ACADEMIC JOURNAL PERSPECTIVE:
Education, Language, and Literature
http://jurnal.ugj.ac.id/index.php/Perspective/

COMPARING THE HIGH AND LOW ACHIEVER STUDENTS' DIFFICULTIES IN LEARNING WRITING DURING REMOTE LEARNING

Lestari Setyowati[1], Aqidatul Mujaddidah[2], Sony Sukmawan[3], Ana Ahsana El Sulukiyyah[4]

University of PGRI Wiranegara, Pasuruan, East Java, Indonesia[1,2,4]
University of Brawijaya, Malang, East Java, Indonesia[3]
lestari.setyowati@yahoo.co.id[1], aqidatulmujaddidah@gmail.com[2],
sony_sukmawan@ub.ac.id [3,] aahsana3@gmail.com[4]

Abstract
Writing in English is very important for every student who learns English as a foreign language (EFL). Yet, EFL students often find difficulties in learning writing by using English as a target language. This paper aims to investigate some problems faced by the students in their learning of writing during the pandemic of COVD 19. The design of the study is a case study. The instruments were interviews and documents. The subjects of the study were three high achiever students and three low achiever students who joined the writing course in the English Education Study Program in the University of PGRI Wiranegara. They were chosen based on their writing achievements. The finding shows that the high achiever students' problems are more on the technical problems (the internet connection, bad signals, and family distractions during online learning). For them the technical problems would lead to other issues such as materials comprehension and task accomplishment. The low achievers have more problems in generating ideas for all type of writing. The study also reveals that the low achievers have more time management problems and more language problems. Interestingly, they share the same solutions. The solutions are 1) to read more sources to get ideas and to help them write; 2) to boost moods before writing by reading a lot, listening to music, and watching movies; 3) to ask friends and lecturers to help understand the materials and tasks; and 3) to use writing tools application to solve the writing problems particularly in vocabulary and grammar.
Keywords: Pandemic, Problems, Solutions, Writing

INTRODUCTION

The pandemic of COVID 19 affect all aspects of life, including education. The classroom interaction shifted from the typical face-to-face interaction to online learning mode. This blended learning setting (mixed-learning) has become the teachers'/lecturers' favorite because it is the only possible way to help students continue learning. In this pandemic situation, remote learning becomes the best solution. As stated by Shim and Lee (2020)

remote learning can be defined as a learning process which is done through the help of internet, online media, and video-based distance learning which enables two-ways or more interaction. Learning to write in the native language done in the usual classroom interaction is not easy, let alone doing it in a blended setting where direct interaction is minimal. However, as learning to write is a compulsory for college students majoring in English (EFL), they have to learn it regardless of the situation.

Writing is a significant skill in language production. It is an important skill to learn as it is used in various fields. For EFL students, especially those who study in university, writing becomes an important part of learning a new language. According to Hyland (2003), writing skills can improve one's performance in his/her language development. Furthermore, Ashraf, Bilal, and Fareed (2016) state that writing is not only about the teaching and learning of grammar and syntax but it is a process of communication among people to share information. The writer can distribute various information related to what they write and what they want to share with the readers. And it certainly becomes a means for readers to find out and dig up information to new knowledge. Additionally, through writing, writers can also channel what they feel to the readers. For example, in a literary work, the writer can describe how she or he feels to the reader through his writing. Any form of writing will become a bridge for the readers to communicate with the writer and vice versa. It is supported by Robert (2009) who states that writing is the process of transferring information, clarifying thoughts, and learning new concepts. The writer shares and clarifies her thoughts and feeling with the readers through the process of writing.

Although writing is an essential skill, many college students are not interested in it. Many of them face some problems to write in English. Yet, they also have their solutions to solve the writing problems, especially those faced by high achievers and low achievers. Sarwar, Bashir, Khan, & Khan (2009) state that there are differences between high and low achievers in learning. High achievers have better study habits, attitudes, also have better study orientation than low achievers. Meanwhile, according to McCoach and–Siegle (2001), high achievers in college are regularly described as high performers with instructional success as proven in measures of cognition, motivation, and self-regulation. Furthermore, Bainbridge (2009) states that the high achievers are students that do their work well. They tend to do their work in a well-organized manner, with appropriate time-management skills. That is why they produce neat works and can finish them on time. They also tend to behave well, adjust well in the classroom, and participate in class discussions enthusiastically. Samperio (2016) states that low achievers can be interpreted as students who are less capable, less responsive, less effective, and unsuccessful. They are also categorized as students who get a low scores on examinations or courses. He states that the high achievers and low achievers use similar strategies to overcome their learning difficulties. The difference lay in the strategy use frequency and how they use it.

Writing is a creative process because it involves a creative thinking process. Gunduz and Simsek (2012) state that the practice of writing has an important role in uncovering hidden and creative strengths in students. Writing is also closely related to critical thinking. Gocer (2016) states that the focus which is emphasized in creative writing is meaning and thought because creative writing is a product of imagination. Because writing in a foreign language is not easy for most learners, the researchers are interested to analyze the problems and the solutions faced by high achievers and low achievers in their learning of writing during remote learning in the pandemic of COVID 19.

Definition of Writing

Writing provides various benefits for students to learn vocabulary, grammar, and even improve students' language skills. It is supported by Huy (2015) who state that writing is a good way to enhance the students' ability in using vocabulary and grammar, also increase students' ability to use the language. Secondly, Huy (2015) also states that writing is an important tool to support other skills. If the students have a good writing ability, they can speak and read the text more effectively. Thirdly, through writing, students can get knowledge because writing is a good way to approach modern information technology. Thus, it is necessary to master writing skills because it can help people to have a better preparation when looking for work. With all of these benefits, certainly writing becomes very essential for every student.

There are eight stages in the process approach model in writing. As stated by Steele (2004), the eight stages of the process approach model in writing comprise; brainstorming, planning/structuring, mind mapping, writing the first draft, and peer feedback. Hedge (2005) also says that the process of writing starts from being motivated to write, getting ideas, planning and outlining, making notes, making the first draft, revising replanning redrafting, editing, and last the writing is getting ready to be published. From there, it can be concluded that to produce a piece of writing requires a lot of hard work. It has several processes before it comes to the final product.

Creative Writing

According to Bindhu (2013), creative writing skills is the ability to start with the free imagination of a particular topic in all forms of writing. Therefore creative writing is a work that expresses thoughts, ideas, and feelings in an imaginative way. According to Oral (2003), creative writing is defined as a cognitive and psychological process. He further states that creative writing contributes to the social, psychological, and academic fields. It can increase self-confidence and gives people the courage to write also to prevent alienation.

There are several genres in creative writing. genre is a specific type of writing (Sean, 2016). Genre is used to allows the reader to understand the work and get certain expectations before reading. There are three genres in creative writing. They were fiction, creative non-fiction, and poetry. Teaching creative writing is a very challenging task for teachers. Sudip (2014) states that teaching creative writing is very challenging. The challenges lay in the lack of time, motivation, lack of training, and building the writing habit. He further states that the other problems in teaching creative writing are the variety of genres/forms of literature, individual differences, lack of motivation, untrained English teacher, and insufficient time for instruction. Looking at these challenges, it can be concluded that teaching and learning creative writing is not easy at all.

METHOD

The research used descriptive qualitative design. As stated by Angrosino (2007) Qualitative research is a process of inquiry that aims to understand human behavior by building complex and holistic images of the social and cultural settings in which the behavior occurs. The research was done by analyzing words instead of numbers, and by reporting detailed views of people who had been studied. Nazir (2005) stated the definition of a descriptive method is a method that the researchers are status of human, an object, a set of conditions, a system of thought, or even a class of phenomenon at the present.

Qualitative research is a research procedure that produces written or spoken descriptive data of research that is possible to observe.

The subjects of the study were the students who joined the creative writing course in the academic year 2019-2020 in the English Education Study Program, Faculty of Pedagogy and Psychology, University of PGRI Wiranegara, Pasuruan, East Java. The researchers chose only three high achievers and three low achievers based on the indicators of their writing performance in the writing course. This research used two kinds of instruments to obtain the data they were interviews and documents. Barbour and Schostak (2005) stated that the interview is a conversation that can be extended between partners that aims to explore in-depth information about a particular topic or subject and interviewees. Meanwhile, Ary et al (2009) stated that in qualitative research, the researchers also used written documents to get information about the research. The researchers used several steps proposed by Creswell (2012) in analyzing qualitative data. The first step is collecting documents that are high and low achiever students' scores and assignments. Furthermore, this also referred to the collection of data formed in the interview. The second is preparing the data for analysis, the third step is reading through the data to develop a deeper understanding of the information provided by the interviewees, and the last step is coding the data. Thus, the data were not analyzed in the form of figures and tables with statistical measures, but they were illustrated in the form of describing words and presented in the narrative.

RESULTS AND DISCUSSIONS

The Problems

High Achievers' Problems in Writing Course
There were seven problems faced by the high achievers in learning writing. The problems are 1) unstable internet connection, 2) difficulties in expressing opinions, 3) difficulties in generating and developing ideas, 4) loss of concentration, and 5) loss of motivation in writing, and 7) the feeling of lack of vocabulary.

The high achievers said that a bad internet connection made them late in receiving notifications or incoming messages on handphones Because of that, they sometimes missed the explanations, the information related to the task, and the discussion in the Whatsapp group chat.

> "*During this pandemic, the courses are conducted online in a WhatsApp group chats. And the obstacle that I usually experience is a bad internet connection. I lose the lecturer's explanation and class discussion*" (LN08/17)

The second problem is difficulties in expressing ideas. The high achiever felt difficult when they wanted to express opinions and questions related to the material. They preferred a face to face interaction to express opinions and questions directly to the lecturer.

> "*I also find myself difficult to express my opinions and questions related to the material in the group. I prefer face to face meetings to online classes. I feel that group chat is less flexible and it somewhat confused me in expressing opinions or asking some questions*"(LFW26/17)

The next problem is difficulties in finding and developing ideas. The high achievers felt difficult in generating and developing ideas when they did their assignments. One of the

high achiever students said that she faced difficulties when creating a short story. She said that she must determine the plot properly and it was difficult to make a climax of the short story and developed the plot.

> "*I think developing ideas become my difficulty in creative writing course because I have to understand well the plot or conflict. (LFW26/17)*

The next problem of the high achiever is distractions during online learning. They often lost concentration and focus in learning creative writing during the pandemic because there were many friends' chats coming during the process of learning. Another distraction was a family interruption during online learning.

> "*During this pandemic, the lecturer gives and explains the material through WhatsApp group chat. There were lots of replies and unworthy comments sent in the group chat and it disturbed my focus during the class. Besides that, the problem also comes from my family. My family members are quite a lot. My focus will be disturbed if the circumstance at home starts to get crowded and usually they interrupt me during the class. Especially the existence of children here as we know that we are encouraged to always stay at home during the pandemic. It makes me disturbed when taking the creative writing course.*"
> (AIR23/17)

The fifth problem is the loss of motivation in writing. Based on the interviews conducted by the researchers with the high achievers, they said that the lecturer gave the material and explained it very well so she was motivated in joining the course. But sometimes the high achievers lost motivation in taking the writing course, and sometimes they also had no motivation to write and do the assignment.

> "*I am motivated in taking the writing course because the lecturer gives the material and explains it very well. But sometimes I lose motivation to join because of a bad internet connection. I also lose motivation when I will do my assignments because of a bad internet connection and it makes me feel lazy. But laziness is not often just sometimes*" (LN08/17)

And the last problem was the lack of vocabulary. The high achiever said that vocabulary became one of the problems in the writing course. Sometimes they were still confused to determine proper vocabulary to create a piece of work.

> "*Sometimes, I am still confused about the proper use of vocabulary. Sometimes, the lack of new vocab also becomes my difficulty in the creative writing course.*"
> (LN08/17)

The Low Achievers' Problems

The low achievers' have seven problems in the writing course during the pandemic of COVID 19. The problems are 1) low motivation, 2) generating and developing ideas, 3) vocabulary, 4) spelling, 5) difficulties in understanding the materials, and 7) distractions during learning.

The first problem is the low motivation in joining creative writing and lack of motivation to write. This can be seen from the respondents' statement.

"*I feel like this online class is less effective. Because basically, I prefer face to face meetings than online classes. There are so many replies in the group chats….*" (MFHP18/17)

"*I also often experience the loss of motivation to write. This is because my mood is not good and feel difficult to get some ideas. Whereas I need a good mood so I can do the assignment.*" (MFHP18/17)

"*I left the online class because of my job. I am still very difficult in managing the time. I often work while doing an online class and monitoring the creative writing course in WhatsApp group chat.*" (NA36/17)

They preferred face to face meetings to online classes. They also confessed that they had mood swings and unable to manage time to write because of their 'busy' life. They had to work while at the same time they also had to join the course.

The second problem is difficulties in getting and develop the ideas. Low achievers did not know how to get the ideas and how to develop them.

"*I often have difficulty in getting ideas and developing them. I am also still confused about what I should write first. When I already got the ideas.   I still feel difficult to develop the ideas.*". (MFHP18/17)

The third problem of the low achievers is the grammar mastery. They were not confident with their grammar, and it became one of the most difficult things for them.

"*I cannot write in English properly and I think that I do not master grammar, I think I am still not good at sentence structure. I always feel difficult in language. So, I always write in Indonesian first then I translate it into English when I am doing my assignments*".(MFHP18/17).

"*I know that my grammar ability was not too good. When I was doing my assignments, I feel a difficulty in language use too.*" (BS34/17)

The fourth problem is the lack of vocabulary. The researchers found that there was one student who said that she faced a lack of vocabulary in the   writing course. According to NA36/17, she said that her knowledge of vocabulary was deficient.

"*I'm not too good at writing, and one of the factors is lack of vocabulary. I think my knowledge of vocabulary is bad. And I realize that maybe it happened because I rarely read the books, I do not too like reading honestly*". (NA36/17)

The fifth problem is spelling. The researchers found that there was one student who said that she faced a difficulty in the spelling.

"*I often have difficulties in the spelling too. There are still many words that I do not know. I do not know the spelling correctly. (For example) someone's name and a place's name. I have a difficulty in the western names' spelling*". (NA36/17)

The sixth problem was difficulties in understanding the materials. The low achievers stated that they had difficulties in understanding the materials because they said that face to face meeting was more effective than online class.

> "*During the pandemic of COVID 19, sometimes I did not understand about the teacher's explanation in Whatsapp group chat. Even though there was a discussion and Q n A session, basically, I prefer face to face meeting than online class. And I'm not satisfied when taking online course*". (NA36/17)

And the last problem was their focus was often distracted with job, family, and chats notifications on their phone.

> "*I also feel my focus is distracted. My focus is disturbed when my family starts to interrupt me when the class is in progress. Besides, My job also makes my focus disturbed.*" (NA36/17)
>
> "*I prefer face to face meetings than an online class. There are so many notifications in my phone and they make my focus disappear. My job makes my focus disappear too because I have to work and monitor the Whatsapp group chat at the same time.*" (BS34/17)

The data shows that the low achievers' students had some problems in joining writing class. They are 1) the problems in language and vocabulary to express themselves, 2) the problems in material comprehension, and 3) the time management. According to Normazidah, Koo, & Hazita (2012), low achievers have several characteristics. They are 1) less supportive of using English in an environment outside the classroom, 2) less exposed to the target language, 3) have limited vocabulary, and 4) lack the motivation to learn English. All of these factors cause a negative attitude towards learning English. Unlike the high achievers who were able to manage time wisely, the low achievers seemed to be unable to manage time well.

The researchers concluded that the problems faced by the high and low achievers were almost similar. Yet, they are different in one aspect. The high achievers have more technical problems to deal with the online class, such as the bad signal, the quota, and the family distraction when the class was in progress. These technical problems, in their opinion, may cause other problems, such as difficulties in understanding the course, and difficulties to submit the assignments on time. In terms of the writing elements, they both have problems in the vocabulary aspect. Yet, the low achievers have more problems in grammar (language), unlike the high achievers. In terms of material mastery, the low achievers seem to have problems in understanding the writing materials because they are presented online through the Whatsapp Group application. Another difference between the high achiever and the low achievers is their ability to manage time wisely. The low achiever seemed to be unable to manage their time for working and for studying. Because of language problems and time management problems, the low achievers were often late to submit their assignments and perform poorly in class.

The Solutions

The High Achievers' Solutions

There were eight solutions proposed by the high achievers. The solutions are 1) to ask the lecturer and friends, 2) find a place for a better internet connection, 3) do the assignments

early (not postponing them), 4) search and read more references, 5) discuss with friends, build inner commitment, 7) telling family not to disrupt when the class is on, and 8) use Google translate.

The first solution is to ask the lecturer and friends directly about the materials. The bad internet connection had several impacts. The first impact is they were unable to receive notifications or incoming messages on the handphone on time. The messages are important because they related to the task, the discussions, and the assignments. The second impact is that the students do not get enough explanation about the materials. The explanation is usually sent to the Whatsapp Group either in the form of chats or voice mail. So, to solve the problem, the students tend to ask directly to the lecturer.

> *"When the internet connection has improved, I always ask other friends about anything I need to ask related to the explanation of the material or assignment and also usually I chat the lecturer privately. A bad internet connection makes me late to receive notifications and incoming messages related to the explanations from the lecturer, the task, and the discussion result in the WhatsApp group chat. It (bad internet connection) makes me difficult to send the message during the discussion also question and answer session, that's why I always ask the lecturer through private chat."*
> (LFW26/17)

The solution related to the internet connection was looking for a place with a better signal. One of the high achiever students confessed that when the internet connection was unstable, she would go around her house to get a better spot to find a better connection, then she would reread the incoming messages related to the materials
.

> *"I will move from one place to another places. It helps me. Then when the connection has already improved, usually I read again the explanation from the lecturer in the Whatsapp group chat to get an understanding of the material then make a note. And also I ask my friends and lecturer through private chat if there is something I want to ask about the assignment and the material".*
> (LN08/17)

The next solution is to do the assignment early or not postponing them. According to LFW26/17, sometimes there was a blackout in her region. This disturbed the internet connection. And the impact of that, she was difficult to search for some references on the internet and made her difficult to submit the task. And the solution to this problem was she always did her tasks early so that she could submit the assignments on time.

> *"And also I always try to do my assignment early so that I don't submit my assignment over the deadline. Bad internet connection makes me difficult to search for some references also to publish and submit my assignment".*
> (LFW26/17)

The next solution is to read more references. The researchers found out that to search and read a lot of references become the solution of the high achiever students in writing during the pandemic of COVID 19.

"To solve the difficulties in getting ideas and vocabulary, I will read a lot of references from the lecturer and from the internet. Reading a lot help me find the ideas and improve my vocabulary mastery." (LN08/17).

The next solution is to discuss the materials with friends. Referring to the interview conducted by the researchers, the high achievers tend to discuss with friends to overcome the problems.

"I will ask my friend's opinion about the story of the movie (related to the topic) that I have watched. I also ask her to watch the movie together then we discuss the plot and the story". (LFW2617).

The high achievers also build commitment to finish the writing task. They built their commitment and put a pressure on themselves to improve their writing ability and do their assignment soon and get rid of their unwillingness to write.

"Sometimes I find myself lose motivation to write. It came when I was about to do my writing assignment. And for sure I immediately looked for some solutions such as; looking for some references on the internet that were related to my assignment and read a lot of references that could help me get ideas so that I was motivated to write. I also pressure myself to always improve my writing ability. So, when I lack the motivation to write, I always remember and realize my responsibility as a student to finish my assignment soon. But, looking for references in the internet is the solution which I often do, moreover in the present situation". (LFW26/17)

The next solution is to tell the family not to interrupt when the online learning is in progress. One of three high achievers faced the disruption problem in her house. She has a lot of family members living in one house. During the pandemic, everyone was encouraged to stay at home. She felt disturbed when the house was so crowded and when there was a family member interrupted her while the class was in progress. To overcome this problem, she always told her family not to make a noise and not to interrupt her when she was learning online.

"Usually to overcome those problems I always tell my family no to interrupt me during the lecture". (AIR23/17)

The last solution of the high achievers is to use writing tool application, like Google Translate. Based on the interview conducted by the researchers with LN08/17, she said that sometimes she used google translate as a solution when she faced difficulties in vocabulary.

"To solve the difficulties in getting ideas and vocabulary, I will read a lot of references from the lecturer and the internet. Reading a lot some references make me find the ideas and improve my vocabulary mastery. Sometimes I also use Google translate as a solution". (LN08/17)

It can be seen that when high achievers experience problems, they find ways to solve them and try to catch up what they missed from the class. The finding shows that the high

achievers have no problems in the language (grammar) to express their ideas. Mostly, they face technical problems, idea development, and the use of proper vocabulary to express themselves in poems. Despite the difficulties, they managed time wisely and always tried to submit the tasks early. According to Belin (2019) to keep the students motivated in writing, the students need to have a strong writing schedule and conquer writing anxiety. Thus, they need to have inner motivation to finish the writing task. Bainbridge (2009) states that high achievers are students that do their work well, they tend to do their work in a well-organized manner, with appropriate time-management skills, that is why they produce neat works and can finish them on time. They also tend to behave well, adjust well in the classroom, and participate in class discussions enthusiastically.

The Low Achievers' Solutions

The low achievers did some solutions to solve the problems in their writing course during the pandemic of COVID 19. Their solutions are 1) to boost moods before writing, 2)to have a self-motivation, 3) read some references, 4) manage time more wisely, 5) ask friends and lecturer, 6) use online translator and dictionary to help them write, and 7) tell the family members not to interrupt them during learning.

The low achievers sometimes feel they have no mood to write. To boost the mood, they did things that they enjoy most. The activities to boost their mood are listening to music, watching the movie, and playing a game.

> *When I did not have motivation to write, I usually listen to a music to refresh my mind so that I can get ideas to do my assignment. Listening to a music can also make my mood better".* (BS34/17)

Other solution to improve the motivation is to motivate oneself to accomplish the writing task. One of the low achiever said that she always tried to do the assignment as soon as possible when the ideas came. She also tried to do her assignment one step at a time.

> *"Because I have a goal to write well and improve my writing skill, I always try to remind myself about my passion, to be diligent in the writing course, and to do my task. That is my solution when I lose my motivation in taking the course and in writing. Usually, when the ideas appear on my mind I write down the ideas and do my assignment little by little"* (NA36/17)

Other solution is to read some references recommended by the lecturer. They also have their own initiation to browse more sources in the internet to help them get more ideas.

> *"Read the reference from the lecturer and look for some more in the internet. The references will help me to get and develop the ideas. That is my solution when I am confused about what should I write".* (NA36/17)

Time management became one of the problems faced by low achievers in the creative writing course during the pandemic of COVID 19. For those who had to work and take the course at the same time, time management was very important. But BS34/17 said that he was unable to manage the time properly between work and his responsibility as a student. He often works while taking classes at the same time.

He said that he still did not find the solution to overcome his problem. He just tried to remind himself about his responsibility as a student.

> *"For my job, I still cannot find the solution but I try to do my job and my course at the same time. My job is to look after the shop. Likewise to manage the time I still could not find a solution to this problem. I just remind myself to always do my obligation as a student to join the online class although while working. So, I always join the class and work at the same time".* (BS34/17)

Online class also made his focus disturbed because of the many notifications on his handphone. So he felt that online classes were less effective for him. He also felt difficult because of his job. The solution to overcome this problem has just ignored some notifications on his phone and try to focus on the online course.

> *"To solve those problems I just try to focus on creative writing course when the course is in progress and ignore some notifications in my phone".* (BS34/17)

If they have problems with the materials, they tend to ask friends and the lecturer. They did not hesitate to send a private chat to the lecturer, not only to ask for some explanation, but also to ask how to finish the task.

> *Usually, I ask my friends and my lecturer in private chat when I do not understand the material or the assignment. Because the lecturer allows us to ask in the private chat anytime if we still do not understand the material that has been explained in the Whatsapp group".* (NA36/17)

If they have problems with the words and the sentences, they used the online translator, such as Google Translate, and online dictionary.

> *"And for the difficulty in language or grammar, usually I used Google translate to ease me do my assignment then I ask my friend to help me check the grammar error".* (NA36/17)
> *"I often look for the vocabulary in the online dictionary to help me find the new vocabulary and improve my vocabulary mastery".* (NA36/17)

And to solve the disruption problem, the low achievers asked the family members not to interrupt them when an online class was in progress.

> *"Of course I will tell my family not to interrupt when I have an online class".* (NA36/17)

Mostly, low achiever students faced some difficulties in getting ideas, grammar (language use), lost motivation in taking creative writing courses, and lost motivation to write. Low achievers felt difficult in joining the writing class through Whatsapp group chat. They said that they preferred a face to face meeting than online class. They also said that their focus was disturbed and still did not understand the material. Concerning the solutions, both the high achievers and the low achievers have almost similar solutions. Among others, are to get more resources to help them with ideas to write. If the high achievers did this through readings, the low achievers got ideas through listening to music,

and watch movies. Other similar solutions are asking friends and the lecturers to have a better understanding of the materials. Both group also uses writing application tool to help them write, such as Google Translate.

One of the solutions proposed by the high achievers and the low achievers are to ask friends and discuss the materials with them. Bryson (2014) states that discussing ideas with friends can help students to generate and develop ideas easily. Also, students can brainstorm ideas, and explore them as much as they can through using a series of drafts. Setyowati, Sukmawan, &Latief (2017) states that drafting is effective to improve the students' ability in writing. Concerning the grammatical problem, Frost (2012) states that students can solve grammar errors by reading a lot. Reading can improve their writing skills. Another solution is to use writing tools online application to help check language and grammar. The lecturer can also contribute to the solution. One way of helping solve the students' difficulties is by giving feedback. Nicol (2010) states that feedback is important. It will give its best impact when the students understand the feedback and apply it.

The high achievers and the low achievers' problems are similar in terms of vocabulary. Both have problems in using proper vocabulary to express their ideas in accomplishing the writing task. Huy (2015) argues that students lack vocabulary because their learning methods were not effective. In this case, the ineffective learning perhaps probably comes from an online interaction. Both the high achievers and the low achievers complain about the class. They did not like online face-to-face interaction and did not favor the use of Whatsapp Group application for learning. Another difference between the high and the low achievers was the grammar problem. The high achievers seemed to have fewer problems in grammar, unlike the low achievers. To help them solve the problem, Belin (2019) proposes several solutions. Belin (2019) suggests that when the students start to lack motivation, they need to revisit the goal, keep a strong writing schedule, create the essay outline, conquer writing anxiety, practice free writing, write the introduction last, find the perfect writing space, give the reward, and take breaks. The researchers suggest that low achievers have better time management. Cyril (2015) states that there is a significant relationship between time management and academic achievement. Thus, the low achievers need to manage their time wisely when to do the job, and when to finish the study tasks. Without good time management, many of the assignments would be accomplished well.

CONCLUSION

The pandemic of COVID 19 has changed the way the students learn and the way the teachers/lecturers teach. Even though the students dislike it, they need to get used to it, at least for a temporary. The result of the study reveals that the high achievers put the technical problem as their main problem in learning of writing. The technical problem in the internet connection causes other problems, such as material comprehension, and the delay in the task accomplishment. Interestingly, the low achievers did not feel the same way. Even though both groups have problems in the writing element problems (generating ideas, and developing them), the low achievers have more concern on these issues than the high achievers. The study also reveals that the low achievers have more time management problems and more language problems than the high achievers. This implicitly shows that the high achievers a have better time management because they tend to finish the task early. Interestingly, both the high achievers and the low achievers share the same solutions. The solutions are 1) to read more sources to get ideas and to help them write, 2)

boost inner motivation (by reading a lot, listening to music, watching movies), 3) to ask friends and lecturers, and 4) to use available writing tools application in the internet to solve the grammar and vocabulary problems.

The researchers suggest that the lecturer who conducts online teaching should make rules before the material presentation, namely the students are not allowed to send chats in the group class when the lecturer is still delivering the materials. Unnecessary chats posted by the students may distract the lecturer as well as other students who were fighting for focus and concentration.

To have a better understanding of how foreign language learners write in English, the researchers suggest future studies are directed to the type of writing tools applications that can help the EFL students to write better and investigate in what way they help the EFL learners. Other researchers can also investigate the appropriate type of feedback for EFL writing during the online class. Teaching and learning in the pandemic of COVID 19 are indeed full of challenges. Thus, researchers and practitioners need to keep on finding ways to help the students achieve their best potentials.

Acknowledgment

REFERENCES

Angrosino, M. V. (2007). *Naturalistic Observation Walnut Creek*. CA: Left Coast Press Inc.

Ary, D., Jacobs, L. C., Razavieh, A, Sorensen, C. K. (2009). *Introduction to Research in Education*(8th Edition). USA: Wadsworth Group A Division Of Thompson Learning Inc.

Ashraf, A., Bilal, M., Fareed, M. (2016). ESL Learners' Writing Skills: Problems, Factors, and Suggestions. *Journal of Education and Social Sciences*, Vol. 4(2): 83-94. DOI:10.20547/jess0421604201

Bainbridge,   C   .(2009).   *high   achievers.*   Retrieved   from http://giftedkids.about.com/od/glossary/g/High-Achiever.htm),   accessed   on   May 10th, 2020.

Barbour, R. & Schostak, J. F. (2005). Interviewing and Focus Groups. In B. Somekh & C. Lewin, (eds.) Research Methods in the Social Sciences (pp. 41-48). London: Sage.

Belin,   A.   (2019).   *How   to   Motivate   Yourself   to   Write   College   Essay*, (Online),(https://writersperhour.com/blog/how-to-motivate-yourself-to-write-a-college-essay), accessed on June 22nd, 2020.

Bindhu, T.S. (2013). *Difficulties Experienced in Creative Writing by High School Students in English*, ELT Choutari: Nepal First Digital Magazine. Retrieved   on April 2nd, 2020   from   https://eltweeklycom/2013/05/difficulties-experienced-in-creative-writing-by-high-school-students-in-english-by-bindhu-6-s/

Bryson, S. (2014). *The Writing Process: Generating Ideas for Your Topic*. Retrieved on June 5th, 2020 from https://ww.scribbr.com/academic-essay/the-writing-process-generating-ideas-for-your-topic/

Creswell, J. (2012). Educational Research. Boston: Pearson Education.

Cyril., A. V. (2015). Time Management and Academic Achievement Of Higher Secondary Students.   Journal on School Educational Technology, 10 (3), 38-43

Frost, J. (2012). *Improve Your Writing in 7 Ways Steps.* Retrieved on June 22nd, 2020 from https://www.grammarcheck.net/improve-yourwriting-in-7-steps/.

Gocer, A. (2016). *Yazma Egtimi (Writing Education).* Ankara: Pegem Academy Publishing.

Gunduz, O., & Simsek, T. (2012). *Uygulamali Yazma Egtimi (Applied Writing* Education*).* Ankara: Grafiker Publishing.

Hedge, T.(2005). *Writing.* Oxford: Oxford University Press.

Huy, Thanh Nguyen. 2015. Problems Affecting Learning Writing Skills of Grade 11 at Thong Linh School. *Asian Journal of Educational Research.* 3 (2). 53-69.

Hyland, K. (2003). *Second Language Writing.* Britain: Cambridge University Press.

McCoach, D., & Siegle, D. (2001). A Comparison of High Achievers and Low Achievers Attitude, Perceptions, and Motivations. *Academic Exchange Quarterly*, 2: 71-76.

Nazir, Moh. (2005). *Metode penelitian.* Bogor : Ghalia Indonesia

Normazidah, C. M., Koo, Y. L., & Hazita, A. (2012). Exploring English Language Learning and Teaching in Malaysia. *Gema Online Journal of Language Studies*, 12(1): 35-55

Oral, G. (2003). *Yine Yazi Yaziyoruz [we are writing again].* Ankara: Pegema Publishing.

Robert, S. 2009. *Write now: Improving Student Written Communication Skills for Academic and Career Endeavors.* New York: Randolph.

Samperio, N. (2016). General Learning Strategies: Identification, Transfer to Language Learning And Effect On Language Achievement (Unpublished doctoral dissertation). Southampton University. Southampton, UK

Sarwar, M., Bashir, M., Khan, M.N. & Khan, M.S. (2009). Study Orientation of High and Low Achievers at Secondary Level in Pakistan. *Education Research and Review*, 4(4),204-207.

Sean, I. (2016). *Introduction to Genres of Creative Writing*, Retrieved from https://prezicom/42xzo3lvwsjg/intoduction-to-genres--of-creative-writing/), accessed on April 3rd, 2020.

Setyowati, L., Sukmawan, S., & Latief, M. A. (2017). Solving the Students' Problems in Writing Argumentative Essay Through the Provision of Planning. *Celt: A Journal of Culture, English Language Teaching & Literature*, *17*(1), 86-102. https://doi.org/10.24167/celt.v17i1.1140.

Shim, T.E & Lee S.Y. (2020). *College Students' Experience of Emergency Remote Teaching Due to COVID-19.* Retrieved on November 19th, 2020 from https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7550861.

Steele, V. (2004). Product and Process Writing. Retrieved on March 21st, 2020 from http://www.englisonline.org.cn/en/teachers/workshops/teaching-tips/product-process

Sudip, N. (2014). *Issues and Challenges of Teaching Creative Writing*. Retrieved on April 6th, 2020 from https://eltchotari.com/2014/12/issues-and-challenges-of-teaching-creative-writing/