AN ANALYSIS OF STUDENTS' DIFFICULTIES IN MASTERING WRITING ESSAY DURING ONLINE LEARNING

(A Descriptive Qualitative in English Department at sixth Semester of UINFAS Bengkulu)

THESIS

Submitted as A Partial Requirements for the Degree of *Sarjana* (S.Pd) In English Education Study Program Tarbiyah and Tadris Faculty UIN Fatmawati Sukarno Bengkulu

By :

BETA ROSTIKA
SRN.1711230007

ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE EDUCATION
TARBIYAH AND TADRIS FACULTY
UIN FATMAWATI SUKARNO BENGKULU
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KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
FATMAWATI SUKARNO BENGKULU
FAKULTAS TARBIYAH DAN TADRIS
Alamat : Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276,51171
Fax (0736) 51171 Bengkulu

ADVISORS SHEET

Subject : Beta Rostika
SRN : 1711230007
To : The Dean of Tarbiyah and Tadris Faculty
UINFAS Bengkulu

Asslamu'alaikum Wr. Wb

After reading throughly and giving necessary advices, herewith, as the advisors, we state that the thesis of:

Name : Beta Rostika
SRN : 1711230007
Title : **An Analysis of Students' Difficulties in Mastering Writing Essay During Online Learning** (A Descriptive Qualitative in English Department at sixth Semester of UINFAS Bengkulu)

Has already fulfilled the requirements to be presented before The Board of Examiners (munaqasyah) to gain Bachelar Degreein English Education.
Thank you for the attention.

Wassalamu'alaikum Wr. Wb

Bengkulu, August 2022

First Advisor,

Rismawati, M.Pd
NIP. 197405231999032002

Second Advisor,

Zelvia Laska Afriani, M.Pd
NIP.199404202018012003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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FAKULTAS TARBIYAH DAN TADRIS
Alamat : Jln. Raden Fatah Pagar Dewa Tlp. (0736) 51276,51171
Fax (0736) 51171 Bengkulu

RATIFICATION

This is to certify the thesis entitled : **An Analysis of Students' Difficulties in Mastering Writing Essay During Online Learning (A Descriptive Qualitative in English Department at sixth Semester of UINFAS Bengkulu)** by **Beta Rostika** (1711230007) has been approved by the board of Thesis Examiners as the requirement for the degree of *Sarjana Pendidikan* in English Education Program.

Chairman
Dr. Kasmantoni, M.S.i : .....
NIP. 197510022003121004

Secretary
Heny Friantary, M.Pd : .....
NIP. 198508022015032002

Examiner I
Feny Martina, M.Pd : .....
NIP. 198703242015032002

Examiner II
Zelvia Liska Afriani, M. Pd : .....
NIP. 199404202018012003

Bengkulu, August 2022
Approved by the Dean of Islamic and Tadris Faculty

Dr. Mus Mulyadi, M.Pd
NIP. 197005142000031004

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MOTTO

'Never regret a day in your life. Good days give happiness, bad days give experiences, the worst days give lessons, and the best day give memories, stay alive no matter what'

-Beta Rostika-

DEDICATION

The researcher would like to dedicate this thesis to :

1. Allah SWT, as the only one God, the researcher would like to say Alhamdulillahirobbil'alamin, there is no word which can describe how grateful I am for every mercy, healthy, and happiness on my way to finish this thesis.
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PRONOUNCEMENT

Name	: Beta Rostika
Place, date of birth	: Simpang, 21 Maret 2000
Study Program	: English Education
Faculty	: Tarbiyah and Tadris
SRN	: 1711230007

I hereby sincerely stated that the thesis titled **AN ANALYSIS OF STUDENTS' DIFFICULTIES IN MASTERING WRITING ESSAY DURING ONLINE LEARNING** ***(A Descriptive Qualitative in English Department at sixth Semester of UINFAS Bengkulu)*** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation refered in the bibliography. If later proven that my thesis has disprepancies, i am willing to take the academic sanctions in accordance with applicable regulations.

Bengkulu, 2022

Beta Rostika
SRN. 1711230007

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The researcher realizes that, the writing of this thesis is far from perfect. Remaining errors are the researcher's own, therefore, constructive criticisms and suggestions will be highly appreciated. May all our efforts are blessed by Allah SWT. Aamiin.

Bengkulu, 2022
The Researcher,

Beta Rostika
SRN.1711230007

ABSTRACT

Beta Rostika. 2022. "*An Analysis of Students' Difficulties in Mastering Writing Essay During Online Learning (A Descriptive Qualitative in English Department at Sixth Semester of UINFAS Bengkulu)*". Thesis, Study Program of Tadris Bahasa Inggris, Tarbiyah and Tadris Faculty.

Advisor: 1. Risnawati, M.Pd

2. Zelvia Liska Afriani M.Pd

In this pandemic situation, students and teachers must study at home because everyone must practice social distancing. It makes learning in schools impossible. This study aims to (1) find out the difficulties faced by students in writing essays during online learning at UINFAS Bengkulu and (2) find out what students' solutions were when writing essays during online learning. Researchers used descriptive qualitative research methods and used observation and interview instruments. Data were collected from the sixth semester who had learned to write argumentative essays during online learning. The results showed that students experienced difficulties such as unstable internet connection in learning while the class was still in progress, increasing internet quota costs, limited learning media, and limited time and techniques in learning. Provide explanations online, and students do not understand the material during online learning. It was concluded that during online learning, students faced many difficulties in mastering writing essays. Therefore, teachers and students need to prepare and collaborate, so that they do not experience difficulties in applying essay writing during online learning, to achieve learning objectives as expected.

Keywords: *online learning, writing essay, students' difficulties*

ABSTRAK

Beta Rostika. 2022. "*Analisis Kesulitan Mahasiswa Dalam Menguasai Menulis Esai Selama Pembelajaran Online (Kualitatif Deskriptif di Jurusan Bahasa Inggris Semester VI UINFAS Bengkulu)*". Skripsi, Program Studi Tadris Bahasa Inggris, Fakultas Tarbiyah dan Tadris.

Pembimbing: 1. Risnawati, M.Pd

2. Zelvia Liska Afriani M.Pd

Dalam situasi pandemi ini, siswa dan guru harus belajar di rumah karena semua orang harus mempraktikkan jarak sosial. Itu membuat pembelajaran di sekolah menjadi tidak mungkin. Penelitian ini bertujuan untuk (1) mengetahui kesulitan yang dihadapi mahasiswa dalam menulis esai selama pembelajaran online di UINFAS Bengkulu dan (2) mengetahui apa solusi mahasiswa saat menulis esai selama pembelajaran online. Peneliti menggunakan metode penelitian deskriptif kualitatif dan menggunakan instrumen observasi dan wawancara. Data dikumpulkan dari semester enam yang telah belajar menulis esai argumentatif selama pembelajaran online. Hasil penelitian menunjukkan bahwa siswa mengalami kesulitan seperti koneksi internet yang tidak stabil dalam pembelajaran saat kelas masih berlangsung, biaya kuota internet yang meningkat, media pembelajaran yang terbatas, serta keterbatasan waktu dan teknik dalam pembelajaran. Memberikan penjelasan secara online, dan siswa kurang memahami materi selama pembelajaran online. Disimpulkan bahwa selama pembelajaran online, siswa menghadapi banyak kesulitan dalam menguasai menulis esai. Oleh karena itu, guru dan siswa perlu mempersiapkan dan berkolaborasi, agar tidak mengalami kesulitan dalam menerapkan penulisan esai selama pembelajaran online, untuk mencapai tujuan pembelajaran seperti yang diharapkan.

Kata kunci: *pembelajaran online, menulis esai, kesulitan siswa*

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CHAPTER I

INTRODUCTION

This chapter describes the reasons in order to conduct the research and deals with several points: introduction that concerns with research background of the study, research problem, research purpose, limitation, research significant, and the definition of key terms elaborated in the following section.

A. Background of the Study

In this pandemic situation students and teacher must learning at home because, all of people must social distancing. It is make learning in the school cannot implemented. Several studies have found a phenomenon that the Covid-19 pandemic has also a major impact toward the education sector (Rahardjo & Pertiwi, 2020). In the education sector, the government through the Ministry of Education and Culture in all countries has implemented a learning policy, namely online learning. Online learning is a learning process carried out using the internet network (Isman, 2016). E-learning is a type of teaching and learning

that allows teaching materials to be delivered to students using the electronic applications to support teaching and learning like using the internet, computer networks, and standalone computers or other computer network media. The term of online learning itself has a very broad definition. In terminology, online learning is pretty much put forward in various points of view, but it leads to the same understanding. Thus, online learning means learning by using media or electronic device assistance services. Using online learning in the form of activity through the media can be done anytime, anywhere. Online learning has a characteristic that is superior that is not dependent on space place and time.

However, there are several problems related to the implementation of online learning, namely, the quality of the internet network is not stable so that it becomes an inhibiting factor in the implementation of conducive online learning (Eyles & Gibbons, 2020). Difficulties in writing skills for students of e-learning that difficult to understand the material

presented because the online learning system has many obstacles (Isman, 2016). In addition, the low motivation of some students in participating in online teaching and learning activities. Another problem faced is the lack of communication between parents and teachers regarding children's development during online learning activities (Fauziah, 2021). This calls for teachers to be more innovative in learning using technology. In the circular letter of the Ministry of Education of the Republic of Indonesia number 15 of 2020 contained in this letter, the Ministry of Education of the Republic of Indonesia hopes that all students hope to study at home in this COVID-19 pandemic and that all students will obtain their education rights as a whole. As well as, the same things learning writing skills for English students' at UINFAS Bengkulu also applying an online learning system in the learning and teaching process.

Writing is one of language skill that must be mastered by students. According to Syatriana (2018), writing skill is to communicate indirectly, not for conventional

situation. It means that, through writing learners can express thought, feeling, ideas, and experiences to convey a specific purpose. The purpose of writing is to give some information. Writing is the process of using symbols (letters of the alphabet, punctuation, and spaces) to express thoughts and ideas in a simple form (Vrdyna, 2016). According to Jonah (2006), writing is a series of activities going on and involves several phases, the preparatory phase, and the content development and review, as well as revisions or improvements posts. Meanwhile, Gebhardt & Rodriguez (1989) said that Writing is one of the most important things you do in school. Good writing skills take big part to determine in the success, whether it writing a report, proposal or assignment in school.

There are some kinds of text or writen form that will be gotten by students during learn to write especially learn to write essay in every college. They are narrative, descriptive, explanation, recount, exposition, and argumentation or essay (Baker & Angeli, 2013). In this research, the researcher

refers to argumentative essay as a subject to research because argumentative essay is an essay that make the authors to force themselves to think critically and to pour great ideas or opinion in order to persuade the reader and make the readers to change their belief (Ozagac, 2004). It means that by writing argumentative essay the students will practice to communicate or convey what they think confidently because in writing argumentative essay the students are required to write by collecting some important information, generating, and evaluate evidence, then establish a position on the topic in a consice manner.

Morgan (2016) arguedthat the students are going to stuck when they want to begintheir writing of the first idea or topic, they are confused to write the thesis statement that can be in the first or last sentence of the paragraph, they must consider to what the audience or reader who will read their essay also the purpose of the essay, they are mostly in fear or failure while writing because of how they express their idea, feeling and experience and sometimes the students must

have a skill on how they cite the resources or quotethe theories and paraphrasing. It means that the students' difficulties are common problems that always happen,and there are reflected in the real classroom situation in writing subject. Moreover, as we probably know that every tudent in college must complete the final task in the last semester by producing a thesis. Fundamentally, writing cannot be separated from education system or the teaching learning process.

Moreover, some researchers already conducted the related studies, the first is Students' Difficulties in Writing English (Pratiwi 2016). In her research she found there are some causes of writing complexities in essence, linguistic difficulty (language use and vocabulary aspects), and cognitive problems. The students faced a number of challenges including lack of motivation, lack of self-confidence, and writing anxiety. Meanwhile, Yulansari (2019) also conducted a study An Analysis of the Third Year Students' Difficulties in Writing Argumentative Essay at

English Department of FKIP Bung Hatta University in this research the researcher result showed that that is 21(60%) students have difficulties in writing an argumentative essay and the result of the writing test. Specifically, from data analysis of writing task showed that 21(60%) students had difficulties in organization of idea, 22(62.85%) students in grammar, 20 (57.14%) students vocabulary, 21 (60%) students in using transition signal, and 21(60%) students in mechanics.

The researcher already conducted pre-interview on 10 November 2021 with four students of English Department at the fifth semester of IAIN Bengkulu. Students A said her difficulty in mastering writing essay is the difficulties in writing by using online learning. She faced a problems such as, the difficulty of understanding the material presented because she felt that online discussions were less effective and limited. Meanwhile, students B said the problem in writing essay must have been a practice that is supported by the material, even the lecturer already gave the assignment.

They still cannot understand the material because unclear explanation by the lecturer. Students C said that her obstacles in writing essay are the difficulty in organize and following the rules. Therefore, she is hard to develop her idea and express the words correctly. Futhermore, students D said his difficulty is there are a lot of terms and writing procedures that are complicated for him. He is less on grammatical rules and has limited of vocabulary. Thus, he is finding that writing is hard to understand.

Based on the explanation above, it can be concluded that the difficulty of students in mastering writing essay in e-learning is the difficulty of understanding the material and it is difficult to apply it in the form of written essay because a lack of understanding the vocabulary and grammar. As an objective of this research is to find out the students' writing difficulties in argumentative essay through the aspects of writing during online learning, therefore researchers feel curious and interested to investigate the study entitled "An Analysis of Students' Difficulties In Mastering Writing

Essay During Online Learning (A Descriptive Qualitative Study of English Department at the Fifth Semester of UINFAS Bengkulu)".

B. Identification of the Problem

Based on the background of the study above, the problem can be identified as the following problems:

1. The students difficulties in implementation of writing essay during online learning.
2. The students motivation in studying writing essay of online learning.
3. The students challenges of writing essay during online learning.

C. Limitation of the Problem

This research will only focus on students difficulties of writing skills of argumentative essay by using online learning at UINFAS Bengkulu. The subject of this research is students at the sixth semester of UINFAS Bengkulu, who are studying writing skills by using online learning during covid-19 pandemic.

D. Research Questions

1. What are the students' difficulties faced in writing essay during online learning at UINFAS Bengkulu?
2. What are the solutions of students' while in writing essay during online learning?

E. Objectives of the Study

1. To find out what the difficulties of students faced in writing essay during online learning at UINFAS Bengkulu.
2. To find out the solution of students' while in writing essay during online learning.

F. Significance of the Study

1. For students, the result of this research can be useful for the students of English department in the learning process, as a real-life phenomenon, students gain a greater understanding of writing problems based on their writing skills. Qualitative study is intended to be beneficial to students in order for them to understand the challenges they face in mastering their writing abilities. It is hoped

that after recognizing their writing mastery limitations, students will respond in order to develop their writing mastery limitations.

2. For the researcher, this research can give a practice in developing knowledge and skill in using writing media.
3. For the English lecturer UINFAS Bengkulu, as one of the factors taken into account by English lecturers in order to help students with their writing difficulties and mastery of writing capacity. This research will help English lecturers find new ways to teach English writing by providing knowledge.
4. For the other researchers, this research hopely can give general knowledge of the students' difficulties writing during online learning. This research also can serve as a foundation for future research.

G. Definition of key Terms

The following section offers a brief explanation of some main words or operational definitions of the research to prevent confusion of the concept used in this report.

1. Students' Difficulties

   Students' difficulties the meaning is when something is not easy to do or understand for the students (Cambridge Advance Learner's Dictionary 3rd). According to Ahmadi & Supriyono (2003) they claim that learning difficulties are a condition where students or students cannot learn properly, this is not always caused by intelligence factors, but can also be caused by non-intelligence factors.

2. Writing skills

   Writing skills is a process of discovering ideas then wrote those ideas on the paper. According to Ontario (2005), writing is powerful instrument for students to use to express their thoughts, feelings, and judgments about what they have read, seen, or experienced. In the

university, it has been one of the high priorities that the students should master either in academic or in non-academic. Those who have a good writing skill can easily do their writing assignments, such as articles, proposal, thesis, essay tests, letters and so on (Zelvia, 2018).

3. Argumentative essay

Argumentative essay is an essay in which you agree or disagree with an issue, using reason to support your opinion (Oshima, 2006). Your goal is to convince your reader that your opinion is right. Argumentation is a popular kind of essay question because it forces students to think on their own, they have to take a stand on an issue, support their stand with solid reasons, and support their reason with solid evidence.

4. Online Learning

The term online learning refers to the use of a variety of technology to deliver education over computer networks, including the internet, email, chat, new groups and messages, and audio and video conferencing. Online

education necessitates a significant investment of time and resources, as well as careful planning. According to Rusman (2012) e-learning is all learning activities that use the help of electronic technology. Through e-learning, students' understanding of a material does not depend on the teacher or instructor but can be obtained from electronicmedia.

CHAPTER II

LITERATURE REVIEW

This chapter presents brief discussions of Students Difficulties, Writing Skills, Online Learning, and reviews of previous study.

A. General Concept of Students Difficulties

1. Definition of Students Difficulties

From the oxford dictionary, difficulty is a thing that is hard to do or understand. Difficulties occur when students make errors during the learning process or when being instructed. Most students struggled with the learning process because they didn't understand the material or the subjects, particularly when writing English texts or when the teacher taught. The difficulty of students is related to their participation in the learning process. To begin with, students are passive in the learning and teaching process (Natsir & Anisati, 2016), necessitating the teacher's strategies to enable students in the learning process.

Writing challenges like all learning problems can be devastating to a student's education. According to Heaton (1975), writing is a dynamic ability that can be difficult to teach. Since not only self-strategies affect students' results, but also the efficacy of the methods and techniques that teachers use in their English composition courses, students' writing difficulties may be caused by a variety of factors (Aragón, Baires, & Rodriguez, 2013). Meanwhile, According to Salem as cited in Huwari & Al-Khasawneh (2013) conducted another study that confirmed writing difficulties concluding that ESL and EFL face challenges that prevent them from writing effectively. However, certain students' writing difficulties or issues may be resolved by considering an acceptable or successful writing approach from their teachers (Abbas, 2017). According to Harmer (2001), a teacher's job is determined by what the teacher wants his or her students to achieve the teacher should be able to move

between various appropriate methods and techniques, as well as be aware of how to implement them in teaching English writing.

Therefore, from some of the explanations above, we can conclude for the English writing it is important that both of teachers and students collaborate, especially in the field of mastering writing skills , so that they do not experience difficulties applying writing in paragraph form in essays as faced by many students in general, as a result to achieve learning objectives as expected.

According to Brown & Douglas (2007), the factors to be underlined are the factors raised by Brown as explained as follows:

a.) Personality Factor

The personality factors are those that are linked to the writer is internal factors. Brown suggests that students' personality traits can be deduced from their affective characteristics. Brown goes on to say that

affective factors, which become personality factors, can have an effect on students' ability to write well.

1. Self-Esteem

   The most pervasive feature of human behavior is undoubtedly self-esteem. It's easy to argue that no effective cognitive or affective function can be carried out without some level of self-esteem, self-confidence, self-awareness, and self-efficacy belief in one's own ability to complete the task.

2. Inhibition

   Many human beings, in their understanding of themselves, build sets of defenses to defend the ego, according to the principle of inhibition. It gradually learns to recognize a distinct self from others. Individuals begin to identify a system of affective characteristics that they identify with themselves as their understanding, reacting, and valuing increase.

3. Risk Taking

These findings show that taking risks is an integral part of learning a second language successfully. Learners must be willing to take a chance and test out their hunches about the language, even if they are incorrect. Variation in risk-taking appears to play a role in a variety of problems in second language learning and pedagogy. When errors are made, a person with high global self-esteem is not daunted by the potential implications of such patterns of error, which may be due to a lack of willingness to take risks.

4. Anxiety

The construct of anxiety plays a major affective role in second language acquisition. Even though we all know what anxiety is and we all have experienced feelings of anxiousness, anxiety is still not easy to define in a simple sentence.

Anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system." More simply put, anxiety is associated with feelings of uneasiness, frustration, self- doubt, apprehension or worried.

5. Empathy

Empathy is more precisely described as the projection of one's own personality into the personality of others in order to better understand them. Empathy means a higher likelihood of detachment. Empathy is described as a process of understanding in which a temporary fusion of self-object boundaries allows for immediate emotional apprehension of another's affective experience.

6. Extroversion

Extroversion and introversion are also potentially significant factors in learning a new language. Because of the propensity to stereotype

extroversion, the words are often misunderstood. Introverts, conversely, are thought of as quiet and reserved, with tendencies toward reclusiveness. Extroversion is the degree to which an individual has a deep-seated desire to gain ego enhancement, self-esteem, and a sense of wholeness from other people rather than from within.

7. Motivation

The extent to which students are morally or extrinsically driven to complete a task successfully. Intrinsically induced behaviors are those that have no obvious incentive other than the activity itself. Internally satisfying outcomes, such as feelings of competence and self-determination, are the goal of intrinsically motivated behaviors.

2. Students Difficulties in Mastering Writing Skills during Online Learning

The whole world is grieving with the Covid-19 disaster, this pandemic has claimed many victims. The

world of education has become lonely because social distancing is required to break the chain of the Covid-19. Meanwhile online learning is the best solution for the government to keep education going. Which in Indonesia has never been applied to this online learning system, causing students to be shocked by changes in the learning system. Learning from home is implemented with a distance learning system. A study conducted by Chun, Kern, & Smith (2016) summarizes that distance learning is an education system in which learners are separated from the educator and the learning process uses various resources through Information and Communication Technology (ICT).

Online learning is a learning system without directly face to face between teacher and students (Allen & Seaman, 2007). In online learning requires an internet network. The teacher and students carry out learning together, at the same time, but in different

places. Various applications and platforms can be used, such as whatsapp, telegram, zoom meeting, google meet, google classroom, and others. To support this online learning, the main device needed is computer or android connected to the internet network.

Thus, facts among the public actually show that this online distribution system creates several difficulties and problems. A study conducted by Ahmad (2016) found a phenomenon that EFL learning which requires a lot of practice for its application also experiences obstacles when the learning system is applied. In writing session, for instance, the ICT equipment used by teachers to train students who are in separate and distant places is often ineffective, such as difficulties in implementing writing skills because students find it difficult to understand the material presented by the online learning system has many obstacles. Teachers also cannot maximally supervise

students when giving writing exams. In writing course with the distance or online learning, students also find problems in writing that is exemplified by their teacher, and the teacher also cannot optimally train in directed the students to writing.

Writing is the most challenging area in learning second language. It is based on appropriate and strategic use of language with structural accuracy and communicative potential (Dar & Khan, 2015). Similarly, an incoherent text fails to communicate ideas which causes lack of confidence in learners even if they have mastered syntactic, lexical and grammatical command over text composition (Rico, 2014). Students' lack of confidence is also caused by a teaching strategy which does not conform to students' learning styles and cultural backgrounds (Ahmad, 2013). It is argued that poor writing skills originate from two factors the teacher and the learner. Teachers lack appropriate pedagogic approach to teach writing,

including providing prompt and effective feedback to students, and most crucially, teachers' lack of ability to motivate students.

Therefore, the existence of an online learning system makes it difficult for students to understand the material to apply writing skills during E-learning. The obstacles faced by students in the online learning process are fundamental obstacles that must be faced, including obstacles in the field of internet networks, limited features of online learning applications, and obstacles in terms of learning services. These constraints should be a concern in preparing and implementing online learning.

B. General Concept of Writing Skills

1. Definition of Writing

According to Troia (2014), writing is a ways to affords the students extended opportunities to think about, manipulate, and transform ideas and reflect on their existing knowledge, beliefs, and confusions in

written form. Because writing is permanent and promotes more concrete and precise thinking processes, it offers a unique mechanism for extending learning beyond presentations, inquiry activities, and discussion. Based on Albesher (2016), the writing is a emphasis on the composed product rather than the composing process the analysis of discourse into words, sentences, and paragraphs the strong concern with usage (syntax, spelling, punctuation) and with style (education, economy, clarity, emphasis) and so on. Elhabiri (2013) writing is an act of communication, it is considered as a skill that needs study and practice to be developed. The ability to write is not naturally acquired it is usually learned as a set of practices in formal institutions, or other environments settings.

Meanwhile, writing is an essential skill through which success can be attained in any academic contexts. As we probably know that writing is not a simple thing although everyone can write. In writing the author needs

much time to create good writing. They should give attention in the content of every paragraph, the structure or grammar and the vocabulary that will be used by the author in their writing.

Based on the explanation above, writing skills are a person's way of communicating by pouring out ideas and thoughts in the form of writing that is concrete and precise, where the writing is compiled through a process of discourse into words, sentences and paragraphs.

2. Essay Writing

a. The Definition of Essay Writing

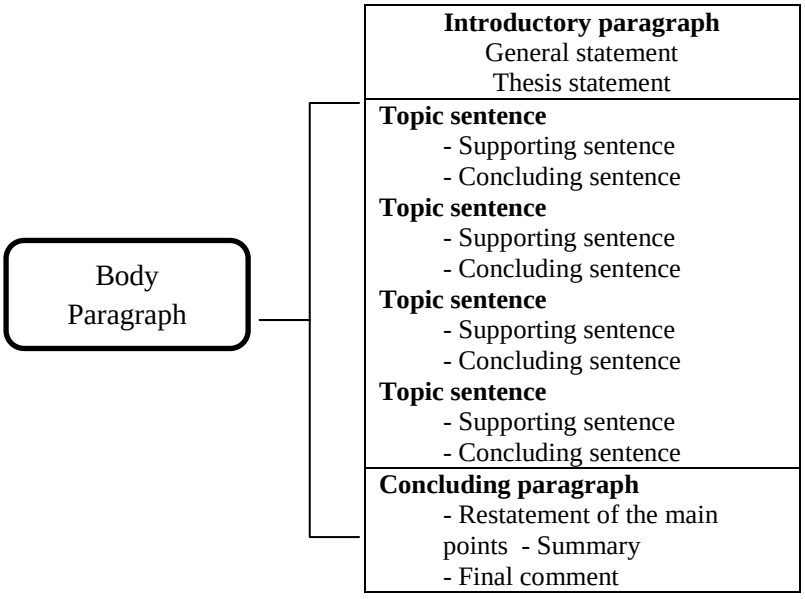
When we want to write and extend a topic more extensively or complex, we must convey it into essay form, in which a kind of writing that consists of more than one paragraph (Setiawan, 2009). It means, an essay is communication way in writing form that is conveyed with extensive knowledge, thought and understanding. An essay is different from paragraph because an essay is longer than paragraph. We can

look at the difference both of them in concept maps bellow :

Table 2.1 Concept map Paragraph

Topic sentence
Supporting sentence Supporting sentence Supporting sentence Supporting sentence Concluding sentence

Table 2.2 Concept map Essay



According the concept maps above, it can be concluded that an essay is longer than the paragraph. In writing essay, it needs the author's extensive knowledge, thought, idea and opinion to make a good essay that has longer paragraph and content.

3. Characteristics of Writing

According to Brown (2002), there are many characteristics of writing from the viewpoint of a reader, including:

a. Permanence

Written is permanent since it requires elaborate writing on paper or on a computer to provide information to the reader, and it serves as an educational media in the form of a book.

b. Production time

In written text, the writer restricted processing time to production writing in the text. The written process is very efficient in terms of time to obtain the final text.

c. Distance

Distance is very important in writing since the writer must provide space in the writing process for particular terms, phrases, sentences, and paragraphs to be interpreted. As a result, distance influences knowledge to the reader in writing, resulting that no ambiguity in the texts context.

d. Orthography

Orthography is a branch of science that deals with the procedures for correctly updating and pronouncing the alphabet and other written symbols in English.

e. Complexity

In complexity to establish syntactic and lexical variety, the written must mix sentences, know how to refer to other elements in the text, and know how to make references to other elements in the text. The writer must learn to delete sentences that aren't coherent or match each other.

f. Vocabulary

In written language, vocabulary is critical for constructing sentences and paragraphs that result in a text. Good writers may develop the ability to fit English vocabulary. The writer must use language that is familiar to the reader so that the context of the text is readily understood.

g. Formality

Speaking and speech are often more formal than writing. There are rhetorical, formality, and formal structure in prose, such as text openings and closings.

4. Students Writing Skills

In the writing process used in Nazario (2010) writing skills consists of five stages, namely:

a. Prewriting

Discovering and restricting the subject is the first step. Pre-writing strategies for determining the subject and focusing on the text's writing People may

use prewriting methods to help them find ideas during the writing process.

b. Drafting

The writer drafting product related to the topic. The writer check the words in elaborating the topic. Besides, in drafting phase, reading and correcting are required to improve product of writing.

c. Revising

If the students revise at this point, they go through the draft to see where they can make it simpler, more precise, more meaningful, and more informative. Each writing chapter includes style tips and a problem solution section to help students write more effectively and accurately.

d. Proofreading

Students should check the text for spelling, sentence structure, and word use during the proofreading stage. Each chapter begins with a list of

grammar mistakes to use as a starting point for proofreading.

e. Reflecting

Reflection is the last step in the writing process. The students begin by reminiscing about their previous writing experiences in that chapter. In their next piece of writing, the students produced their draft.

5. Students Challenges in Mastering Writing Skills

Writing challenges like all learning problems can be devastating to a student's education. According to Heaton (1975), writing is a dynamic ability that can be difficult to teach. Since not only self-strategies affect students' results, but also the efficacy of the methods and techniques that teachers use in their English composition courses, students' writing difficulties may be caused by a variety of factors (Aragón, Baires, & Rodriguez, 2013). They said that students who are uninterested in learning to write have low writing proficiency. Salem (as cited in Huwari & Al-Khasawneh, 2013) conducted another study

that confirmed writing difficulties, concluding that ESLs and EFLs face challenges that prevent them from writing effectively. However, certain students' writing difficulties or issues may be resolved by considering an acceptable or successful writing approach from their teachers (Abbas, 2017). Fauziati (2015) says that the skill that is hard to be mastered is writing. Students usually get difficulties in generating ideas. Sometimes students can not develop their ideas because of their lack of knowledge, and they get confused about how to write because of lack of vocabulary (Fareed 2016). The essence difficulties that faced by students are in phoneme cluster, spellings, grammar, mistakes due to the first structure, doubling of a preposition, articles, tenses, appropriate subject, language interference, doubling of vocabulary, wrong use of prefixes, and suffixes Khan as cited in Mubarak (2017).

6. Argumentative essay

Argumentative essay is another types of essay writing and it is concerned with the reasoning ability of

the writer to present an issue logically with an overriding view (Babatunda, 2011). In this kind of essay, the author not only gives information but also present an argument with the PROS (supporting ideas) and CONS (opposing ideas) of an argumentative issue (Ozagac, 2004). The argumentative essay is also called a genre of writing that requires the student to investigate a topic, collect, generate, and evaluate evidence and establish a position on the topic in a concise manner (Baker & Brize, 2013).

According to the meanings above, it is stated that argumentative essay is an essay that requires the writer or the author to convey their thinking in deep understanding and extensive knowledge by considering the evidence or supporting ideas to make the reader believe about the writer's argument. Therefore, in producing a good argumentative essay the author must have extensive knowledge, good ideas, deep thought and opinion about what they want to write. Looking for the argumentative topic is not an easy task because according the definitions

above the topic in argumentative essay should be narrowed down and it should contain an argument. The author also must have deep understanding, deep thought and extensive knowledge if they want to take a good topic to their writing.

From the explanation above there are three organization patterns in writing argumentative essay written below :

Table 2.3

Three organization patterns in writing argumentative essay

Pattern 1	Pattern 2	Pattern 3
Thesis statement PRO idea 1 RPO ideas 2 CON(s)+ refutation(s) Conclusion	Thesis statement CON(s) +refutation(s) PRO idea 1 PRO idea 2 Conclusion	Thesis statement CON ⇨ idea1 Refutation CON ⇨ idea2 Refutation CON ⇨ idea3 Refutation Conclusion

C. Online Learning

1. Definition of Online Learning

According to Arsyad (2011) media online learning or often referred to as E-learning is a means to support education and not as a substitute medium for education. The process of e-learning as a distance learning media creates a new paradigm, namely the role of teachers who are more facilitators and students as active participants in the teaching and learning process. Cobanoglu (as cited in Miftah, 2018) says that the use of computer and internet technology has had a great and good influence on higher education in this digital era. It is because students can get a lot of information and knowledge from the internet quickly. Also, Hursen & Fasli (2017) social network applications are regarded as highly significant for the selfdirected learning skills for learners. The use of online learning systems is one effort that can be made to overcome problems and make it easier for students to access learning materials. Riyanda, Herlina & Wicaksono (2020), explain that several things

that can be done during online learning are communicating and discussing online.

From the explanation above, online learning media or E-learning is a means of supporting education and not as an educational substitution medium. Where this learning system is carried out remotely and uses the use of technology such as computers and the internet in the teaching and learning process.

2. Types of Online Learning

a. Computer Managed Learning (CML)

Computer-managed learning systems can fulfill several functions, including generating tests, analyzing the results of these tests, and keeping records of learners' progress (Sly & Rennie, 1999). Institutions also use CML systems for storing and retrieving teaching aids and tools, such as lecture information, training materials, and curriculum information (Currie & Courduff, 2015).

b. Computer Assisted Instruction (CAI)

Also referred to as computer-assisted learning, CAI is a type of elearning that uses computers together with traditional teaching. This method includes a wide variety of activities, including drill-and-practice, tutorial, and simulation activities (Cotton, 1991). These activities can be offered by themselves or as supplements to traditional teacher-directed instruction. According to Tamm (2019), most online and traditional schools today use various CAI methods to facilitate skills development in students.

c. Synchronous Online Learning

Through synchronous online learning, groups of students can simultaneously participate in activities in real-time, anywhere they are in the world (Hrastinksi, 2008). According to Tamm (2019), this type of community-oriented elearning is one of the quickest growing types of elearning because it eliminates the

social isolation and poor teacher-student relationships common in e-learning.

d. Asynchronous Online Learning

This self-paced learning approach allows students to have more flexibility in their schedules. Technologies used for asynchronous elearning methods include email, blogs, ebooks, discussion forums, CDs, and DVDs.

e. Fixed eLearning

The material is usually determined by instructors; as such, it cannot be adjusted to adapt the content to the student's learning pace or preferences. Because of its rigid nature, this type of elearning is often not ideal in elearning environments (Tamm, 2019).

f. Adaptive e-Learning

Adamu (2018) further notes that adaptive e-learning benefits from artificial intelligence (AI) and the technology's ability to personalize the learning experience. AI is particularly crucial in knowledge

management and retrieval, which in turn serve as core modules of adaptive elearning systems.

g. Linear e-Learning

The time, order, and pace at which the information is received are determined by the sender, and there is no feedback from the receiver to the sender (E-Learning Models Explained, n.d.). Instruction delivered through television, radio, and newspapers is a classic example of linear e-learning.

h. Interactive eLearning

In this approach, the sender can become the receiver and vice versa. Modern examples include instant messaging and discussion boards or forums (E-Learning Models Explained, n.d.). Through this easier communication model, instructors and students can modify teaching and learning methods as necessary.

i. Individual e-learning

In individual e-learning, learners study the material individually and students are expected to meet

learning objectives on their own. This mirrors learning practices in traditional classrooms. There are a number of ways to evaluate or measure students' performance against learning objectives throughout the learning process. In many massive open online courses such as Coursera, for instance, coursework and exams undergo automated evaluation or peer grading (Layton, 2013).

j. Collaborative e-Learning

In this method, two or more students engage in the learning process as a group. According to Tamm (2019), collaborative e-learning works on the idea that knowledge is best developed in a group setting, where individuals can interact, learn from each other, and play to each other's strengths and weaknesses.

3. Students Challenges by Using Online Learning

Challenges in the implementation of online learning, are (Effendi, 2005):

a. Investigation

Although online learning can ultimately save on education costs, it requires a very large investment at the outset.

b. Culture

The use of online learning requires a culture of independent learning and the habit of learning or the following learning through computers.

c. Technology and infrastructur

Online learning requires computer devices, reliable networks, and the right technology.

d. Material design

Submission of material through e-learning needs to be packaged in a learner-centric form. Currently, there are very few instructional designers who are experienced in making an adequate package of elearning lessons.

4. Advantages and Disadvantages of Online Learning

In the modern world excepted the traditional learning in the "studentclass-teacher format" distance learning (d-Learning) was increasingly being implemented into practice. According to Nataliia & Michael (2016) stated that distance learning was rated to be a form of training that is based on the used of an extensive spectrum of traditional and new information technologies and their technical means which interested to present educational material, its individual learning, organization of an online exchange between a teacher and a student learning at a distance which realized with the help of modern computer and telecommunication technologies in real time or out of sync. Network (unstable internet connection), students have not fully mastered the use of media, Interaction between teachers and students is still lacking (students feel embarrassed to ask questions or comment to the teacher about lessons or difficulties experienced in doing

assignments in online learning, (Jayatri, Risnawati & Susanto, 2021).

Accordingly, the used of electronic means in online mode provided the following learning advantages :

a. Quick and easy access to information, that is to the knowledge base contained on the Internet.
b. Guided interactions between teachers and students in the form of adialog, which in some cases might approach online interactions in traditional educational technology.
c. Verification and control of knowledge at a distance.
d. The organization of laboratory workshops through the application of remote network access to real laboratory equipment.
e. Individual learning.
f. The possibility of collaborative learning through the exchange and sharing of educational content by several users who are connected together.

The used of e-learning in practice also have a number of disadvantages compared to mobile learning:

a. The interaction between students and teachers was held with the help of e-mail with the loss of time on routine mail examinations.
b. Communication between participants in the education process occurs only through access points to the Internet.
c. Feedback between teacher and students was not direct, that is mean not directly via email (website, forum, chat, etc.).
d. Evaluation and control of knowledge limited in time, in the form of standardized tests.

As such, the advantages and disadvantages provided by mobile and e-Learning indicated that the feasibility of implementing them in school is to be determined not only by the technical features of the learning tools, software, but also by the didactic objectives and the interaction features between the teacher and students. This allows us to

emphasize that there was a direct relationship between the means and forms of learning and that it defined the structure of e-learning.

D. Previous Studies

The researcher took some previous studies as inspiration and consideration in conducting the study. There are three studies about writing problem which have been conducted and have been becoming inspiration. The first research has been conducted by Kristy dwi pratiwi (2016). She conducted a research entitled : "Students Difficulties in Writing English" (A Study at the Third Semester Students of English Education Program at University of Bengkulu Academic Year 2011-2012) which was aimed at knowing the students' difficulties in writing English at third semester students. The method used in this research is a descriptive where the researcher explained the result of research by describing the data gained. The population of this research was the whole students at third semester in University of Bengkulu, they were 79 students. All of them are taken as a

sample of this research. The data of this research were obtained by using the test of writing a composition, which was scored by using ESL Composition Profile suggested by Jacobs, ET all (1981). Based on the finding in this research, the researcher found that the third semester students of English Department of FKIP University of Bengkulu have some difficulties in writing. Based on the data, the researcher has grouped the difficulties into the following term: (1) Physiology Aspect (Content), (2) Linguistics Aspect (Language use and Vocabulary), (3) Cognitive Aspect (Organization and Mechanics).

The second study was done by Eni Ismayanti & Abdul Kholiq 2020, entitled : "An Analysis of Students' Difficulties in Writing Descriptive Text". This research aims to describe the students' difficulties in writing descriptive text and to find out the causes of students' difficulties in writing descriptive text. The study applied quantitative descriptive methods. The research subjects are X MIPA 6 students of SMAN 1 Sukodadi who had difficulties when

writing descriptive text, the data of this research are the result of students' worksheet and the students' answer in interview. This research used documentation and interview to collect the data. Data reduction, data display and drawing conclusion was used to analyze the data. The result of this research shows that the students of X MIPA 6 have difficulty in writing descriptive text, the difficulties are difficulties in generic structure, difficulties in grammar, and difficulties in spelling. While the factors that cause the students' difficulties in writing descriptive text are lack of proficiency in the text production skills, lack of knowledge relating to the subject contents of the script to be written, and lack of interest in learning English.

The third is previous study that has been done by Maisal Rahmadi 2018, entitled : "Students' Problems in English Writing" (An Analysis on Senior High School Students' Writing Work). This study explored to find out the most common errors students make in their English writing work and figure out students' perceptions towards their

teachers' supports to solving the problems. Mixed methods, qualitative and quantitative were employed to answer the research questions. Qualitative data were analyzed descriptively and quantitative data were statistically analyzed. The qualitative data findings from the document analysis on this study exhibited that the students make many kinds of errors in their English writing work. Total numbers of the errors made was 350 errors under the 21 error sub-types. Grammar aspect place in the first most frequent errors that students made (159 or 46% errors), followed by mechanic aspect (123 or 35% errors) in their writing work. Based on the result and discussion, the researcher would like to come up with conclusions: (1) The learners make a large number of errors. Grammar is the most error aspect that have made by students in composing writing work. This confirm previous research finding that EFL students have difficulties in English writing aspects (e.g., Abbas, 2017, Abderraouf, 2016, Ariyanti & Fitriana, 2017), (2) The students gave agreement responses for having writing aspects problems. In

order, most of students show their agreement that teacher gave high support in solving the student's problem in English writing work such as correcting in English writing aspects and suitable activities applied in teaching English writing. The research finding above confirmed by previous research finding that teacher support students in solving the problems in English writing aspects (e.g., Shin, 2006 & Abbas, 2017).

Based on the previous studies above, the researcher found the similarity and the differences. The similarities among those previous studies and this study are the objective is to find out the students' problem in writing skill. The differences between those previous studies and this research are the place of the research, learning system and the subject of the research. Based on those previous studies above, the researcher is conducting a research entitled "An Analysis Of Students' Difficulties In Mastering Writing Essay During Online Learning" (A Descriptive Qualitative Study of English Department at Fifth Semester of UINFAS Bengkulu).

CHAPTER III

METHODOLOGY

In this chapter, the researcher would describe about research design, subject of the research, instrument of the research, technique of collecting data and techniques of data analysis this research.

A. Research Design

To explore students' difficulties in writing essay, the researcher was conduct descriptive qualitative research. This research just to know the difficulties of students faced in writing argumentative essay in e-learning. Then the data are notify the difficulties and the way to give solution. Qualitative research is the method that focuses on understanding social phenomena from the perspective of the human participants in natural settings (Ary et al, 2010; Thao & Herman, 2020). There are some types of qualitative research, namely basic interpretative studies, case studies, content or document analysis, ethnographic studies,

grounded theory studies, historical studies, narrative research, phenomenological research.

A qualitative research approach is one that aims to comprehend the phenomenon that research subjects encounter. For instance, behaviour, perception, motivation, action, and so on, holistically and through explanation in the form of words and language, in a specific natural context and through the use of various natural methods. The qualitative study is descriptive of nature. It means that the qualitative analysis in this study was primarily descriptive. The topic and its actions can be observed in this study, which provided descriptive data in the form of written words. The focus of this form of qualitative research like on definition. Thus, according Schrieber (2017), definition studies are simply studies that use numbers to build an image of a group or entity. Descriptive studies, then, are techniques for explaining group phenomena. The data will be observed by this researcher in the form of written words. In the same line, a discussion about participations and site in qualitative

research may involve four aspects identified by Miles & Huberman: environment (where the research has take place), actors (who has observed or interviewed), activities (what the actors has observed or interviewed doing), and method (what the actors has observed or interviewed doing) the evolving nature of events undertaken by actor within the setting.

The researcher decides to use qualitative approach to investigate and analyze the student's difficulties in mastering writing essay by students during Online Learning. This research was conduct in institute for English Department studies at UINFAS Bengkulu. This research concerned with what sixth semester students think about their experiences when learning writing essay during the covid-19 pandemic.

Every research, both of qualitative and quantitative research, always departs from the problem. However, there are some fundamental differences between problems in quantitative research and qualitative research. In quantitative research, the problems to be solved through

research must be clear, specific, and considered unchanging, but in qualitative research the problems brought by the researcher are still temporary, even dark, complex, and dynamic. Therefore, the problem in qualitative research is tentative and has develop or change after the researcher is in the field.

It is mentioned above regarding the presentation of the report in descriptive form, then the descriptive research method is a way to solve problems in research by describing the condition of the subject or research object based on the facts that occur. Whereas in Addhin (2013) according to Whitney the descriptive method is fact finding with the right interpretation. Addhin (2013) "Descriptive research is studying problems in society as well as procedures that apply in society and certain situations, including about relationships, activities, attitudes, views, and ongoing processes and their influences. of a phenomenon". A qualitative research approach with descriptive methods in

accordance with the research problem that was conducted by researchers.

B. Research Subject

The type of sampling used in this research is purposive sampling. Hadi (1990) Sampling is the way of getting a sample. Sampling was created to select some of the individual processes in research so that they or individuals could participate voluntarily. The purpose of sampling is to use some individuals to get information about the population. As Bernard (2002), Lewis & Sheppard (2006) state, purposive sampling or can be called sampling judgment, is a deliberate technique by researchers from an informant based on the quality of the informant. This technique is a non-random technique that does not require a theory or a set that underlies the number of informants. Thus, Arikunto (2010) explains that purposive sampling is the process of selecting a sample by taking a subject that is not based on the level or area but is taken based on the specific purpose.

Based on the opinions of the experts above, researcher conclude that purposive sampling is used when a researcher wants to target an individual with characteristics of interest in a research with a technique that does not require a theory or a set that underlies the number of informants. In this case, participants in this research or as a source of information taken for support in this research are students in the sixth semester, especially an 5 students class A in sixth semester of English Department at UINFAS Bengkulu.

The location of this thesis research is located at UINFAS Bengkulu which applies the Writing skills specific on Argumentative Essay in students of English Departement which is considered the most relevant to be researched. The University chosen by the researcher was UINFAS Bengkulu. The reason the researcher took the research location was based on a preliminary study, namely: first, because the research problem existed in the university. Second, university apply the Argumentative Essay, so that a lot of data was obtained.

C. Research Instrument

Arikunto (2002) argues that research instrument is a facility used by the researcher to collect the data accurately, completely systematically and easy to be analyzed. Basically, qualitative research collects information through observations, interviews, documents, and visual materials. As explained by Creswell (2003) "Data collection procedures in qualitative research involve four basic types: observation, interviews, documents, and visual images." Qualitative approaches aim to obtain in-depth information about social phenomena that occur. To get it all, basically, the researcher is an instrument in his research. As explained by Meleong (2014) that “the position of researchers in qualitative research is quite complicated. He is at the same time a planner, implementer of data collection, analysis, data interpreter and in the end, he is a reporter of the research results ". In data collection, there are four data collection techniques described by Sugiyono (2011) as follows:

1. Observation Sheet

Observations made by researchers are observing situations and circumstances openly and directly with the permission of the students concerned.

There only one observation sheet used in this thesis. There is one observation for the implementing Writing Essay, the observation sheet design based on the activities of learning process and has several components.

2. Observation checklist

An observation checklist is a list of questions an observer was answer when they are observing and assessing an individual's employees' skills. With Cornerstone Performance Observation Checklist, users can easily monitor and assessment skills in real-time.

3. Interview

Interviewing is an activity carried out by the researcher is a personal interview between the researcher and the source of the informant with questions and

answers according to the problems the researcher wants to know.

4. Documentation

Documentation is a way that used to obtain data and information in the form of books, archives, documents, written number, and pictures in the form of reports and information that can support research.

D. Technique of Collecting Data

The data collection technique in this study the researcher has been came to the students's room, ask about how they are difficulties in the Writing Skillls method at class and what problems they face in using the Writing Skills, especially in learning Argumentative Essay. And record the results of interviews in narrative form.

1.Observation

According to Sugiyono (2014) observation is a complex process, a process composed of various biological and psychological processes. Widoyoko (2014) observation is systematic observation and recording of the

elements that appear in a symptom in the object of research. Riyanto (2010) observation is a data collection method that uses direct and indirect observations.

From some of the opinions of the experts above, it can be concluded that observation is an observational activity that has a complex process of elements that appear in the symptoms of the object of research from various biological and psychological aspects with data collection carried out directly or indirectly.

Observation is also a data collection technique that has specific characteristics when compared to other techniques, namely interviews and questionnaires. Observation is basically an activity to get information through the sense of sight. Because they have to look directly, the researchers must go directly into the field.

Observation sheets are in the form of statement items that outline the things to be observed, then detailed and developed during the implementation of the research with the aim of obtaining valid and flexible, complete and

accurate data. In collecting this data, the researcher uses a camera or cellphone. Observations were made to obtain initial data, here the researcher has been ask the Students in English Department, take of 5 students with an observation checklist procedure to find out how the learning process takes place from the beginning of learning to the end of learning.

2. Interview

This research was conducted by interviewing several resource persons, namely students of English education. Research was conducted using an observation checklist and audio recorder as a voice recording device to facilitate research, interviews are conducted in order to obtain information on how they difficculties in writing argumentative essay. Thus, learning and researchers hope that the application of this method can also be implemented in other college.

Interviews can be conducted in a structured or unstructured manner, through face-to-face / telephone (Sugiyono 2017) :

a. Structured interview

A structured interview is an interview in which the researcher has prepare research instrument in the form of written question that the answer has been prepared.

b. Unstructured interview

An unstructured interview is a free interview where the researcher does not use structured interview guidelines systematic and complete for data collection. Guideline's interview is only outline if the problems that will be asked.

c. Semi-structured

A semi-structured Interview is a form of interview that has been prepared, but it gives freedom to respondents to submit their own discussion topics during the interview.

In this research, the researcher has been use structured interview because the interview guide question has been arranged and compiled with an observation question sheet with five English students as subject at UINFAS Bengkulu.

3. Documentation

Documents are records of events that have been interviewed, documentation has be carried out after the interview is carried out, the researcher has write down the results of the interview into text form, besides that the researcher has take pictures in the form of photos during the interview process.

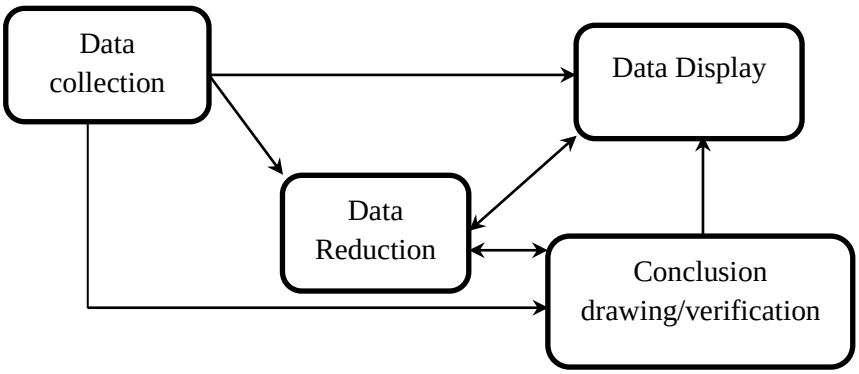
E. Technique of Data Analysis

In qualitative research that data analysis is carried out before entering the field, throughout the field and after ending the field, but in qualitative research, data analysis is more focused during the field process coincides with data collection. The data analysis method is intended to be able to create data certainty and be stated in a scientific sentence Meleong (2014).

Data analysis in qualitative research is carried out when the information collection takes place, as well as after completing data collection within a certain period. At the time of the interview, the researcher had carried out an analysis of the interviewee's answers. If the answer to the interview after being analysed is not satisfied, the researcher has continue the question again, until a certain stage, data that is considered credible is obtained.

There are some procedurs in analyzing the students' ability in writing argumentative essay that was adapted from the theory of Miles & Huberman of this analysis model are pictured by this figure :

Figure 3.1
Analysis Components of Miles & Huberman Model



Data analysis by Miles & Huberman model conducts the following are :

1. Data Collection

   Data collection is the process by which the researcher collects all of the information that will be used to complete the study. Before analyzing the data, knowing and understanding our data are important because by knowing and understanding the data, it makes the researcher feels easy in analyzing the data. According to Tylor & Marcus, they state that good analysis depends on understanding the data. For qualitative analysis, this means you read and re-read the text. Write down any impression you have as you go through the data, these impressions may be useful later.

   The amount of data obtained from the field is quite a lot, for that it needs to be recorded carefully and in detail. The longer the research field, the amount of information was continue to be large, complex, and complicated. For this reason, it is necessary to immediately analyse information through data reduction. Reducing data means

summarizing, selecting the main things, focusing on the important things, looking for themes and patterns and removing unnecessary Sugioyo (2011).

2. Data Reduction

The process of choosing, concentrating, simplifying, abstracting, and transforming data contained in written field notes or transcriptions is known as data reduction. Data reduction involves the process of selecting, transcribing, and translating the raw data obtained in data collection. In selecting the data, the researcher only took the relevant data. The relevant data were about the difficulties are focused on the aspects of students' difficulties in writing argumentative essay of e-learning.

3. Data Display

After reducing the data, the next step is displaying the data. In qualitative research, the presentation of information is carried out in the form of brief explanations, charts, relationships between types of flowcharts and the like. By displaying the data, it was easier to understand

what is going to happen, plan the next work based on what is understood. In displaying data, apart from writing narrative text, it can also be in the form of graphs, matrices, networks, and charts. To check whether the researcher, the researcher, understands what has been displayed Sugioyo (2011).

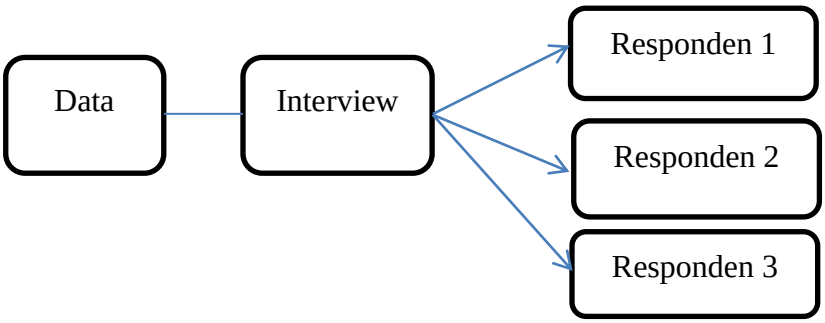
4 . Conclusion drawing

Collecting data from the start must be credible and use research instruments, namely interview instruments and credible observation instruments. Thus, it can answer the formulation of problems that have been problematic from the start even though the nature of the qualitative research problem formulation is temporary because it will change after carrying out research in the field. Sugioyo (2011) "The conclusion in qualitative research is a new discovery that had never existed before". The findings will be presented by the researcher in the form of a description of the state of the object on a platform which is expected to describe the object.

F. Credibility of The Research

In this research, the researcher was use triangulation. According to Moleong (2010), triangulation is a data validity checking technique that utilizes something other than the data for checking purposes or as a comparison against the data. Sources can utilize one sort of data source, such as informants, in the triangulation approach, but some of the informants or sources must be positioned from various groups or levels. Source triangulation methods may also be used to gather information from a variety of data sources, such as specific sources, specific circumstances, activities that characterize people's behaviour, or sources in the form of records, archives, and papers.

Figure 3.2
Data Analysis Technique



CHAPTER IV

RESULT AND DISCUSSION

This chapter explains the results and discussion of this research. The data of the research were collected since 14th of March until 30th of April 2022 and have been analyzed to get the results of this research. The result shows that students' has difficulties when their think about the experiences in learning writing essay during online learning in English Department at UINFAS Bengkulu. The data and the result of the research will be presented in the following section.

A. Result

1. The difficulties of students' faced in writing essay during online learning at UINFAS Bengkulu.

At this stages the researchers found that students' at UINFAS Bengkulu haven't used the E-Learning method before it happens implementation distance learning during the pandemic. In the midst of this Covid-19 pandemic, our education system must be ready to make a leap to transform online learning for all students and by all teachers. We are

entering a new era to build creativity, hone student skills, and improve self-quality by changing systems, perspectives and patterns of our interaction with technology. By applying online learning methods to Writing Essay based on the experience of the sixth semester at previous semester, even distance learning uses application Google classroom, wa group tools to control the teaching and learning process that in progress.

"it was the same as before the learning system for writing essay, however with the switch from face-to-face to online learning, all learning media have turned into an online system using Google Classroom sometime whatsapp group and zoom and the assessment of the results of writing essays is evaluated through the Google Classroom application".

Based on theory Littlejohn & Pegler (2007) To be able to notice and adapt to change, you must first change yourself. Always keep your focus on the desired outcomes. In the use e-learning of writing essay Studying Institutions

or educators must be able to guarantee that all participants have a basic skill in media literacy and not forget to monitor facilities and infrastructure, so that learning independently via the internet is not hampered by significant concerns. Educators have also prepared the finest remedies to any issues that may develop.

a. Data from the observation

Researchers conducted observations for 2 days which were carried out on 4 April and 8 April in this observation, the researcher found that the students' in sixth semester of English Department have a difficulties with the implementation method of Online Learning as an alternative to learning during the pandemic. Anderson & Hounsell (2007), also emphasize that difficulty is 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. That difficulties are the challenges that make

learners need to work hard to solve the difficult situation of what they learn.

Table 4.1
Data From the Observation

No.	*Indicator*	*Yes*	*No*	*Description*
1.	*Students experience difficulties when learning e-learning*	*V*		*There are several inhibiting factors for students, such as unstable network, internet quota, limited time & media*
2.	*Students prepare physically and psychologically before participa- ting in the learning process*	*V*		*Students prepare mentally, signal network, internet quota and stationery*
3.	*Students do not have enough internet connection*	*V*		*During learning process, there is a lack of a good internet connection for students*
4.	*Students ever have not follow class because of the network*	*V*		*The learning process has hampered because the internet network is disconnected*
5..	*Students have high enthusiasm to learning the online learning era*		*V*	*Lack of student motivation in the application of online learning takes place*
6..	*Students ask the lecturer when they don't understand the material*		*V*	*Students do not dare to ask questions to the lecturer when they have difficulties in online learning*
7..	*Students experience*		*V*	*The lack of enthusiasm and*

	increased learning during online learning process			*high motivation in students*
8..	*Students feel lack of vocabulary in writing Students feel lack of vocabulary in writing*	*V*		*Students find it difficult to put ideas into writing*
9.	*Students will learn the material even outside the classroom*		*V*	*Students will only learn during the learning process*
10.	*Students are diligent in doing the assignments given by the lecturer*	*V*		*Students collect assignments from the lecturer on time*

Based on the table above, the researcher concludes that the students' English Department at sixth semester, based on what sixth semester students think about their experiences when learning to write essays the previous semester during online learning in UINFAS Bengkulu, had obstacles in the teaching and learning process itself for students. Because of this, they really had difficulties with the learning system, especially in writing essays while using the internet during the pandemic.

b. Data from the interview

In the interview process, the researcher used several questions related to the students' difficulties in writing essay during online learning, including:

Table. 4.2
The difficulties of students' in writing essay during online learning

No.	Question	Technique	Data Source	Answer
Data 1	*What are the difficulties you have experienced by applying the online learning argumentative essay writing model?*	*Interview*	*Informant*	S1: The main factors are that it was difficult to understand and when the explanation from the lecturer was still going on, suddenly the signal disappeared, as well as the explanation from the lecturer was only an outline, not in detail about the material. S2: Therefore, because the system of studying writing argumentative essays uses an online learning system, signal is very important in the learning process. If the signal is lost, then studying cannot be continued as well. S3: What I feel when learning to write argumentative essays in this online era is that at first it was difficult for me to understand the material given by the lecturer, and then I was constrained to the practice of writing essays, which is mostly material explanation from the lecturer in an e-learning process, so I had problems when trying and practicing writing itself.

				S4: I'm less effective in the learning process because my concentration is disturbed when I'm at home. That's why I prefer to study on campus with the face-to-face method. S5: I didn't have good internet access during online learning in this pandemic, and as a result I didn't understand how to write an essay in the correct sequence.
Data 2	*Have you ever missed an essay writing class because of the internet connection?*	*Interview*	*Informant*	S1: Prepared signals are the most important ones to support the fluent in continuing the learning process. S2: Sufficient internet quota, a signal network that help out of learning and teaching process, the last is a notebook to take notes on important things. S3: Physical and psychological for sure. But, before starting the learning process I prepared an adequate internet network. S4: What I have to prepare before learning begins are learning media and a good internet connection. S5: Good internet, sufficient quota during the online learning process, and also high concentration.
Data 3	*How often do you not have a good internet connection during writing argumentative essay class?*	*Interview*	*Informant*	S1: Frequently, especially when it rains, the electricity goes out, so I have to go to a higher place to get an adequate signal. S2: Not so often, but ever,

				and all of that is caused by an internet network supportive less. S3: Sometimes, but not often because I don't go home to the village like most of my friends during online learning. I choose to live in the city to minimize signal loss. S4: Not too often, only about 1-2 times as long as I take lessons in essay writing during the online learning process. S5: Quite often, because during the online learning of writing essays in pandemic COVID-19 I go back to my hometown, so internet access is a bit limited already.
Data 4	*Have you ever do not follow in writing argumentative essay class because cut off the internet connection?*	*Interview*	*Informant*	S1: Stopped in the middle of the discussion was once due to an unstable internet network. S2: Sometimes when the signal doesn't support, I never attend the class. Because I use wi-fi, when the lights go out and I don't have internet quota, I can't do anything. S3: Yes, but not so often. Maybe only occasionally when the internet network is bad. S4: Once, I did not follow the ongoing learning process. Due to power failure and the loss of the internet network. S5: Yes, I once did not follow until the lesson ended because, in the middle of the discussion, the explanation from the lecturer suddenly

				dropped because my internet network did not support a fluent learning process.

Based on the data above, the researcher concludes that the students in the sixth semester of UINFAS Bengkulu have difficulty that is hampered by the lack of a supporting signal network and a limited internet quota, causing a lack of effectiveness and efficiency in the learning process during online learning.

Table 4.3
The students' motivation in studying writing essay of online learning

No.	Question	Technique	Data Source	Answer
Data 5	*Are you motivated and enthusiastic to learn essay writing through e-learning during the Covid-19 pandemic?*	*Interview*	*Informant*	S1: I'm not motivated by the online learning method. I feel more interested and understood when learning face-to-face. S2: There is a great lack of motivation and enthusiasm in learning to write essays during e-learning. There are many obstacles and lack of concentration during the learning process. S3: I am not interested in online learning because it is difficult for me to adapt from

				face-to-face communication to this distance learning system. S4: Yes, during the pandemic, I am enthusiastic about participating in the online learning process, but I will be more excited if the method of learning is carried out face-to-face (offline). S5: Lack of my motivation in learning to write essays during online learning in this pandemic, so my interest in the learning process was a little less than usual.
Data 6	*Do you ask the lecturer when you have difficulty in learning writing argumentative essay through online learning?*	*Interview*	*Informant*	S1: My lack of courage in asking the lecturer when I don't understand the material being presented. S2: I ask the lecturer when I don't understand the material being studied, but even then, sometimes if I'm in a good mood, it doesn't come from my own consciousness that wants to really know about the material. S3: I didn't ask the lecturer even though I had difficulties regarding the essay writing during the online learning process. S4: No, I'm not going to ask the lecturer even though I don't really understand the material presented. S5: Sometimes I ask the lecturer about difficulties that I don't get. But sometimes I also don't ask the lecturer about material that I don't understand.

Data 7	*Have your essay writing skills improved during online learning?*	*Interview*	*Informant*	S1: I think there is no improvement in my writing essays during online learning. S2: I feel there is no improvement in my writing essays during the online learning process of the COVID-19 pandemic. S3: No, I have copied and pasted in my essay writing assignment but not in its entirety. S4: A little, not too much, because the online learning system is not effective in writing essay. S5: There is no improvement with online or offline learning because I don't really like this essay writing lesson.
Data 8	*Does the lack of vocabulary make it difficult for you to express ideas in writing argumentative essay during online learning?*	*Interview*	*Informant*	S1: My lack of vocabulary prevents me from developing my ideas into written form. S2: Of course, I have difficulty expressing ideas in essays because of my lack of vocabulary knowledge. S3: It is certainly very influential. A lot of the vocabulary that I have is not correct in academic writing essays. S4: Yes, I have low of vocabulary mastery, therefore I find it difficult to compose and string words into a sentence. S5: Yes, obviously, my lack of vocabulary makes me confused when stringing words into writing.
Data 9	*Do you still study writing argumentative essay even though you don't have any*	*Interview*	*Informant*	S1: On my personality i'm not studying in writing essay if there is no assignment from the lecturer.

	assignments?			S2: I am not interested in learning writing essay if there is no assignment from the lecturer. S3: No, I'm not interested in learning how to write an academic essay in online learning independently, nor in finding out the material on my own. S4: I study the materials for writing essays only during the learning and teaching process. S5: No, I don't study for essays if there is no assignment that the lecturer recommends.
Data 10	*Are you diligent in working on writing argumentative essay assignments given by the lecturer through online learning?*	*Interview*	*Informant*	S1: I always do assignments from the lecturer and always collect them at the appointed time. S2: Of course, I am working hard on the writing essay assignment given by the lecturer because I want to get a grade. S3: I keep working on assignments and collecting before the allotted time. S4: Yes, I am diligent in working assignments of writing essay given by the lecturer. S5: Of course, I never lag behind in completing assignments from the lecturer.

Lack of student motivation in learning to write essays during an online learning system. They are more interested in learning face-to-face (offline), then the

students say that their essays have no progress, one of which is caused by the lack of vocabulary and structure. Even though when the learning and teaching are going on, students do not ask their lecturers about material that is difficult for them to understand. Furthermore, students are not interested in learning material about writing essays independently if there is no task given by the lecturer.

Table 4.4

The students' solution of writing essay during online learning

No.	Question	Technique	Data Source	Answer
Data 11	*What are problems arise in writing argumentative essay? (Online learning process)*	*Interview*	*Informant*	S1: There are many things that become inhibiting factors in learning essay writing during online learning, one of which is in terms of signal infrastructure, which becomes an obstacle. Meanwhile, as for the writing structure itself, it is due to a lack of vocabulary and correct grammar structure, making it difficult to write argumentative essays. S2: The first is a signal, then the lack of practice and not understanding the material explained online by the lecturer, and the last one is limited time. S3: The problems found were only limited time, which was not very effective and efficient. Then academic vocabulary was also limited. S4: Lack of fluent internet

				access, which sometimes makes writing learning stutter and lose focus when the learning process is still going on. S5: A poor internet connection, a limited vocabulary, and lastly, a lack of strong motivation to learn.
Data 12	*How are you trying to deal with the problem?*	*Interview*	*Informant*	S1: I have to prepare a signal network first, internet quota is no less important and also in memorizing a lot of vocabulary and learning more about essay structure. S2: The first is a signal. Secondly, I have to memorize a lot of vocabulary. The last one is that I have the courage to ask the lecturer if I don't understand the material about writing essays. S3: Internet access the importance one, then for sources, it can be circumvented by searching for them on Google Scholar. And for the limited vocabulary, it can be circumvented by using a translator. S4: Firstly, I make sure the position of the learning place is conducive before starting the class, then I prepare the equipment needed, and finally, I make sure my internet quota and signal network are in supportive condition. S5: The alternative that I did was to prepare access to the internet network, which is an important component for carrying out online learning so that there are no disturbances during the learning process.

The researcher found that students' use of online learning systems in writing argumentative essays are signals that are difficult to find or internet networks are slow, and students' interest in learning is still low. It can be seen from the attitude shown that students' lack of interest in the material delivered online While students follow the lecturer's subject matter presentation, they cannot control themselves to take part in good learning activities.

2. The solutions of students' while in writing essay during online learning.

Every lesson there must be challenges and difficulties in this problem, the researchers found that students have challenges in implementing writing essay during online learning, for example, it is difficult to conduct the class still going on, in that problem the students prepare signal, internet quota firstly also high motivation before starting learning and teaching processes so that the discussion goes well.

"S1: Before I begin class, I ensure that the location of the study space I use is conducive and that there are no distractions. Then I gather the necessary equipment, and finally, I ensure that my internet quota and signal network are in good working order."

"S2: What I do before learning takes place is internet network access, which is an important component for carrying out online learning, so that there are no disturbances during the learning process from the beginning to the end of learning."

S3: The first solution that I applied during this online learning was a signal, of course. Second, I have to memorize a lot more vocabulary than usual so that when I write essays I don't have trouble developing the ideas that are in my mind. The last thing is that I ventured to ask the lecturer if I did not understand the material about writing essays while online learning was taking place."

"S4: Internet quota, because the process of online learning is difficult for discussions, others, such as the internet network, which is sometimes good, and the fabrication, is also not good. I also learned more about the structure of the essay so that I understand the correct and orderly arrangement from the start of an essay."

"S5: I am very difficult to find to fulfill tasks in writing essays. That's the biggest problem. My understanding of myself is less focused on achieving learning. When in the era of online learning, my motivation and enthusiasm also decreases. Therefore, I prepared many things during this online learning period, in terms of an adequate network and sufficient internet quota, so as to avoid the problem of class lags when learning takes place."

From the statement above, the researcher can conclude that the students experienced several difficulties after using the online learning method,

especially in writing argumentative essays. Such as having difficulty conducting discussions due to the lack of access to internet as enough when the learning and teaching are still going on, but to solve this problem, the students anticipated this by preparing everything before the start of the lesson, namely the internet, which has sufficient quota and also supports the smooth running of learning discussions without any obstacles. So that discussions between students can be carried out.

B. Discussion

The difficulties of students' in writing essay during online learning

Based on the results of these interviews, it can be seen that the reason for students' difficulties in argumentative essays during online learning is basically a difficulty in implementing the essay itself during the learning process. Prior to that, learning systems was done face-to-face, which

since the COVID-19 pandemic era, learning has instantly turned into distance learning.

In addition, it can be seen that online learning includes many obstacles in the preparation of learning tools and in supporting those ideas in progress essay writing during online learning. Previous research stated that there are several advantages and disadvantages to learning through online media (Ambarita, 2021). It is connected to the ability of each student to use the internet and the connectivity of the internet. Moreover, when studying essays during online learning, students must improve their learning tasks from time to time when it comes to classes to be controlled so as not to be left behind in the teaching and learning process itself. Students must have enough access to the signal to also have an important amount of internet to guide them through the steps of online learning.

With online learning being applied, it provides opportunities for students to do learning independently. The difficulties faced by students are different when using both

face-to-face and online learning systems. The cost is the most important thing to the student because it can help them to buy the data that will support the internet access, and they can use the internet to follow the online class wherever they are as long as they have an internet connection, whether on campus or online. An online course is an alternative way to continue education, especially in the pandemic era.

The researcher can conclude that students at UINFAS Bengkulu have difficulties with the implementation of an online learning system in this argumentative essay writing, resource A the learning difficulties experienced are like the network; the internet connection when participating in online learning at home is not stable, sometimes it's good, sometimes it's not. Resource B states that learning difficulties experienced in online learning are: difficulty focusing, being unable to listen to learning well, lack of motivation to take classes because learning is not done face-to-face, and then, resource C the difficulty is that sometimes the quota pulse is limited, such as the use of data credit or internet quota when online learning

takes up too much quota or is wasteful, and there are difficulties in buying credit or quota to access online learning. Whereas, resource D not too enthusiastic in participating in online learning, sleepy during online learning, and difficult to focus on not understanding the material given by the lecturer due to the unstable internet network, as for, resource E the internet connection during online learning is not good or it often loads during learning, which causes obstacles during the teaching and learning process.

This statement is based on the theory mentioned by Huang (2002), who stated that the increased difficulty in detecting and responding to students feeling is some reason why a deeper understanding is needed as new technologies and increasing class sizes impact education. Online learning environments, particularly distance learning environments, are frequently explicitly designed to provide students with flexibility and autonomy in their class. When students, when they are studying online or at distance, it makes the ability to access material all have and find their own sources time

constrained by centralized timetables. During the use of argumentative essays during online learning, educators and students must be able to guarantee that all participants have good media literacy and not forget to monitor, so that independent learning via the internet is not hampered by major concerns. Educators and students have also prepared the best remedies for any issues that may develop.

The students' motivation in studying writing essay of online learning

From the results of the interview, the researcher also found the students' motivation in studying writing essays during online learning. From the respondent's statement, the researcher concluded that it can be concluded that the lack of student motivation during online learning takes place because they lack concentration during the learning process. It is difficult for students to adapt and communicate, so that their interest is less than usual with this distance learning system. Therefore, they are more interested when learning face-to-face. In addition, the students' lack of motivation in asking the

lecturer concerned if they do not understand the material presented and they are reluctant to ask questions. Even in studying, students will only study by writing essays during class still going on and only if given an assignment by the lecturer concerned during the learning process. Sardiman (2018), state that overall motivation is the driving force within students that leads to learning activities, which ensures the continuity of learning activities and provides direction to learning activities, so that the learning subject's desired goals can be achieved.

The students' solution of writing essay during online learning

Then, in addition to the statement above, from the results of the interview, the researcher found that difficulties of students in several of the online learning environments, are often explicitly designed so the students will have flexibility and autonomy in their class. Every learning must have difficulties and challenges, Huang (2002) 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 system, are often explicitly designed so the students will have flexibility and autonomy in their class. Students, when they are studying online or at distance, it makes the ability to access material all have and find their own sources or constrained by centralized timetables.

Therefore, the solution or effort which is conducted by students' as an alternative before starting lessons during online learning, especially in writing essays in this pandemic era, is based on interview results with respondents. That is, there are several things that need to be prepared, a strong signal for the first one, then internet quota to support the process of running a media learning program as well as play an important role so that the teaching and learning process runs smoothly.

Based on the explanation above, the researcher concludes that the students of English Department at UINFAS Bengkulu have difficulties in implementation writing essay

during online learning. The occurs when the explanation from the lecturer was still going on suddenly the signal disappeared then studying cannot be continued as well. There is a great lack of motivation and enthusiasm in learning to write essays during e-learning less effective in the learning process because the concentration is disturbed when at home. Internet quota is sometimes insufficient, causing delays during the teaching and learning process, this is based on the theory that has been put forward by Based on this, the difficulties during online learning if there are some remote areas that do not have good or adequate internet access to support the implementation of learning and teaching process (Sadikin & Hamidah, 2020). According to various studies, if the students' difficulties during online learning caused by several inhibiting factors in the running of the teaching and learning process takes place. That there the influence of lack of awareness and interest in students about the usefulness of online learning Husamah & Budi (2020). Enjelina & Kuswanto (2020) also stated that the current obstacle that is most often faced is the ability of

parents to provide online educational facilities such as internet quota, which currently require money.

CHAPTER V

CONCLUSION AND SUGGESTION

Data analysis was conducted based on the results of a interview, observation chechklist and documentation conducted on 4 and 8 April. Respondents taken in this research were students majoring in English at UINFAS Bengkulu.

A. Conclusion

Based on the results of research regarding the students' difficulties in writing argumentative essay during online learning of English Department at UINFAS Bengkulu, it can be concluded that: the students' it was difficult to understand and when the explanation from the lecturer was still going on, suddenly the signal disappeared, as well as the explanation from the lecturer was only an outline, not in detail about the material, limited facilities in learning, wasteful internet quota, unstable signal when the learning process takes place, lack of smooth communication between students and lecturers, students are less focused when participating in home learning, students are less motivated in learning essay writing in this

online learning era, they are more interested in the face-to-face learning system (offline), so that it became one of the causes of the decline in student enthusiasm for learning process.

There are ways that students use to minimize difficulties or obstacles based in online learning system, especially when learning of writing skill argumentative essays takes place: looking for a strategic and supportive signal place for online learning, having sufficient internet quota, and writing utensils important things if the signal is lost during the process teaching and learning continues, understanding the material given by the lecturer concerned. Therefore, this can be said as a difficulty for students' in writing argumentative essays during online learning in the era of the COVID-19 pandemic.

B. Suggestion

Based on the research that has been done, there are several suggestion that the author would like to convey as follows:

For the teachers. They should be expected to give additional knowledge of the teacher to prepare the students to write argumentative essays during online learning and be expected to provide information on the problems faced by students in thesis writing to provide students with better methods and media for use in writing argumentative essays. For students'The researcher suggests students, can understand what the students' difficulties in writing argumentative essays during online learning and learn the strategies or efforts to overcome the students' difficulties in writing argumentative essays at e-learning system. This research for related institutions, especially educational institutions, can be used as consideration for determining new policies in the world of education. For example, it can be used as a basis in the preparation of learning that is integrated with the values of educational technology.

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APPENDICES

APPENDIX 1

INSTRUMENT PENELITIAN

LIST QUESTION OF INTERVIEW

1. What are the difficulties you have experienced by applying the online learning argumentative essay writing model?
2. Have you ever missed an essay writing class because of the internet connection?
3. How often do you not have a good internet connection during writing argumentative essay class?
4. Have you ever do not follow in writing argumentative essay class because cut off the internet connection?
5. Are you motivated and enthusiastic to learn essay writing through e-learning during the Covid-19 pandemic?
6. Do you ask the lecturer when you have difficulty in learning writing argumentative essay through online learning?
7. Have your essay writing skills improved during online learning?
8. Does the lack of vocabulary make it difficult for you to express ideas in writing argumentative essay during online learning?
9. Do you still study writing argumentative essay even though you don't have any assignments?
10. Are you diligent in working on writing argumentative essay assignments given by the lecturer through online learning?
11. What are problems arise in writing argumentative essay? (Online learning process)
12. How are you trying to deal with the problem?

APPENDIX II

INSTRUMENT PENELITIAN

LIST GUIDELINES OF OBSERVATION CHECKLIST

No	Indicator	Yes	No
1	Students experience difficulties when learning e-learning		
2	Students prepare physically and psychologically before participating in the learning process		
3	Students do not have enough internet connection		
4	Students ever have not follow class because of the network		
5	Students have high enthusiasm to learn in the online learning era		
6	Students ask the lecturer when they don't understand the material		
7	Students experience increased learning during online learning process		
8	Students feel lack of vocabulary in writing		
9	Students will learn the material even outside the classroom		
10	Students are diligent in doing the assignments given by the lecturer		

APPENDIX III

DOCUMENTATION

(Observation checklist)

(Interview S1)

(Interview S2)

(Interview S3)

(Interview S4)

(Interview S5)

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SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : //05 /In.11/F.II/PP.009/ 02/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris Institut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Risnawati, M.Pd. 197405231999032002	P I	Beta Rostika 1711230007	TBI	An Analysis of Students' Difficulties in Mastering Writing Skill during Online Learning by the Second Semester Students of English Department at in Bengkulu
2	Zelvia Liska Afriani, M.Pd. 199404202018012003	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian,hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu
Pada Tanggal : 22 Februari 2021
Dekan,

ZUBAEDI

Tembusan:
1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip

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SURAT PERMOHONAN PERBAIKAN JUDUL SKRIPSI

Hal : Permohonan Perbaikan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Jurusan Tadris Bahasa Inggris UINFAS Bengkulu

Dengan hormat,
Saya yang bertanda tangan di bawah ini:

Nama : Beta Rostika
NIM : 1711230007
Jurusan/Prodi : Bahasa/Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.
Ada pun judul saya sebelumnya adalah: **An Analysis of Students' in Mastering Writing Essay During Online Learning (A Descriptive Qualitative in English Department at Fifth Semester of UINFAS Bengkulu)**
Menjadi : **An Analysis of Students' in Mastering Writing Essay During Online Learning (A Descriptive Qualitative in English Department at Sixth Semester of UINFAS Bengkulu)**
Demikianlah surat permohonan ini saya buat dengan sebenarnya. Atas kesediaan Bapak/Ibu saya ucapkan terimakasih.

Bengkulu, May 2022

Disetujui oleh,

Pembimbing I

Rosnawati, M.Pd.
NIP.197405231999032002

Pembimbing II

Zelvia Liska Afriani, M.P.d.
NIP.199404202018012003

Diketahui oleh,
Ketua Jurusan Bahasa

Rosnawati, M.Pd
NIP. 197405231999032002

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PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Beta Rostika, NIM : 1711230007 yang berjudul **"AN ANALYSIS OF STUDENTS' DIFFICULTIES IN MASTERING WRITING ESSAY DURING ONLINE LEARNING"** *(A Descriptive Qualitative Study in English Department at Fifth Semester of IAIN Bengkulu)*. Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Jumat, 31 Desember 2021

Pukul : 08.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian (SK Penelitian)

Bengkulu, Februari 2022

Penyeminar I

Andriadi, MA
NIP. 198402212019031001

Penyeminar II

Endang Haryanto, M.Pd
NIDN. 2004058601

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Website: www.uinfasbengkulu.ac.id

Nomor : 1157 / Un.23/F.II/TL.00/03/2022 25 Maret 2022
Lampiran : 1 (satu) Exp Proposal
Perihal : **Mohon izin penelitian**

Kepada Yth,
Koodinator Prodi Tadris Bahasa Inggris
Di –
Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul "***AN ANALISIS OF STUDENTS' DIFFICULTIES IN MASTERING WRITING ESSAY DURING ONLINE LEARNING***".

Nama	:	Beta Rostika
NIM	:	1711230007
Prodi	:	Tadris Bahasa Inggris (TBI)
Tempat Penelitian	:	Tadris Bahasa Inggris (TBI)
Waktu Penelitian	:	14 Maret s/d 30 April 2022

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Dekan,

Meis Mulyadi

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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SURAT KETERANGAN

Bengkulu, 05 Juli 2022

Nomor : -
Lampiran : 1 (satu) Bukti Penelitian
Perihal : **Surat Selesai Penelitian di Prodi TBI**

Dengan Horma:,

Yang bertanda tangan di bawah ini:

Nama : Feny Martina, M.Pd
NIP : 198703242015032002
Pangkat Golongan : Lektor (III/c)
Jabatan : Koordinator Prodi Tadris Bahasa Inggris

Menerangkan dengan sesungguhnya bahwa;

Nama : Beta Rostika
NIM : 1711230007
Perguruan Tinggi : UIN Fatmawati Sukarno Bengkulu
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Tadris

Dengan ini telah selesai melakukan penelitian di prodi Tadris Bahasa Inggris, pada tanggal 14 Maret 2022 s/d 30 April 2022 dengan judul ***"An Analysis of Students' Difficulties In Mastering Writing Essay During Online Learning"*** Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui
Koordinator Prodi TBI

Feny Martina, M.Pd.
NIP. 198703242015032002

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SURAT TUGAS KOMPRHENSIF BAHASA INGGRIS

DEKAN FAKULTAS TARBIYAH DAN TADRIS INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU

Nomor : 1997 /In. 11/F.II/PP.009/04/2021

Tentang

Penetapan Dosen Penguji Komprehensif Mahasiswa Fakultas Tarbiyah dan Tadris

Atas nama Mhs : Beta Rostika
NIM : 1711230007
Program Studi : Tadris Bahasa Inggris

Dalam rangka untuk memenuhi persyaratan tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadris IAIN Bengkulu menugaskan kepada Bapak/Ibu dosen yang namanya tercantum untuk menjadi penguji komprehensif mahasiswa yang tercantum namanya di atas.

NO	PENGUJI	ASPEK	INDIKATOR
1	Ikke Wulandari, M.Pd.I.	Kompetensi IAIN	1. Kemampuan membaca Al Quran 2. Kemampuan menulis Arab 3. Hafalan Surat (Ad Dhuha s/d An Naas)
2	Dr. Syamsul Rizal, M.Pd.	Kompetensi Jurusan/Prodi	1. Hapalan ayat dan hadits yang berhubungnan dengan pendidikan (tarbiyah) 2. Language Skill, Vocabulaty, grammar, Speaking, Writing, Reading 3. Linguistics; Psyicholinguistics, Sociolinguistics, Phology, Semantics 4. Teaching skill, TEFL< LTR, ESP, CMD
3	Anita, M.Hum.	Kompetensi Keguruan	1. Kemampuan memahami UUPP yang berhubungan dengan SISDIKNAS 2. Kemampuan memahami Kurikulum, Silabus, RPP dan Desain Pembelajaran 3. Kemampuan memahami Metodologi, Media, dan Sistem evaluasi Pembelajaran.

Adapun pelaksanaan ujian komprehensif dimaksud dilaksanakan dengan ketentuan sbb :

1. Waktu dan tempat ujian diserahkan sepenuhnya kepada dosen penguji
2. Pelaksanaan ujian dimulai pelaksanaannya paling lambat setelah 1 minggu setelah diterimanya SK Pembimbing Skripsi dan Surat Tugas Penguji Komprehensif dan nilai diserahkan kepada Ketua Prodi selambat lambatnya satu minggu sebelum ujian munaqosah
3. Skor nilai kelulusan ujian komprehensif, adalah 60 s/d 100.
4. Dosen penguji berhak untuk menentukan Lulus atau Tidak luluanya mahasiswa, dan jika belum dinyatakan lulus, dosen diberikan wewenang dan berhak untuk melakukan ujian ulang setelah mahasiswa melakukan perbaikan, sehingga mahasiswa dapat dinyatakan lulus.
5. Angka kelulusan ujian komprehensif adalah kelulusan per-aspek

Demikianlah Surat Tugas ini dikeluarkan, dan disampaikan kepada yang bersangkutan untuk dilaksanakan.

Terima kasih.

Bengkulu, 12 April 2021
Dekan,

ZUBAEDI

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS
Komplek Jln. Raden Patah Pagar Dewa Telp. (0736) 51276, 51171 Fax (0736) 51171 Bengkulu

KARTU BIMBINGAN SKRIPSI

: Beta Kostika
: 1711230007
: Bahasa Inggris
: Tadris Bahasa Inggris

Pembimbing I/II : Risnawati, M.Pd
Judul Skripsi : AN ANALYSIS OF STUDENTS' DIFFICULTIES IN MASTERING WRITING SKILL DURING ONLINE LEARNING (A DESCRIPTIVE QUALITATIVE STUDY IN ENGLISH DEPARTEMENT AT THIRD SMT OF IAIN BENGKULU)

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Para
Tuesday, 26-10-2021	SK + Research Proposal	Title : Accepted	
Tuesday, 9-11-2021	Chapter I	Revise as suggested : 1. Research question 2. Significance of the study	
Monday, 29-11-2021	Chapter II	Revise as suggested : 1. Add more Material 2. Revise Mater of Writing	
Wednesday, 1-12-2021	Chapter III + References	Revise as suggested : 1. Population and Sample 2. Research Instrument	

Bengkulu, November 2
Pembimbing I/II

Risnawati, M.Pd
NIP. 197405231999032002

Ketahui
Dekan

Dr. Ahmadi, M.Ag, M.Pd
196903081996031005

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS
Alamat : Jln. Raden Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax (0736) 51171 Bengkulu

KARTU BIMBINGAN SKRIPSI

: Beta Rostika
: 1711230007
: Tadris
: Tadris Bahasa Inggris

Pembimbing I/II : Risnawati, M.Pd
Judul Skripsi : AN ANALYSIS OF STUDENTS' DIFFICULTIES IN MATTERING WRITING SKILL DURING ONLINE LEARNING (A DESCRIPTIVE QUALITATIVE STUDY IN ENGLISH DEPARTMENT AT THIRD ONE OF IAIN BENGKULU)

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
Friday, 10-12-2021	Chapter I, II, III. Reference	Acc... you can register for "Seminar Proposal"	

Bengkulu, December 2021
Pembimbing I/II

Risnawati, M.Pd
NIP. 197405231999032002

...getahui
...an

...Zubaedi, M.Ag, M.Pd
...196903081996031005

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS
Alamat : Jln. Raden Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax (0736) 51171 Bengkulu

KARTU BIMBINGAN SKRIPSI

Nama : Beta kostika
NIM : 1711230007
Jurusan : FTT
Prodi : TBI

Pembimbing I/II : Zeivia Uska Afriani M.Pd
Judul Skripsi : AN ANALYSIS OF STUDENTS' DIFFICULTIES IN MASTERING WRITING SKILL DURING ONLINE LEARNING BY THE SECOND SMT STUDENTS OF ENGLISH DEPARTMENT AT IAIN BENGKULU

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
1.	10/2021/03	Konsultasi judul	Data artikel terkait topik penelitian	[signature]
2.	19/2021/03	Chapter 1	Reconstruct your background	[signature]
3.	09/2021/04	Chapter 1	Revise as suggested	[signature]
4.	09/2021/06	chapter 1	Revise as suggested	[signature]
5.	16/2021/06	chapter 1-3	- Tambahkan previous study - Tambahkan instrument - Perbaiki reference	[signature]

Bengkulu, ...
Pembimbing I/II

Zeivia Uska Afriani M.Pd
NIP. 199404202018012003

Mengetahui
Dekan

Dr. Zubaedi, M.Ag, M.Pd
NIP 196[illegible]

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS
Alamat Jln. Raden Fatah Pagar Dewa Telp. (0736) 51276, 51171 Fax (0736) 51171 Bengkulu

KARTU BIMBINGAN SKRIPSI

Nama : Beta Rostika
NIM : 1711230007
Jurusan : Bahasa Inggris
Prodi : Tadris Bahasa Inggris

Pembimbing I/II : Zelvia Liska Atsiani M.Pd
Judul Skripsi : An Analysis of Students' Difficulties in Mastering Writing Skill During Online Learning by the Second Year Students' of English Department at IAIN Bengkulu

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing	Paraf
	21/2021 06	Chapter 2 - 3	Revise as suggested	[signature]
	15/2021 19	Chapter 3	- Instrument & Method - Tambahkan penjelasan & metodology	[signature]
	Acc to proposal seminar			[signature]

Bengkulu, ...
Pembimbing I/II

Zelvia Liska Atsiani M.Pd
NIP. 199404202018012003

Mengetahui
Dekan

Zubaedi, M.Ag. M.Pd
NIP. 196903081996031005

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Telepon (0736) 51276-51171-51172-53879 Faksimili (0736) 51171-51172
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Bengkulu, 31 Desember 2021

Nomor : 5347 /In.11/F.II/PP.009/ 12/2021
Lampiran : --
Hal : Penyeminar Proposal Skripsi

Kepada Yth.
1. Endang Haryanto, M.Pd. (Penyeminar I)
2. Andriadi, M.A. (Penyeminar II)
di –
Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mohon bantuan Bapak/Ibu untuk menjadi Penyeminar Proposal Skripsi Mahasiswa Fakultas Tarbiyah dan Tadris IAIN Bengkulu pada:

Hari/Tanggal : Jum'at, 31 Desember 2021
Waktu : 08.00 sampai selesai
Tempat : Gedung C4.1 (Ruang Munaqosah)

No.	NAMA/NIM	JUDUL
1.	Nurmala Septiani 1711230098	A Survey Study of Students' Strategies in Learning Listening Skills during the Covid-19 Pandemic at IAIN Bengkulu
2.	Kintan Fatimah 1711230022	The Effect of Flipped Classroom in Improving EFL Students' Achievement during Covid-19 Pandemic (Quasi Experimental Method at the Eighth Grades Students of SMPN 14 Bengkulu City in Academic Year 2021/2022)
3.	Beta Rostika 1711230007	An Analysis of Students' Difficulties in Mastering Writing Essay during Online Learning (A Descriptive Qualitative Study in English Department at the Fifth Semester of IAIN Bengkulu)
4.	Riefo Meizullia 1711230124	The Analysis of EFL Teacher's Technological Pedagogical Content Knowledge at Mts Muhammadiyah Batu Bulek in West Sumatera
5.	Febi Putri Mahesa 1711230112	Analysis of English Teacher's Unsderstanding of Formative Test Assessment at MAN Manna Bengkulu Selatan

Demikian surat permohonan ini disampaikan, atas perhatian dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.
Plt. Dekan,

ZUBAEDI

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Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa	: Beta Rostika	Nama Pembimbing I	: Risnawati, M.Pd
	: 1711230007	Judul Skripsi	: An Analysis of Students' Difficulties in Mastering Writing Essay During Online Learning (A Descriptive Qualitative in English Department at Sixth Semester of UINFAS Bengkulu)
	: Tadris		
Program Studi	: Tadris Bahasa Inggris		

Hari/Tanggal	Materi Bimbingan	Saran Pembimbing I	Paraf Pembimbing
Monday, 07-07-2022	Chapter IV	✓ Revise as suggested!	
Friday, 15-07-2022	Chapter V, Abstract, Appendices	✓ Revise as suggested!	
Tuesday, 19-07-2022	Chapter I, II, III, IV, V, Abstract, Appendices	✓ Acc... you can register for "Ujian Munaqasah"	

Mengetahui,
Dekan

(Dr. Mas Mulyadi, M. Pd)
NIP. 197005142000031004

Bengkulu
Pembimbing I

(Risnawati, M.Pd)
NIP. 197405231999032002

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Website: www.uinfasbengkulu.ac.id

Nama Mahasiswa	: Beta Rostika	Nama Pembimbing II	: Zelvia Liska Afriani, M.Pd
NIM	: 1711230007	Judul Skripsi	: An Analysis of Students' Difficulties in Mastering Writing Essay During Online Learning (A Descriptive Qualitative in English Department at Sixth Semester of UINFAS Bengkulu)
Jurusan	: Tadris		
Program Studi	: Tadris Bahasa Inggris		

No	Hari/Tanggal	Materi Bimbingan	Saran Pembimbing II	Paraf Pembimbing
1	23/05 2022	Chapter 1-5	Revise as suggested	
2	25/05 2022	Chapter 4	Revise as suggested	
3	6/6 2022	Chapter 1-5 & Abstract	Revise as suggested	
4	15/6 2022	Journal article		
5				
6	July 2022	Acc to munaqosah		

Mengetahui,
Dekan

(Dr. Mus Mulyadi, M. Pd)
NIP. 197005142000031004

Bengkulu
Pembimbing II

(Zelvia Liska Afriani)
NIP.199404420201812003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Website:www.uinfasbengkulu.ac.id

Nomor : 3128 /Un.23/F.II/PP.00.9/07/2022
Lamp : -
Perihal : Ujian Skripsi

Bengkulu, 22 Juli 2022

Kepada Yth.
1. Dr. Kasmantoni, M.Si. (Ketua)
2. Heny Friantary, M.Pd. (Sekretaris)
3. Feny Martina, M.Pd. (Penguji Utama)
4. Zelvia Liska Afriani,M.Pd. (Penguji II)
di –
Bengkulu

Assalamu'alaikum Wr. Wb.

Dengan Hormat,

Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Senin, 25 Juli 2022
Waktu : 08.00 s/d selesai
Tempat : Ruang Munaqasah Jurusan Tadris Lantai 3 Dekanat FTT

No	Nama/Nim	WAKTU (WIB)	Judul
1	Denti Zentia Putri 1811230001	08.00-08.45 WIB	The Influence of Using TED Talks Videos with Subtitle on Students' Speaking Skills (Experimental Research at English Department of UIN Fatmawati Sukarno Bengkulu in Academic Year 2022/2023)
2	Delpa Yunita 1811230153	08.45-09.30 WIB	The Effect of Synectic Model as Audiovisual Language Teaching AID on Students' Writing Skills (QuasiExperimental Research of Students' Skill (Quasi-Experimental Research of Students's Eight Grade at SMP Muhammadiyah Terpadu Bengkulu City Academic Year 2022/20230
3	Veniri Lestari 1811230164	09.30-10.15 WIB	The Effect of Using Google Docs as Media for Collaboration Writing Activity on Students' Writing Skills. (Quasi-Experimental Research at 9th Grade Students of SMPN 15 Bengkulu).
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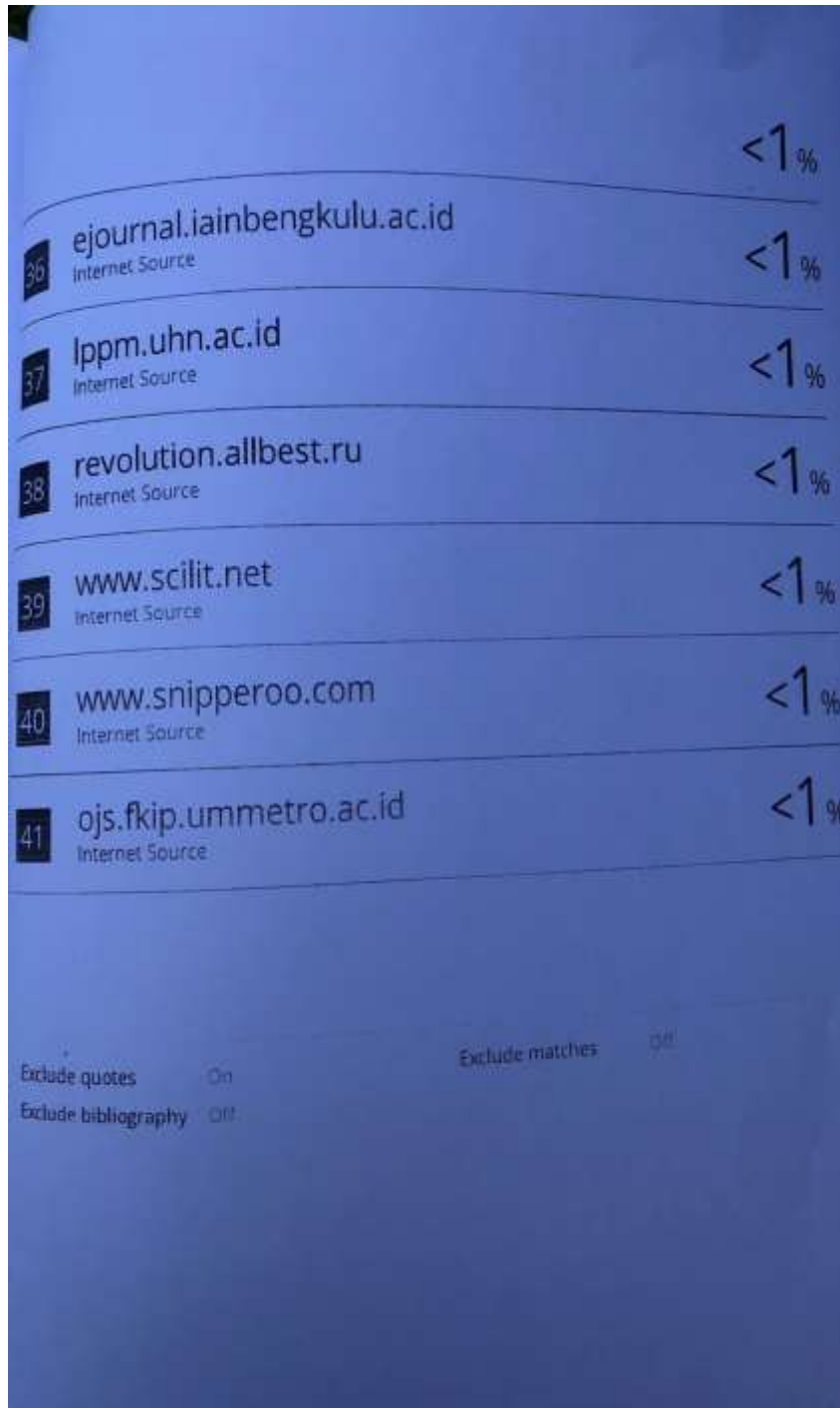
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