AN ANALYSIS OF STUDENTS' PROBLEM IN LEARNING WRITING BY USING E-LEARNING AT THE TENTH GRADE STUDENT OF SMAN 10 BANDAR LAMPUNG

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1-Degree

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ABSTRACT

AN ANALYSIS OF STUDNTS' PROBLEM IN LEARNING WRITING BY USING E-LEARNING AT THE TENTH GRADE STUDENT OF SMAN 10 BANDAR LAMPUNG

By

Nadia Alfa Yusria

Writing was a complex activity in communication therefor it must be composed and integrated as conveyed information then would be easier understanding the language in written communication. Furthermore the researcher did the preliminary research related to writing ability at SMAN 10 Bandar Lampung has found some problem in writing such as the students feel difficult to found the main idea of the writing task, and also student's internet connection got trouble or the students did not have quotas to do the assignments given by the teacher.

The design of the research was qualitative descriptive research. Involved 10 classes of the tenth grade in SMAN 10 Bandar Lampung as the research population which was 7 classes of science class and 3 classes of social class, then the tenth grade of science class (it was MIA 4) as a sample gathered by purposive sampling technique. The data collected by interview, observation, and gave the questionnaire to obtain the valid data. Additionally in qualitative analysis process contains the data reduction, data display, and conclusion drawing.

The result of the research come up with the students' problem in learning writing by using E-Learning experienced by the students' while making their descriptive paragraph writing tasks, such as; the teacher's unclear explanation, the trouble of internet connection, and lack of motivation to learn English lesson during pandemic era.

Keywords: Students' Problem, Writing, E-Learning

DECLARATION

I am a student with the following identity:

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Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinion or research findings included in the thesis are quoted in accordance with the ethical standards.

Bandar Lampung, March 17th 2023

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MOTTO

((وَلَا يُحِيطُونَ بِشَيْءٍ مِنْ عِلْمِهِ إِلَّا بِمَا شَاءَ))

Nor shall they compass Aught of His knowledge Except as He willeth.

(QS. Al Baqarah: 255)

DEDICATION

I would like to dedicate this thesis for all my beloved people, especially for:

1. My beloved parents, Mr. Wiji Ahmad and Mrs. Mushollinawati who always support me and always pray for my success.
2. My beloved husband, Hekmatyar Al-Azam, S.Pd. who always beside and support me.
3. My beloved mother in law, Mrs. Syamsiyah who always prays for my success.
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6. All of English Education class E who always support each other.
7. My Almamater UIN Raden Intan Lampung.

CURRICULUM VITAE

The name of the researcher is Nadia Alfa Yusria. She was born on February 25th, 1997 in Tulang Bawang. She is the second child of Mr. Wiji Ahmad and Mrs. Mushollinawati.

The researcher graduated from MIN 5 Bandar Lampung in 2009. Then, she continued her study at SMP IT Al-Mujtama' Al-Islami South Lampung, and finished her study in 2012. After graduated from SMP IT Al-Mujtama' Al-Islami South Lampung, she continued studying at Darusy Syahadah Islamic Boarding School Central Java and graduated in 2015. After finishing her high school, she continued her study at S1 degree of English Education at State Islamic University of Raden Intan Lampung.

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First of all, all praise is due to Allah SWT, the most merciful and the most beneficent for His blessing, so the researcher can finish this thesis. Peace and salutation always be with our prophet Muhammad SAW who always guided us from the darkness to the lightness.

This thesis entitled "An Analysis of Students' Problem in Learning Writing by Using E-Learning at The Tenth Grade Student of SMAN 10 Bandar Lampung" is submitted as compulsory fulfillment of the requirements for S1 degree of English study program at Tarbiyah and Teacher Training Faculty, State Islamic University of Raden Intan Lampung. Without help, advice, support, and encouragement several people, this thesis would never come into existence. Therefore, the researcher would like to express the deepest sense of gratitude to:

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11. All of English Education class E who always support each other.

The researcher realizes that this thesis still far from perfect. Thus, the researcher truthfully welcomes criticism and suggestion from the reader.

Bandar Lampung, March 17th 2023

The researcher,

Nadia Alfa Yusria

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing holds an important role in studying foreign language, especially in studying English. Writing is a complex activity where the writer must have the ability to compose and integrate information, so the readers would be easy to understand the language that be used in written communication. Writing (as one of the four skills of listening, speaking reading, and writing) has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a 'backup' for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners.[1]

According to Ann Raimes, writing is a skill in which we express ideas, feelings and thought that are arranged in words, sentences and paragraph by using eyes, brain and hand.[2] Furthermore, Donn Byrne states that writing is a process of conventional system to convey the meaning to the reader or receiver.[3] Writing is not an easy subject because it is not only transcribing language into written symbol, but also as thinking process. Ann Raimes states that there are many elements that should be considered and noticed in producing a piece of writing, for examples content, grammar, syntax, mechanics, organization, word choice and so forth.[4]

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[1] Jeremy Harmer, *How to teach Writing, (6th Ed),* Edinburgh Gate, Longman, 2007, p.31
[2] Ann Raimes, *Technique in Teaching Writing*, Oxford University Press, New York, 1983, p.2.
[3] Donn Byrne, *Teaching Writing Skills*, Longman Head Book for Language Teacher, 1988, p.7.
[4] Ann Raimes, *Op. Cit*, p.6.

Cimcoz states that students had not been taught to make their ideas flow on paper. They do not know to write, feel stupid when they cannot find the right words, fear criticism and want to avoid the emotional turmoil experienced when faced with a topic and a blank piece of paper.[5] It means that teachers who want to help their students gain confidence in writing should try to follow a writing process that takes the students from insecurity to success.

Besides, there were many kinds of writing's genre such as recount, narrative, report, descriptive, exposition, and procedure. Every genre is a number of features which make it different to other genres; each has a specific purpose and overall structure, specific linguistic feature and is shared by members of the culture.[6] It means that there are many kinds of writing text; every text has differences each other.

One of the genres writing is descriptive text. Descriptive text is to describe a particular person, place, or thing.[7] It means descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. Generally, the students get several problems in learning writing when use E-Learning, such as poor internet connection, lack of motivation, easily getting distracted and more stress due to the teachers' amount of tasks.[8]

Based on the preliminary research, the researcher got the interview's result of the English Teacher in SMAN 10 Bandar Lampung, She said that students found it difficult constructed the main idea of the writing, in addition the students' internet connection problems hence students' did not have internet quotas as they did their assignments given by the teacher. That's what makes the lesson more difficult than

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[5] Cimcoz, *Teaching ESL/EFL Students to Write Better*, The Internet TESOL Journal, V(10), Available at : *http://iteslj.org/Techniques/Cimcoz-Writing.htm*l,

[6] Ken Hyland, *Teaching and Researching Writing, (2th Ed)* (Longman; London, 2009), p.15

[7] PW. M. Mursyid, *English Learning Handout: Learning Descriptive Text, for VIII*, p.4

[8] Questionnaire to students of tenth grade of SMAN 10 Bandar Lampung.

imagined.[9] The students' descriptive text writing ability was still low. It can be seen at the students' score on the table below:

Table 1

Students' Descriptive text Writing Scores at the tenth grade of SMAN 10 Bandar Lampung in Academic Year 2020/2021

Class	Score	Total of the students	Percentage
X MIA /IIS	≥ 75	125	35,3%
	< 75	229	64,7%
Total		354	100%

Source: Document from the English teacher of SMAN 10 Bandar Lampung

The students' also made so many mistakes of rules in their writing and their score was very low less than 75. Based on the data obtained by writing test from the students' of the tenth grade at SMAN 10 Bandar Lampung, as from 354 students of tenth grade only 125 (35,3%) students get score above criteria and 229 (64,7%) students get under the criteria.

However, writing is an important activity and an important tool in learning and social participation. With this developing technology, writing becomes stronger and easier to access. In teaching writing to students, the teachers have an important role to play in supporting the students' in understanding the writing material while online class and also the teachers must be optimistic that students can improve their writing if each student has a will to study and try to write and it must be continuously. Therefore, the teachers have to do on an interesting explanation when online

[9] Interview with Mrs. Lita Refiana, S.Pd (Teacher at SMAN 10 Bandar Lampung) on August 09th, 2020 on 04.00 PM

classroom learning process to get attention from their students and give motivation to write.

According to this research there are some previous researches. The first entitled "Exploring And Identifying Technology-Based Dynamic Learning Through Social Media In Academic Writing" by Rita Inderawati, Ismail Petrus, and Hariswan Putra Jaya.[10] This current study focuses on the use of various social media that facilitate students to learn English.

The result of the study was that the English learning especially academic writing could be categorized as a dynamic learning with exact rich connections in facebook group account which was utilized both online and offline mode of learning with various learning models appropriate to the 21st century English learning where a dynamic interaction amongst lecturer and students happened by collaborating, communicating, thinking critically, and creating through self/peer assessment and a series of dynamic learning.

The second entitled "Learning management systems: a review of the research methodology literature in Australia and China" by Darren Turnbull, Ritesh Chugh , and Jo Luck.[11] The purpose of this literature review is to compare the research designs employed by empirical studies of LMS usage in Australia and China. The findings indicate Chinese studies employ quantitative methodologies more than Australian studies, confirmatory research is more prevalent in China than Australia, and that there is a distinct preference for surveys in Chinese studies.

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[10]Rita Inderawati, Ismail Petrus, and Hariswan Putra Jaya, English Community Journal (2019), 3 (1): 317–324, p.317

[11]Darren Turnbull, Ritesh Chugh and Jo Luck, *Learning management systems: a review of the research methodology literature in Australia and China*, International Journal Of Research & Method In Education, 05 March 2020

The third entitled "Effectiveness of Google Classroom: Teachers' Perceptions" by Kaukab Abid Azhar.[12] Results of 100 students revealed that comparative performance of Google classroom was far better in the areas of communication, interaction, perceived usefulness, ease of use, and overall students' satisfaction.

From the previous research above, the researcher got the similarities between the previous studies and this research is both discussing the use of online learning, while the differences were Inderawati, Petrus, and Jaya more focus in using Facebook on their research. The second researchers were Turnbull, Chugh, and Luck. They were focus on the research design used by empirical studies of learning management system. And the third researcher is Azhar more focus on using Google Classroom. While in this study, the researcher focused on the analysis of the students problem in writing descriptive text trough E-Learning.

Based on the reasons mentions, the researcher conducted the research entitled "An Analysis of Students Problem in Learning Writing by Using E-Learning at the Tenth Grade Students of SMAN 10 Bandar Lampung".

B. Identification of the Problem

Based on the background of the problem above, the researcher identifies the problem as follow:

1. The students felt difficulties while they start writing and feel difficulties to expressed their idea in written language.
2. The Student's discipline and punctuality of assignments become uncontrollable by using E-Learning.

C. Limitation of the Problem

Considering the background of the problem and the identification of the problem above, the researcher focuses and emphasize the research only analysis of students'

[12] Azhar ,Kaukab Abid, *Effectiveness Of Google Classroom: Teachers' Perceptions*, Prizren Social Science Journal, Volume 2, Issue 2; May - August 2018 / Issn: 2616-387x

problem in learning writing process by using E-Learning at the tenth grade of SMAN 10 Bandar Lampung.

D. Formulation of the Problem

Based on the limitation of the problem, the researcher formulates the problem as follow:

1. What are the difficulties of students' face while learning writing process by using E- Learning at the tenth grade students of SMAN 10 Bandar Lampung?

E. Objective of the Research

The objectives are as follow:

a. To find out the difficulties of students' face while online learning through E-Learning as media of teaching and learning process.

F. Uses of Research

1. For theoretical contribution, this research expected to support the previous theories about an analysis of students' problems in learning writing process by using E- Learning.
2. For practical contribution, this research expected gave motivation for the students to improve their writing knowledge.

G. Scope of the Research

1. Subject of the Research

   The subject of the research was the students at the first semester of the tenth grade of SMAN 10 Bandar Lampung.

2. Object of the Research

   The object of this research was the students' problem in learning writing by using E- Learning.

3. Time of the Research

   The research was conducted at the first semester in the academic year of 2022-2023.

4. Place of the Research

   The research was conducted at SMAN 10 Bandar Lampung.

CHAPTER II
REVIEW OF LITERATURE

A. The Concept of Writing

Writing is drawing the graphic symbol that represents one language, and the symbols have to be arranged, according to certain conventions, to form words, and words have to be arranged to form sentence in order that other people can understand it. In specific one, writing is the graphic symbols that produce a sequence of sentences arranged in a particular order and linked together in certain ways. It means that writing is the process of communication, which involves a specific skill since it makes use the graphic system. Writing is productive and expressive skill. In the process of writing, the students should use language structure, and diction. Besides, in writing, we need much exercise or practice regularly. Writing is a process of communication which uses a conventional graphic system to convey a message to a reader.[13]

Writing is one of language skill. In the division of language skills, writing is always placed the last after listening, speaking, and reading skills. Even though it is always written the last, it doesn't mean that writing is an insignificant skill. Writing means expressing the ideas, opinions, or thoughts and feelings on a written effort. According to Raimes writing is an activity to express the ideas by using eyes, hand and brain in order to make valuable writing.[14] It means that writing is the process of describing a language so that the message of the writer conveys can be understood by the reader.

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[13] Erika Linderman, A *Rhetoric for Writing Teachers*, The University of Chicago Press, 1983, p.11.

[14] Ann Raimes, *Techniques in Teaching writing* (New York: Oxford University Press, 1983), P.3.

Hyland explains that writing is also considering a product that is formed from knowledge of grammar and lexical.[15] It means that writing as an extension of the language structure which involves the use of grammar and lexical. Writing is an English skill to express thoughts and feeling. As Harmer states that writing is a form of communication to deliver though or express feeling trough written form.[16] It means that writing is producing something in written form and people can read, perform or use it.

Furthermore, writing is as a process of communication that uses a conventional graphic system to convey a message to a reader. It means that writing is a process of sending the message by using letters, punctuation, words or sentences as graphic system. Thus the process of communication can be said successful if the reader and the writer understand the language being used in written communication.

This writing is actually the informative system to compose meaningful words with the intention of conveying certain message to the reader. Based on several definitions about writing above, it can be concluded that writing is an act of expressing ideas, thoughts, feelings, messages and information through written language symbols. In other words, writing can be defined as the process of finding ideas that involves the use of the eyes, hand, and brain organs and arranging these ideas so that they become information that readers can understand.

1. Steps of Writing

The successful in writing was the result of understanding how to organize ideas on paper. The best way to ensure the success of a wring project is to break the writing process into five main steps, such as; preparation, research, organizing, drafting, and revising. As for Hayes and Flower in Jozsef states that

[15] Ken Hyland, *second language writing* (New York: Cambridge University Press), P.3.
[16] Jeremy Harmer, *How to Teach Writing* (Edinburgh Gate: Longman, 2004), p.31.

the process of writing are planning, organizing, reviewing, and evaluating.[17] It means that steps of writing are making a plan before start to write, organizing the sentences, reviewing the paragraph, and the last evaluating all the paragraphs. Writing was an activity carried out in several steps. According to Harmer in his book, he explains the steps of writing were; planning, drafting, editing, and final draft.[18]

a) Planning

The first step of writing is planning. In this stage, there are various activities carried out by the author. Start from determining the topic that will be written. The author considers the choice of the topics in terms of attractiveness or not to the reader.

b) Drafting

Drafting was written based on ideas sorted by the author. The purpose of drafting is to arrange what will be written by the author so that each sentence or paragraph is sequential correctly. So, this will make the readers easier to understand the content.

c) Editing

The form of writing editing was related to systematic and technical writing. The systematic of writing includes the packaging of the presentation and the order in which the material is written. Technical writing includes the correct use of spelling, diction, standard words, sentence, and paragraph.

[17] Horvath Jozsef, *Advanced Writing in Foreign Language* (Pecs, Hungaria: Lingua Franca Csoport, 2001), p.9

[18] Jeremy Harmer, *How to Teach Writing* (Edinburgh Gate: Longman, 2004), p.4

d) Final Draft

In the final steps of writing steps was the author published his writing and prefect it by reading opinions and comments from the readers. Several steps in writing described by Grenville, such as; getting ideas, choosing ideas, outlining, drafting, revising, and editing.[19]

2. Purpose of Writing

Everyone must had a goal in making a written work, as Grenville explained the purpose of writing, such as; entertaining, inform, and persuade.[20]

a) Entertaining

One of the aims of writing was to entertain the readers. The author wants to make the readers understand, appreciate their feeling and reasoning, also more enjoyable with his or her written work.

b) Inform

The purpose of writing was also to inform the data or events, including opinions and views on facts, so that the reader will gain new knowledge and understand of various things that can or happen on this world.

c) Persuade

It hopes the reader can determine the attitude, whether to agree or to support what the author puts forward. The writer must be able to persuade and convinces the readers by using persuasive language style. Therefore, function of the persuasive language style in writing will be able to product if the author is able to present it in attractive familiar, friendly, and easily to understand language style.

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[19] Kate Grenville, *Writing from start to finish: a six steps guide* (Sydney: Allen & Unwin, 2002), P. 11

[20] *Ibid*, P. 2.

3. Student Problem in using E-Learning

The students Problem in writing based on the Bryne's theory in Mora, Dumaris, and Parohap.[21] There were seven aspects of writing which consist handwriting, spelling, punctuation, sentence construction, organizing a text and paragraphing, text cohesion and register or style. According to Anderson and Hounsell stated that difficulty was "Bringing attention to the epistemological challenges that students may face in engaging with a subject suggests a need to widen conceptions of pedagogic content knowledge."

The students Problem in writing by using E-Learning according to Denny and Listiyani[22], were The Course Materials, Bad Internet Connection, Students' Motivation, Teachers' Unclear Explanation. In learning writing by using E-Learning students may find many problems including do not understanding the materials explained by the teacher, poor and expensive internet connection, and some students have low learning motivation.

According to Huang stated that "the increased difficulty in detecting and responding to students feeling is some reason why a deeper understanding is need as new technologies and increasing class sizes impact education. The online learning Environment, especially distancing learning environments, are often explicitly designed so the students will have flexibility and autonomy in their class. Students, when they are studying online or distance, it makes the ability to access material all have and find their own sources and their own time or place constrained by centralized timetables".

However, Bjork stated that research had suggested that difficulties resulting in confusion can benefit students learning activities. According to D'Mello et al. found that inducing difficulties and confusion in an intelligent tutoring system appeared to enhance learning. Moreover, some research had indicated that

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[21] Mora Yulina S,Dumaris E, Partohap Suat, *"Students' Writing Difficulties In Online Learning During Covid-19 Pandemic"* Journal of English Language and Education , Vol. 6, No.1 (June,2021), p.23.

[22] Denny Satrya Andy Nugraha, Listiyani, Edulingua Journal, 2021.

difficulties are maybe particularly beneficial for conceptual learning, where students sometimes need to overcome misconceptions before developing a more sophisticated understanding of the topic area.

Based on the theory above, the researcher concluded that difficulties faced by the students were from aspects of writing such as handwriting, spelling, punctuation, sentence construction, organizing a text and paragraphing, text cohesion and register or style. And also students find other problem like poor and expensive internet connection, and some students had low learning motivation. These problems were the challenges that make learners need to work hard to solve the difficult situation of what they learn.

B. The Concept of Text

Text was often interpreted as an oral discourse. Therefore, it was clear that the text is a fixation or institutionalization of written oral discourse. However, there were also those who said that the text was a lingual unit that presented in writing or orally with the order of a particular organization which aims to express a meaning contextually.

The term text as well as discourse is often considered the same, the difference was only in discourse, which is more abstract and recognizes the meaning of a text. Text was when these words put together to communicate meaning, a piece a text created. There were two main categories of texts, such as; literary and factual.[23] It means that text was arranging of words to be a sentence. Genre was a form of text that used a particular format, many form texts were taught in senior high school. Text was both a spoken text and written text. The spoken text can be a word or phrase, sentence, discourse. It can be a song or poetry or drama or lecture. The written text can be a notice, direction, advertisement, paragraph, essay, article, or book.

[23] Mark Anderson, Kathy Anderson, *Text Types In English*, (Australia: Macmillan, 1997)

1. Types of Text

Many kinds of text in reading ability such as recount, descriptive, report, explanation, exposition, discussion, procedure, narrative, news story, and other. It has difference text, definition, function, and generic structure also. There were classifying the genre into types as follows:

1. Recount

   Recount text was a type of text that retells events or experiences that have passed. Recount text is usually based on direct experience from the author, but can also be imaginative or outside the author's experience.

2. Descriptive

   Descriptive aims to identify a number of characteristics of an object or phenomenon that describe each of these features in rotation. Descriptive texts provide information about the topics discussed and the information is grouped into sections. This description section can be sorted from the most important to the least important specifically.

3. Report

   Report text was a type of text that presents information clearly and concisely, report text classifies and illustrates a phenomenon in the world. Reports tell a group as a whole or in general.

4. Explanation

   An explanation sets out the logical steps in a process.

5. Exposition

   Exposition was a critical evaluation of an idea. Exposition aims to express arguments about an issue and justify it. Expositions are usually found in essays, editorials, political debates, and commentaries.

6. Discussion

   Discuss an issue in the light of some kind of “frame” or position. Provide more than one point of view on an issue.

7. Procedure

   Procedure was a type of text that we often encounter in everyday life, in manuals, in recipes. Text procedures aim to show how things are done, or show the reader how to do things or actions in a particular order.

8. Narrative

   Narrative was a text to amuse, entertain and to deal with actual or vicarious experience in different ways.

9. News item

   News Item was a text to inform readers, listeners or viewers about events of the day which were considered newsworthy or important.

C. The Concept of Descriptive Text

Descriptive text was a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, persons, or other in general. The social function of Descriptive Text is to describe a particular person, place, or thing.[24] Based on the statement the researcher concluded that text was said what a person or a thing is like, it is purposes is to describe and reveal a particular person, place, or thing.

1. Generic Structure of Descriptive Text

Generic structure was the special characteristic of language in the text. The generic structures of descriptive text are as follow:

a. Identification : Identifies phenomenon to be described.
b. Description : Describes parts, qualities, and characteristic.

[24] Linda Gerot, Peter Wignell, *Making Sense of Functional Grammar, Antipadean Educational Enterprises (AEE),* (Australia, 1995). p.25

2. Example of Descriptive Text[25]

Toba Lake

Toba Lake is one of the more popular destinations in Indonesia, especially in Medan, North Sumatra. Toba Lake is taken from the Samosir Island, an island that settled in the middle of the lake.

Identification

Toba Lake is an area of 1,707 km^2, we can say that this 1,000 km^2 bigger than Singapore. It formed by a gigantic volcanic eruption some 70,000 years ago, it is probably the largest resurgent caldera on earth. Pulau Samosir or Samosir Island, the island in the middle, was joined to the caldera wall bay a narrow isthmus, which was cut through to enable boast to pass; a road bridge crosses the cutting. Samosir Island is the cultural centre of the Batak tribe the indigenous from north Sumatra.

By the eruption of a super volcano (Mount Toba) was estimated to have caused mass death and extinction of several species living creatures. The eruption of Mount Toba has led to changes in the earth's weather and the start into ice age that affects the world civilization.

Description

Toba Lake is actually more like a sea than a lake considering its size. Therefore, the lake placed as the largest lake in Southeast Asia and the second largest in the world after Victoria Lake in Africa. Toba Lake is also includes the deepest lake in the world, which is approximately 450meters

[25] Source : the teacher's data of SMAN 10 Bandar Lampung

Figure 1

Example of Descriptive Text

The first paragraph is identification which introduces about Toba Lake general description. And the second paragraph is description which describes the Toba Lake in detail.

D. E-Learning

Beale and Klopfer in Gholami and Azarmi state that decades ago, the concepts of learning and teaching was almost restricted to traditional classroom environments. Teachers were presenting new knowledge for learners via textbooks and chalkboards in classroom that were defining the context of learning.[26] Not having sufficient control on the students beyond classroom environments, abundant with authentic opportunities to gain knowledge, teachers are trying to establish predefined learning materials in classroom. That is how teaching and learning run traditionally.

Pachler and Cook in Gholami and Azarmi further define Online or Mobile Learning as the processes of coming to know and being able to operate successfully in, and across, new and ever changing contexts and learning spaces with an emphasis on understanding and knowing how to utilize our everyday life-worlds as learning spaces.[27] Additionally, Ally in Gholami and Azarmi mentions that it allows learners to access learning materials and information from anywhere and at any time.[28]

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[26] Javad Gholami and Ghader Azarmi, *An Introduction to Mobile Assisted Language Learning*, Houston: International Journals of Multi Diciplinary Research Academy, 2012, Accessed on September 15th, 2020, Available at : *http://citeseerx.ist.psu.edu/viewdoc/download;jsessionid=C65E092A749CB615CFBCC021870F516D?doi=10.1.1.347.9975&rep=rep1&type=pdf/*

[27] *Ibid*,, P.2

[28] *Ibid*,, P.3

Thus, it can be concluded that Online or Mobile Learning is a new concept in teaching and learning that provides language teachers and students new opportunities for interaction and increases flexibility in teaching-learning process in different situations and conditions.

E. The Concept of Google Classroom in Teaching Writing

1. Definition of Google Classroom

Google Classroom is an application that creates classroom creation in cyberspace. In addition, Google Classroom can be a means of distributing tasks, sending assignments, assessing tasks collected.[29] Thus, this application can help strengthen teachers and students in carrying out a deeper learning process. This is because students and teachers can collect assignments, distribute assignments, and assess assignments at home or anywhere without being bound by time or class hours.

Google classrooms are designed to interact with teachers and students in cyberspace. This application provides an opportunity for teachers to explore the scientific ideas they have with students. The teacher has the flexibility of time to share scientific studies and provide independent assignments to students in addition; the teacher can also open space for student discussion online. However, there are absolute requirements in implementing the Google class, which requires quality internet access.

2. Procedure of teaching writing by using Google classroom

Actually implementing a Google Classroom in teaching writing descriptive text can be done by taking into account the following steps:

1. Open the Google website then enter the Google class page

[29] Hammi, Z. *Implementasi Penggunaan Google Classroom pada Kelas X IPA SMA 2 KUDUS*, 2017, Universitas Negeri Semarang, P.26

2. Make sure you have a Google Apps for Education account. Visit classroom.google.com and sign in. Choose whether you are a teacher or student, then create a class or join a class.
3. The teacher can add students directly or collect code with his class to join. This means that before the teacher in a real class (at school) tells students that the teacher will implement a Google Classroom as long as each student must have a personal email using the owner's full name (not using a pseudonym).
4. Before the teacher gives the assignment, the teacher first provides an explanation and material about the descriptive text to students or gives a sheet containing an explanation of the descriptive text to students through the task page on the Google Classroom which will automatically be stored in the Google Drive folder.
5. After students are given time to understand the material, the teacher assigns the task and directs the students to do their work on the Google Docs feature found on the Google Classroom.
6. In addition to giving assignments, the teacher can also give announcements or information related to subject lessons that students will learn in real classes on the page. Students can ask the teacher or other students in the class related to the information conveyed by the teacher.
7. Students can track each task close to the deadline to collect on the task page, and start working with one click.
8. The teacher can quickly see anyone who has not completed the task, also provides input and values directly in the class.

3. Advantages and Disadvantages of Google Classroom in Teaching Writing Descriptive Text

a) Advantages

a. Make it easier for students to interact with teachers through the Google Docs feature in the Google Classroom.
b. The material provided by the teacher is automatically stored on Google Drive found on the Google Classroom.
c. Students can correct the writing sheet wherever and whenever.

b) Disadvantages

a. Students too fun in playing with the internet when they finish working on the task
b. The school should provide free internet connection. If there is a student who has a laptop, and he does not have a Smartphone to turn on the hotspot, it will be problematic.
c. Students can copy paste or search on Google.
d. Teacher with lack of technology[30]

F. Discussion technique

Technique is a particular way or model for achieving goals. Discussion is an exchange of thoughts, ideas, and opinions between two people or more orally with the aim of seeking agreement or understanding ideas or opinions. According to Hasibuan and Moedjiono,[31] the discussion technique is a way of presenting lesson material in which the teacher provides opportunities for students (groups of

[30] Iftakhar, S. *Google Classroom: What Works and How?. Journal of Education and Social Sciences*.p.13

[31] Hasibuan and Moedjiono . *Proses belajar mengajar* (Bandung : remaja rosdakarya ,2012), P.20

students) to hold scientific conversations in order to gather opinions, make conclusions, or develop various alternative solutions to a problem.

Discussion techniques also train interpersonal communication and cooperative skills (social sensitivity, listening, and leadership). The drawback of this discussion technique is that it is quite time-consuming, because the discussion technique requires quite a long time, and is carried out just not enough. Another drawback of this technique is technique Discussion requires the teacher's ability to control carefully student engagement.

1. Discussion technique Steps

According to Hamdayama, in order for the implementation of the discussion method to run effectively, it is necessary to take steps to carry out the discussion method properly, namely as follows:

a. Preparatory Steps

Formulate goals to be achieved, both general goals and specific goals. Determine the type of discussion that can be carried out in accordance with the objectives to be achieved. Define the problem to be discussed. Prepare everything related to the technical implementation of the discussion, for example classrooms with all the facilities, discussion officers such as moderators, note takers and drafting teams when needed.

b. Implementation of the Discussion

Check all preparations that are considered to affect the smooth running of the discussion. Provide directions before the discussion is carried out, for example presenting the objectives to be achieved and the discussion rules according to the type of discussion to be carried out. Carry out discussions according to the rules of the game that have been set.

c. Close the Discussion

2. Procedure of using discussion technique and Google classroom of teaching writing

According to Killen, The step of using discussion technique and Google classroom[32] in teaching writing as follow;

a. The teacher gave the material (descriptive text)
b. The discussion begun
c. The student asked question about the material
d. The student gave the response from their friends' answer
e. Feedback from the teacher

[32] R.Killen, *effective teaching strategies lesson from research and practice* (wentworth falls : social science, 1996) p.24

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