MENINGKATKAN KETERAMPILAN MENULIS DENGAN CARA *E-LEARNING* DALAM MENEMUKAN KATA-KATA YANG SULIT

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Abstrak

E-learning sebagai bagian dari teknologi dapat dijadikan alternatif yang menarik untuk mendorong dan meningkatkan keterampilan siswa dalam menulis teks naratif secara khusus. Teknologi memiliki dampak yang penting dalam kemajuan pendidikan, seorang guru perlu menggunakannya dalam proses pembelajaran. Salah satu keterampilan dalam berbahasa Inggris ialah keterampilan menulis. Keterampilan menulis digunakan untuk menyampaikan pesan dan pendapat dalam teks kepada pembaca. Sebagai suatu keterampilan, keterampilan menulis tidak diperoleh secara alamiah. Oleh sebab itu, penelitian ini bertujuan untuk menganalisis kesulitan menemukan kata-kata dengan cara *e-learning* dalam keterampilan menulis. Sejalan dengan hal tersebut, penelitian tindakan kelas digunakan dalam menganalisis data melalui kombinasi pembelajaran online menggunakan *google classroom* dan pembelajaran *off-line* yang dilakukan dalam dua siklus. Hasil penelitian diperoleh bahwa nilai siswa pada prasiklus hingga siklus I meningkat menjadi 21 (60-81), siklus I ke siklus II meningkat menjadi 24 (81-85). Hasil tersebut membuktikan bahwa penggabungan ruang kelas yang dilakukan *off-line* dengan *e-learning* merupakan cara yang sangat efektif untuk meningkatkan keterampilan menulis siswa.

Kata Kunci: *E-Learning*; Cara Menemukan Kata-kata Sulit; Keterampilan Menulis.

Abstract

E-learning as a part of technology can be used as an interesting alternative to encourage, improve students' ability to write narrative text in particular. Technology has an essential impact on the growth of education, a teacher should be used it in the teaching process One of the skills in English is writing skills. Writing skills are used to convey messages and opinions in the text to readers. As a skill, writing skills are not acquired naturally. Therefore this study aims to analyze the difficulty of finding words using e-learning in writing skills. In line with this, classroom action research was used in analyzing data through a combination of online learning using google classroom and off-line learning which was carried out in two cycles. Consequently, as a result, data proved that student's scores starting from pre-cycle to cycle I increasing to 21 (60–81), cycle I to cycle II as 24 (81-85). It enlightens that combining off-line classroom with E-learning was a kindly effective technique to enrich students writing skill.

Keywords: *E-Learning*; Finding Difficulties Words Ploys; Writing Skills.

INTRODUCTION

As a book of Self-Driving written four skills must be mastered in the 21st century, most compelling, collaboration, good communication, creative thinking, and critical thinking (Hikmawati, 2018). Of course, writing skill is an important part of good communication must be having students in this generation. On the other hand, achieving good communication passed by both spoken and written text (Butarbutar & Ningsih, 2018).

The English language has four skills; listening, speaking, reading, and writing. And, one of those skills, writing, must be mastered by students' university as a skill. All students who want to get a pass at the end of their study are supposed to do writing activity upon proposal or theses (Hermansyah, Harsiwi, Purwanti, & Tembang, 2018). Writing is a skill to deliver feeling, thought, and opinion in written text. Its device can be expressed and read through words, phrases, clauses, paragraphs, and discourse. It has an essential even complexity role for the community, for instance, pupils, educators, authors, and journalists, and education practitioners (Rahman, 2019). Indeed, as a skill, it does not occur directly naturally but it needs more sustainable and continuously drills from early to end time. As (Qonitatum 2016) cited in Irwan et al, 2018 define that writing is a tool device to describing of

people's ability and to communicating with others. Identically, as faster as growing up technology, writing skill presence is more essential.

Students can develop their writing skills and uploading them to online media, for instance, facebook, instagram, blogger, etc. Nowadays students in university mostly liked actualizing themselves by updating their status in social media more than in notebooks even though of the conventional classroom. Since the government, Ministry of Education and Culture has been launched the rule of "PERMENDIKBUD NO. 109/2013" declared about long distance learning. In supporting it and to be successful, the university allows the use of communication media in the learning process. Its rule obligated lecturer in implementing E-learning in writing subject.

E-learning as a part of technology can be used as an interesting alternative to encourage, improve students' ability to write narrative text in particular. Technology has an essential impact on the growth of education, teacher should be used it in the teaching process. Correspondingly Alanazi (2013) writes in his thesis that e-writing could be promoting students' formal writing skills on the web class, increasing their motivation and enjoyment in e-writing course. Henceforth, teachers or lecturers in the 21st century being

technology as mainly needs in the teaching process. Its presence becoming teaching process effectively occurred, due to it is happened in anywhere and everywhere. Under those circumstances, they were avoiding from boredom classroom atmosphere (Gomez, 2017). Banditvilai (2016) challenges that language skills of Thailand students' university could be developed by tried out blended learning. As has been noted, in research findings proven E-learning directly affected learners motivation in a study for four language skills (Wahyuni, 2018).

By the same token, (Rohayati & Friatin, 2019; Setiawati, Hapsari, & Priyatmojo, 2017; Nuardi & Anuar, 2017) refuting determine the effectiveness of E-writing by using WhatsApp to enhanced critical thinking skills in writing student exposition texts. In this case, they implement the quasi-experimental design. The result showed that (1) Pre-test and post-test maximum scores are higher than control group pre-test and post-test scores. (2) the average experiment group is greater weather compare to the control group average. (3) The statistic result of Mann Whitney represents the value of asymp. Sig (2-tailed test) = 0,000 < 0, 05. (4) As a matter of fact of point 3 previous declared hypothesis is accepted, E-writing by using the WhatsApp application is exceptionally effective in enhancing students' ability in

producing exposition text. Comparatively, a study clarified by Soliman (2014) that students can promote writing by using electronic writing, such as a blog. This paper also is explored E-writing can promote students' motivation, inspired, helped writing faster. Correspondingly, by using data from pre and post-survey concluded that electronic writing encouraged their self-esteem in both formal and nonformal writing skill.

Students' university in the industry revolution 4.0 era commonly being tended to like to play gadget. For instance, as a subject of this research consists of 26 members and absolutely all of them were delighting of gadgets. In contrast, with the initial observation, they did not enjoy writing activities. In the same fashion, students faced some difficulties in writing good narrative text, for instance, limited vocabulary, difficulty or having problems in organize sentences into a whole complete paragraph, lack of exercise, even lack of interest in a writing activity. With this in mind, this study aims to presents an integrating E-learning system with the off-line, face-to-face classroom activities. Helping students felt easier in writing a good paragraph, the lecturer has given opportunities to finding difficult words which are related to the topic chosen. Data interview confirmed that 50% of students in the writing course have a problem in

organizing few sentences and builds it into a good paragraph. A study has done by Rourke & Coleman (2011) argues that art write can affect student writing while doing collaboratively, editing even publish it in online media. Their study has proven that authenticity assessment E-learning can reflect and collaborative I writing in art.

Those initial scholarly studies above claimed that using an E-learning system could significantly affect better students writing production. Most students can be produced, edited, published, and promoted their writing product in online media, correspondingly, at that moment whole people over the world seen it. Consequently, they sometimes expressed their respond, to enumerate, liked, shared, and subscribed. On the negative side, this study welcoming but did not put it in another way, conversely, elaborate students' achievement in writing ability. Important to realize that online class writing as mentioned in the prior study above was a media in the publishing of student writing. The point often overlooked E-learning in this study came to collaborate of the classic off-line classroom with Google Writing Classroom (GWC). To put it indifferently classroom atmosphere; learning strategy. The presences of this study or results were used to filling research question: Does the finding difficulties E-

learning ploys can be enriched student achievement in writing skill?''.

RESEARCH METHOD

This study proclaimed it was a Classroom Action Research (CAR); combining a mix of online google classroom and off-line classroom. Seeing students' problems in the writing course, initial class observation in pre-cycle has been done and used to gather data. The influencing difficulties factors such as limited vocabulary and time to drill, lack interest and knowledge about the importance of writing skill, seldom build self-creative and critical thinking and pour it in writing activities were included in the classroom observation. It gathered during cycle I to cycle II which planned and taken by the third-semester academic year 2019 – 2020 of the English Education Department, University of Musamus.

RESULTS AND DISCUSSION

Data observation is proven that E-learning finding difficulties words improve students' writing skills. The following research results will be presented as follows.

Pre-cycle

The written test was given in this stage to see the initial student's ability in writing a good paragraph. Result student ability showed 19 or 90% students categorized as fair and 2 or 10% students categorized as

poor level. Comparatively, it is planned to do research treatment in cycle I.

Cycle I

Planning Cycle I

By seeing student's achievement at pre-cycle, in this phase researcher planned two meetings each week, one meeting for the conventional face-to-face classroom, one meeting for online google classroom. Accordingly, this phase planned to implement finding difficult words as a technique to improve students writing ability. However, the Small Group Discussion (SGD) method was as a proper method or strategy chosen to be implemented. Additionally, the researcher prepared handout writing for students and application powerpoint (PPT) as learning media. Thus, lesson planning produce a set of learning tools for instance: (1) lesson plan; (2) writing handout; (3) learning media; (4) learning method and technique; (5) Daily lecturer journal reflection; the last observation checklist.

Action Research Cycle I

Researchers paying more attention taught students the true concept foundation in writing a good paragraph, purpose, conceptual or sequences in of writing activities. Stimulating their affective knowledge, the researcher asked them whether liked or disliked writing activities and, what types of the text had been written by students. The result showed that all

students or 25 five students did not like writing activities. It was a great problem need to be solved to mastering by students who took English Education Department. In the light of it, the researcher collected information about students' problem in writing ability.

In as much, a researcher showed to them a short motivating video as step affection before the given main topic. class participants divided into four groups. In this session, the researcher allowed them wrote a good paragraph with free topics. For this reason, the first group fixed "experience"; the second group topic was about "education"; the third group topic talked about "family" and the rest topic discussed "hobby". Under those circumstances, a researcher asked each group "what are the difficulties words which related to your topics?". The chairman group responded by saying this in Bahasa: "mengalami". The researcher replied "experienced/undergo /go through." All things considered until the fourth group had been mentioned all difficulties words related to each group's topic. In the final analysis, group students continued finishing to completing a paragraph. This session refers to writing syllabus chronologically as following:

Table 1. Writing Learning Syntax

A. Teaching Method: Small Group Discussion (SGD)
B. Warming-up
C. Activites:
1. Brainstorming (classroom activities)
2. Making notes (discussions)
3. Drafting (discussions)
4. Proofreading (discussions)
5. Publishing (classroom activities dan discussions)

Observation Cycle I

In this phase monitoring and evaluating already implemented, to seeing writing paragraph quality. Results concluded that there were 5 or 20% students categorized in “Excellent” aspect; 10 or 40% students categorized into “Very Good” aspect whereas 10 or 40% students categorized into “Fair” aspect.

Reflection Cycle I

In this section, a researcher did a reflective phase by learned observation checklist and daily lecturer journal. Writing scoring rubrics used to analyze students’ product writing during cycle I. Thereupon, and drawn conclusion that students problem in writing activities governed by vocabularies in limited edition, reluctant and ashamed in exploring ideas, lack of drills, having a very little bit source information e.g book, magazine, journals, proceeding, etc. As has been noted, some students ashamed in exploring their ideas, a researcher would be planned writing activities by google classroom activities.

Cycle II

Planning Cycle II

Continuing syllabus of writing for cycle II, the researcher tried to plan: (1) Objective of lesson; (2) Learning strategies; (3) Prepared materials and shared in writing google classroom; (4) Created students email; (5) Invited students joined into Writing Google Classroom (WGC); (5) Prepared rules lecturing; (6) learning media as recording voiced PowerPoint; (6) Example of well-designed paragraph.

Action research Cycle II

Due to students reluctant to explore their ideas in the off-line face-to-face, the researcher blended learning activities atmosphere with the E-Learning. This strategy is purposed to avoid passive students in bringing out ideas, opinions, and perceptions. Sometimes, a student had many ideas but neglects to spoke-up in front of their friends or classroom. Accordingly, WGC was the best way out to them. Before login into WGC, students should be done a task uploaded as a prerequisite to starting new topics discussion. Students who did not submit task be would not allow to presenting the WGC, on the other hand, he or she was absent for that class. As a matter of fact, the researcher had members of WGC to writing a good paragraph with the chosen topic “Teaching English as Foreign Language in Indonesia”, and the type of

paragraph was free. Students could choose types paragraph as long as they understood, to put it another way, essay, narrative even though exposition. All tasks must be submitted due to deadline submission.

Observation Cycle II

Under those circumstances, student's achievements were enlightened significantly. Writing product was more qualified and better compared with the result in cycle I. Forthwith, the content of paragraph (Objective or message was put explicitly, delivered information easy to understand). In that case, organization aspect (Basic and supporting sentences were arranged properly, and language components (Grammar, vocabulary, punctuation were well done).

Reflection Cycle II

All things considered, the researcher proclaimed that findings difficulties word E-learning implemented in WGC without delay mentioned improving students writing skills. For the most part, a researcher focused on writing ability scoring rubrics (content, organization, and language). It began from pre-cycle, cycle I, and cycle II.

Table 2. Students Writing Result in Each Cycle

NO.	ASPECT	CYCLE			DESCRIPTION
		PRE	I	II	
1	Excellent	-	5 (20%)	10 (40%)	At the first week, 4 students were absent.
2	Very Good	-	10 (40%)	13 (52%)	
3	Fair	19 (90%)	10 (40%)	2 (8%)	
4	Poor	2 (10%)	-	-	
5	Average	60	81	85	

Data provided above clearly seen that:
 (1) Student ability in the excellent aspect shown is raising, at pre-cycle there is no students got “ excellent”; whereas from cycle I to cycle II there were 5 or 20% students included to “excellent” (calculated by 5 students divided 5 students multiplied by 100%). (2) Student ability is a very good aspect also be showing progress, there is no

student got” very good”, while in the first cycle to the second cycle can be seen quite a progress, 3 or 30% students categorized “Very Good” (counted by 3 students divided 10 multiplied by 100%). (3) Furthermore, student progress as data shown above clearly there were 9 or 50% students categorized as “ Fair” (calculated from 9 students divided 19 times 100%);

whereas cycle I to cycle were 8 or 80% in” Fair”(calculated from 8 students divided 10 and times 100%). Notably, seen by its total students in categorized fair there decreasing number but its meaning that students having good progress due to up to top-level from poor to very good aspect. It is proclaimed significant progress. (4) Students classified as “poor” or low level in pre-cycle were still 2 students meanwhile in cycle I and cycle II no one student over that category. It is drawn that overall students writing ability had been improved significantly. (5) Referring students score starting from pre-cycle to cycle I increasing as 21 (60-81), cycle I to cycle II as 24 (81-85).

In the final analysis, this study declared that finding difficulties in E-learning plays can be enriched student achievement in writing skills. Similarly, Rohayati & Friatin (2019) refuting determine the effectiveness of E-writing by using WhatsApp to enhanced critical thinking skills in writing student exposition texts. Equally important Correspondingly Alanazi (2013) writes on his thesis that e-writing could be promoting students’ formal writing skills on the web class, increasing their motivation and enjoyable in e-writing course.

Must be remembered that the E-learning finding difficulties plays not only b raising-up students score (see table 2) but also writing skills beyond. To good

communication was a skill, students reinforced there were five significant writing skills, as an illustration: (1) Transformation of communication style; (2) Sharing knowledge; (3) Increase credibility; (4) Build relation; (5) Welcoming better opportunities.

CONCLUSION

Last but not at least, however no one teaching methods or teaching strategies can be claimed as the best solution. On the positive side, it can be an effective solution or vice versa. E-learning can be used as a better medium in having 21st-century skills (Good Communication, Collaborations, Creative Thinking, and Critical Thinking). Surprisingly, it will be recommended to do research in-depth for a future researcher. Students could not be accessed WGC anytime and anywhere due to limited internet connection. In essence, it would be claimed as the limitation of this study. Notwithstanding, although maybe this true that finding difficulties E-learning can be recommended as part kindly technique for anyone else who wants to enrich student achievement in writing skill. It might be successful in varying environment, participants, and strategies.

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