# An Analysis of Teachers' Strategies in Teaching Writing Skill Through E-learning During Covid-19

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## Abstrak

Penelitian ini bertujuan untuk menggambarkan strategi guru dalam mengajar keterampilan menulis pada siswa di SMA N 5 Banda Aceh dimasa pandemi Covid 19. Hal ini dilakukan untuk mengetahui strategi apa yang guru terapkan dalam mengajar keterampilan menulis pada siswa SMA N 5 Banda Aceh dalam pelaksanaan proses belajar mengajar di masa pandemi Covid-19. Metodologi yang digunakan dalam penelitian ini adalah metode kualitatif. Subjek penelitian adalah guru di SMA N 5 Banda Aceh. Research Instrument yang di gunakan Documentation dan interview. Data dikumpulkan melalui wawancara dengan guru bahasa inggris. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis model interaktif yang diadopsi dari Miles and Huberman (2014), yaitu: mereduksi data, menyajikan data, dan menyimpulkan. Hasil penelitian menunjukkan bahwa strategi yang digunakan oleh kedua guru adalah strategi tanya jawab dan seni terintegrasi. Salah satu solusi untuk melaksanakan proses pembelajaran adalah menjadi kreatif dan inovatif dalam pembelajaran. Strategi dan metode yang digunakan dalam pembelajaran jarak jauh karena berbeda dengan proses pembelajaran tatap muka. Pembelajaran jarak jauh selama Covid-19 juga membiasakan penggunaan teknologi seperti komputer, laptop, internet dan lain sebagainya. Namun, kedua guru tersebut tidak menyebutkan adanya kendala dalam menggunakan teknologi tersebut.

**Kata Kunci:** strategi guru, kemampuan menulis, E-learning

## Abstract

*This study aims to describe the teacher's strategy in teaching writing skills to students at SMA N 5 Banda Aceh during the Covid-19 pandemic. This was done to determine what strategies the teacher applied in teaching writing skills to students of SMA N 5 Banda Aceh in the implementation of the teaching and learning process. during the Covid-19 pandemic. The methodology used in this research is a qualitative method. The research subjects were teachers at SMA N 5 Banda Aceh. Research Instruments used Documentation and interviews. Data were collected through interviews with English teachers. The data analysis technique used in this study is an interactive model analysis adopted from Miles and Huberman (2014), namely: reducing data, presenting data, and concluding. The results showed that the strategies used by the two teachers were the question and answer strategy and the integrated art. One solution to implementing the learning process is to be creative and innovative in learning. The strategies and methods used in distance learning are different from the face-to-face learning process. Distance learning during Covid-19 also made it a habit to use*

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*technology such as computers, laptops, the internet and so on. However, the two teachers did not mention any obstacles in using the technology.*

## INTRODUCTION

All people being must have knowledge which will be useful for them, especially knowledge in education, where education is very important for everyone. In education, there are many things we can get, one of which is English language education. English is the second language after the mother tongue. English is a language that must be learned by everyone because with English we will easily communicate with new people who do not know Indonesian, with English will also open up opportunities for everyone who wants to continue study at abroad.

There are several aspects in English that we should know, these aspects are listening, speaking, reading, and writing. In these four aspects, writing is one aspect that is not easy for some people to understand. Writing is an important activity in human life, by writing, people can communicate express ideas both from within and outside themselves, and to get more of their experiences. Writing must be done through intensive training so that writing skill will be well structured. According to Wahyuni (2017:74) writing is a process that determines and organizes students' ideas and puts them on paper and then reshapes and reviews.

Therefore, writing must require seriousness and correct practice. However, in early 2020 the world has been shaken by the Corona Virus (Covid-19) to date and has made schools and campuses closed so that teaching and learning activities are disrupted and ineffective.

The Corona Virus 2019 (Covid-19) is a deadly disease, general symptoms ranging from fatigue, fever, respiratory problems, and coughs and so on, and the transmission is very fast and has spread to almost all corners of the country. This Covid-19 was first discovered in Wuhan, China. According to CNN Indonesia there is update from Corona virus 2019 (covid-19): 137,468 people have been infected to date, and 6,071 people have died, 91,321 of who are currently recovering from Covid-19. As a result of the Covid-19 period, all jobs, economy, government, including education in Indonesia were disrupted. Besides because of the corona disease, which transmission can be deadly. Therefore, the President of Indonesia informed that for the time being the teaching and learning process in schools and colleges would be closed and replaced online or studying at home to break the chain of the Corona Virus so that it does not spread.

To prevent the spread of the Covid-19 disease, the government took the decision to limit social distancing and self-quarantine in order to stop the spread of the deadly virus. According to Yuliana, quarantine (2020) is a safe way to limit one's encounters with other people for a period of time to prevent disease transmission.

Therefore, in preventing the infectious virus, we must comply with the regulations given by health protocols and this is a challenge for every teacher especially writing teachers because writing lessons are writing lessons that are not easy for some people, they must be serious to master it. Learning that requires mastery of ideas, understanding, and also focus. Supporting by Wahyuni (2017:3) writing is one of the most important skill in English because writing is not enough to give ideas and express feelings, but also to communicate with other people with real facts.

In this case, every teacher will use e-learning as a learning tool. E-learning is a learning tool that is carried out using online media. According to Urdan and Weggen (2000) e-learning is defined as an electronic media tool such as the internet, satellite broadcasts, audio/video tape, CD-ROM, and interactive TV to convey teaching materials. However, not all teachers can easily use e-learning because the learning process through e-learning is very rarely used in previous lessons.

With this short method and without training, whether or not the teachers will have to use this method in teaching English, especially in teaching writing. Of course here, teachers need strategies to teach writing. According to Prabantoro (2018:8) strategy is one of the most important elements in the learning process because the available resources are very limited. The strategy used is usually related to goal setting, determining actions to achieve the goals to be achieved. The use of strategies will make it easier for teachers and students to give and receive material. Strategies will also make the teaching and learning process more enjoyable, more effective, and easier to understand.

In conclusion, the researcher are interested in observing and discovering what strategies teachers use in teaching English, especially in teaching writing using e-learning methods. Therefore, the researcher will conduct a research entitled "An Analysis of Teachers' Strategies in Teaching Writing Skill Through E-learning during Covid-19 (Descriptive Study of English Teachers at SMAN 5 Banda Aceh in academic year 2020/2021). The problem in this study stated as follow: What are the teachers' strategies in teaching writing through E-learning during Covid-19?

## RESEARCH METHODOLOGY

The type of this research is descriptive qualitative research. This research focuses on teacher's strategies in the teaching writing skill through e-learning to senior high school in SMA N 5 Banda Aceh. This research employs one technique of data collection. The technique merely is interview. The interview is addressed to the teacher in this study. For the teachers, the interview was intended to enrich researcher's understanding about the data obtained to make clarification of what remained 'blur' related to classroom writing skill.

Moleong (2016:186), interview is a conversation carried out by one person to another person with a specific purpose, the conversation is carried out bythe researcher and the teachers gives the answer question that has been given. Explanation were expected to support the result of interview. The interview is conducted through phone call. In this study the researcher used the data analysis process suggested by Miles and Huberman (2014) model namely data reduction, data presentation, and conclusion.

## RESULTS AND DISCUSSION

### Interview Result

The teacher's response to the interview is the result of this study. There were ten interview questions related to the strategies used by teachers in teaching writing through e-learning during Covid-19. Addressed to five English teachers at SMAN 5 Banda Aceh. The interviewer is the researcher. Previously at SMAN 5 Banda Aceh there were five English teachers but here only two English teachers could be interviewed, the rest were busy with their activities, and could not interviewed.

The interview was conducted via phone call. Interview questions get in-depth information from each teacher. The teacher's strategy in teaching writing through e-learning during Covid-19 presents the learning process through e-learning, questions about whether or not comfortable using e-learning in the teaching process, difficulties encounter, for example, the difficulties from the students, how to explain the lesson to the students, or in giving the material, teach writing by using e-learning, special strategies in teaching writing through e-learning, to what extent can the strategies apply help in teaching English, especially in writing lessons, assessing student progress in writing lessons through e-learning, feedback towards the students' writing, the apply this strategy in other lessons. The research data is the result of interviews which were analyzed qualitatively based on the teacher's strategy. The teachers are, Mr. Ery Zul Akbar which will be shortened to EZA, and

Ms. Indah Yani which will be shortened to IY. The following points are the details of the interview:

1. **The learning process through e-learning**

   IY stated that in implementing English learning during this pandemic, it could be done by using SPADA application. SPADA is an Indonesian online learning system, this application is used for higher education, and with SPADA it is also easy for teachers to give, look for subject matter because in SPADA all the material is there, and also WhatsApp (WA).WhatsApp is an instant messaging application for smartphones, when viewed from its function WhatsApp is almost the same as the SMS application that we usually use on old cellphones. WhatsApp does not use credit, but internet data. According to IY, also in learning using e-learning there are pluses and minuses that can be obtained because she said not all students can understand well. While the second teacher EZA said that the learning process carried out during the pandemic used the SPADA application too because indeed for SMAN 5 Banda Aceh the pupils when learning process only used SPADA and WA. Then according to him also, learning using e-learning can be said to be less effective because between teachers and students cannot directly meet face to face.

2. **The ease of applying e-learning in the teaching process**

   In the context of comfort, according to IY, the learning process through e-learning has no comfort. During the teaching-learning process, there is no feedback given by students, or nothing can be obtained. IY wants after she provides material or provides explanations to students, students can question the teacher if they still do not understand, the students keep silence. Therefore, IY said that there was no comfort during the learning process during this pandemic. Meanwhile, according to EZA, the comfort and discomfort must be adjusted to the conditions of both the teacher and the students. Because according to him, learning through e-learning currently has its obstacles such as from students, maybe they are not using cellphones, orthey do not have a quota, or they live in villages that are not reached by signals. Therefore, students and teachers have to adjust learning process.

3. **Teaching writing through e-learning can be helpful and not helpful for students**

   According to IY, helpful or not helpful is basically not very helpfulbecause learning and teaching through e-learning students understand more about the lesson, and according to her also that when the teacher gives questions to students, students will also make the questions, but without asking in advance what to do and without understanding what to do.

Meanwhile, according to EZA, learning through e-learning in the present must be able to help because there is no other way.

**4. The way of teaching writing through e-learning during Covid-19**

According to IY, usually teaching writing through e-learning during Covid-19 pandemic. Firstly, she sends a voice recording of the lesson to be taught to students, then he gave the text to students, and usually he also used video. Meanwhile according to EZA, what he did when teaching writing through e-learning was to first provide material, for example about offering suggestions, then he gave videos to students, then they were asked to make examples of short dialogues. and at the next meeting EZA asked students to create a dialogue and then practice it.

**5. Difficulties encountered in teaching writing through e-learning**

According to IY, to teach writing she has followed the lesson plan, but here the difficulties are the students, they have difficulty to understanding what has been explained in the lesson, IY also said that if the teaching and learning process was face-to-face, it might be possible each student can immediately ask what they cannot do. Meanwhile according to EZA, in teaching writing through e-learning there are indeed difficulties to face because according to him, not only student at senior high school, there are still learner from university who do not understand writing lessons. So the things that can help students in teaching writing, should have audio visuals or videos, so that students are easier to understanding the material that have been given.

**6. The strategies used in writing lessons through e-learning**

According to IY, the strategies used in teaching writing through e-learning are mixed paragraphs and integrated art. According to Istiqomah (2019:18)integrated art is a strategy that allow students to brainstorm their writing ideas through picture and drawings or just add them to their stories. Here the integrated art strategy is more often used because with integrated art studentswill more understand easily. The goal is to use their cognitive thinking skills to express their ideas. Whether it is on paper or through oral, the point is to get students to express their thoughts without hesitation. Meanwhile according to EZA, during the Covid-19 period there was no strategy implemented. According to him, what could help students should be done.

**7. To what extent the strategies support the students in writing lesson**

According to IY, the integrated art strategy iseasier for student in understanding and answering what the teacher gave. Meanwhile EZA said if every strategy used is responded

well by the students. According to him, the target of the lessons will be achieved, if the students do not respond well, the strategy fails.

8. **Assessment of student progress through e-learning**

According to IY, in this pandemic period, she could not judge it as a whole, but here is the way she assessed students' writing. First, whether the students do the given task as it is directed by the teacher. Second, whether the students understood what the teacher had explained, then they go by what was ordered by the teacher,So she thinks that is how she evaluates it. Meanwhile, EZA said he judged it by looking at the suitability of his KD. According to Elfima, Basic competence (KD) is the knowledge, skills and attitudes that must be achieved by students to show that students have mastered the predetermined competency standards. So, basic competence is a translation of competency standards (SK).Therefore, the way EZA assesses students' writing is by looking at its suitability (KD).

9. **Providing feedback on student writing**

According to IY, the feedback she gave was first, she checked the results of their writing, then after being checked she would correct which one was right and which one was wrongand after that, she said, if something was not continuous, then she would explain it back to the students. Here, not all students want to rework, there are some students also who do not want to know what is being explained.Then, IY said, the real feedback is up to the students if they respond well, the results will be good too. According to EZA, the feedback is like first he will send the assignment then after giving the assignment he will also give a footnote, and explain it again to the students.

10. **Application of strategies in other lessons**

According to IY and EZA, there was no implementation of the strategies given for other lessons, this strategy was only used during this Covid-19.

1. **Suitability of Lesson Plan (RPP) in the Implementation of Strategy Used in Teaching Writing**

| No. | Data Interview | Data Lesson Plan (RPP) | Analysis |
|---|---|---|---|
| 1. | • Mr.EZA used question and answer as a Strategies in teaching writing. | Question and answer strategy<br><br>• Mr. Eza : Meeting 1, The teacher provides opportunities for students to ask questions about the material.<br><br>• Students are asked to discuss learning material in the WhatsApp group related to social functions and meaning in the text.<br><br>• Students are asked to send the results of evaluation of assignments 1 suggestion and a brief offer via WhatsApp. | Strategy in data interview and data lesson plan was suitable |
| 2. | Mrs. IY only using integrated art during teaching writing as a strategy in teaching. | • Mrs. IY: meeting 2 and 3, students are presented with examples of self-introduction texts that tell their self-identities in detail based on the learning material contained in the application.<br><br>• Students are given the opportunity to ask questions about the material.<br><br>• Students are asked to discuss learning material in the WhatsApp group.<br><br>• Students are asked to send a photo related to a detailed self-introduction based on the second meeting assignment via WhatsApp. | |

Based on the table, it can be seen that teaching strategies used by the teacher was in accordance with the lesson plan (RPP) provision. Both of the teacher used question and answer strategy and also integrated art strategy as a strategies in teaching writing to made learning more effective and the students understood more about the material because they saw the learning still online learning not face to face.

**2. Suitability of Lesson Plan (RPP) in the Formulation of Teachers' Assesment toward Students Ability**

| No. | Data Interview | Data Lesson Plan (RPP) | Analysis |
|---|---|---|---|
| 1. | • Understanding of students in online learning (Mr EZA and Mrs IY) | • **Attitude**: pay attention to the activeness of students while learning in the WhatsApp group. <br> • **Knowledge**: written test. <br> • **Skill** : practice test | Assessment in learning process only used students knowledge. |

Based on the table, it shows that in the interview data and lesson plan data, learning is successful or not after the teacher applies the question and answer strategy, and integrated art strategy during online learning, in teacher assessment using knowledge assessment to students. Assessment of knowledge use written tests and questions as student responses. Here the teacher provides material, assignments to students through the SPADA application or the Whatsapp group. For assessment, the first before starting the lesson the teacher must first introduce the structures in the text, then the teacher explains the subject matter, then after explaining the teacher will give them examples, and continue to assign assignments, after that, the teacher will Check the results they have made, here for writing, the teacher assesses in terms of structure such as supporting ideas, main ideas, bodies, conclusions, and so on related to the material.

**3. Suitability of Lesson Plan (RPP) in the Formulation of Teachers' Feedback in Teaching Writing**

| No. | Data Interview | Data Lesson Plan (RPP) | Analysis |
|---|---|---|---|
| | | | |

| 1. | • Giving questions and more explains about the material (Mr. EZA and Mrs. IY) | • The teacher provides feedback to students.<br>• Students analyze and conclude input, responses and corrections from related teachers.<br>• The teacher gives short notes to students.<br>• Make a resume with teacher guidance about important points that appear in learning activities<br>• Schedule the material to be studied in the next meeting. | Feedback in data interview and data lesson plan was suitable |
|---|---|---|---|

In accordance with the table, it can be concluded that in the learning, it will be more effective if after the learning time is up the teacher provided feedback to the students with the aim that students will understand more about the material. The way to give feedback on online learning is that the teachers only asked questions and explained back in detail to the students, and provided a note as the feedback. The strategies used by the teachers in teaching writing through e-learning are used in the learning process, one of the strategies used is listed in Chapter 2 of the experts I previously mentioned.

**Discussion**

The research problem was formulated to describe the use of strategies in teaching writing through e-learning during Covid-19. This discussion discusses the learning process through e-learningand the strategies applied by teachers in teaching learning writing in high school. The results of the research findings were the application of writing learning strategies in online learning during Covid-19 to high school at SMAN 5 Banda Aceh.

Here there are three most important parts that the researcher will discuss, namely the learning process using e-learning, the way of teaching writing, the strategy that was used by the teachers in teaching writing skills through e-learning during Covid-19. In discussion section, the researcher tried to justify the description of the research finding based on the following explanation:

1. **The learning process through e-learning**

Related to the research findings above, the data is focused on the results of interviews during the learning process to the two English teachers at SMAN 5 Banda Aceh that teachers have the same opinion about the learning process using the WhatsApp and SPADA applications. In addition, the teachers also conveyed that the teaching and learning process through e-learning during this pandemic had its advantages and disadvantages.

From the interview, the researcher found that there were several obstacles faced during the teaching and learning process through e-learning such as teachers feeling is less comfortable while learning through e-learning, students were less active, students did not respond to what was explained, students did not understand what the teacher gives such as when giving an explanation or when the teacher provides material, so that it makes students less enthusiastic in learning, it is because teachers and students cannot meet directly, teachers cannot control students directly, thus making students less open. It is in line with Arkorful and Abaidoo (2014:39) e-learning as an educational method makes students experience contemplation, lack of direct interaction or relationship. Therefore we need very strong inspiration and skill to manage the time in order to reduce this effect.

Therefore, the teacher must provide something that can help the teaching and learning process such as the teacher must provide media, methods, and even some strategies, both commonly used strategies and new strategies so that the teaching and learning process can be helped.

2. **The way of teaching writing by using e-learning**

Related to research findings in how to teach writing through e-learning during Covid 19, the researchers concluded that the two of them had different statements about the way they taught writing. According to IY, when teaching writing through e-learning he teaches by giving pictures or videos, then also usually makes a recording of the lesson to be learned and sends the voice recording to students via WhatsApp group or SPADA, during the teaching and learning process.

According to IY there are no difficulties faced, but here the ones who have difficulties are the students themselves, they are very difficult to understand what is given by the teacher because learning through e-learning is not as good as learning face-to-face. If the teaching and learning process is carried out face-to-face, surely students can ask the teacher directly, what they do not understand, and the teacher can also directly explain to students.

Meanwhile, EZA said that the way he teaches writing through e-learning is to provide material, then provide a video related to the material to be studied, then next is given

questions such as a short dialogue, then the second meeting is given the same material for Repeat again, then after explaining again the teacher asks students to make a dialogue that has been taught, then in the third meeting, the teacher asks students to make their own dialogue based on what they have learned in the previous meeting, after which the teacher instructs students to practice it themselves.

When the teaching and learning process takes place, there are several difficulties faced by students such as when the teacher provides them with material, sometimes students do not understand what is being asked, students do not understand what to do, for writing, laying conjunctions, main ideas supporting ideas only sometimes students do not know. Because there are no direct intractions, so that all find it difficult.It is in line with Bullen (2001) and Beam (1997) the use of the internet for learning through e-learning has shortage such as a lack of interaction between teachers and students. This lack of interaction can slow down the value formation in the learning process. So when learning through e-learning, especially in writing lessons, the teacher must make better material, which is video or audio visual, and provide new strategies to help the teaching and learning process.

### 3. The strategy that was used by the teachers in teaching writing

From the research result, the teachers' have different opinion about teaching strategies that they used in teaching writing during pandemic Covid 19. The data from EZA showed that he used question and answer strategy because when he gave a task, the students would discuss with their friends on WhatsApp group and they answered the task by sent the task to the teacher. Question and answer strategy is suitable for teaching writing for students with a similar need since it focused on a specific key point in learning.

Supported by Harun (2019:5) that the reason for using question and answer was because the strategies used by the teacher were easier to understand.So that, question and answer strategy is not only easy for students to understand, studentscan improve their thinking skills, increase their activity during the teaching and learning process, and also with this question and answer strategy students do not feel bored when in class.

While IY, she usedintegrating art as a strategy in teaching writing to brainstorm their writing ideas through pictures. Then, students find it easier to imagine all the things they like in the future, experiences, parents, neighbors, villages, friends, and others to be written like a pictures.

The teacher said that using integrating artstrategy was easily applied by all students in their class when teaching writing because by using this strategy students could explore their thoughts, thoughts, and imaginations without any pressure from the teacher so that

studentscanwrite to the maximum level of ability, but in giving this strategy not all students will be easy to understand. It was also supported by Hermawati (2013) that the use of images in the learning process is an interesting activity to get learning motivation, and the implementation of collaborative strategies will indeed be more interesting if students do not work individually but in groups of students.

Teachers can see the development of students' strategies from their understanding, if they understand what the teacher provides, it means that the strategies given run smoothly, but if on the contrary, it means that the strategy is not working well. Therefore, the teacher must prepare several other strategies for can help the development of student learning, and for assessment during this pandemic the teachers cannot assess as much as possible because of unsupportive factors, teachers assess as much as they can, and are not too demanding because they are conditioned to learn through e-learning, if only the learning process face-to-face teaching maybe the teacher can give the best to the students. After all the lessons are finished the teachers provide feedback to students by re-explaining the lessons that have been given, giving short notes, then giving assignments, and then notifying the material for the next meeting.

The integrated art and question and answer strategies that teachers only apply this during Covid-19 if teaching and learning through face-to-face, the teacher can apply many strategies if one strategy does not work, then the teacher can look for other strategies to help the teaching and learning process, but if the conditions are like this, the teacher cannot do much to help students.

## CONCLUSION AND SUGGESTION

This study concludes that during this pandemic, learning English, especially in writing lessons through e-learning at SMAN 5 Banda Aceh was carried out using SPADA application, and WhatsApp Group. The teacher considered that distance learning had its advantages and disadvantages because currently they could not meet face to face between the teachers and students. Thus it made the learning less effective because of pandemic factor.

There are several obstacles faced by the teacher in choosing and implementing distance learning, namely providing material, providing detailed explanations so that students can understand the material provided, provide feedback, and so on. In providing material and other assignments, the teacher cannot explain directly to students so that students do not understand what the teacher is saying, they hardly focus or pay attention to

the material given. In addition, internet networks and internet quotas can hamper the learning process for teachers and students. In addition, English teachers considered that distance learning sometimes made them comfortable and also sometimes made them feel a little depressed or overwhelmed and even had difficulty delivering learning materials to students using distance learning.

One solution to implement the learning process is to be creative and innovative in learning. The strategies and methods are used in distance teaching because they were different from face to face learning process. The distance learning during Covid-19 has also made it a habit to use technology such as computers, laptops, the internet and so on. However, both teachers did not mention that they had problem in using the technology. Based on the research findings and research construction, the researcher provides some suggestions for English teachers, schools, and other researchers. For English teachers: Firstly, teachers must use the E-learning platform optimally in carrying out the teaching and learning process, especially in this time.

Secondly, with this distance learning, teachers must be creative and innovative in educating their students in order to create comfort and a sense of wanting to learn. Then in order to learn more optimally and effectively, teacher must use strategies and methods that make students not bored in the learning process. If the teacher has difficulty delivering material, providing exercises, and providing assessments, the teacher can find more appropriate ways that allow students to be controlled such as providing other techniques or other strategies that can make students easier to understand and students must be emphasized to obey the rules so that it is easy to carry out supervision. For English lessons, especially writing lessons, teachers must be more innovative in providing both material, explanation, and especially strategies because that strategy is one of the most important things to be able to make the teaching and learning process successful. For Schools, the researcher hope that schools can improve their learning media in order to increase the effectiveness of learning between teachers and students, so that teachers and students can interact and get feedback in the learning process. After that, schools must provide internet quota for teacher and students so that learning can run smoothly because internet quota is needed in long distance learning during Covid-19. Given that not all students come from families who live, some students cannot afford internet quotas, this can prevent them from studying.

For other researchers, the researcher hope that other researchers who are interested in conducting similar research can contribute to understanding teaching strategies in teaching

English, especially writing lessons. In addition, hopefully, this research can provide inspiration and guidance for other researchers to be more thorough in conducting research, so that the results are even better.

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