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Nama Mahasiswa : Muhammad Dicky Tobing

NIM : 168820300067

Program Studi : Pendidikan Bahasa Inggris

Fakultas : Psikologi dan Ilmu Pendidikan

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WRITING COMPARISON USING E-LEARNING

Kata Kunci : Analysis, Difficulty Teaching, Comparison, E-Learning

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M. Dicky Tobing
NIM. 168820300019

AN ANALYSIS OF TEACHER'S DIFFICULTY IN TEACHING WRITING COMPARISON USING E-LEARNING

Muhammad Dicky Tobing¹, Dian Novita, M.Pd²
English Language Education Study Program, Universitas Muhammadiyah Sidoarjo, Indonesia
Jl. Mojopahit No. 666B, Sidowayah, Celep, Sidoarjo, Jawa Timur, 61271
dickytobing70@gmail.com¹

Abstract. *The Covid-19 pandemic has affected all aspects of life, including education. For this reason, the improvement of information technology is alternatives to help the learning process in the education sector. One such information technology is learning through the internet or can be called e-learning. With this e-learning, it is hoped that the difficulties experienced by students can be overcome during the pandemic. These difficulties include: difficulty understanding lessons, difficulty accessing the internet, difficulty concentrating, etc. On the other hand, the application of e-learning in the learning process is also an obstacle for teachers. Related to this problem, the researcher found a similar problem in a vocational school in Sidoarjo, East Java. Based on interviews conducted with one of the English teachers at the school, the obstacles experienced were: difficulty accessing the internet, and there is no internet quotas support from the school or the government that makes this online school happened.*

Keyword - *Analysis, Difficulty Teaching, Comparison, E-Learning*

Abstrak. Pandemi Covid-19 memiliki pengaruh terhadap semua aspek kehidupan, termasuk pada bidang pendidikan. Untuk itu, peningkatan teknologi informasi menjadi salah satu alternatif untuk membantu proses pembelajaran pada industri pendidikan. Salah satu teknologi informasi tersebut adalah pembelajaran melalui internet atau dapat disebut dengan e-learning. Dengan adanya e-learning ini diharapkan kesulitan-kesulitan yang dialami oleh siswa dapat diatasi selama masa pandemi. Kesulitan-kesulitan itu antara lain: kesulitan memahami pelajaran, kesulitan mengakses internet, kesulitan konsentrasi, dll. Di sisi lain, penerapan e-learning pada proses pembelajaran juga menjadi kendala bagi guru. Terkait dengan permasalahan tersebut, peneliti menemukan permasalahan serupa di sebuah sekolah kejuruan di Sidoarjo, Jawa Timur. Berdasarkan wawancara yang dilakukan pada salah satu guru Bahasa Inggris di sekolah tersebut, kendala yang dialami adalah minimnya akses internet, dan tidak ada bantuan kuota internet dari sekolah atau pemerintah yang membuat adanya sekolah online ini terjadi.

Kata kunci – *Analisis, kesulitan Mengajar, Kalimat perbandingan, E-Learning*

I. INTRODUCTION

Day by day the times are progressing. Many technologies and methods have been created to support the success and smooth running of an activity. Included teaching and learning process, where teachers not only teach students in the classroom but also outside the classroom. One of the teaching outside the classroom is by using the help of the internet such as using the Google Classroom application to make it easier for teachers to provide subject matter. For that teaching with the help of E-learning is very much needed.

II. LITERATURE REVIEW

A. Analysis

According to Sugiono [2] analysis is an activity to look for patterns, ways of thinking related to systematic testing of something to determine parts, relationships between parts, and their relationship to the whole. So, the arrangement looks clear and then the meaning or matters related to the case can be captured. And in general, the notion of analysis is an activity consisting of a series of activities such as; parse, distinguish, and sort things to be regrouped according to certain criteria and then look for the relationship and then interpret the meaning

B. Difficulty of teaching

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Based on Hamalik [3] the teacher's difficulty is that there is a problem because the teacher was dissatisfied with what is going on and he view it as necessary prioritized. Then according to Asep [4]

Difficulties in the learning process can be defined as a condition in the teaching process that is characterized by the presence of certain obstacles for a teacher in learning activities. To get good results, to achieve, the obstacle may be realized or not realized by a teacher, either psychological, sociological or physiological in the teaching process.

C. Degree Comparison

It is preferable to define comparison in order to gain a general idea of degrees of comparison. The ability to perceive and articulate an idea that two things are similar or distinct is one of the most basic and powerful human cognitive processes. The degree, extent, or quantity of such similarity or difference is frequently represented in terms of degree, extent, or quantity. As a result, according to Murcia [5] comparison is the most common English construction for expressing degree or extent differences or similarities.

Based on Parrot [6] in his book said that the degrees of comparison are known as the positive, comparative, and superlative. (Only the comparative and superlative degrees are shown.) When comparing two things, we use the comparative, and when comparing three or more things, we use the superlative. Furthermore, comparatives are adjectives and adverbs that end in -er (e.g. bigger, wealthier, quicker) while superlatives are adjectives and adverbs that finish in -est. (e.g. biggest, richest, fastest). It indicates that degrees of comparison are used to denote distinct levels of comparison between two or more items, people, or places. According to the definitions given above, comparison is the process of comparing people, objects, or locations on the basis of their quality or quantity. It's made up of adjectives and verbs. However, the focus of this study is solely on adjective comparison. As a result, adjective comparison is the alteration of an adjective to represent a different level of quality or quantity. Positive, comparative, and superlative adjectives all have three degrees of comparison. Each type has a distinct appearance and function.

The following is a good description of the three types of degrees of comparison: The most fundamental form of the adjective is positive degree, which is positive because it has nothing to do with the superior or inferior attributes of other things. The quality of a person or object is referred to as positive.

For example:

Meisya is as thin as Lisa.
My mother is as old as my father.

Comparative

In comparison to anything else, the comparative degree suggests a higher level of quality. The comparative, according to Zandvoort and Van Ek [7], occurs when two people or things (or two groups of people or things) are compared or depicted as bearers of a particular quality. According to Murphy [8], the comparative form is -er or more, which is used as an adjective and adverb. When comparing two people, locations, or things, a comparative degree is utilized.

For example:

Neo is taller than Tirta.
This novel is more interesting than that one.

Superlative

The superlative degree is employed to emphasize the highest level of quality. When more than two people or objects are compared, it is the highest or lowest degree of quality. When someone or something is compared to the entire group to which she or he or it belongs, the superlative is employed. According to Murphy [8], superlative adjectives and adverbs are formed with the -est or -most suffix.

For example:

Bob is the tallest boy in the club.

D. Elearning

Various viewpoints are presented in order to correctly describe e-learning. E-learning, according to Rosenberg [1], is the use of Internet technology for complete troubleshooting to improve knowledge and performance. E-Learning, according to Hartley [9], is a kind of teaching that provides for the transmission of teaching materials to students via the Internet, Intranet, or other computer network medium. Churton [10] suggested that to be successful in e-learning, students need to develop an appreciation and understanding for active learning and an ability to work independently from the instructor and/or facilitator.

E-learning has become particularly relevant for society and schools and universities in recent years,

because it supports the idea of lifelong learning and because knowledge is becoming increasingly important. This increases the demand for various forms and means of education. Different educational initiatives around the world address this growing demand and deliver innovative ways of education that are often supported by Information communication technology.

III. METHODOLOGY

This research used a qualitative research. Based on Sugiono [2] Qualitative research methods are usually associated with a quality object that will be studied. Because the qualitative method is concerned with quality; the information gathered will be analyzed in light of the information gathered. While qualitative research is derived naturally from a pattern of particular social situations. Therefore, the researcher uses descriptive qualitative because the research will investigate the teachers' teaching writing comparisons using E-Learning that focuses on the demands and challenges faced by them.

IV. RESULT AND DISCUSSION

In the difficulty of teaching according to Syah [11], there are several problems experienced by teachers when learning using e-learning, including:

1. There is no internet quota support from the school or the government that makes this online school decision.
 - This is in accordance with the second point in the external factor of teacher difficulties when teaching, namely the school environment
2. Difficulty accessing the internet
 - This is in accordance with the second point in the external factor of teacher difficulties when teaching, caused the internet can't accessed during the learning process.

V. CONCLUSION

Based on explanation, the factors that most influence students difficulty study during online learning from external factors, there are including the learning facilities and infrastructure at home, concentration and understanding of lesson or material every student is different, learning motivation, and study habits of the students.

While in the difficulty of teaching, there are also problems experienced by teachers when learning using e-learning, there are no internet quotas support from the school or the government that makes this online school decision. This is in accordance with the second point in the external factor of teacher difficulties when teaching, namely the school environment

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