CHAPTER V

DISCUSSION

In this section, researcher will presents discussion of the research findings based on some relevant theories and previous studies. The researcher focused on three question in this research. The first discussion was the strategies of teaching descriptive text using E-Learning, second was problem faced in the teaching descriptive text by online using E-Learning, and third was teacher solution to overcome the problem in teaching descriptive text by online using E-Learning. In teaching writing descriptive text using E Learning teacher should consider many factors in order to make the teaching and learning process successful. This is confirmed by Coffin, Curry, and Goodman (2003:78), teaching writing is the teacher's ability to help students learn how to write by focusing on content and form, the language used and the structure of the text. In addition, the teachers need some strategies to teach descriptive text using E Learning.

Firstly, the research findings from teachers' strategies for teaching descriptive text using E Learning were incredibly varied. The first strategies is modeled writing strategies. Modeled writing requires choosing texts to demonstrate how writing works to students. Here, the teachers applied the strategy in order to give the comprehension for the students about material of descriptive text. For example format of descriptive text, text form, or a new skill in writing descriptive text. This strategy is suitable for use at MTsN 7 Kediri because many students still still don't

understand about English material and vocabulary used in writing. In giving explanations and examples first to students in writing descriptive texts, the teachers hope that students get a better understanding and can develop their writing well. It is suitable with theory of New South Wales Department of Education and Training (1999), "Modeled writing assists students in gaining the language, vocabulary, and text structure knowledge needed to write for a variety of purposes. Modeled writing should also include explicit instruction on the process of text creation." It means that students can learn the example of paragraph that the teachers provide, which could be a text or writing strategy model.

The second strategies that the teachers used were think aloud writing. Based on the result of observation, teachers give opportunity to students for identifying how the writer generate and organize the paragraph of descriptive. It used to add students comprehension. After the teachers gave the material uploaded through the E-Learning media, they asked students to understand themselves about content of the material. This is because of distance learning, the teachers cannot meet face to face with students. So this strategy is suitable for use in online learning conditions. This was in line with the statement of New South Wales Department of Education and Training (2007:27) stated that teachers provide students with opportunity to become aware of the many strategies used to generate and organize ideas by modeling for them the types of behaviors that good writers interact in writing. So, think aloud strategy was a strategy that asked to say out loud what students were thinking about when reading or responding to material shared by teachers.

The third strategies that the teachers used were independent writing. In the independent writing strategy, students chose the all aspect of the writing process on their own. It was supported by the findings of a teacher interview, which confirmed that he had ordered the students to work individually. He would gain a better understanding of the students' progress and difficulties in this learning. In a teaching and learning situation that is fixed by distance, students at MTsN 7 Kediri are required to be able to do their own assignments. The teacher in teaching writing descriptive text asks students to write individually and students are free to express all their thoughts without fear of being wrong. This result was in line with New South Wales Department of Education and Training (1999:28) stated said "Independent writing requires students writing their own texts without the assistance of others. Independent writing allows students to demonstrate their ability to compose a variety of texts." Aside from that, teachers encourage students to compose their own writings, including developing ideas and text. It was used to teach students how to demonstrate their writing abilities.

The last strategies that the teacher used were writing conference. Writing conference is discussion about student's writing between a teacher and a student. Based on teachers interview, giving the feedback about the students, the teacher ask some students to do remidial about descriptive text to make their writing perfect. After the teacher ask students to write their own, a discussion will be held through the media used by teacher. This strategy is applied by the teacher so that the students of MTsN 7 Kediri can find out the results of their work. If there are sentences or structures that are not quite right, the teacher has an obligation to correct results of

student's work. It was suitable from the New South Wales Department of Education and Training (2007:27) which stated that Writing conferences can be a highly structured process in which the student and teacher keep a written record over time, or they can be an informal process. Before, during, or after the writing process, a writing conference can be held.

Secondly, from the result of interview and observation in MTsN 7 Kediri, teachers found some problems in implementing the strategies in teaching descriptive text using E Learning. According to Allan J. Henderson (2003), E-Learning was defined as distance learning using computer technology or usually called the internet. In addition, Jaya Kumar C. (2002: 1) defines e-Learning as any learning that uses electronic circuits (LAN, WAN, or the internet) to convey learning content, interaction or guidance. Although it has helped teachers in conducting distance learning, the problems faced by using online learning were about internet connection, limited time, and complicated media.

The problem that teachers faced when conducted the teaching and learning process were limited time. Here what the meant by limited time is when using madras e learning media. It was the main media used by teachers to teach. When students want to access madras E Learning, they found it difficult to log in and connect to the application. If many students access, the application run slowly and time to collect assignments run out. So that, many students had limited time in using Madras E Learning. In addition, this was had limited time because students cannot collect assignments if they collect when they exceed the deadline determined by the system in the media. As a result of this many students' scores are empty. This study

supported Ramadhenty Ahlan's (2020) statement that Madras E-learning was sometimes difficult to access. As a result, the teacher turned to other forms of media as an alternative. In previous studies above, Madras E Learning was also difficult to access. This causes students had limited time to carry out learning writing through online.

The next problem that teachers faced that the media were complicated. Actually Madras E Learning was enough for making the learning activities run well. It was proven by E Learning Kemenag (2020) stated that this online class feature offers a variety of topics. The learning process, lesson plans, daily assessment processing, teacher journals, learning materials, computer-based tests, and report card processing are all covered. Although, there was much features that it make students difficult to find the location of each feature. Some of the students were ask to the teacher about the location of attendance list place, duties place, and other. This is because the students of MTsN 7 Kediri did not familiar with online learning that used new media such as Madras E Learning in their learning activites. On the other hand, students were usually using cellphones to access the application, so when teacher asked the students to use a laptop or computer, they are confused about the features in the application That was some problems faced by teachers in teaching description texts by online using E-Learning.

Finally, in terms of the way the teacher overcome those problems when implementing the strategies in writing descriptive text were the teachers using additional media to help the students during learning writing descriptive text. Furthermore, to giving the class more time, teachers used Google form to collect

the duties. Google form made it easier for the teacher to give the score. The reason teachers use Google Forms was because in the application if students want to collect various assignments, it will be easier because this application can be accessed at anytime. The duties that have been collected will be immediately accepted and checked by the teacher, because it was automatically enter the teacher's account. So, students were freer to use their time to do assignments well. It was consistent with previous research by Paras Putri (2020), who found that the teacher's tools for teaching English during the pandemic were a summary of the material created by the teacher and the use of a Google form during tests. The teacher's assignment to students serves two purposes: it serves as an assessment tool and as an absence indicator. So, by connecting it to the spreadsheet, the teachers can easily organize them by class, time, or other factors. This solution was considered appropriate for the teachers because the function of Google Form easy to use to give assignments and also the assessments to the students.

The next solution of the last problem were the teachers had solution for complicated media that was Madras E Learning. They used additional media such as Telegram as a medium for delivering assignments, Youtube for explaining the material, Google form for submitting the assignment. In mtsn Kediri, teachers used that media because the applications were commonly used by students in everyday life. So, students were more helped in the teaching and learning process using e-learning. This solution of the teacher using additional media was in line with Ramadhenty Ahlan, who stated that E-learning media included E-learning Madrasah, Google Classroom, and WhatsApp. Each of them serves a specific

purpose. The teacher used WhatsApp to communicate with students, such as providing information, making announcements, and reminding them. The teacher used an e-learning Madrasah to deliver the material. Meanwhile, the teacher only used Google Classroom to administer evaluations, such as giving assignments and assessments. From the previous studies, this study also used several media above because that were appropriate in conducting the teaching and learning using E Learning, because that's all each has its own functions. In addition, it was suitable to Wigati, Rahmawati, and Widodo (2018) there are some advantages that can be obtained by YouTube. It was able to generate the own content of education especially the material of teaching writing and in YouTube also there are so many different various source videos to choose.