THESIS

AN ANALYSIS ON THE ENGLISH TEACHER STRATEGIES IN TEACHING DESCRIPTIVE WRITING SKILL BY ONLINE LEARNING AT SURVIVAL ENGLISH STUDENTS OF ALOHA EDU TEGALDLIMO BANYUWANGI IN ACADEMIC YEAR 2020/2021

BY

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THESIS

Presented to the Faculty of Education and Teacher Training
in a Partial Fulfillment of the Requirement for the Degree of Strata 1
in English Education Department

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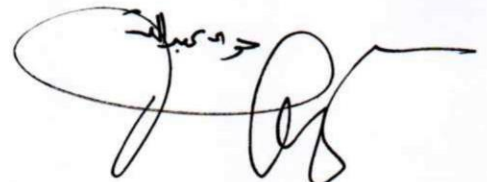
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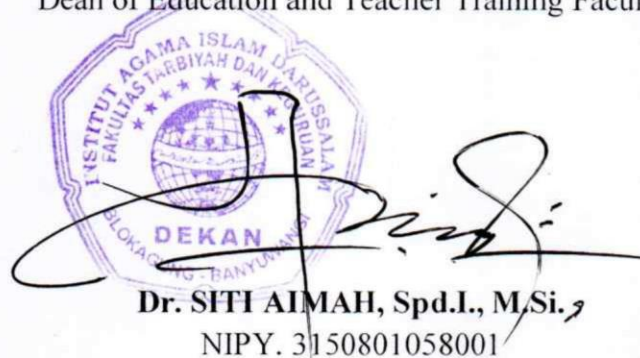
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MOTTO

Allah gives us what we need, not what we expect.

DEDICATION

In the name of Allah SWT, the Most Gracious, the Most Merciful, who has given grace and guidance to researchers, health and the ability to complete this thesis. Sholawat to the Prophet Muhammad SAW his arrival really changed the word.

I dedicate this thesis specifically to:

- My parents, my beloved mother (Sumarmi) and my beloved father (Ahmad Saroni) who always provide endless love, guidance, motivation and prayers. Your love gave me the strength to finish this thesis. I really love you all.

- My brother (Nuris), (Santoso) and my sister (Siti nur janah) thank you for your support, motivation and kindness. You are so patient with my characteristics; I really love you.

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DECLARATION OF AUTHORSHIP

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Banyuwangi July 20th 2021

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Sri utami

ABSTRACT

Utami, S. 2021. *An Analysis On The English Teacher Strategies In Teaching Descriptive Writing Skill By Online Learning At Survival English Students Of Aloha Edu Tegaldlimo Banyuwangi In Academic Year 2020/2021.*

Key Word: teacher strategy, descriptive writing, online learning

This study aims to answer the following research questions: What are the strategies used by English teachers in teaching descriptive writing through online classes for the survival of English students in aloha edu. This research is a qualitative research. This study uses observation, interviews and documentation to collect data.

The results showed that the strategies used by the teacher in teaching descriptive writing in the classroom; online learning, detailed texts, and mind mapping. In this case the teacher provides material in the form of soft files sent via google class. Then teaching in online classes is more efficient, practical and flexible. However, online classes take up a lot of quota, teachers cannot control students directly.

The purpose of this research is to see whether online learning can be used to teach the ability to write descriptive text. The author conducted this research because he saw the shortcomings in writing to students. So that these problems require the right method in online learning to improve students' writing skills. The solution to this problem is to use several strategies in teaching students. The author chose the research using descriptive text which according to him was in accordance with the title "An Analysis On The English Teacher Strategies In Teaching Descriptive Writing Skill By Online Learning At Survival English Students Of Aloha Edu Tegaldlimo Banyuwangi Academic Year 2020/2021". Therefore, the researcher chose descriptive text to be used in teaching writing skills to the aloha education survival class students. This study uses a qualitative research design. The research participants were students of the survival class at aloha education for the 2020/2021 school year. Researchers as the key instrument in this study, researchers conducted observations, interviews, and documentation used by researchers to collect information. In research, this is sometimes referred to as triangulation. Confirm the accuracy and authenticity of the data by re-observing, looking for sources of information that are not limited to one researcher informant, then match the facts.

Writing techniques using descriptive text in learning English have a beneficial effect, according to the study. Some students indicated that writing descriptive text was fun for them. Furthermore, this strategy helps individuals memorize terminology and improve their ability to write English in a good and precise language. The advantage of this method is that it requires students to practice learning the components of vocabulary, pronunciation, fluency, and grammar in writing English, impacting students' ability to improve their writing skills, even if they have not mastered it. The researcher found that students can improve their English writing skills by practicing more.

The researcher concluded that the use of the online descriptive text method in teaching writing had a positive impact on students' vocabulary, pronunciation, fluency, and speaking skills, as well as on the emotions of students who were able to overcome shyness, lack of confidence, and fear of making mistakes by frequently practicing English writing.

FOREWORD

Thank God, *rabbil 'alamin*, the author prays to the presence of Allah SWT, for the completion of the preparation of this thesis, as the author's pride and a sign that he has finished as a student to achieve a bachelor's degree at the Faculty of Education and Teacher Training IAIDA Blokagung. *Sholawat* and greetings may Allah always bestow on the Prophet Muhammad SAW.

This thesis is proof of a scientific work that has been successfully written by the author. realistically whether students pass or not is determined by themselves, there must be evidence that they have completed the thesis or not. The presence of this thesis has gone through the bitter sweetness of the process, discussions with supervisors and friends, sacrificed a lot of time, emotions, feelings and health. A bloody struggle, therefore this thesis can be used as a source of knowledge, inspiration and even recommended for other students, both college students in the same year, and all students who want to write a thesis.

The authors would like to thank all parties, especially my supervisor who has helped in the completion of this thesis, and to all my friends who are members of TBIG 2017; I hope this thesis can be useful.

Author

Banyuwangi 20th July 2021

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All praise be to Allah the lord of this universe, by the grace of Allah the highest finally the writer is able to finish her 'skripsi' after a long effort of writing. peace blessing and salutation be upon our great prophet Muhammad, his family, his descendants, and his followers who strived in Islam.

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I do expect this thesis gives advantages to the world of education. To improve this thesis, I welcome warmly for any constructive suggestions. Hopefully, may God bless those mentioned above for all their sacrifices and effort that will be valuable and beneficial for them to be successful in their future life. Amin.

Banyuwangi, July 20th 2021

The writer

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CHAPTER I

INTRODUCTION

This chapter contains the background of the research, research question, objective of the research, scope of the research, significance of the research, and definitions of key terms.

A. Background of the study

Learning English is very important because it is international language. Sometimes many non-English speakers think that English is difficult. As in Indonesia, students must see four skills, namely speaking, listening, reading, and writing. For example writing is not only done at school but can also be done anywhere. In addition, students can also write in a variety of media, as taught by teachers in online classrooms today, as Harmer (1998: 79) tells students the reasons written to students of English as a foreign language include improvement, language development, learning styles and most importantly, writing as a skill.

Harmer (1998: 112) states that there are many reasons to encourage students to write, both inside and outside the classroom. For example, writing gives them more time to think 'which they give when they try to speak spontaneously. This allows them more opportunities to choose the speaking language whether they are involved in study or activation. When it comes to writing help, it pays to make a love between writing for learning and writing for writing. In the first case, writing is used as a demo or practical tool to help students practice and work with the language they have created. We might, for example, ask the class to write five sentences

using a specific structure, or use five new words or phrases that they have created. Written activities like this are designed to provide reinforcement to students.

Furthermore, Supiani (2017: 37) writing is a means of communication in written form such as email, business letters, newspapers, diaries, and others. This skill is an important part of conveying thoughts, ideas and arranging them into sentences or paragraphs. Harmer (1998) shows that writing skills and professing as skills in language learning. He emphasized the importance of writing skills to teach English students such as learning, language development, learning approaches, and most importantly, writing skills as a compulsory subject.

Therefore, writing is one of the skills needed to prepare students to communicate and acquire knowledge in the era of information technology. From the several written explanations it is one of the skills that must be mastered, therefore, before writing, students must work on what topics to write about. Istiqomah (2019: 1) writes that descriptive writing is one of the pillars of writing that students must master before studying for other types of writing. When someone starts writing, they have to understand the meaning of the text they want to write. Description is one of the most common purpose languages. You use that description every day. You might describe a place, thing, or person or how you feel every day.

ALOHA EDUCATIONAL CENTER is an English Language Course Institute, founded by Mr. Ridwan (john) on December 8, 1994 in

the village of Kedunggebang, Tegaldlimo, Banyuwangi Regency. Aloha Educational Center has graduated around 10.000 alumni spread throughout Indonesia. Most of alumni continue their studies and work both at home and abroad. The Aloha Educational Center program is open at any time (http://aloha-educational.blogspot.com/p/profil_03.html accessed on 13 march 2021) LKP Aloha EDU is one of the LKP in Banyuwangi, it is located in Jalan DRWS Husodo Kedunggebang village Tegaldlimo district, exactly in Banyuwangi regency which has many majors, including: English language, Japanese language, Mandarin language, hotel accommodation, tourist service businesses, and restaurants. LKP ALOHA EDU has good facilities, good staff, and students who always support this research. This LKP also is partnering with many tourism industries such as hotel, restaurant, home stay, camp, institution. For instance, this school is very supportive to be conducted research studies, it makes the researcher has the intention to conduct research studies in that LKP. this LKP is very support to be conducted research studies.

During this semester students are required to study online from home, so teachers must also continue to guide students in online classes. Therefore, teachers who teach online classes must help students overcome difficulties, such as difficulties in teaching writing. Writing skill is one of the skills that must be possessed in survival class. However, in writing descriptive texts, students still have obstacles, one of which is the obstacles faced by students in writing descriptive texts, namely students find it difficult to express their ideas into words/sentences. This is caused

by the lack of students' interest in reading and face-to-face limitations in online learning. The author conducted this study because he saw that there were deficiencies in the survival class. So that these problems require the right strategy to improve students' writing skills. Teachers need to help strategies in learning to write, because writing is one of the important skills, after reading and speaking students must also be able to assemble words in written form, in this case the teacher can guide learning to write descriptive texts.

Based on the explanation and problems above, the authors are interested in doing so do research entitled

"AN ANALYSIS ON THE ENGLISH TEACHER STRATEGIES IN TEACHING DESCRIPTIVE WRITING SKILL BY ONLINE LEARNING AT SURVIVAL ENGLISH STUDENTS OF ALOHA EDU TEGALDLIMO BANYUWANGI IN ACADEMIC YEAR 2020/2021"

B. Research Question

Based on the background above, it can be determined that the problem formulation of this research is to answer the questions as follows How to analyse the English teacher's strategies used in teaching descriptive writing through an online class at survival english students at aloha edu?

C. Objective of the Research

The research has the following objective of the research is To describe the English teacher's strategies in teaching descriptive text through an online class is shown at survival english students of aloha edu.

D. Scope of the Research

The scope of this research focuses on descriptive writing strategies taught by teachers through online classes at survival english students. In this case, this paper will focus on the analysis in writing strategies taught by teachers through online classes. This research was conducted on English teachers and several survival english students of Aloha edu tegaldlimo banyuwangi in academic year 2020/2021.

E. Significance of the Research

1. Theoretically

The results of this study can provide information about the English teacher's strategy in teaching descriptive writing through online classes.

2. Practically

Researchers write this research used by teachers, students, readers, and researchers.

a. For teachers

This research can be used by teachers to prepare to write strategy through online classes.

b. For students

This research can help students choose what strategies work for them in learning to write descriptive.

c. For Readers

This research tells readers that they can see the right strategy teachers provide through online classes.

d. For Researchers

In this study, it helps researchers to implement writing strategies. Besides, So that it is expected to get a lot of understanding about the strategies used by teachers through online classes.

F. Definition of Key Terms

To avoid misunderstanding and confusion, it is deemed necessary to emphasize the terms contained in the title of this thesis. The term

that need to be interesting include:

1. Writing

Writing is one of the language skills that are important in our lives. Through writing, we can inform others, make transactions, persuade, make angry, and tell what we feel. However, we know that being written in a second language is not just a matter of "conflict of things". This is one of the basic skills that are very complex and difficult to learn (Fitri, 2017: 2).

According to Harmenita quoted by Fitri (2017), writing is one way to convey ideas or messages in the form of writing on paper or other fields. It is the act of making a mark on a certain surface.

In particular, writing is a type of expression in a language that is created by a certain set of symbols, which have a conventional value to represent certain language words that are drawn visually. From some of the above understanding that writing is one of the language skills that is important to implement, students must understand how to write correctly, besides that by writing students can express an idea that is felt by students and according to what themes students will write.

2. Descriptive text

Descriptive text is text that is used to describe something like a certain place, certain person or thing from physical condition. classes at survival english students are required understand the components of the descriptive text genre, namely: general structure and features of the language. This generic structure genre is an identification (specify specific participants) and description (state the parts, qualities and characteristics of the subject being described). And for the language features of this genre, usually using simple present tense, adjective, noun phrase and adverbial phrase.

Descriptions are used to add details about something physical like a person, place, or thing. This method uses sensory language,

namely, words that appeal to the five senses: sight, hearing, smell, taste and touch. In order to create the most accurate picture in the reader's mind, the writer must be precise in the choice of words. What belongs to sight, hearing, smell, taste and touch. With sufficient sensory detail, the reader can create a clear and specific picture in his mind about the topic that the author wants to describe.

3. Teaching Strategy

According to Crawford (2005: 18) Teaching strategies are more than a series of methods. To teach well means to fulfill a set of goals, to a certain group of students, at some point in the school year, for sure resources, over a period of time, at a particular school and community settings. This means finding a balance between direct and mastermind students' individual and group activities. It means develop students' skills and strategies for learning, at the same time study the content of the curriculum.

From some of the explanations above that the learning strategy is actions planned by the teacher before teaching, so that students can underst and how the teacher teaches and makes students understand in learning.

CHAPTER II

THEORETICAL FRAMEWORK

A. Review of Related Literature

1. Teaching Strategies

The strategy is a plan drafted by the teacher before teaching, to achieve the learning objectives, the strategy can include several things, such as the methods to be chosen by teachers, tools, and materials used to facilitate students' understanding in learning. According to Crawford (2005:10), teaching is more than a set of methods, teaching well means addressing a set of objectives, for a particular group of students, or a certain point in the school year, with certain resources, within a particular time frame, in a particular school and community setting. It means finding a balance between direct instructions and orchestrating the activities of individuals and groups of students. Then, developing students' skills and strategies for learning, at the same time they learn the content of the curriculum. Although teaching is more than a set of strategies, some teaching methods should be part of every creative teacher's repertoire. Some of these are comprehensive 14 strategies that can shape a whole lesson. Others can be combined to make a complete lesson plan. The most successful classrooms are those that encourage students to think for themselves and engage in critical thinking skills.

Explained by Harisusmida (2015: 17), strategy has two essential characteristics: they are made in advance of the actions to which they apply, and they are developed consciously and purposefully. The strategy is important because the resources are available to achieve the goal of a desirable future, such as the achievement of a goal or solution to a problem. So, teaching strategy is a plan or a program that is extensively used to ensure that a certain message or lesson is passed from the teacher to the students. These plans use various means, either theoretical or practical. The importance for teachers is to observe the interaction within the classroom because it can determine the learning opportunities that students get in the learning process.

Besides, teaching strategy is the strategy of the education used in the teaching-learning process as a planning method or teachers' activities design to achieve the goal or objectives of the material brought. Strategies can be defined as designing a plan that contains order activities to achieve specific educational objectives (Istiqomah 2019: 13). From some of the explanations above, the three terms are interrelated, namely related to the teaching strategy, which is the teacher must prepare some plans before teaching in class, to facilitate student understanding in learning.

2. Writing Skills

Writing is an activity to create information, ideas, or thoughts in written form, writing is also one of the abilities in English. In English writing is considered as one of the difficult skills for most students. It is

because students must determine ideas that are following students will write, therefore students must produce correct sentences and in the order of grammatical forms of words. Next is the definition of writing by several experts. According to Richard and Renanda (2002:303) Writing is the most difficult skill for learners to master. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. The skills involved in writing are highly complex. Fadziah (2015:31) stated that writing is one basic skill in learning English besides listening, speaking, and reading. To write means to communicate using written language. In writing, all information is delivered through text. Writing means producing or creating a piece of text.

Therefore the researcher concluded that writing is the process of making the written results of information or idea that is arranged using correct sentences and by grammar in written form.

3. Writing Process

Writing allows students to think about what students will write. Then, students must pay attention to the elements that will produce a piece of writing. As explained by Harmer (2004: 4-5) the writing process consisted of four main elements, as follows:

1) Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to

easy. For some writers, this may involve making detailed notes. For others a few jotted words may be enough. Prepare what they need before, in writing, it is a piece of paper. When planning, writers have to think about three main issues. The first is the purpose, the audience, and the content structure. That is, how best to sequence the facts, ideas, of arguments which they have decided to include.

2) Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

3) Editing

One of the writers has produced a draft that usually read through what they have written to see where it works and where it does not. Perhaps the order of the information is not clear. Perhaps the way something is written is ambiguous or confusing.

4) Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process. But the writer is now ready to send the written text to its intended audience. We might decide to present these stages in the following way: planning and drafting.

4. Teaching Strategies for Writing

Writing is one of the abilities in English that must be mastered by students. Therefore, students can learn writing skills early. They are many reasons for getting students to write, both in the outside class (Harmer, 2007: 112). The reasons for teaching writing to students of English as foreign language include reinforcement, writing as a skill in its own right by far the most important reason for teaching writing, of course, is that it is a basic language skill, just as important as speaking, listening and reading. They need to know some of the writing's special convention (punctuation, paragraph construction, etc) just as they need to know to pronounce spoken English appropriately. Part of our job is to give them that skill Harmer (1998: 79). Making the students as good writers is not easy, especially for the teacher. A teacher when teaching skills must create a conductive class by designing a suitable learning method. Thus, it is expected that in teaching students writing skills can create the students who are creative and critical (Cahyalina, 2015: 22). Based on the Harmer (2004: 11), in a long time, teaching writing only focuses on what the content of the writing is not about the process of writing. The teacher must consider several strategies below to understand the student's writing process, namely:

a) The way the teacher gets students to plan, planning what to write is the first step students must do. When the students make a plan,

the teacher can help them by telling what, how, and for whom the writing is (Harmer, 2004: 11).

b) The way the teachers encourage the students to draft, reflect, and revise. Writing is one way of developing students, drafts, reflections, and, written revisions. They will respond to each other and advise each other to produce good writing (Harmer, 2004: 12).

c) The way the teacher respond to their student's writing, the teacher can correct one by one the results of the student's writing to find out their response and give the right advice (Harmer, 2004: 12).

Therefore, good writing comes from strong feeling and strong feeling comes from things we like and things we hate good writing comes from life experience, and the life experiences we know are the typical things we do everyday and the unusual things that happen to us maybe only once or twice in our entire lives. So, pick only the best topics and be specific if you can. (Peha, 2010: 6) From the explanation above, it can be explained that writing teaching strategy is an effort made by the teacher to make a plan in preparing student learning, by using writing an important part of the learning process, then writing also requires a process of thinking, which students must think of ideas idea to write.

5. **Descriptive Text**

a. **The Definition of Descriptive Text**

Descriptive text is the text describing the characteristics of an object or something. Usually descriptive text taught to the junior high school level. Explained by Husna (2013: 6) Descriptive text is a kind of writing that consists of a description, characteristics, definition of something, object, or something. Descriptive writing also involves putting across feelings, describing places, things, and objects. In this case the researcher is going to describe the students' skills in writing descriptive text based on their writing test result. According to Bernhardt quoted by Harisusmida (2015: 19) Descriptive text presents the appearance of an object (whether it as a thing, person, country, etc) which occupies space and it is also designed to describe the characteristics of an object. The object may be a person, an animal, or a place. The text first introduces the object that will be described, called identification. Then, there is information that explains the object which may concern with the part, qualities, and characteristically called description. Meanwhile, Indriastuti (2018: 59) Descriptive Text is a type of text that is widely used in daily life in describing objects, places, humans, animals, and so on. Descriptive Text is an English text to describe what kind of objects or living things we are describe, both in appearance, smell, sound, or texture of the object or these living things. Communicative Objectives of Descriptive Text is to describe

and express the characteristics of objects, places, or certain creatures in general, without research or in-depth and thorough research.

b. Generic Structure Descriptive Text

  1) Identification

  Identification is part of Descriptive Text which contains topics or "what" to describe or describe.

  2) Description

  The description is the last part of Descriptive Text which contains about discussion or depiction of the topic or what is on the identification of physical appearance, quality, general behavior and its properties.

c. Characteristics of Descriptive Text

1) Descriptive Text uses Present Tense, for example: go, eat, fly, etc.

2) Descriptive Text uses a variety of Adjectives Describing Numbering, and Classifying, for example two strong legs, sharp white fangs, etc. In conclusion for all theories of descriptive text, the writer concludes that descriptive text is a text that describes people, things, animals, culture, and so on.

B. Review of Previous Studies

In this study, the researcher took several journals and previous studies to support research on analysis teachers' strategies in teaching descriptive writing.

1. The research objective is to describe the teacher's strategies in developing students 'ability in writing descriptive text, the focus of this research was teachers' strategy in developing the ability in writing descriptive text at one of state Islamic Junior high school level.

2. The research objective is to find out the English teachers' strategies in teaching descriptive writing used at the second grade of Junior High School, to describe the implementation of English teachers' strategies in teaching descriptive writing at the second grade of Junior High School.

3. The research objective is to analyze students' abilities in write a descriptive text.

4. The research objective is to know whether descriptive methods can analyze writing skills in the second semester of the English Language Education Program at STKIP Nurul Huda.

From some of the above studies it can be seen that the difference between the research conducted by the author and the research conducted by several researchers above is largely located in the research objectives.

From 4 existing studies, 2 of them have different research objectives, namely research conducted by Husna and Zulaikah. Furthermore, 2 studies that have almost the same goals. While equation 4 of the above research with research conducted among them is discussing teacher's strategies taught in descriptive writing. The 18 new thing from this research is to discuss the teacher's strategy in teaching descriptive writing through an online class, then to discuss the advantages and disadvantages of the teacher's strategy in teaching descriptive writing through an online class.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research was qualitative descriptive study with the analysis of data presented in the Indonesian language in the form of interviews. This study uses a descriptive analysis which means that this study analyzes the strategy used by English teacher in teaching through an online class. As explained by Moleong (2002: 2) Qualitative research is a research procedure in which descriptive data procedures are in the form of written or spoken words from people and observable behavior. According to Creswell (2014:32) Qualitative research is an approach for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. The process of research involves emerging questions and procedures, data typically collected in the participant's setting, data analysis inductively building from particulars to general themes, and the researcher making interpretations of the meaning of the data. The final written report has a flexible structure. Those who engage in this form of inquiry support a way of looking at research that honors an inductive style, a focus on individual meaning, and the importance of rendering the complexity of a situation.

Qualitative research methods are also a research method that further emphasizes on Aspects of understanding the problem of seeing problems to Research generalization. This method of research prefers

using in-depth analytical techniques (in-depth analysis), which is reviewing the problem in case of cases because of the authoritative methodology convinced that the nature of a single problem will differ from the nature of the other problem (Siyoto, 2015: 27). Using this method, the author intended to examine in-depth the strategy of English teacher's in teaching descriptive writing through the online class.

B. Setting of the Research

This research was conducted at the Aloha Tegaldlimo education center, Banyuwangi. Aloha is located in Kedunggebang Village, Tegaldlimo, Banyuwangi Regency. The reason the researchers chose the location in this class was because one of the activities during this semester was through online classes. Therefore, researchers are interested in conducting research at Aloha educational centers.

C. Subject of the research

The subjects in this study were teachers and students of English aloha edu survival. The characteristics of these objects can be seen in the following data: Data Characteristics of English teachers and students from Aloha edu: 1. MR RZ Teacher 2. WA Student 3. SR Student 4. NH Student 5. NN Student 6. HD Student 7. ST student 8. SN student 9.DN Student 10. HM Student

D. Data Source

In this study, the data source is an English teacher who teaches at Aloha Edu, and several students. when at the location the researchers used paper tools to record the results of interviews with teachers and students and researchers brought cellphones to do documentation. and sometimes when not at the location the researcher uses the media of a cellphone and records data when interviewing the teacher.

E. Procedure of the Data Collection

Siyoto (2015: 64) said that the most important research activity is data collection. Arranging the instrument is enough to repent in the research step, but collecting data is much more repentant again, especially if the researcher uses a method that is prone to the inclusion of subjective pointed in researcher. That is why formulates the data collection instruments are handled seriously to be acquired results that correspond to its usefulness is the collection of appropriate variables. There are several data collection techniques, three of which are observation, interview, and documentation.

1. Observation

In using the observation method the most effective way is to equip it with the format or printing observation as an instrument. The compiled Format contains items about the events or behaviors depicted will occur. The most important role in using the observation method are observers.

Observers should be observant in observing is staring at events, motion, or process. Observing is not an easy job because many people are influenced by the interests and tendencies that exist. But the observation should be the same, although it is done by some people. With other words, observations should be objective.

Observation is one way to collect data by observing directly in order to obtain and know about a phenomenon. In This case the researcher observes the way the teacher teaches English with online class through the WhatsApp group created by the teacher.

2. Interview

The use of the Interview method takes a long time to collect data. Compared to passing the poll to the respondent, the Interview is very complicated. In conducting an interview, research should pay attention to attitudes on the future, sitting attitude, facial brightness, speech, friendliness, patience, and overall appearance, will greatly answer to the respondent's content received by the researcher. Therefore, then need intensive training for the prospective interviewer. Broadly, there are two kinds of interview guidelines, namely the interview guidelines that only contain the outlines that will be asked. In This case the researcher used an interview with an English teacher at Aloha education. Interviews were conducted to obtain responses and information about the teaching strategies used using online classes. The function of the interview in this case is to check the data and ensure that the data is really valid.

The list of interview teacher questions:

a) Strategi apa yang anda gunakan selama mengajar teks deskriptif melalui kelas online? (What strategies did you use while teaching descriptive texts through online class?)

b) Bagaimana cara menerapkan strategi menulis deskriptif melalui kelas online? (How do you apply descriptive writing strategies through online class?)

c) Bagaimana kemampuan siswa dalam menulis teks deskriptif melalui kelas online? (What is the ability of students in writing descriptive text through online class?)

d) Bagaimana anda menanggapi siswa jika mereka menemukan kesulitan dalam menulis teks deskriptif melalui kelas online? (How do you respond to students when they find difficulties in writing descriptive text through an online class)

e) Hambatan apa yang anda hadapi selama mengajar melalui kelas online? (What obstacles did you face while teaching through online class?)

f) Apakah kelebihan dan kekurangan dalam mengajar melalui kelas online? (What are the advantages and disadvantages of teaching through online class?

List of interview students questions:

a) Kesulitan apa yang anda alami selama menulis teks deskriptif? (What difficulties did you experience while writing descriptive text?)

b) Apakah pembelajaran melalui kelas online lebih menyenangkan di bandingkan dengan kelas tatap muka? (Whether learning through online classes more fun compared to direct class?)

F. Data Analysis

According to Siyoto (2015: 98) Data analysis is the process of organizing and sorting data into patterns, categories, and units of the basic description so that the theme can be found and can be formulated hypothesis as suggested by the data. The data analysis work in this case is to regulate, sort, classify, code, and categorize them. Organizing and the management of the data aims, to find themes and work hypotheses that eventually elevated to substantive theory. The data analysis process is performed through stages; Data reduction, presentation or data display, and conclusion or verification. To more details, the author will explain the analysis process as follows:

1. Data Reduction

Data reduction means summarizing, selecting the underlying things, focusing on things that matter, look for themes and patterns, and discard unnecessary ones. Data reduction can be done by way of abstraction. Abstraction is an effort to make a summary of the core, processes, and statements that need to be kept remain in the research

data. In other words this data reduction process conducted by researchers continuously when conducting research to generate core records of data obtained from data mining results.

2. Data Display

This step by presenting a set of organized information that gives possible withdrawal of conclusions. It is done because of the data during the qualitative research process are usually narrative-shaped, so that requires simplification without compromising its contents. The presentation of the data is done to be able to see the overall picture or section of the whole picture. At this stage researchers strive to classify and present data following the subject matter which begins with the coding on each subject.

3. Conclusion or Verification

Conclusion or verification is the final stage in the data analysis process. This section of the researchers expressed the conclusion of the data that has been obtained. Activities are intended to look for the meaning of data collected by seeking relationships, equations, or differences. Withdrawal of conclusions can be done by road the conformity of statements from research subjects with the meanings basic concepts in the study, the above stages are mainly reduction and data presentation stages, not merely happen in tandem. But sometimes after the data presentation is also done data reduction required again before concluding. Stage above for authors is not included in the data

analysis method but goes to the strategy data analysis. Because, the method is already patent whereas the strategy can be done the utility's flexibility in using the strategy. Thus, the habit researchers use qualitative analysis methods to determine the quality of analysis and results in qualitative research.

G. Data Validity

According to Creswell (2012: 159) the validity of the data is the degree to which all of the evidence points to the intended interpretation of an assessment notches for the proposed determination. In this research, the researcher collects data by conducting interviews with the teacher and some students, then researchers inserting data into files. Although validation of findings occurs throughout the steps in the process of research this discussion focuses on it to enable a researcher to writes a passage into a proposal on the procedures for validating the findings that will be undertaken in a study. Proposal developers need to convey the steps they will take in their studies to check for the accuracy and credibility of their findings (Creswell, 2014: 251).

Patton (1987: 331) stated that triangulation with sources mean comparing information that obtained through different time and tool. These are done by:

1) Comparing observational data result with interview data result.

2) Comparing what people say in public and what they say in personal.

3) Comparing what people about research

 4) Comparing someone's perspective with other people's views.

5) Comparing interview result with the contents of related document. The researcher validated the data by using fifth the strategy. In this data triangulation was comparing the result of observation, interviews, and documentation.

CHAPTER IV

RESEARCH FINDINGS

A. Description of Research Place

This research was conducted at LKP Aloha edu Tegaldlimo Banyuwangi. LKP Aloha has ten classrooms, one office, five toilets, two laboratories and one prayer room. and has wifi facilities to access the internet for students. Aloha's LKP course levels start from elementary, middle, high school to graduate school.

The vision and mission of the course, as well as the objectives of LKP Aloha Tegaldlimo to focus on the entire education system and program at LKP Aloha Tegaldlimo, are as follows:

1. Vision of LKP Aloha edu tegaldlimo

Increasing intelligent, creative and innovative human resources in foreign languages to face the global era.

2. The mission of LKP aloha edu tegaldlimo

   a. To produce skilled workers in foreign languages to meet the demands of the job market and education

   b. Practice a foreign language in a fast duration of time.

   c. Print a fast and fun learning model in learning foreign languages

d. Do more practice than theory.

3. The purpose of the Aloha edu course

The implementation of quality education programs at the Aloha Education Center in accordance with community expectations.

B. The Subject of the Research

The subjects in this study were teachers and students of English aloha edu survival. The characteristics of these objects can be seen in the following data. Data Characteristics of English teachers and students from Aloha edu: 1. MR RZ Teacher 2. WA Student 3. SR Student 4. NH Student 5. NN Student 6. HD Student 7. ST student 8. SN student 9.DN Student 10. HM Student.

C. Research Results

1. Strategies Of English Teachers In Teaching Descriptive Writing.

a. strategy in teaching descriptive writing

During the pandemic, teachers have to think about various things a way for students to understand the subjects they are studying because students have to study descriptive texts that have never been taught online previous class. So the teacher must have a good strategy to get maximum results, as explained by RZ as an English teacher:

"…Before the pandemic, a descriptive topic happened in February after the midterm, and usually, before teaching directly, I prepared the strategy.

But after the midterm exams, all schools and course in Indonesia was off because of a pandemic. Although the school is not active, the learning process must be continued through an online class. I use a different strategy than the strategy I used before. The strategy I used was that I gave a module of descriptive topics and examples then I gave a video about a descriptive text. Besides, I use the breakdown text and mind mapping method…" (Interview with RZ, on march 02, 2021, 19.00 to 21.30 in LKP Aloha edu classroom)

"…Sebelum pandemi, topik deskriptif terjadi pada bulan Februaru setelah midterm, dan biasanya, sebelum mengajar secara langsung, saya mempersiapkan strategi. Tapi setelah ujian tengah semester, semua sekolah di Indonesia dimatikan karena pandemi. Meskipun sekolah tidak aktif, proses belajar harus dilanjutkan melalui kelas online. Saya menggunakan strategi yang berbeda dari strategi yang saya gunakan sebelumnya. Strategi yang saya gunakan adalah bahwa saya memberikan modul (ringkasan) topik deskriptif dan contoh kemudian saya memberikan video tentang teks deskriptif. Selain itu, saya menggunakan rincian teks dan metode peta pikiran…" (Wawancara dengan RZ, pada 02 maret 2021, pukul 19.00-21.30 di ruang kelas LKP Aloha edu)

b. Procedure implementing the strategy in descriptive writing

In implementing descriptive writing through an online class, the teacher has several ways to explained through WhatsApp group as stated by RZ as an English teacher:

"…I did not make recordings to give them an explanation, but I only gave soft files, and then I shared them. The descriptive text which I taught only focused on describing people and describing animals. For the task of describing people, I use breakdown text techniques then students complete it into a data form. Furthermore, for the task of describing animals, I use mind mapping techniques…"

(Interview with RZ, on march 02, 2021, 19.00 to 21.30 in LKP Aloha edu classroom)

"...Saya tidak membuat rekaman untuk memberi mereka penjelasan, tapi saya hanya memberikan file lembut, dan kemudian saya membagikannya. Teks deskriptif yang saya ajarkan hanya terfokus pada menggambarkan orang dan menggambarkan hewan. Untuk tugas menggambarkan orang, saya menggunakan teknik teks kerusakan kemudian siswa menyelesaikannya ke dalam formulir data. Selanjutnya, untuk tugas menggambarkan binatang, saya menggunakan teknik peta pikiran..." (Wawancara dengan RZ, pada 02 maret 2021, pukul 19.00-21.30 di ruang kelas LKP Aloha edu)

From the interview above, it can be concluded that during pandemic, the teacher cannot explain directly, but the teacher only gives material by writing sent to the WhatsApp group.

c. Students ability in descriptive writing

Writing is very important to teach to students because writing activity can help students to have critical thinking such as writing descriptive text. Writing descriptive text can give ideas to them about the object that they will describe in detail.

Then to find out the students ability in descriptive writing through an online class, RZ as an English teacher who teaches in LKP Aloha edu, explained that:

"…After conducting the learning process through an online class, students ability to write descriptive texts is very different from their previous abilities, here all students assignments were less than the maximal. Then when I asked them to complete the descriptive text, I found some similarities in their assignment..." (Interview with RZ, on march 02, 2021, 19.00 to 21.30 in LKP Aloha edu classroom)

"...Saya pikir kemampuan siswa dalam menulis deskriptif sangat berbeda dari kemampuan, di sini semua tugas siswa kurang dari maksimal. Ketika saya meminta mereka untuk melengkapi teks deskriptif, terkadang saya mendapati beberapa siswa bercurang pada yang lain, saya menemukan beberapa kesamaan dalam penugasan mereka. Jadi saya mengubahnya kembali dan meminta mereka untuk memperbaikinya…". (Wawancara dengan RZ, pada 02 maret 2021, pukul 19.00-21.30 di ruang kelas LKP Aloha edu)

From the interview above, it can be concluded that the ability of the students during the online class learning is very different from directly class because during the online class students only were given material in the WhatsApp groups, then the teacher gave them a task, but some students did not do the task well, because they just only cheat task.

Then, when the teacher faced the problem in learning difficulty, she explains again, then the student must re-read about the material until the student understands the material. It explained by RZ as the English teacher of Survival class in LKP aloha said that:

"…When my students found the difficulty in writing a descriptive, I explained again. Also, I would be asked the students to read again the command of the task that I gave, then the students who still did not understand I gave another example of how to do the task…" (Interview with RZ, on march 02, 2021, 19.00 to 21.30 in LKP Aloha edu classroom)

"...Ketika siswa saya menemukan kesulitan dalam menulis deskriptif, saya menjelaskan lagi. Juga, saya akan meminta siswa membaca lagi perintah dari tugas yang saya berikan, maka siswa yang masih tidak mengerti saya memberikan contoh lain tentang bagaimana melakukan tugas…" (Wawancara dengan RZ, pada 02 maret 2021, pukul 19.00-21.30 di ruang kelas LKP Aloha edu)

Furthermore, WA as a student also stated that:

"…When I do a descriptive task, the difficulty is to create a sentence at the beginning of the paragraph and my vocabulary is still not enough…" (Interview on march 04, 2021, 09.00 to 09.40 a.m. via mobile phone)

"...Ketika saya melakukan tugas deskriptif, Kesulitannya adalah membuat kalimat pada awal paragraf dan kosakata saya yang Hafalkan masih sedikit..." (Wawancara dengan WA, pada 04 maret 2021, pukul 09.00-09.40 via telpon)

And then SR as a student stated that:

"…I'm still confused using the right vocabulary…" (Interview with SR, on June 22, 2020, at 15.00 to 15.40 a.m. via mobile phone)

"...Saya masih bingung menggunakan kosa kata yang tepat..." (Wawancara dengan SR, pada 04 maret 2021, pukul 15.00-15.40, via telpon)

The answer is almost the same with SR, NH as a student also stated that:

"…The difficulty I faced was to specify the capital letters according to the correct spelling…" (Interview with NH, on march 05, 2021, 09.00 to 09.40 a.m. via mobile phone)

"...Kesulitan yang saya hadapi adalah untuk menentukan huruf kapital sesuai dengan ejaan yang benar..." (Wawancara dengan NH, pada 05 maret 2021, pukul 09.00-09.40 via telpon)

Moreover, NN as Student also stated that:

"…In writing the descriptive text of difficulties that I faced was still difficult to make an interesting sentence… " (Interview with NN on march 05, 2021, 13.00 to 13.40 p.m. via mobile phone)

"...Dalam menulis teks deskriptif kesulitan yang saya hadapi masih sulit untuk membuat kalimat yang menarik ..." (Wawancara dengan NN, pada 05 maret 2021, pukul 13.00-13.40, via telpon seluler)

Then HD as student of survival stated:

"…I'm still confused using the sentence that connects with the next sentence, then my vocabulary was still not enough…" (Interview with HD, on march 06, 2021, 09.00 to 09.40 a.m. via mobile phone) *"...Dalam menulis teks deskriptif tentang kesulitan yang saya hadapi masih sulit untuk membuat kalimat yang menarik..." (Wawancara dengan HD, pada 06 maret 2021, pukul 09.00-09.40, via telpon seluler)*

From the interview above can be concluded that there were still some difficulties faced by students while writing descriptive through an online class, such as student's interest in reading were still lacking and, difficulty in writing correct spelling, for instance in writing the position of capital letters.

2. Online Class

a. The Obstacle for the Teacher in Teaching Through an Online Class

in teaching activities through an online class, RZ as English teacher explained some obstacles that faced, such as:

"…To teach in an online class, not all students have cell phones, in the survival class just 75% who have smartphones, for students who do not have cell phones, I ask students to borrow parents' cell phones during the learning process. The next obstacle is the lack of response from parents in their children's learning process so that some students were late in doing the assignment also the class becomes not effective…"(Interview with RZ, on 02 march, 2021, 19.00 to 21.30 in Aloha edu classroom)

"...Untuk mengajar di kelas online, tidak semua siswa memiliki ponsel, di kelas survival hanya 75% yang memiliki ponsel cerdas, untuk siswa yang tidak memiliki ponsel, saya meminta siswa untuk meminjam ponsel orang tua selama proses pembelajaran. Kendala berikutnya adalah kurangnya respon dari orang tua dalam proses belajar anak-anak mereka sehingga beberapa siswa terlambat dalam mengerjakan tugas dan kelas menjadi tidak efektif..." *(Wawancara dengan RZ, pada 02 maret 2021, pukul 10.00-11.30, di ruang kelas Aloha edu)*

With the obstacles faced by the teacher, students also stated that the direct class was more fun than the online class because WA as a student stated that:

"…I prefer directly learning compared to the online class because I can learn together with friends …" (Interview with SR on march 04, 2021, 09.00 to 09.40 a.m. via mobile phone) *"...Saya lebih suka belajar langsung dibandingkan dengan kelas online karena saya bisa belajar bersama dengan teman-teman..."* *(Wawancara dengan SR, pada 04 maret 2021, pukul 09.00-09.40, via telpon seluler)*

The answer is almost the same with SR, SN as a student also stated that:

"…I think the process of learning through online class is quite fun, but it is more fun when learning through direct class because I can learn directly with friends and can discuss it in class..." (Interview with SN, on march 04, 2021, 15.00 to 15.40 p.m. via mobile phone)

"...Saya pikir proses belajar melalui kelas online cukup menyenangkan, tetapi lebih menyenangkan ketika belajar melalui

kelas langsung karena saya bisa belajar langsung dengan teman-teman dan dapat mendiskusikannya di kelas…" (Wawancara dengan SN, pada 04 maret 2021, pukul 15.00-15.40, via telpon seluler)

Furthermore, NH as a student stated that:

"…Direct learning is more enjoyable than learning through an online class, we cannot see the teacher directly explaining in front of and writing the material for us…" (Interview with NH, on march 05, 2021, 09.00 to 09.40 a.m. via mobile phone) *"…Pembelajaran langsung lebih menyenangkan daripada belajar melalui kelas online, kita tidak bisa melihat guru langsung menjelaskan di depan dan menulis materi untuk kita jika di kelas guru online hanya memberikan materi kemudian pada surai yang mengerjakan latihan…" (Wawancara dengan NH, pada 05 maret 2021, pukul 09.00-09.40, via telpon seluler)*

The answer is almost the same with NH, NN as a student also stated that:

"…Directly learning more fun than learning through an online class, because the teacher learn through online class cannot be explained directly in front of class…" (Interview with NN on march 05, 2020, 13.00 until 13.40 a.m. via terpon seluler) *"…belajar langsung lebih menyenangkan daripada belajar melalui kelas online, karena guru belajar melalui kelas online tidak dapat dijelaskan secara langsung di depan kelas…" (Wawancara dengan NN, pada 05 maret 2021, pukul 13.00-13.40, via telpon seluler)*

And then HD as a student also stated that:

"…Learning in class directly is more fun than learning through an online class because I can discuss with friends, and exchange opinions, if in online class I can only study independently at home

..." (Interview with HD, on march 06, 2021, 09.00 to 09.40 a.m. via mobile phone)

"...Belajar di kelas secara langsung lebih menyenangkan daripada belajar melalui kelas online karena saya dapat berdiskusi dengan teman-teman, dan bertukar pendapat..." (Wawancara dengan HD, pada 06 march 2021, pukul 09.00-09.40, via telpon seluler)

Based on the interview above it can be concluded that the teacher has obstacles wwhile teaching in an online class, so some students also said that direct class are more fun than an online class.

b. The advantages and disadvantages of teaching in an online class.

Learning through an online class is a new thing in Indonesian. Because of that, there are some advantages and disadvantages that appear for every teacher who teaches through an online class. As explained by RZ:

"...For the advantages and disadvantages of teaching in an online class, the first advantage is for energy, teaching in an online class is more efficient because the teacher does not need to go into class one by one to provide a long explanation, then study shorter because they do not need to spend a lot of time at school, they can use existing technology and the teacher can more varied when teaching through an online class. Meanwhile, for disadvantages is spend a lot of quotas, teachers cannot control students directly, then the assessment is less effective because when teachers give

time limits to students, there are still some students who do not do work because some students still reason at home that internet signals are difficult…" (Interview with RZ, on 02 march, 2021, 19.00 to 21.30 in Aloha edu classroom)

"…Untuk kelebihan dan kekurangan mengajar di kelas online, keuntungan pertama adalah untuk energi, mengajar di kelas online lebih efisien karena guru tidak perlu masuk ke kelas satu per satu untuk memberikan penjelasan yang panjang, maka belajar lebih pendek karena mereka tidak perlu menghabiskan banyak waktu di sekolah, mereka dapat menggunakan teknologi yang ada dan guru dapat lebih bervariasi ketika mengajar melalui kelas online. Sementara itu, untuk kekurangan menghabiskan banyak kuota, guru tidak dapat mengendalikan siswa secara langsung, maka penilaiannya kurang efektif karena ketika guru memberikan batasan waktu kepada siswa, masih ada beberapa siswa yang tidak melakukan pekerjaan karena beberapa siswa masih beralasan di rumah bahwa sinyal internet sulit…" (Wawancara dengan RZ, pada 20 Juni 2021, pukul 19.00- 21.30, di ruang kelas Aloha edu)

D. Data Analysis

In this research, the researcher focus on three questions. The first focuses on the strategies used by the teacher in descriptive text writing through an online class, the second discussion is how to find out the students' ability to write descriptive through an online class, then the third

is the advantages and disadvantages faced by the teacher during teaching through the online class.

1. Teacher's strategies in descriptive writing

To reach the goal of teaching and learning process successful, especially in the descriptive text writing through an online class, the teacher must provide good methods to students. So they feel happy to follow the learning process.

Then the teacher must be to guide students in understanding descriptive text material. Besides the teacher also give instrument to students, when they find difficulty in making sentences in English. For example, the teacher can give examples based on material in English.

Based on observations, the strategy used by the teacher in teaching descriptive text through online class is the teacher gives written material and some exercise. Then, the teacher also sends videos to students through the WhatsApp group. Besides that, the technique used by the teacher to give assignments to students is breakdown text and mind mapping, because with that strategy students can understand the material easily. Some strategies for descriptive writing as follows:

a. The first, the teacher gave to students a module of descriptive topics and exercise then the teacher gave them a video about a descriptive text. With that strategy, students more easily recognize the object that they see from the video.

b. The second, the teacher used the breakdown text and analyzed generic structure techniques, so students can arrange the text correctly about the generic structure of the descriptive text.

c. Third, the teacher used the mind mapping technique to describe the topic. With this technique, students get the ideas and be more creative.

2. Procedure implementing of strategies in teaching descriptive writing.

The English teacher in Aloha Edu explained that she is did not make recording to give students explanation, but the teacher only gave soft files, and then shared them via WhatsApp groups. Furthermore, the students' ability to write descriptive text through an online class still is not maximal, because they just only cheat task, and find some similarities in their assignments, then some students do not submit an assignment on time.

a. During activity do the learning process in descriptive writing, they just only cheat task.

For example, when a teacher gives assignments to students, there are still some students who change the names of other students 'assignments. So the teacher found some similarities in student assignments

b.   The students do not submit an assignment on time.

For example, when the teacher gives the assignment deadline to students through the WhatsApp group, there are still students who do not submit assignments on time. Besides, the teacher still finds students who have difficulty in descriptive text writing, such as:

c.   Difficulties to make good sentences

Sometimes students can understand how to writing in Indonesia but, they are not able to write in English. For example, when teacher gives students assignments in writing descriptive text, students can complete the task only in the most general meaning.

d.   Student's vocabulary was still lacking

Students have difficulties in developing their vocabulary so, they faced problem in writing a good descriptive, in this case usually the reading skills of students are lacking.

e.   Difficulty in writing correct spelling, for instance in writing the position of capital letters.

For example, the students are still wrong in writing the first letter the word at the beginning of sentences, then usually students are also wrong in writing the first letter for the name of the person, day, month, and so on.

3. The advantages and disadvantages of teaching through an online class.

In teaching through an online class, there are some advantages and disadvantages as what RZ explained bellow:

    a.   The Advantages of online class

        1) Save energy

            Teaching in an online class is more efficient because the teacher does not need to go into class one by one to provide a long explanation.

        2) Practical and flexible

            In teaching through an online class, the interaction between teacher and students will be more flexible because the teaching process can take place everywhere, besides the teacher does not have to attend in formal class.

        3) The teacher can use that available technology and she can more creative to choose the methods.

    b.   The disadvantages of an online class

        1) Spends a lot of quotas

            In this case, the teacher often buys pulse, because she must give a lot of material through the WhatsApp

group, besides that the teacher also receives many messages from students.

2) Teacher cannot control students directly.

   In this case, the teacher cannot pay attention to student development directly in the class, because interaction between the teacher and students is only in online.

3) Internet connection problem

   In this case, there are still students who do not submit assignments on time, because of the signal problems, so the teacher cannot directly input their scores.

CHAPTER V

CONCLUSION AND SUGESTION

A. Conclusion

After conducting research on "The English teacher's strategies in teaching descriptive writing through online class" it can be concluded that:

1. The teacher uses three Strategies namely:

   a. Online Learning

      In this implementation online learning strategy, the teacher provides modules that contain material and exercise then she gives videos to students through the WhatsApp group. It helps the students can easily understand the material and not quickly feel bored.

   b. Breakdown Text to Describing People

      In this implementation, the teacher asks students to arrange to breakdown text. Then students make a new descriptive text correctly and analyze the generic structure. It helps the students understand how to analyze generic structures in descriptive texts.

   c. Mind Mapping to describe Animal

      In this implementation, the teacher asks students to write descriptive texts from the animal picture of mind mapping. It helps the students be more creative.

2. Procedure implementing in teaching descriptive writing through an online class.

The teacher did not make recording to give students explanation, but the teacher only gave soft files, and then shared them via WhatsApp groups, and during learning process of descriptive writing through an online class. The Learning process is not maximal, because some students just only cheat task, and find some similarities in their assignments, then some students do not submit an assignment on time.

3. The advantages and disadvantages of the teacher's strategy through an online class.

In addition, the researcher found three advantages and three disadvantages, from the teacher.

a. The Advantages of an online class, namely: (1) Save energy (2) Practical and Flexible (3) The teacher can use that available technology.

b. The Disadvantages of an online class, namely: (1) Spends a lot of quotas. (2) Teacher cannot control students directly (3) Internet connection problem

B. Suggestions

Based on the results of the research on the teacher's strategy in teaching descriptive writing through an online, the researcher would give some suggestions. It is hopefully can be useful for:

1. For teachers

    For teachers, it is hoped that this research can encourage them to consider a better way of teaching through an online class, especially in teaching descriptive writing to improve the student's ability. Teachers also can apply interesting strategies in teaching through an online class.

2. For students

    From the result, it can motivate students to always the spirit of learning. The students also have to practice writing, especially to make sentences with the correct.

3. For other researchers

    There are still many aspects that can be analyzed on the teaching strategy used in descriptive writing through an online class. The researcher also hoped other researchers are interested in conducting similar research, so that the results are better than this.

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APPENDICES

INTERVIEW SHEETS FOR TEACHER

Name   : Rizqi Maulana Ilmi

Day/Date   : March 02, 2021

Time   : 19.00

Appendix 1. interview result table

NO	Pertanyaan (Question)	Jawaban (Answer)
1.	*Strategi apa yang anda gunakan selama mengajar teks deskriptif melalui kelas online?* (What strategies did you use while teaching descriptive texts through online classes?)	*Sebelum pandemi, topik deskriptif terjadi pada bulan Maret setelah midterm, dan biasanya, sebelum mengajar secara langsung, saya mempersiapkan strategi. Tapi setelah ujian tengah semester, semua sekolah di Indonesia dimatikan karena pandemi. Meskipun sekolah tidak aktif, proses belajar harus dilanjutkan melalui kelas online. Saya menggunakan strategi yang berbeda dari strategi yang saya*

| | | *gunakan sebelumnya. Strategi yang saya gunakan adalah bahwa saya memberikan modul (ringkasan) topik deskriptif dan contoh kemudian saya memberikan video tentang teks deskriptif. Selain itu, saya menggunakan rincian teks dan metode peta pikiran.* (Before the pandemic, a descriptive topic happened in March after the midterm, and usually, before teaching directly, I prepared the strategy. But after the midterm exams, all schools in Indonesia was off because of a pandemic. Although the school is not active, the learning process must be continued through online class. I use a different strategy than the strategy I used before. The strategy I used was that I gave a module of descriptive topics and examples then I gave a video about a descriptive text. Besides, I use |

		the breakdown text and mind mapping method)
2.	*Bagaimana cara menerapkan strategi menulis deskriptif melalui online kelas?* (How do you apply descriptive writing strategies through online class?)	*Saya tidak membuat rekaman untuk memberi mereka penjelasan, tapi saya hanya memberikan file lembut, dan kemudian saya membagikannya. Teks deskriptif yang saya ajarkan hanya terfokus pada menggambarkan orang dan menggambarkan hewan. Untuk tugas menggambarkan orang, saya menggunakan teknik teks kerusakan kemudian siswa menyelesaikannya ke dalam formulir data. Selanjutnya, untuk tugas menggambarkan binatang, saya menggunakan teknik peta pikiran.* (I did not make recordings to give them an explanation, but I only gave soft files, and then I shared them. The descriptive text which I taught only focused on describing people and describing

		animals. For the task of describing people, I used breakdown text techniques then students complete it into a data form and analyze the generic structure.. Furthermore, for the task of describing animals, I used mind mapping techniques)
3.	*Bagaimana kemampuan siswa dalam menulis teks deskriptif melalui kelas online?* (What is the ability of students in writing descriptive text through online class?)	*Saya pikir kemampuan siswa dalam menulis deskriptif sangat berbeda dari kemampuan, di sini semua tugas siswa kurang dari maksimal. Ketika saya meminta mereka untuk melengkapi teks deskriptif, terkadang saya mendapati beberapa siswa bercurang pada yang lain, saya menemukan beberapa kesamaan dalam penugasan mereka. Jadi saya mengubahnya kembali dan meminta mereka untuk memperbaikinya.* (After conducting the learning process through an online class, students

		ability to write descriptive texts is very different from their previous abilities, here all students assignments were less than the maximal. Then when I asked them to complete the descriptive text, I found some similarities in their assignment)
4.	*Bagaimana anda menanggapi siswa saat mereka menemukan kesulitan dalam menulis teks deskriptif melalui kelas online?* (How do you respond to students when they find difficulties in writing descriptive texts through online classes?)	*Ketika siswa saya menemukan kesulitan dalam menulis deskriptif, saya menjelaskan lagi. Juga, saya akan meminta siswa membaca lagi perintah dari tugas yang saya berikan, maka siswa yang masih tidak mengerti saya memberikan contoh lain tentang bagaimana melakukan tugas.* (When my students found the difficulty in writing a descriptive, I explained again. Also, I would ask the students to read again the command of the task that I gave, then the students who still does not

		understand I gave another example of how to do the task)

INTERVIEW SHEETS FOR STUDENT

Name   : Wahyu Devi Puspita A

Day/Date   : March 04, 2021

Time   : 09.00

No.	Pertanyaan (Question)	Jawaban (Answer)
1.	*Kesulitan apa yang anda alami selama menulis teks deskriptif?* (What difficulties did you experience while writing descriptive text?)	*Ketika saya melakukan tugas deskriptif, Kesulitannya adalah membuat kalimat pada awal paragraf dan kosakata saya yang Hafalkan masih sedikit*. (When I do a descriptive task, the difficulty is to create a sentence at the beginning of the paragraph and my vocabulary still not enough)
2.	*Apakah pembelajaran melalui kelas online lebih menyenangkan di bandingkan*	*Saya lebih suka belajar langsung dibandingkan dengan kelas online karena saya bisa belajar*

	dengan kelas tatap muka. (Whether learning through online classes more fun compared to direct class?)	*bersama dengan teman-teman.* (I prefer directly learning compared to the online class because I can learn together with friends)

INTERVIEW SHEETS FOR STUDENT

Name   : Sintia Rahma

Day/Date   : March 04, 2021

Time   : 15.00

No.	Pertanyaan (Question)	Jawaban (Answer)
1.	*Kesulitan apa yang anda alami selama menulis teks deskriptif?* (What difficulties did you experience while writing descriptive text?)	*Saya masih bingung menggunakan kosa kata yang tepat.* (I'm still confused using the right vocabulary)
2.	*Apakah pembelajaran melalui kelas online lebih menyenangkan di bandingkan dengan kelas tatap muka.* (Whether learning through online classes more fun	*Saya pikir proses belajar melalui kelas online cukup menyenangkan, tetapi lebih menyenangkan ketika belajar melalui kelas langsung karena saya bisa belajar langsung*

No.	Pertanyaan (Question)	Jawaban (Answer)
	compared to direct class?)	*dengan teman-teman dan dapat mendiskusikannya di kelas.* (I think the process of learning through online class is quite fun, but it is more fun when learning through direct class because I can learn directly with friends and can discuss it in class)

INTERVIEW SHEETS FOR STUDENT

Name   : Nur Hidayah

Day/Date   : March 05, 2021

Time   : 09.00

No.	Pertanyaan (Question)	Jawaban (Answer)
1.	*Kesulitan apa yang anda alami selama menulis teks deskriptif?* (What difficulties did you experience while writing descriptive text?)	Kesulitan yang saya hadapi adalah untuk menentukan huruf kapital sesuai dengan ejaan yang benar. (The difficulty I faced was to specify the capital letters according to the correct spelling)
2.	*Apakah pembelajaran melalui*	Pembelajaran langsung lebih

	kelas online lebih menyenangkan di bandingkan dengan kelas tatap muka. (Whether learning through online classes more fun compared to direct class?)	menyenangkan daripada belajar melalui kelas online, kita tidak bisa melihat guru langsung menjelaskan di depan dan menulis materi untuk kita jika di kelas guru online hanya memberikan materi kemudian pada surai yang mengerjakan latihan.(Direct learning is more enjoyable than learning through an online class, we can't see the teacher directly explaining in front of and writing the material for us if in the online class the teacher only gave the material then on the make work on the practice)

Miftahul Maula

IDENTIFICATION

Ki Hajar Dewantara [...] was born
in Yogyakarta on May 2nd 1889. He could not
known as Ki Hajar Dewantara could not
[...] education because he came from [...]
family. He was the first minister of national
education of the republic of Indonesia. He died
in Yogyakarta on April 26th 1959. He was the
founder of Taman Siswa School. He was honor-
ed to be Indonesia National Hero. His date of
birth are commemorated as national education
Day.

DESCRIPTION

Ki Hajar Dewantara was famous with
proverb for education. They are Ing ngarso Sung
tulodo, Ing madyo mangun karso, tut wuri handa-
yani. Ing ngarso sung tulodo means [for those]
in front become an example, [for those] in the
middle raise the spirit, and [for those] behind
this proverb. "Tut Wuri Handayani is used
as the motto of Indonesia Ministry of education.
It was meant to describe an ideal teacher.
[...] order is on imitting knowledge to thes[e]

Nur Hidayah

Teks descriptive Maudy Ayunda

Maudy ayunda is my favourite artis.
She very is beautiful and smart. She makes
me fall in love with her since first I saw her
at TV

My first time she her is when she promote
a beauty product on a TV's advertisement.
Since then she play movies and also became
a singer. Her voice is also wonderful. I like
the song since the first time I heard it. Mau-
is also an artist that care about her education
I hear now she is studying somewhere at
foreign university. I hope she will make more
movies and songs soon.

CURRICULUM VITAE

Name   :   SRI UTAMI

Gender   :   Female

Birthday   :   Banyuwangi, August 11th , 1995

Address   :   Dsn kedungrejo Ds Sambimulyo 05/01 Kec Bangorejo
                    Kab Banyuwangi

Email   :   Sriutami22@gmail.com

Contact Person :   0858-5532-03985

Education Background   :   MI MIFTAHUL HUDA SAMBIMULYO

                           SMP PGRI 2 TEGALDLIMO

                           MAN 4 BANYUWANGI

                                   Banyuwangi, July 15 th 2021

                                   Writer

                                   Sri Utami