THE TEACHING AND LEARNING PROCESS OF WRITING NARRATIVE TEXT DURING THE PANDEMIC IN EFL CLASS

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Abstrak

Sebagai salah satu *skill* dari 4 *skill* utama Bahasa Inggris, setiap murid dituntut untuk mempunyai kemampuan menulis yang baik. Pandemi yang disebabkan oleh virus *corona* membuat seluruh proses pembelajaran menulis beralih menjadi *virtual*. Kondisi yang tiba-tiba berubah tentu memberikan efek yang beragam dalam pembelajaran menulis. Oleh karena itu, penelitian ini memiliki tujuan untuk menjelaskan bagaimana proses pembelajaran keterampilan menulis di era pandemi. Objek penelitian ini adalah hasil proses observasi dan wawancara yng telah dilakukan pada salah satu guru Bahasa Inggris sekolah tingkat pertama dan 24 siswa yang diajar oleh guru tersebut. Peneliti juga memberikan kuisioner sebagai instrument sebagai pelengkap data yang diperoleh dari observasi dan wawancara sebelumnya. Penelitian ini menggunakan pendekatan kualitatif. Hasil penelitian ini menunjukkan bahwa setiap proses belajar mengajar, baik guru maupun siswa mengalami berbagai macam tantangan dalam melakukan pembelajaran menulis teks naratif. Tidak hanya itu, dari berbagai macam tantangan dalam melakukan proses belajar mengajar menulis teks naratif, peneliti juga mencoba memberikan solusi yang tepat untuk mengatasi tantangan yang mereka hadapi dalam pembelajaran daring di era pandemi ini.

Kata Kunci: *writing skill*, pandemi, Kelas *EFL*

Abstract

As one of the important skills of the four main skills of English, every student is reuired to have good writing skill. The pandemic which is caused by the corna virus has made the entire process of learning to write virtually. Condition that suddenly change certainly have various effect in learning to write. Therefore, this study aims to explain how the process of teaching and learning writing skill especially narrative text in the current pandemic era. The object of this study is the result of an observation and interview process conducted to one of the third grade English teachers and twenty-four students taught by that teacher. The researcher also provided questionnaires as a complementary instrument to complement the data obtained from observation and questionnaires before. This study uses a qualitative approach. The result of this study indicate that in every part of teaching and learning process, both teacher and students experienced from the various challenges and difficulties in conducting learning writing narrative text. Not only that, from the various challenges and difficulties in conducting teaching and learning process of writing narrative text, the researcher also found out the right solution to solve the challenges and difficulties they faced in online learning in pandemic era.

Keywords: writing skill, Pandemic era, EFL Class

INTRODUCTION

The existence of the corona virus disease (COVID-19) has significantly altered global human life. The virus, which first surfaced in Wuhan, China in December 2019, continued to spread fast to many other parts of the world. It eventually became the leading cause of death in a number of them. The World Health Organization (WHO) subsequently designated COVID-19 a public health emergency on March 11, 2020, designating it as a global pandemic. To combat the spread of COVID-19 and guarantee the health of students, teachers and school staffs, the Minister of Education and Culture of the Republic of Indonesia urged all educational institutions to utilize online learning beginning March 24, 2020. It completely substitutes face-to-face classroom learning to online learning.

Similary, on March 24, 2020, the Republic of Indonesia's Minister of Education and Culture issued Circular Letter No. 4 of 2020 Regarding the Implementation of Emergency Education Policy in the Spread of Corona Virus Disease (COVID-19). As shown in this letter, a variety considerations are made when conducting the teaching and learning online: (1) online learning must provide enjoyable curriculum and instruction without putting students under pressure to accomplish all graduation and academic requirements, (2) learning emphasizes practical life skills education, (3)

while the specific learning activities and assignments are depending on students' interests and conditions, including the availability of the learning facilities at home.

During pandemic of COVID-19, the idea of social restriction and physical separation force everyone to stay at home. Despite being online, teachers are encouraged to continue their usual classroom instruction. The teachers are required imaginative and creative in utilizing on the web media (Bestari, Faiza, & Mayekti, 2020). Due to the complexity, learning how to write can be more difficult than mastering other skills. It is also regarded as the most difficult skill to teach (Fata, Bahri, & Muridhal, 2018). Therefore, teaching and learning online are challenging particulary in the context of a foreign language (Bhowmik, 2009).

According to (Zuhairi & Umamah, 2016) writing is the most difficult and demanding subject for students in learning English in an EFL context. Writing itself cannot be learned on one's own. It necessitates shifting viewpoints, the development of ideas, the discovery of meaning, and the organization of these ideas into sentences and parts. When a writer wants to start writing, they must have and practice their grammar, spelling, and handwriting all at once (Nasser, 2019). A writer is also needed to pay attention to the writing process; starting with brainstorming until having final product and writing stages; pre-writing, drafting, and rewriting contains revision and editing stages (Challob, Bakar, & Latif, 2016).

In a study conducted by (Prasetyaningrum, Asrobi, Husnu, & Royahin, 2016), stated that there was a decline in the quality of students' writing during pandemic. Teachers need to be aware of this possible challenges students might encounter when writing. Some students might not fully get what they are attempting to say. Most crucially, some students' writing contain errors. It gives some texts unclear interpretations when the teacher reads them. So it is important to pay close attention and comprehend all of the paragraph's components.

In Indonesia, students in the junior high school level are taught how to write narrative text. This kind of text tells a story about something that happened in the past in order to entertain the readers. The writer must be imaginative in selecting ideas and stories to keep the readers are interested (Sari, 2019). EFL students have got to a deep enough understanding of the target language itself before they begin to write. Then, they need to design their writing in their native language (Bahasa Indonesia). Moreover, the written form in Indonesia is different from English, so they have to develop it later (Aziz & Abas, 2016). Lastly, students are asked to be able to use various elements in English writing; tenses, vocabulary, grammar, punctuation and capitalization, unity and coherence, also thematic progression correctly.While, in other hand, it is often found from students who are less able to comprehend it all in detail.

The majority of the time, students also require the teacher's practical supervision (Handayani & Handayani, 2020). The students require guidance, feedback, and improvement during the writing process. Long-distance learning from home is not the best way to help students writing process. The students felt uneasy abut having to deal with unexpected learning circumstances through virtual learning at the start of the learning from home environment (Bhowmik, 2009). However, a study claims that learning to write during pandemic is effective, despite having some drawbacks. The students still got higher writing scores within before and during pandemic than pre-test stage. Even though the researchers did not deny the bad effects of it (Maru, Nur, & Lengkoan, 2020).

With these pros and cons, the researcher wants to show and describe how to learn writing in online especially for narrative text during pandemic, as well as the challenges within teaching and learning. The researcher also tries to provide suggestions for various challenges that occur during teaching and learning. Therefore, the research objectives are formulated as follows:

1. To describe the process of teaching and learning writing narrative text during the pandemic in EFL Class
2. To explore the challenges both teacher and students experienced in the process of teaching and learning writing narrative text during the pandemic EFL Class
3. To describe how to resolve the various challenges that appear in the process of teaching and learning writing narrative text during the pandemic in EFL Class

METHODS

Since the researcher has to convey the study's results in the form of description, the researcher utilized descriptive qualitative research as the research design. This study involved one English teacher and twenty-four of ninth grade studens in SMP Ulul Albab Sidoarjo. The researcher chose this school because the researcher found that this school implemented teaching and learning writing online during pandemic, despite the challenges in doing so. For instance the teacher confused about how to teach fully with limited time and the ability of technology tools. On the students' side, even with today's sophisticstion, students were also confused about where to start writing. Further, the teacher was faced with a difficult taks in overcoming this challenges. Thus, the researcher picked the teacher and

students to obtain distinct perspective in order to determine the data's validity.

In line with the study's first objective, the teacher observed the whole learning activity during the implementation of teaching and learning writing narrative text during pandemic through field notes. Furthermore, based on the second research objective, the researcher conducted an interview and questionnaire to gather their perspective, as this can provide deeper insight or reveal unexpected happenings. Lastly, for the third research objective, the researcher combined the result from observation, an interview, and questionnaire by analyzing which part of teaching and learning were not appropriate. The less appropriate one can be developed to overcome various problems that arise.

To aid in data analysis, the researcher took crucial notes and recorded the responses of the participants using a mobile phone. The information was converted into written mataerials. After all of the data has been gathered, the researcher must familiarize herself with the information by rereading notes or transcripts and listen the audio recording in several times. Following that, the researcher categorized similar data into many groups, reduced the amount data that was unnecessary from the raw data, and applied some labels to it. The complete data was then interpreted and reported by the researcher in the form of description.

RESULTS AND DISCUSSION

The Process of Teaching and Learning Writing Narrative Text during the Pandemic

The students were ninth grade from one of the junior high schools in Sidoarjo. They consist of twenty-four students, who were sixteen males and eight females. The online teaching and learning meeting were carried out with asynchronous learning model on Google Classroom and Whatsapp Group dominantly.

There are four ways to teaching writing: product approach, process approach, genre-based approach, and process and genre-based approach (Sari, 2019). In her teaching online process, the teacher tended to use a process approach. The process approach places more emphasis on using strategies including brainstorming, idea exploration, peer editing, and rewriting.

According to (Th. M & Eudia, 2016) a narrative text's social purpose is to amuse the reader by describing complexities or problematic situations that cause a crisis. In other words, it deals with genuine or fictious experience in various ways while also providing amusement and entertainment (Muliani, Norahmi, & Asi, 2019) . The generic structure of narrative texts must be followed when

creating the texts because different texts will call for different generic structure. The general framework of narrative text is composed for components: orientation, complication, resolution, and re-orientation. The author should explain the background of the story, the time period, and the location as an orientation part. After establishing the story's background, the author must inform readers of the difficulties the protagonist faces before the story's climax as complication part. Telling the readers if the issues are resolved joyfully or tragically would be additional information to include (resolution). Finally, the story ought to impact any worthwhile lessons that might have an effect on the readers' personalities or viewpoints on how to behave in society (re-orientation). When students write their own narrative texts, they must consider these four components (Muliani, Norahmi, & Asi, 2019).

The researcher separated the observation in three meetings. Every meeting consists of three stages in teaching and learning writing narrative text.

Table 1. Teaching and Learning Writing Narrative Text Stages

Teacher's Activities	Students' Activities
Pre-writing	
The teacher prepared a Google Classroom space that includes a video link to a narrative example The teacher asked the students to answer about social function, text structure and linguistic elements of the narrative text	The students watched the video to better understand the narrative text example. The students responded to questions about the narrative text's social function, text structure, and language aspects.
Drafting	
The teacher asked the students to create a narrative text	The students created a narrative text
Revising	
The teacher asked the students to submit the text	The students submitted the text
Editing	
The teacher checked the students' writing	There is no activity on the students side

Pre-writing

Pre-writing is the idea-gathering stage (Sari, 2019). Normally, the set of writing activities take place over four stages. They are pre-writing, composing/drafting, revising, and editing. In this pre-writing stage, the students do not

begin to compose. They do their preparation. Next, the students do outlining before writing. they determine the points on the writing topic that has been selected. They also determine the reasons behind the chosen topic.

The teacher has created a learning schedule in Google Classroom before beginning to teach. Every schedule that has been created by the teacher has also contained media and learning instructions. The teacher began the lesson by greeting the students on Whatsapp Group. Then, she informed some learning instructions related to the learning that would be done in Google Classroom. After the learning preparation activities from the device side were completed, the teacher also did not forget to check the students uniform.

Some other instructions have been prepared in Google Classroom before students entered such as taking attendance list, watching the following video, and writing the material on video into the students' notebook. From seeing a video about example of narrative text, the students were asked to answer the questions about social function, text structure, linguistic elements of it.

Students can then enter the room prepared and work on instructions that have been provided. Assignments were given at the end of the majority of learning instructions. The teacher still set a time restriction for collecting, but no one that was excessively short. As a result, after the students have accomplished their instructions, the teacher had nothing else to do. She simply double-checked the completed writing task and waited for other students' assignments. As long as teaching was performed on Google Classroom app, the preceding processes would continue to be followed. The instructions and media offered in each prepared room that was what distinguished them.

Drafting

Drafting is the method involved with composing an unpleasant blueprint of what will be tended to (Sari, 2019). At this stage, the students need to focus in on the word choice, punctuation, and complex thoughts. It should be created in generally the configuration they mean. On-to teach narrative text in this time, the teacher demonstrated the material in form of a video (from her own work). It told what the narrative is, what its function, and also how to deal with it. It would be written by the students on their notebook. It is very unfortune that students' writing activities were not clearly visible at this stage. The students were given to do the right and freedom to their own process in writing. The teacher gave an assignment related to narrative text and the students did it themselves at home.

After learning the previous material about narrative text, students should make three titles of story based on the students' own idea or imagination. Students should fill it in the next form: Email, Complete name, Class, Students' short story title, Orientation, Complication, and Resolution. Among them, students answered The Bear and The Two Friends, The Fox and The Grapes, A Fox and Cat, Eternal Friendship, Bro and The Gang, and so on.

Further, the teacher provides extra instructions after knowing that the students could mention various topics from the narrative text. Among the instructions were (1) students were asked to read the narrative text that has been provided, (2) students were asked to answer questions about the previous text, and (3) students were asked to upload their notes or answers photos. The teacher asked about the text's conflict and the moral value that students could adopt. Then students were able to identify the text's conflict. They also took a lesson on how to care for each other friends from the text.

The teaching process looked tend to be very different from the others in general. There was no further process after collection of students' writings. There were no also track records of the students' writing development in each writing stages which all of them can be found in the guidance process carried out by the teacher. As the teacher stated, there was no guidance procedure at the Junior High School level, unlike college students.

Revising and Editing

Revising and editing are the points which the author cleans the composition and fix language structure, spelling, realities, and mechanics mistakes (Dewi, 2021). Related to writing activity, the students were given to do right and freedom to their own process in writing. Here, when the teacher gave an assignment related to create narrative text, they did it themselves at home. They did pre-writing, drafting until revising and editing themselves at home

In direct learning in general, the teacher usually does some activities at the end of the time before actually closing the lesson. They are asking conclusion of the lesson, asking the students what points they got during the lesson, giving students a short test to measure their understanding, and so on. However, that did not happen in the previous teacher's learning. During the interview, the teacher admitted that there was no such activity at the end of the lesson on the Google Classroom.

The teacher only ensured that students did the instructions that have been given in the Google Classroom and collected their assignment result. There was no definite reason why this was done.

The Challenges in Teaching and Learning Process of Narrative Text during the Pandemic in EFL Class

Since English is typically regarded as one of the most challenging courses in school, English teachers are challenged to package English information and learning in a pleasant situations to achieve certain goals. Online learning which is quite different from offline learning certainly presents quite different challenges. There were several challenges that arise when learning writing narrative text took place where do not occur during direct or offline learning.

The teacher and students experienced different challenges. For the teacher, the perspective that she had to use Kurikulum 2013 in teaching online during pandemic really weighed her down. Unlike when having teaching offline, the teacher also felt that the time to teach English including writing narrative text was very limited. She had a lot of topics to finish and shared her online learning time with teachers of other subjects. Last but not least, the teacher was unable to personally observe students while they were learning online, which caused her to question the originality of the writing narrative text they produced.

Derived from the findings of the teacher's interviews, she said that she and other teachers were still obligated to teach all existing basic competencies during the pandemic and online-based teaching. It made extremely difficult for her to teach writing narrative text at the appropriate level. As a result, the teacher elected to begin the teaching process with low expectation for students' progress. She thought that she did not need students to fully comprehend the lesson material. She wanted that students just follow the learning process and complete the assignments given.

Unfortunately, despite continuing to use Kurikulum 2013, the school actually cut back on learning hours. It undoubtedly limited learning time. The school believed that because it was hard for students to concentrate in front of a smartphone or laptop screen, learning time that should be forty-five minutes was instead cut to thirty minutes. Due to limited time and the amount of competencies that must be achieved, the teacher was not able to have priority on students' English skill (reading, listening, speaking, including writing narrative text). There was no specific time to teach these various skills in depth. In consequence, the teacher succeeded in encouraging students to be able to produce only one writing (narrative text) from innumerable writing competencies that must be achieved.

Even though students were able to produce a writing narrative text, the teacher was still not really sure whether it is the result of the students' ability or not. The teacher said that in today's modern era is very easy to find something including narrative text examples. The students could easily find and copy them on their worksheets. If the teaching process was offline, the teacher could watch directly the students' writing steps and progress. The teacher could also ensure that the writing was indeed the students' own writing. This is what makes it difficult for the teacher when conducting online learning. The teacher could not transparently assess student learning outcomes.

On the other hand, students also experienced some challenges when learning to write narrative text online. There are two big challenges. First, students found it difficult to focus on English subject when learning online. Second, the writing difficulties experienced by students in learning writing while offline were also experienced by them online. Moreover, the students could not immediately get help. In offline learning, students could directly ask the teacher or other peers for help with their various difficulties in writing.

Based on the findings of a brief questionnaire that was distributed to students, more than 70% of students admitted for being confused when studying English in today's online environment. Students could not do much except just listening and reading the material besides working on the English questions provided. There were no games, songs, or the other entertainment during online learning.

The students also conveyed that learning English writing narrative text during online learning is one of the most problematic subject. Actually, the crucial point of the writing problem during pandemic was not much different from the time before the pandemic. Writing skill is composed of five different sorts of writing components: content, organization, vocabulary, syntax, and mechanics. Meanwhile, the students struggled the most with vocabulary, grammar, substance, organization, and ultimately mechanics. Likewise, in the findings of the questionnaire that was given, students felt like lacked of vocabulary, did not really understand English grammar, and did not know where to start when they wanted to write. Their weakness in vocabulary and grammar also contributes to students' difficulties and is certainly being a scourge for the majority of English Foreign Learner (Fitriana & Ariyanti, 2017). Poor vocabulary levels also suggested that learning to write would be challenging (Hasan & Marzuki, 2017).

(Alisha, Safitri, & Santoso, 2019) which found that understudies had a huge issue writing English. The finding showed that their absence of vocabulary and language authority is the primary driver of the vast majority of their issues. They came to the end that they had restricted capacity in syntactically orchestrating sentences, and their absence of vocabulary information furthermore.Their

knowledge occupied them from utilizing the right word. It was frequently discovered that their writing was stuck or unfinished (Tampubolon & Suprayetno, 2022).

Some of them precisely felt guilty and anxious at learning to write narrative text. In the end, they came to think that they were tired of keeping on making the same mistakes before. All of these challenges were faced and solved by the students themselves by watching English movies, asking people at home, and others. By this way of solving would allow students to naturally encourage them to take shortcut such as copying what is on the internet.

Resolving The Challenges that Appear in Teaching and Learning Process of Writing Narrative Text during The Pandemic

The decision of the teacher or the school in continuing to use the 2013 curriculum seem less appropriate. Considering that the 2013 curriculum is intended for normal conditions, not during the current pandemic. Therefore, during the Covid-19 pandemic, the Minister of Education and Culture has issued Decree of the Minister of Education and Culture Number 719/P/2020 concerning Guidelines for Implementing Curriculum in Education Units in Spesial Conditions. Member of National Accreditation Board for Schools/Madrasah (BAN S/M), Itje Chodijah said that to get the maximum output and outcome from implementing the emergency curriculum, it was necessary to have an agreement between all teachers under the direction of principal on the goals to be achieved.

The emergency curriculum (under special conditions) prepared by the Ministry of Education and Culture is a simplification of the national curriculum. In the curriculum, basic competencies were reduced for subject so that teacher could focus on essential competencies and prerequisite competencies for continuing learning at the next level.

Writing skill is necessary for students to advance through the stages. Thus the teacher must pay close attention to ensure the students could succeed at each level before moving on to more difficult topics. The teacher could concentrate on the students' writing process from planning until editing. To save time for the teacher, writing theory discussions could be incorporated at each level of the writing process.

Since there are so many components to writing (Fitriana & Ariyanti, 2017), students need a clear and complete explanation of writing skills in English. We cannot always utilize writing directions like asking pupils to write one or two paragraphs on a specific topic when teaching writing to EFL students. It would be normal for students to be confused because they only focus on creating written products (Dewi, 2021).

As a teacher, you really could not force all the will you have, including the matter of learning time. Teacher can add extra writing lessons outside of the school hours. Writing in English is not a simple cycle since this expertise does not grow normally and takes hard work to contol (Sari & Setyowati, 2021). Students must practice a lot before they could write well. The teacher must also be patient in assisting the students' writing process.

Every week, teachers could allocate around thirty minutes to make sure students understanding of each basic students, especially writing competence. Extra learning could be done asynchronously for more flexible such as using Whatsapp voice notes. Students could answer immediately to class or directly to the teacher only after teacher has provided extra material.

During the current pandemic, the teacher deliberately chose to use Google Classsroom instead of using Zoom. Google Classroom is indeed very helpful in dealing with the large number of quotas. In other side, it lacks capability that allow the teacher and students to interact face to face. In other teacher's explanation, in Google Clasroom, students can communicate with teacher but only through a particular interaction such as a chat column. Naturally, this is detrimental to the teaching and learning process. The occasional use of Zoom can be an option for teacher to cover the shortcomings of teaching and learning in Google Classroom. This method is more effective than having to continuously use Zoom in teaching and learning.

On the other hand, as in the observations made, the process of teaching and learning writing skills is not clearly visible in Google Classroom. To really know the extent of students' understanding and purity of students' writing results, the teacher must plan to teach writing skill at each stage; pre-writing, drafting, revising, and editing. The teacher no longer needs the existing results because the teacher sees and observes every stage of students' writing. The teacher might also add a counseling process and provide feedback to complete the writing stage.

(Amirza, 2019) stated that for producing thought and ideas, teachers needed to give themselves with phases of interaction with students. It has been recognized that students often get inspirations and writing methodologies from the teacher. Therefore, writing is a puzzling task that necessitates a variety of exercise and the reconciliation of varied abilities from the students (Frederick, 1988).

As a feedback giver, the teacher can monitor students' progress and provide adequate feedback on how well their work is progressing. The role of feedback is frequently not carried out optimally, if at all. The teacher only offered scores on written tasks collected by students. The scores itself were still doubted by the teacher. Owing to the

complexity of completing a writing work, students require additional help from the teacher, such as ongoing consultation on the teacher's input in their writing draft (Fitriana & Ariyanti, 2017).

Intense feedback is regarded a special emphasis in the writing process and progress for students. It will boost their passion and encourage them to accomplish the revision. It is crucial to remember that offering feedback is not just about judging as to if students make mistakes in their writing. It is also about guiding them and helping them learn to cope with their misunderstandings.

As non-native and especially EFL (English Foreign Language) learners, writing comes to be challenging. students are asked to be able to use various elements in English writing; tenses, vocabulary, grammar, punctuation and capitalization, unity and coherence, thematic progression correctly (Nurdianingsih & Purnama, 2017). When writing, students must utilize proper English grammar and vocabulary, apply the writing skill they have learned, and combine this knowledge with their prior expertise with the issue. While, in other hand, it is often found from students who are less able to comprehend it all in detail.

In a study conducted by Salma (2015) on Problems and Practical Needs of Writing Skill in EFL Context: An Analysis of Iranian Students of Aligarh Muslim University showed that the way to improve the quality of writing especially in terms of grammar and vocabulary, students must improve their quantity and quality in reading. As much as they can read books, magazines, newspaper, novel and so on, they could make their writing better.

Students' confusion in learning English, especially when writing skill will also be resolved when the teacher is always present by the students' side even though not directly. Learning can also be a mean of consulting students' various problems that arise when understanding the material or working on projects. To help students better understand the presented material, many learning media models can be used. Students' vocabulary might grow by using learning materials that are visually and auditory appealing.

The teacher could even offer an explanation in the form of a video of herself of brief narrative stories with striking images, sound recording that can be enjoyed while engaging in other light activities, and brief English films. Utilizing video materials in a homeroom can upgrade students' inspiration to learn. Based on the questionnaires distributed, students felt helped and improved on their English skills by reading English books and watching English films.

CONCLUSION

After all, it seems that everyone needs to take more efforts to effectively manage online learning and might achieve the learning goal. There are so many challenges throughout teaching and learning online. They are the density of basic competencies that must be taught in accordance with the 2013 curriculum, the limited time for teaching and learning provided by the school, as well as the teacher's fear of the process and results of student writing. As experienced by most EFL students, students in the teacher's class also felt confused about learning English online. Students admitted to lack in vocabulary, difficulties in grammar, and others during the writing process.

Teachers cannot simply instruct students to write or eliminate the writing process in order to learn writing skills. Controlling and offering feedback during the writing process will be extremely beneficial to both students and teachers. The teacher will have clear understanding of the students' skills and will be able to assist students with a variety of matters. Students will get knowledge as a result of the process. Writing that came from the internet or from one's own pen is quite easy to spot. If the teacher provides advice, students will be less likely to take writing from the internet and try to create it themselves. Then in consequence, students will hopefully be able to resolve their varied problems on their own.

Suggestions

Following the study's positive findings, the researcher makes a few recommendations for future researchers, EFL teachers, and students. First, future researchers should conduct this topic on detail, as the limited study on the topic. This study could act as a foundation for people to do their own research on the same subject. Second, EFL teacher should enrich her knowledge about online learning and make sure the process of the teaching and learning writing skill is clearly visible. Lastly, the students must enrich their writing skill knowledge especially on grammar and vocabulary by doing their favorite activities: reading novel, watching drama or film, and so on.

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