”**
 (Ah, the difficulty is in the material, Sis, so the lecturer is Wadek or I do not know if she is the head of the second campus, right, Sis, so in that meeting, in fourteen meetings, there were only three meetings, he explained the material, Sis. So therein lies the difficulty

Next, the researcher had an interview with informant 3 (I-3) on Sunday, January 23th 2022 at 08.17 pm. The following was the outcome of the interview:

I-3 : **“Jadi materinya apa ya kadang susah I-3 meng sinkronkan materi yang sudah dipelajari sama materi baru kak”**
 (So what is the material, sometimes it is difficult for I-3 to synchronize the material I have learned with the new material, sis)

Next, the researcher had an interview with informant 4 (I-4) on Sunday, January 23th 2022 at 9.00 pm. The interview result was:

I-4 : **“...Trus faktor lainnya kesulitannya mungkin aa dalam memahami materi kak....”**
 (...Then the other factor might be the difficulty in understanding the material, Sis....)

I-4 : **“Kesulitan lainnya mungkin aa dalam anu aja kak dalam aa penyampaian materi yang terlalu tergesa-gesa juga itu juga aa sulit dipahami buat kami mikir kan kak karna yang namanya *argumentative writing* ini kan aa lumayan susah materinya gitu kak, jadi apabila disampaikan dengan cara ya sekejap kilat itu juga akan menumbuhkan dalam memahaminya begitu kak”**
 (Another difficulty, perhaps, is that in delivering material that is too hasty, it is also difficult for us to understand, right, Sis,

because what is called argumentative writing, the material is quite difficult, Sis, so if it is delivered in a flash, it will also grow in understanding it so sis)

Next, the researcher had an interview with informant 5 (I-5) on Monday, January 24th 2022 at 01.59 pm. The interview result was:

I-5 : **“Aa kesulitannya itu aa ketika dosen menjelaskan secara virtual aa terkadang aa kalau lewat zoom itu suaranya kadang-kadang ngak jelas gitu kak karna sinyal, kadang-kadang aa pemahaman kita tu berbeda gitu. Aa yang dari teman gini sedangkan menurut kita gini jadi ada aa kesalahpahaman gitu dalam memahami materi”**

(Ah, the difficulty is when the lecturer explains virtually, sometimes through zoom, the sound is sometimes not clear, sis, because of the signal, sometimes our understanding is different. Ah, it is from a friend like this, while we think it is like this, so there is a misunderstanding in understanding the material)

Next, the researcher had an interview with informant 6 (I-6) on Monday, January 24th 2022 at 02.08 pm. The interview result was:

I-6 : **“...Mmm untuk kesulitannya aa yang pertama yaitu memahami materi yang diajarkan oleh dosen kak...”**

(...Mmm, the first difficulty is understanding the material taught by the lecturer....)

Next, the researcher had an interview with informant 7 (I-7) on Tuesday, January 25th 2022 at 07.20 pm. The interview result was:

I-7 : **“Ya kesulitannya kadang dalam pemahaman materi yang diberikan ya kak, kadang yang dijelaskan dosenn kadang full English ya. Kadang kita misunderstanding terus pas ditanya sama temen ya kayak gitu juga kak, yang awalnya teman tu juga bilangannya ok iya dia paham gitu pas dia jelasinnya tu kek muter-muter gitu yak makin ngambang gitu kak”**

(Yes, the difficulty is sometimes in understanding the material given, Sis, sometimes what the lecturer explains is sometimes in full English. Sometimes we continue to have misunderstandings when we are asked by friends, it is like that, sis, at first the friend also said ok, yes, she/he understands that, when she/he explains it, it is like playing around like that, it is floating like that, sis)

Next, the researcher had an interview with informant 8 (I-8) on Tuesday, January 25th 2022 at 09.09 pm. The interview result was:

I-8 : **“...Aaa kebet kebetulan aa pas perkuliahan itu dosen tersebut aa beberapa kali tidak masuk kak apalagi dalam online gini kan jadi kita agak kesulitan memahami aa perkuliahan ter tambah lagi dosennya beberapa kali tidak hadir maka ya ti agak sulitlah memahaminya gitu kak aa mau memahaminya gitu kak”**

(...It is a coincidence that during the lecture, the lecturer did not come in several times, especially when it is online, right, so it is a little difficult for us to understand the lecture, plus the lecturer was absent several times, so it is a bit difficult to understand, sis, I want to understand it, sis....)

I-8 : **“...Karna ini aa pelajarannya atau mata perkuliahannya ni agak agak sulit menurut kami begitu lagipula aam dan dan ditambah lagi dosen tersebut cuma memakai aa flatform wa saja wa grup saja gitu dan jarang sekali memakai aa cloud meeting seperti zoom atau google meet begitu. Jadi perjalanan aa perkuliahannya seperti pasif begitu kak gitu, jadi kami lebih dituntut untuk memahami sendiri gitu tidak ada penjelasan langsung dariii aa dosen dan ya kami yang aa istilahnya aa pemahamannya kurang maka akan kesulitan disitu tu kak begitu”**

(...Because this is a lesson or subject that is a bit difficult in our opinion, after all, am and what is more, the lecturer only uses the aa platform wa just wa group and rarely uses aa cloud meetings like zoom or google meet like that. So, the course of the lecture is like passive, sis, so we are more required to understand it ourselves, so there is no direct explanation from the lecturer and yes, we, who have a lack of understanding, will have difficulties there, sis)

Next, the researcher had an interview with informant 9 (I-9) on Tuesday, January 25th 2022 at 10.06 pm. The interview result was:

I-9 : **“Kesulitannya mungkin ada beberapa materi yang kurang paham....”**

(The difficulty may be that there are some materials that I do not understand....)

Last, the researcher had an interview with the lecturer that teach in this subject to verify the data that find by researcher when interview with the students. The interview result was:

L : **“...Misal begini, kenapa kenapa saya tidak memakai zoom disetiap kali pertemuan karena mengingat kuota yang akan mereka habiskan....”**

(...For example, why do not I use Zoom in every meeting because I remember the quota they will spend....)

- L : **“...Tidak benar kalau hanya tiga kali pertemuan, mungkin zoomnya memang yes tiga kali, tiga atau tiga atau empat kali saya berikan. Tetapi penjelasan yang saya berikan itu memakai voice note kemudian saya masukkan kedalam whatsapp grup....”**
 (...It is not true if it is only three meetings, maybe the zoom is three times, three or three times or four times I gave it. But the explanation I gave was using a voice note and then I put it in the whatsapp group....)
- L : **“...Nah selain itu saya memberikan video presentasi itupun dilengkapi dengan powerpoint dan penjelasan saya....”**
 (...Well besides that, I gave a video presentation and even then it was equipped with a powerpoint and my explanation....)
- L : **“...Saya masuk tatap muka emang ngak tapi kan saya masuknya online...”**
 (...I did not enter face to face, but I entered online...)

Based on the data from informants above, it can be concluded that the students have problems in understanding the materials. Students faced problems in understanding the material because of some factors likes the lecturer just send an explanation video, student difficult to synchronice the material, because of the lecturer explain the material is too hasty, sometimes because of unstable internet network when the lecturer explain the material through zoom meeting its make students difficult in hear the lecturer’s explanation so that they had problems in understanding the material, and because of sometimes the lecturer explained it with full English. After conducting interviews and getting data from students. The researcher met with the lecturer concerned to verify the data that had been obtained during interviews with students. Lecturer only use zoom meetings 3 times because considering the large number of internet quotas that will be used by students if lectures are always carried out through zoom meetings and considering that the lecturers choose to use whatsapp groups and google classroom as software used to carry out the learning process.

2. Problem in finding the idea

Based on the first interview did to the informants, the researcher found that problems faced by students. It can be seen from the informants 1 (I-1).

The researcher spoke with each of the informants at a different time. The following section has an explanation of this.

The researcher had an interview with informant I (I-1) on Sunday, January 23th 2022 at 3.08 pm. The interview result was:

I-1 : **“...Terus aa kalau dikasih tugas menulis tentang argumentative writing tu topiknya bebas suka bingung gitu kak nyari idenya”**
 (...Then if my lecturer is given the task of writing about argumentative writing, the topic is free to feel confused, so you look for ideas)

Based on the data from informants above, it can be concluded that the students have problems in finding the idea. Students faced problem in finding the idea because of when the lecturer gives a free topic to make an argumentative essay, students feel confused when looking for ideas that they will develop into an argumentative essay.

3. Problem in developing idea

Based on the first interview did to the informants, the researcher found that problems faced by students. It can be seen from the informants 1 (I-1), informant 2 (I-2), informant 3 (I-3), informant 4 (I-4), informant 5 (I-5), informant 6 (I-6), informant 7 (I-7), informant 8 (I-8) and informant 9 (I-9). The researcher spoke with each of the informants at a different time. The following section has an explanation of this.

The researcher had an interview with informant 1 (I-1) on Sunday, January 23th 2022 at 3.08 pm. The following was the outcome of the interview:

I-1 : “Iya kak”
 (Yes sis)
 R : **“Berarti nanti juga bingung cara mee merangkainya yah?”**
 (Does that mean you will be confused about how to put it together?)
 I-1 : **“Iya kak”**

(Yes sis)

Then, the researcher had an interview with informant 2 (I-2) on Sunday, January 23th 2022 at 08.00 pm. The following was the outcome of the interview:

I-2 : **“Iya kak dibagian mengembangkan ide pokoknya itu kak”**
(Yes, Sis, in the section on developing the main idea, Sis)

Next, the researcher had an interview with informant 3 (I-3) on Sunday, January 23th 2022 at 08.17 pm. The following was the outcome of the interview:

I-3 : **“Aa ketika menemukan ide dan mengembangkan ide kesulitan aa....”**
(Aa when finding ideas and developing ideas aa difficulties in aa....)

I-3 : **“...sulit mengembangkan ide-idenya itu kak”**
(...it was difficult to develop your ideas, sis)

Next, the researcher had an interview with informant 4 (I-4) on Sunday, January 23th 2022 at 9.00 pm. The interview result was:

I-4 : **“Aaa kesulitan lainnya mungkin aa dalam aa apa nama tu dalam aa menjelaskan dari argumen kita itu kak kan kita juga juga harus bikin bainstorming juga dalam penulisan essay nya gitu begitukan kak terus dalam mengembangkan idenya juga itu juga aa kadang kami ngestuck disatu kalimat saja gitu kak”**
(Aaa other difficulties maybe aa what is the name in aa explaining from our argument, right, we also have to do a bainstorm in writing the essay, like that, sis, continue to develop the idea, too, sometimes we just get stuck in one sentence, sis)

Next, the researcher had an interview with informant 5 (I-5) on Monday, January 24th 2022 at 01.59 pm. The interview result was:

I-5 : **“Aa kesulitannya aa setelah guru aa dosen tersebut memberikan topic aa menjabarkan aa topik tersebut dan mengembangkan kalimatnya menjadi lebih baik....”**
(Aa the difficulty is after the teacher aa the lecturer gives a topic aa describes the topic and develops the sentence better....)

I-5 : **“Aa kesulitannya itu aa yang tadi kak mengembangkan idenya gitu kak”**
(Ah, the difficulty is that have developed the idea, sis)

Next, the researcher had an interview with informant 6 (I-6) on Monday, January 24th 2022 at 02.08 pm. The interview result was:

I-6 : **“...selanjutnya aa kesulitan selanjutnya yaitu aam sulit mengembangkan ide aam dan setelah menemukan idepun juga kadang ngak paham kak mau menulis aa dari bagian mananya kak”**

(...then the next difficulty is that it is difficult to develop an idea, and after finding an idea, sometimes I do not understand what part I want to write, sis)

I-6 : **“Yang medominannn mungkin mengembangkan idenya kak”**

(The dominant one might develop that idea sis)

Next, the researcher had an interview with informant 7 (I-7) on Tuesday, January 25th 2022 at 07.20 pm. The interview result was:

I-7 : **“Aaa itu tu lebih kepada pengembangan dari *writing* tersebut ya kak, kesulitannya yang pertama itu pada bagian brainstorming yang mana kalau *argumentative essay* itu terdapat dua pihak ya, ada yang pro sama con sama contranya nah pada bagian brainstorming itu biasanya terkendala dibagian eee yang kontra nya. Karna kan aa bagian positifnya itu kita kan sudah dapat nih kak dari dari apanya tuh dari topik yang akan kita bahas, nah dibagian kontranya itu sering kali kita menemukan kesalahan saya menemukan kendala itu ini cocok ngak bertentangan ngak sama yang positif begitu kak dan juga ketika mengembangkannya itu op sorry....”**

(Ah, it is more about the development of the writing, sis, the first difficulty is in the brainstorming section, where in the argumentative essay there are two parties, yes, there are pro and cons. Now in the brainstorming section, there are usually problems in the eee section, which is the con. Because, right? That is oops sorry....)

I-7 : **“Pengembangan ide yang banyak kena kendalanya kak, karna kan disitu tu kita mengecek apa namanya memikirkan dulu kan ngak asal jadi gitu, pas udah jadipun masih kita pertimbangkan ini benar ngak sih, pada awalnya itu tu kalau dibagian *writing* ya kak”**

(There are many problems with the development of ideas, Sis, because that is where we figure out what it is called, do not you think it is just like that, when it is done, we will still consider whether this is true or not, in the beginning, it was in the writing section, right, sis)

Next, the researcher had an interview with informant 8 (I-8) on Tuesday, January 25th 2022 at 09.09 pm. The interview result was:

I-8 : **“Iya kak. Aa am dalam aa *argumentative writing* ni ada beberapaa kendala yang menurut saya emang aa agak menyulitkan dalam mata perkuliahannya itu, yang pertama tu kitaaa lagi ee nanti judulnya ketikaa ada nantinya nanti aa dosen tersebut memberikan mm judul atau temanya lalu kita disuruh kembangkan dengan *argumentative writing* aa disini aa saya send saya pribadi agak kesulitan kak gitu mengembangkan tema atau judul tersebut, sekarang apalagi yang judulnya kurang familiar dengan kita gitu kak....”**

(Yes sis. Aa, in this argumentative writing, there are some obstacles which in my opinion are a bit difficult in the course, the first one we will title again when there is a later, the lecturer will give the title or theme, then we are asked to develop it with argumentative writing here aa I personally have a bit of difficult, Sis, that is how to develop the theme or title, now what is more, the title is less familiar to us, Sis....)

Next, the researcher had an interview with informant 9 (I-9) on Tuesday, January 25th 2022 at 10.06 pm. The interview result was:

I-9 : **“...dan mengembangkan ide untuk menulis itu jugaa kadang aa kesulitan....”**

(...and develops ideas for writing that too, sometimes there are difficulties....)

Based on the data from informants above, it can be concluded that the students have problems in developing idea. When students find the ideas when to write it most of students difficult to develop that ideas, and sometimes they just get stuck in one sentence, and most of students from what part they begin to write, and not familiar tittle or ideas its make students more difficult in develop it.

4. Unstable of internet network

Based on the first interview did to the informants, the researcher found that problems faced by students. It can be seen from the informants 1 (I-1), informant 2 (I-2), informant 3 (I-3), informant 4 (I-4), informant 5 (I-5), informant 6 (I-6) and informant 9 (I-9). The researcher spoke with each of the informants at a different time. The following section has an explanation of this.

The researcher had an interview with informant 1 (I-1) on Sunday, January 23th 2022 at 3.08 pm. The following was the outcome of the interview:

- I-1 : **“Ha’ah kan ada beberapa kali menggunakan zoom, nah jaringan itu tu suka ilang-ilangan jadi suka keluar masuk zoom sendiri gitu kak”**
 (Ha'ah, there have been several times using Zoom, the that network likes to get lost, so it likes to go in and out of Zoom itself, sis)

Then, the researcher had an interview with informant 2 (I-2) on Sunday, January 23th 2022 at 08.00 pm. The following was the outcome of the interview:

- I-2 : **“Jaringan kadang aam kalau cuacanya ngak stabil kadang jaringan hilang timbul begitu kak”**
 (The network sometimes if the weather is not stable sometimes the network disappears like that sis)

Next, the researcher had an interview with informant 3 (I-3) on Sunday, January 23th 2022 at 08.17 pm. The following was the outcome of the interview:

- I-3 : **“Mungkin karna banyak secara online sekarang kan kak jadi jaringannya lelet gitu kak”**
 (Maybe it is because there is a lot online right now, sis, so the network is slow, sis)

Next, the researcher had an interview with informant 4 (I-4) on Sunday, January 23th 2022 at 9.00 pm. The interview result was:

- I-4 : **“Aaa kalau kesulitan dalam belajar online ini mungkin yang pertamanya itu jaringan yah kak, karna kita kan online karna tiap-tiap daerah itu tidak mempunyai fasilitas aa jaringan yang bagus kan semuanya kan kak, nah apabila saat kita menggunakan whatsapp ya mungkin aa akan mendownload audio yang dikirimkan oleh teman-teman atau dosen juga akan mendelay dan juga apabila kita lagi ngezoom kadang juga ada apa aa terhambat karena jaringannya juga ngedelay gitu jadinya kan kak, terus juga dalam menguploadkan tugas juga biasanya juga aa agak kesulitan karna jaringan juga kak...”**
 (If I have difficulty in online learning, maybe the first one is the network, sis, because we are online because each area does not have good network facilities, right, sis, now if we use whatsapp, maybe we will download the audio sent by a friends or lecturers will also delay and also if we are zooming sometimes

something is hampered because the network is also delayed, that is how it is, sis, and uploading assignments is usually a bit difficult because of the network too, sis....)

Next, the researcher had an interview with informant 5 (I-5) on Monday, January 24th 2022 at 01.59 pm. The interview result was:

I-5 : **“Aa aa bia apa lagi ya kak? Aa kadang-kadang ada sinyal yang sulit kak”**
(Aa what else sis? Aa sometimes there is a difficult signal sis)

Next, the researcher had an interview with informant 6 (I-6) on Monday, January 24th 2022 at 02.08 pm. The interview result was:

I-6 : **“Mmm untuk kesulitan lain mungkin aam jaringan kak, karna kan proses pembelajaran kita dilakukan secara online kak tentunya aa sangat memerlukan jaringan yang bagus kak”**
(Mmm, for other difficulties, maybe it is network, because our learning process is done online, of course, you really need a good network, sis)

Next, the researcher had an interview with informant 9 (I-9) on Tuesday, January 25th 2022 at 10.06 pm. The interview result was:

I-9 : **“...dan juga kadang aa kendalanya mungkin pada saat aa kendala teknis lainnya seperti aa sinyal pada saat aa dosen menjelaskan materi di zoom”**.
(...sometimes there are difficulties and sometimes the problems maybe when there are other technical problems such as aa signal at the time aa the lecturer explains the material on zoom)

Based on the data from informants above, it can be concluded that the students have problems in unstable of internet network. Because of unstable of internet network while learn through zoom meeting so it likes to go in and out of Zoom itself, then when weather is not stable sometimes the network disappears too, not all areas does not have good network facilities now if they use whatsapp, process of download the audio sent by a friends or lecturers will also delay.

5. Problem in generic structure

Based on the first interview did to the informants, the researcher found that problems faced by students. It can be seen from the informants 1 (I-1), informant 3 (I-3). The researcher spoke with each

of the informants at a different time. The following section has an explanation of this.

The researcher had an interview with informant 1 (I-1) on Sunday, January 23th 2022 at 3.08 pm. The following was the outcome of the interview:

I-1 : **“...kayak menentukan paragraf satu ini tentang apa ya, paragraf duanya tentang apa. Kayak masih bingung gitu kak”**
 (...like deciding what this paragraph is about, what the second paragraph is about. It is like I am still confused)

Next, the researcher had an interview with informant 3 (I-3) on Sunday, January 23th 2022 at 08.17 pm. The following was the outcome of the interview:

I-3 : **“Oo seperti generic structure nya kak”**
 (Oh, it's like the generic structure sis)

Based on the data from informants above, it can be concluded that the students have problems in generic structure. Students faced problems in generic structure because of students confused with first paragraph what is about then second paragraph is about.

6. Problem in no feedback from the lecturer

Based on the first interview did to the informants, the researcher found that problems faced by students. It can be seen from the informants 1 (I-1), informant 4 (I-4) and informant 9 (I-9). The researcher spoke with each of the informants at a different time. The following section has an explanation of this.

The researcher had an interview with informant 1 (I-1) on Sunday, January 23th 2022 at 3.08 pm. The following was the outcome of the interview:

I-1 : **“Aaa kesulitannya kadang feedback dari dosen itu nggak ada kak jadi kami bingung apakah tulisan kami ini sudah betul atau belum”**
 (Aaa the difficulty is sometimes the feedback from the lecturer is not there, sis, so we are confused whether our writing is correct or not)

Next, the researcher had an interview with informant 4 (I-4) on Sunday, January 23th 2022 at 9.00 pm. The interview result was:

- I-4 : **“...karena aa missnya tidak adanya memberikan feedback dalam pembelajaran karna missnya juga jarang masuk begitu kak”**
 (...because there is no feedback in learning because the misses also rarely come in like that, Sis)

Next, the researcher had an interview with informant 9 (I-9) on Tuesday, January 25th 2022 at 10.06 pm. The interview result was:

- I-9 : **“Aaa mungkin aa feedback untuk aa hasil tulisan yang sudah kita buat itu kak mungkin agak kurang aa banyak diberikan dosen jadi kita kurang paham aa atau kurang jelas dimana bagian tulisan kita yang sudah kita buat itu yang masih kurang atau yang sudah pas atau yang aa salahnya gitu kak”**
 (Aaa maybe aa feedback for the results of the writing that we have made, Sis, maybe it is a bit lacking or a lot is given by the lecturer so we do not understand or it is not clear which part of our writing that we have made is still lacking or what is right or what is wrong with that sis)

Last, the researcher had an interview with the lecturer that teach in this subject to verify the data that find by researcher when interview with the students. The interview result was:

- L : **“...apalagi feedbacknya ada saya kasih tapi dalam bentuk oral feedback, oral feedback bukan written feedback. Bisa dizoom bisa juga didalam aa voive notenya....”**
 (...Moreover, I give feedback, but it's in the form of oral feedback, not written feedback. Can be zoomed in or in a voive note....)

Based on the data from informants above, it can be concluded that the students have problems in no feedback from the lecturer. When students write something and there is no feedback from the lecturer its make the students confused whether our writing is correct or not also they do not understand or it is not clear which part of their writing that they have made is still lacking or what is right or what is wrong with that. When the researcher verified the data to the lecturer, the lecturer was there to provide feedback to the student's writing but not in written

form but in oral form and delivered while in learning through a zoom meeting.

7. Lack of grammar

Based on the first interview did to the informants, the researcher found that problems faced by students. It can be seen from the informants 1 (I-1), informant 2 (I-2), informant 3 (I-3), informant 4 (I-4), informant 5 (I-5), informant 6 (I-6), informant 8 (I-8) and informant 9 (I-9). The researcher spoke with each of the informants at a different time. The following section has an explanation of this.

The researcher had an interview with informant 1 (I-1) on Sunday, January 23th 2022 at 3.08 pm. The following was the outcome of the interview:

- I-1 : **“Grammarnya kak, kan writing tu kita harus aa pandai dalam menyusun kata-kata kan kak. Sedangkan kalau I-1 menurut I-1 grammar I-1 masih agak kurang jadi kadang kata-katanya tuh masih berantakan”**
 (The grammar, Sis, we have to be good at writing words, right, Sis. Meanwhile, if I-1 according to I-1 the grammar of I-1 is still a bit lacking, so sometimes the words are still messy)

Then, the researcher had an interview with informant 2 (I-2) on Sunday, January 23th 2022 at 08.00 pm. The following was the outcome of the interview:

- I-2 : **“Aa kadang dari aa apa namanya kata-kata kayak grammarnya gitu kak”**
 (Aa, sometimes what are the names of words like the grammar, sis)

Next, the researcher had an interview with informant 3 (I-3) on Sunday, January 23th 2022 at 08.17 pm. The following was the outcome of the interview:

- I-3 : **“...kesulitan aa dalam aa grammar ketika menulis...”**
 (...difficulties in aa grammar when writing....)

- I-3 : **“Kan kalau kita nulis kan *grammar* nya harus tepat begitu kak jadi I-3 disitu banyak kendalanya kak”**
 (Right, if we write down the grammar, it has to be right, Sis, so I-3, there are a lot of problems, sis)

Next, the researcher had an interview with informant 4 (I-4) on Sunday, January 23th 2022 at 9.00 pm. The interview result was:

I-4 : **“Aaa dalam segi kebahasaan yang sudah pasti juga ada gitu ya kak, namanya kan grammar kita kan buat *argumentative writing* gitu ya kan kak jadi aa kesulitannya mungkin dalam menentukan apakah ini benar ya menggunakan kata-kata ini, bisa kalimat ini gitunya kak. Itu juga memberikan kami kan kita kan buat argumen tentang dalam penulisan essay ini kan kak, jadi kita tu juga harus memperhatikan tata bahasanya begitu kak jadi juga aa kesulitan yang kami alami”**

(Ah, in terms of language, that is definitely the case, sis, our grammar is called for argumentative writing, is not it, sis, so maybe the difficulty is in determining whether this is correct, using these words, maybe this sentence, sis. It also gives us an argument about writing this essay, right, so we also have to pay attention to the grammar, sis, so there are difficulties that we experience)

Next, the researcher had an interview with informant 5 (I-5) on Monday, January 24th 2022 at 01.59 pm. The interview result was:

I-5 : **“...kemudian aa grammarnya juga aa mengalami kesulitan kak”**

(...then aa the grammar is also experiencing difficulties sis)

Next, the researcher had an interview with informant 6 (I-6) on Monday, January 24th 2022 at 02.08 pm. The interview result was:

I-6 : **“Iya dan aa kesulitan yang terakhir yaitu ada juga grammarnya kak”**

(Yes, and the last difficulty is there is also the grammar, sis)

I-6 : **“Aaa susah kak aa campur-campur aduk gitu kak”**

(Aa, it is hard, bro, it is so mixed up)

Next, the researcher had an interview with informant 8 (I-8) on Tuesday, January 25th 2022 at 09.09 pm. The interview result was:

I-8 : **“Iya kak, ini sebenarnya aa mungkin kesulitan kesulitan pribadi yah kak aa saya ini agakk kurang juga memahami semua tenses aa dalam bahasa inggris jadi ketikaa ketika menuangkan ide ya ada aa kesulitan situ ketika mengkoreksi atau aam ya mengkoreksi grammarnya gitu. Kita biasanya menggunakan paling ya tiga tenses itu future, present sama past saja kan”**

(Yes, sis, this is actually a problem, maybe it is a personal problem, sis, or maybe I do not understand all the tenses in English, so when I am pouring ideas, there is a problem there when I am correcting or am I correcting the grammar. We usually use at least three tenses, namely future, present and past, right?)

I-8 : “**Namun di aa *argumentative* ini kan semua aa semuanya masuk begitu, tidak aa tidak menutup kemungkinan masuknya nanti past future atau perfect segala macam aa dibagian itu saya pribadi aa agak kesulitan kak karna ya saya kurang memahami begitu jadi ketika menulis *argumentative writing* ee setelah me membuat tugas tersebut ya saya aaa memastikan atau mengkoreksinya terle aa *grammar* nya lagi kayak tenses nya begitu, itu yang membuat saya lama dan yang membuat sayaa agak ribet *argumentative writing* itu kak”**

(But in this *argumentative* aa, everything goes that way, does not rule out the possibility that the past future or perfect will come in later in that section, personally, I am having a bit of trouble, sis because I do not really understand that, so when I write *argumentative writing*, I am after I made my assignment. Yes, I will make sure or correct it, it is the grammar, it is like the tenses, that is what took me a long time and what made *argumentative writing* a bit complicated, sis)

Next, the researcher had an interview with informant 9 (I-9) on Tuesday, January 25th 2022 at 10.06 pm. The interview result was:

I-9 : “**...aa kemudian aa pada saat penulisan tugas mungkin aa meee meee menentukan *grammar* nya....”**

(...then aa at the time of writing the assignment, maybe aa meee meee determines the grammar....)

Based on the data from informants above, it can be concluded that the students have problems in lack of grammar. This problem means most of students confused what tenses that must their used in their writing.

8. Not enough time to do interaction with the lecturer

Based on the first interview did to the informants, the researcher found that problems faced by students. It can be seen from the informant 2 (I-2). The researcher spoke with each of the informants at a different time. The following section has an explanation of this.

Then, the researcher had an interview with informant 2 (I-2) on Sunday, January 23th 2022 at 08.00 pm. The following was the outcome of the interview:

I-2 : **“Ada kak, kan pas sama miss R tu offline kan kak. Jadi dia terangin satu persatu gitu kak, jadi kalau online tu pas mau nanya ke dosen tu kadang aa gak ngak cukup waktu gitu kak”**

(Yes, Sis, right at the same time as Miss R, it is offline, right, Sis. So he explained it one by one, sis, so when you go online when you want to ask the lecturer, sometimes there is not enough time, sis)

Based on the data from informants above, it can be concluded that the students have problems in not enough time to do interaction with the lecturer.

9. Problem in feeling less confident

Based on the first interview did to the informants, the researcher found that problems faced by students. It can be seen from the informan 3 (I-3), informant 5 (I-5), informant 7 (I-7), and informant 8 (I-8). The researcher spoke with each of the informants at a different time. The following section has an explanation of this.

Next, the researcher had an interview with informant 3 (I-3) on Sunday, January 23th 2022 at 08.17 pm. The following was the outcome of the interview:

I-3 : **“Aa itu iya kak, I-3 tu gak pede ketika membuat aa mengembangkan ide tu mengembangkan ide tu terus aa I-3 takut salah aa ketika aa apa ya, membuat generic structure nya tu betul atau salah gitu kak jadi ndak pede aja gitu nulisnya kak”**

(Ah, yes, sis, I-3 is not confident when making aa develop the idea and continues to develop the idea, aa I-3 is afraid of being wrong when or what, making the generic structure is right or wrong, sis)

I-3 : **“...Kayak di generic structure nya, kaya di idenya I-3 tu ndak pede begitu kak mengembangkannya....”**

(...It is like in the generic structure, like in the I-3 idea, I am not confident when I develop it....)

Next, the researcher had an interview with informant 5 (I-5) on Monday, January 24th 2022 at 01.59 pm. The interview result was:

- I-5 : **“Aa terus aa menyusun kalimat yang benar apakah tidak aa rancu nantinya gitu kak”**
(Aa, continue to compose the correct sentence, is it okay to be confused later, sis?)
- R : **“Berarti agak ragu ini aa apa bagus atau tidak gitu, berarti kurang pede dengan apa yang dibuat yah?”**
(It means that you are a little doubtful whether this is good or not, does that mean you are not confident with what you are making?)
- I-5 : **“Aamm iya kak”**
(Aam yes sis)

Next, the researcher had an interview with informant 7 (I-7) on Tuesday, January 25th 2022 at 07.20 pm. The interview result was:

- I-7 : **“...Aaa mengembangkannya itu tu kadang ada rasa rasa cemas ini ni bener ngak sih, ini ni berhubungan ngak sih dengan topik yang diberikan gitu kak”**
(...Aaa, developing it, sometimes there is a feeling of anxiety, is this really or not, is this related to the topic given, sis)
- I-7 : **“Ituuu terkadang butuh dua atau tiga kali bikinnya gitu. Yang pertama tu udah udah bikin sampek full tapi karna rasanya kurang pas ganti lagi karna ngak pede kan, nah yang kedua itu bikin lagi eh ini benar ngak sih benar ngak sih nah karna ngak pede lagi ya yang ketiga kali baru dikumpulin gitu kak”**
(That is why sometimes it takes two or three times to make it like that. The first one has already made it to the full, but because it does not feel right to change it again because I am not confident, so the second one is making it again, is it true, is not it true, is nt it, is not it because I am not confident anymore, the third time I just collected it, sis)
- I-7 : **“...Nah kadang feedbacknya udah-udah bagus-bagus katanya kan tapi ya namanya kurang pede pasti kita pertimbangin lagi sebelum dikumpul kan”**
(...Now sometimes the feedback is good, they say, but yes, the name is not confident, we will definitely consider it before collecting it, right)

Next, the researcher had an interview with informant 8 (I-8) on Tuesday, January 25th 2022 at 09.09 pm. The interview result was:

- I-8 : **“...setelah me membuat tugas tersebut ya saya aaa memastikan atau mengkoreksinya terle aa *grammar* nya lagi kayak tenses nya begitu, itu yang membuat saya lama dan yang membuat sayaa agak ribet *argumentative writing* itu kak”**

(...I am after I made my assignment. Yes, I will make sure or correct it, it is the grammar, it is like the tenses, that is what took me a long time and what made argumentative writing a bit complicated, sis)

Based on the data from informants above, it can be concluded that the students have problems in feeling less confident. This problem means most of students feel not confident with what they had write before, they afraid with their writing and their sentences is good or not, then they anxiety with what they had write is related to the topics or not.

10. Problem in learning sources access

Based on the first interview did to the informants, the researcher found that problems faced by students. It can be seen from the informant 4 (I-4), and informant 7 (I-7). The researcher spoke with each of the informants at a different time. The following section has an explanation of this.

Next, the researcher had an interview with informant 4 (I-4) on Sunday, January 23th 2022 at 9.00 pm. The interview result was:

I-4 : **“Kesulitan baru mmm. Kesulitan barunya mungkin ya karna kami menggunakan aa lebih ke arah digital gitu kan semuanya kak, jadi itu juga kesulitan dalam mengakses aja lagi itu jadinya kak lebihnya ke akses sih kak”**
(New difficulty mm. Maybe the new difficulty is because we use aa more digitally, right, sis, so it is also difficult to access it again, so it is more about access, sis)

I-4 : **“Berbagai sumber-sumbernya begitu nah”**
(The various sources are so well)

Next, the researcher had an interview with informant 7 (I-7) on Tuesday, January 25th 2022 at 07.20 pm. The interview result was:

I-7 : **“...kadang aa kita mencari di jurnal namun di jurnal tersebut itu agak berbelit-belit dan ya kurang kadang kita juga ngak ngak bisa mencarinya kali ya kak”**
(...sometimes we look for journals, but the journals are a bit convoluted. It is convoluted and it is not enough, sometimes we ca not even find it, sis)

Based on the data from informants above, it can be concluded that the students have problems in learning sources access. Some students difficult to access the learning sources for they used in their writing.

11. Lack of motivation

Based on the first interview did to the informants, the researcher found that problems faced by students. It can be seen from the informant 4 (I-4). The researcher spoke with each of the informants at a different time. The following section has an explanation of this.

Next, the researcher had an interview with informant 4 (I-4) on Sunday, January 23th 2022 at 9.00 pm. The interview result was:

I-4 : **“Nah mungkin aa dengan kurangnya juga motivasi dan dosennya pun jarang bukan jarang banget sih cuman yak ya jarang banget sih intinya gitu kan dan juga memberikan motivasi juga pada kami dan juga apabila masuk kuliah juga missnya aa kayak aa sebut aa kebut ee kejar semalam gitu kan sistem mengajarnya gitu kak jadi ya sedikit agak gimana ya dengan mata kuliah agak kuranggg kurang nikmatilah rasanya gitu kak”**

(Well, maybe with a lack of motivation and the lecturers are rare, it is not very rare, but yes, it is very rare, that is the point, right and it also motivates us and also when we go to college, we miss it like aa, hurry up, catch up last night, right? teach it like that, sis, so it is a little bit how it is with the courses, it is a bit less, do not enjoy the taste like that, sis)

Based on the data from informants above, it can be concluded that the students have problems in lack of motivation. This problem means students had lack of motivation because of the lecturer seldom giving motivation to students and they do not enjoy the learning activity.

12. Problem in time management

Based on the first interview did to the informants, the researcher found that problems faced by students. It can be seen from the informant 8 (I-8). The researcher spoke with each of the informants at a different time. The following section has an explanation of this.

Next, the researcher had an interview with informant 8 (I-8) on Tuesday, January 25th 2022 at 09.09 pm. The interview result was:

- I-8 : “Saya rasa itu aja ya kak yang yang kesut kesulitan utama kak, kesulit kesulitan lainnya itu karna paling-paling ya karna diri sendiri gitu bukan dari perkuliahannya. Ya seperti manajemen waktunya dalam perkuliahan atau apa begitu kak, seleb itu selebihnya itu ya bisa diatasi sendiri”
 (I think that is all, Sis, the main difficulty is Sis, the more difficult it is because at most it is because of me, not from my lectures. Yes, like time management in lectures or what, Sis, the rest of the celebrities can be handled by myself)

Based on the data from informants above, it can be concluded that the students have problems in time management. It means students faced problems in his time management, sometimes he late to come to class and lazy when learning activity in process.

B. Discussion

In this discussion, the researcher discusses problems faced by students in learning writing during online learning. Based on the interview result, there are twelve problems that faced by students in learning writing during online learning. The problems were: 1) Problem in understanding the materials, 2) Problem in finding the idea, 3) Problem in developing idea, 4) Unstable of internet network, 5) Problem in generic structure, 6) Problem in no feedback from the lecturer, 7) Lack of grammar, 8) Not enough time to do interaction with the lecturer, 9) Problem in feeling less confident, 10) Problem in learning sources access, 11) Lack of motivation, 12) Problem in time management. Here is the explanation about the similarities found about problems faced by students in learning writing during online learning.

First, Sasmita & Setyowati (2021) with the title problems faced by EFL students learning to write. In this relevant studies the researcher found three same problems that faced by students in learning writing during online learning. The first problem is *problem in developing idea*. It means that when it comes to conveying these concepts, the author occasionally gets stuck. Many people have ideas and a desire to write, but they find it difficult to put their thoughts into words. For example, when the topic has been given by the lecturer, students have difficulty in developing their ideas, do not know which way to develop their ideas, do not understand which part to write first,

are not familiar with the topics given by the lecturer and students have difficulty developing the counter part in the argumentative essay. The second problem is *feeling less confident*. Students feeling less confident in both their writing skills and the result of their writing, also this lack of self-confidence keeps the students stuck in a constant state, which makes them unable to move dynamically to channel ideas. And the last problem is problem *lack of grammar*. Students have difficulty in arranging words or grammar so that the grammar in writing is messy, students also has difficulty in arranging sentences according to the correct grammar rules. Students' grammar and also confused students will use what tenses in writing.

Second, Agustina, Matra, & Karimah (2020) with the title challenges of having online learning activities: university students' perspectives. In this relevant study the researcher found two same problems faced by students in learning writing during online learning. The first problem is *unstable of internet network*; another issue that arises during the deployment of an online class is the utilization of technology. Bad signal, an unstable internet network, a limited data package, and unsupported devices were among the complaints. The second problem is students' lack of motivation, the majority of students expressed boredom with the online teaching and learning activities. The loss of interest could be attributed to a lack of intrinsic and extrinsic motivation, or the desire to continue studying.

Third, Yuzulia (2021) with the title the challenges of online learning during pandemic: students' voice. In this relevant study the researcher found two same problems faced by students in learning writing during online learning. The first problem is *problem in understanding the materials*. Most of the students stated that they do not understand most of the materials since the teacher explain so fast. When the students learning writing, they face problems because the lecturer only sends an explanation video and the lecturer only gives assignments but only explains the material a few times. Besides that, the hasty and fully English delivery of the material made by the lecturers made it difficult for students and when asked to friends, many did

not understand and were even more confused. Second problem is *unstable of internet network*, the students came from various regions and some of them come from rural areas where the use of internet facilities is still difficult.

From the result of this studies it can be states that the problems faced by students in learning writing during online learning with the several problem mention previously. Then this study the researcher also found the five different problems faced by students in learning writing during online learning likes *problem in finding the idea, problem in no feedback from the lecturer, not enough time to do interaction with the lecturer, problem in learning sources access, and problem in time management.*

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the findings of the data analysis, there are twelve problems that faced by students in learning writing during online learning. The problems were as follows: 1) Problem in understanding the materials, 2) Problem in finding the idea, 3) Problem in developing idea, 4) Unstable of internet network, 5) Problem in generic structure, 6) Problem in no feedback from the lecturer, 7) Lack of grammar, 8) Not enough time to do interaction with the lecturer, 9) Problem in feeling less confident, 10) Problem in learning sources access, 11) Lack of motivation, 12) Problem in time management.

B. Suggestion

Based on the findings of the research, the researcher would like to make the following recommendations:

1. English students

This study is recommended to the English students department at IAIN Batusangkar, particularly students who have taken an argumentative writing course and students who will take an argumentative writing course, in order to reduce the concerns identified by the researcher. They can search for numerous techniques to solve their challenges in the argumentative writing subject or to avoid certain potential problems before taking that subject if they are aware of the problems. Finally, it assists students in minimizing complications when they become future writing lecturers.

2. Writing lecturer

This study is recommended to the writing lecturer of the English Teaching Department at IAIN Batusangkar in order to teach more

effectively to solve the problems that faced by students in learning writing during this online learning, and used others software to make the learning activity because when using the voice note in whatsapp group some students feel not enjoy with that.

3. Other researcher

Based on the findings, the researcher expects that this study will inspire the next researcher to pursue further research into the endeavor to reduce problems in the area of learning writing during online learning.

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