

THE APPLICATION OF E-LEARNING FOR TEACHING WRITING
(A Case Study at XI OTKP grade SMK Muhammadiyah 1 Baturetno,
Academic Year 2020/2021)

THESIS

This Thesis is written to be a Partial Fulfillment of the Requirement for Master
Degree of Language Education Study Program



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GRADUATE PROGRAM
UNIVERSITY OF WIDYA DHARMA KLATEN
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2021

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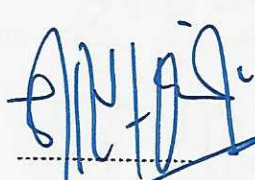
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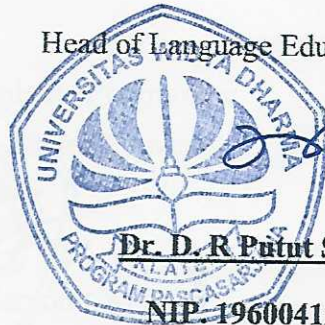
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THE APPLICATION OF E-LEARNING FOR TEACHING WRITING
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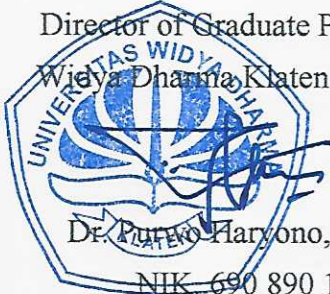
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I would like to certify that this thesis entitled **THE APPLICATION OF
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It is not plagiarism or made by others. Anything related to other's work is
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If then this pronouncement proves incorrect, I am ready to accept
academic punishment, including the withdrawal or cancellation of my academic
degree.

Klaten, July 2021

The Writer,



Rochmah Wijayanti

MOTTO

1. Then actually with the difficulties there is always ease, in fact with difficulties there is always ease.

(Surah Al-Insyirah: 5-6)

2. Sometimes the sky is too high to reach, but the prayer is not very low to mingle with God.

(The Researcher)

3. There is no pessimistic space for people who in the hearts of those believe in the promise of God.

(The Researcher)

DEDICATION

This thesis is dedicated to :

1. My beloved parents, **Drs. H. Sularno, MM.,Msc and Hj. Sulistyorini, S.Pd** for giving love, supports, and prayer to the researcher in finishing in thesis.
2. My beloved daughter **Anshakira Zendekia Wijaya**, for always giving support and love.
3. My beloved sister, **Muttaqin Wijaya, Furqon Fauzi Wijaya, Wahab Nafi Wijaya, Firdausi Wijayanti**, thanks for supporting me.
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5. My best friend **Dinar Saraswati,Dian Atmoko, Sunardi** thanks for your support and motivation. I love you.

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First of all, the researcher would like to praise to God, the almighty for the blessing and mercy given to him in finishing this thesis. The thesis entitled **The Application of E-Learning to Teach Writing to The XI OTKP Students of SMK Muhammadiyah 1 Baturetno in Academic Year of 2020/2021.**

In doing in study, the researcher realizes that it is impossible to finish it without contribution, helps, suggestion, comment and revision from many people. So, in this chance the researcher would like to express her thanks and deep appreciate to:

1. Prof. Dr. H. Triyono, M.Pd. as Rector of Widya Dharma Klaten University who has given the facilities to conduct this research and to accomplish the study in Graduate Programme.
2. Prof. Dr. Herman J. Waluyo, M.Pd. as a director of the Graduate Programme of Widya Dharma Klaten University.
3. Dr. D. B. Putut Setyadi, M.Hum. as Head of Language Education Study Programme of Widya Dharma Klaten University.
4. Dr. Hersulastuti M.Hum. as Secretary and as the second advisor of Language Education Study Programme of Widya Dharma Klaten University.
5. Dr. Endang EkoDjati S.,M.Hum as the first advisor, who has given direction, guidance, and help to finish this thesis.

Nothing is perfect. The researcher realizes that this thesis is far from being perfect. Therefore, the researcher would like to accept suggestion and criticisms from the readers in order to make this thesis perfect.

Finally, the researcher hopes that this thesis will be useful for especially the English students and readers generally.

Klaten, July 2021

The researcher

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ABSTRACT

Rochmah Wijayanti. NIM 1981100007. *The Application of E-Learning for Teaching Writing (A Case Study at XI OTKP grade SMK Muhammadiyah 1 Baturetno, Academic Year 2020/2021)*. Thesis. Language Education Department, Graduate Programme of Widya Dharma Klaten University .2021

The objectives of this research are 1). To describe how the application of E-Learning in teaching writing to the XI OTKP Students of SMK Muhammadiyah 1 Baturetno in the Academic Year of 2020/202. 2). To describe how the student's responses to learning writing based on e-learning application at XI OTKP Students of SMK Muhammadiyah Baturetno in the Academic Year of 2020/2021 3). To investigate why the students and the teacher do not fully utilize the application of E-learning in teaching learning writing at XI OTKP Students of SMK Muhammadiyah 1 Baturetno in the Academic Year of 2020/2021

The researcher used qualitative research. The strategy of the research which used in this research was an explanatory case study. In this research, the data were collected through observation, interview and documentations. Triangulation was used to validate the data. The kinds of triangulation which are used in this research are source triangulation and method triangulation. The data were then analyzed using Interractive Model of Miles, Huberman, and Saldana (2014), consisting of data collection, data condensation, data display and conclusion.

The result of this research showed that, (1) the application of E-learning, especially Google Classroom which was used in writing class served as a supplementary media for helping students in discussion on writing narrative text. The teaching and learning activities was carried out based on teacher's lesson plan. In the process, the teacher has performed the scientific methods consisting of observing, questioning, associating, experimenting, and communicating, however some of those steps were not delivered optimally, quiz and writing assignments were given to students for the assessment; (2) although e- learning application is a new way in learning for students, aside of the obstacles occurred, most students have positive responses toward the application of e-learning in writing They enjoy and show their interest when they were asked to make a paragraph in Google Classroom, They think it is effective to use e-learning since they can do it anywhere and everywhere.; (3) there are several reasons why teacher and students do not fully utilize e-learning application in teaching and learning writing due to the existance of some problems faced by the teacher and students i.e: problems in registration when students want to create new account; problem in submission of the assignment; error system on students quiz, it happened because students want to send it earlier than the deadline, even sometimes students have not previewed the instructions of the assignments, this makes them content so the content of assignments; and, the last is relating with the low signal. Based on the findings, it is implied that Google Classroom can be applied in English teaching learning process as one of the media in teaching through E- learning application.

Keywords: *E-learning, Google Classroom, Writing*

ABSTRAK

Rochmah Wijayanti. NIM 1981100007. *The Application of E-Learning for Teaching Writing (A Case Study at XI OTKP grade SMK Muhammadiyah 1 Baturetno, Academic Year 2020/2021)*. Tesis. Jurusan Pendidikan Bahasa, Program Pascasarjana Universitas Widya Dharma Klaten .2021

Tujuan penelitian ini adalah 1). Untuk mendeskripsikan bagaimana penerapan E-Learning dalam pembelajaran menulis pada Siswa XI OTKP SMK Muhammadiyah 1 Baturetno Tahun Ajaran 2020/202. 2). Untuk mendeskripsikan bagaimana respon siswa terhadap pembelajaran menulis berbasis aplikasi e-learning pada Siswa XI OTKP SMK Muhammadiyah Baturetno Tahun Ajaran 2020/2021 3). Untuk mengetahui mengapa siswa dan guru belum sepenuhnya memanfaatkan penerapan E-learning dalam pembelajaran menulis pada siswa kelas XI OTKP SMK Muhammadiyah 1 Baturetno Tahun Pelajaran 2020/2021

Peneliti menggunakan penelitian kualitatif. Strategi penelitian yang digunakan dalam penelitian ini adalah studi kasus eksplanatori. Dalam penelitian ini, data dikumpulkan melalui observasi, wawancara dan dokumentasi. Triangulasi digunakan untuk memvalidasi data. Jenis triangulasi yang digunakan dalam penelitian ini adalah triangulasi sumber dan triangulasi metode. Data tersebut kemudian dianalisis menggunakan Interactive Model of Miles, Huberman, dan Saldana (2014), yang terdiri dari pengumpulan data, kondensasi data, penyajian data dan penarikan kesimpulan.

Hasil penelitian ini menunjukkan bahwa, (1) penerapan E-learning khususnya Google Classroom yang digunakan di kelas menulis berfungsi sebagai media pelengkap untuk membantu siswa dalam berdiskusi menulis teks naratif. Kegiatan belajar mengajar dilaksanakan berdasarkan rencana pembelajaran guru. Dalam prosesnya, guru telah melakukan metode saintifik yang terdiri dari mengamati, menanya, mengasosiasi, bereksperimen, dan mengomunikasikan, namun beberapa langkah tersebut belum tersampaikan secara optimal, kuis dan tugas menulis diberikan kepada siswa untuk penilaian; (2) meskipun aplikasi e-learning merupakan cara baru dalam belajar bagi siswa, selain kendala yang terjadi, sebagian besar siswa memiliki tanggapan positif terhadap penerapan e-learning secara tertulis Mereka menikmati dan menunjukkan minat mereka ketika mereka diminta untuk membuat sebuah paragraf di Google Classroom, Mereka merasa efektif menggunakan e-learning karena mereka dapat melakukannya di mana saja dan di mana saja; (3) ada beberapa alasan mengapa guru dan siswa belum sepenuhnya memanfaatkan aplikasi e-learning dalam pembelajaran menulis karena adanya beberapa kendala yang dihadapi guru dan siswa yaitu: masalah dalam pendaftaran ketika siswa ingin membuat akun baru; masalah dalam penyerahan tugas; sistem error pada kuis siswa, hal itu terjadi karena siswa ingin mengirimnya lebih awal dari batas waktu, bahkan terkadang siswa belum melihat petunjuk tugas, hal ini membuat mereka konten jadi isi tugas; dan, yang terakhir berkaitan dengan sinyal rendah. Berdasarkan temuan tersebut, tersirat bahwa Google Classroom dapat diterapkan dalam proses pembelajaran bahasa Inggris sebagai salah satu media dalam mengajar melalui aplikasi E-learning.

Kata kunci: E-learning, Google Classroom, Menulis

CHAPTER I

INTRODUCTION

A. Background of the Study

Writing is one of four language skills students should encourage to master. Other three language skills are speaking, reading and listening. Speaking and writing involve language production and are therefore often referred to as productive skills. Listening and reading, on the other hand, involve receiving messages and are therefore often referred to as receptive skills. Brown (2004: 218), stated that it was understandable that learning to write well in any language, even in our own native language is difficult. It can be said that learning writing is difficult. Not only in foreign language but also in our own native language.

Teaching writing needs appropriate technique In order to make the students more active and more creative in teaching of writing. There are some components in teaching and learning process, those are goals, materials, strategies, media, and evaluation. Therefore it is a challenge for the teacher to improve students writing skill by using good techniques, strategies, method and media. That can make students interested in teaching and learning process especially in learning writing.

But in the middle of March 2020 the world of education is affected by the pandemic covid 19. In Indonesia itself the government already made a decision in the form of new policies in implementation learning. The usual learners face-to-face learning in class with teacher or lecturer, but during a

pandemic learning activities carried out in home online or called the system study online at home. As The Minister of Education and Culture, Nadiem Anwar Makarim, issued Circular Number 4 of 2020 concerning the Implementation of Education in Emergency Coronavirus (Covid-19), one of which emphasized that online learning (distance), was carried out to provide meaningful learning experiences for students, without being burdened by the demands of completing all curriculum achievements for class and graduation. Online/distance learning is focused on increasing students' understanding of the corona virus and the Covid-19 outbreak. The learning activities and tasks can vary between students according to their interests and conditions, including in terms of gaps in access/ learning facilities at home.

In this pandemic situation, teaching and learning in school done by online, as well as learning English. According to Permendikbud No. 4 year 2020 (Makarim, 2020), the implementation of education policy in the period of emergency spread coronavirus disease (COVID-19) recommends to carry out the learning process from home or distance learning. In a pandemic situation, distance learning must be implemented because it can allow students to communicate and interact with teachers using various facilities such as the internet, hand phone, webcams, and others (Rihani, 2020). This statement in line with (USDLA, 2020) the delivery of education to students, who are not physically present, with the help of satellite, video, audio, graphic, computer and multimedia technologies is defined as distance learning.

Before this situation, teachers are faced many problems to give material. In this time, students should understand even though learning online. Especially in teaching writing, which is the difficult skill in learning English. To make students get the idea in writing easily the teacher should be creative and innovative. Then, learning activities during a pandemic through a personal computer (PC), laptops and gadgets connected to its internet network connection. Through this media, educators can do the same learning at the same time same using groups on social media, including: telegram, instagram, whatsApp, Google meeting, Google Classroom, Zoom and more.

Accordingly, educators and participants students can do learning together at the same time albeit in different places. Educators also can provide structured tasks according to the learning objectives set. Learning activities in the future Covid-19 pandemic, all levels Education seems to be forced to transform to adapt to learning from home through online media.

Even though the learning activities are online, educators still hope to produce learning outcomes quality. So aside from that, parents of the students at home are expected to cooperate with the school to keep assisting children with effort to become a role model in mentoring learning, both as an educator, mentor, counselor and as a children's learning partner especially for working parents at home (work from home) especially assistance to children who are still aged early or at the elementary school mixed sentence. Not understandable.

Then, educators at the basic education level and medium . Are to continue to innovate in order learners are not saturated, without eliminating learning achievement points.

The prevalent convenience of the World Wide Web and the comfort of using the apparatused to browse the resources on the Web have made the e-learning machinery enormously popular and the means of choice for distance education and professional exercise. E-learning refers to the way people interconnect and learn electronically which has only just arose as a key foundation of competitive gain in the information ethos (Bates, 2000).

The teacher should have a media as tool in order to help the students develop their creativity in arrangement of a paragraph easily. Effective online learning can take students on attainment of educational goals determined because it is considered effective in managing the situation, especially in conditions of the covid pandemic 19. Experts argued that effective learning

Is an composed combination includes human, material, facilities, equipment and procedures directed to change the behavior of students towards a positive and better fit the potential and differences that participants have students to achieve learning goals which has been determined (Supardi, 2013). Other opinions suggest that effective learning is learning that provides chance to study alone or do the widest possible activity to the participants students to learn. Provision opportunities for self-study and activity as widely as possible is expected to help learners in understanding the concept which is being studied (Hamalik, 2004).

Several studies have shown that technology delivers many positive influences on language learning such as reading using video (Gheytsi, Azizifar, & Gowhary, 2015). Internet has integrated as a tool to complement language learning activities (Martins, 2015). One of the technology media that is often used today is an application on a mobile phone. The results showed that students who interact a lot with applications on mobile phones can have better understanding the content of the reading text (Gheytsi et al., 2015). Another study tested students' quiet reading strategies at most universities in Sweden. The data is taken from students' reading blog activity (McGrath, Berggren, & Mežek, 2016).

In Özdemir & Aydın's (2015) research, blogs as online media can be used for the learning process through a based approach process. So that students can improve their abilities both include content, organization, discourse markers, vocabulary, construction sentences and writing mechanisms. However, it is necessary to understand that the use of blogs has no positive influence on construction sentence. Smith admits that the last few years have become the trend of schools using blogs to promote schools. Schools think in a way as to attract students to use technology. This statement was also reinforced by Yanuar who stated that the blog is freely accessible as long as the user have a computer and internet connection. This means that technology can be reachable by anyone (Rahman Sidek & Md. Yunus, 2012).

However, in Indonesia, not all teachers and students are familiar with the E-Learning system so this has become a new thing that requires adaptation. The biggest challenges of English teachers face in the E-Learning are providing students with opportunities and how to engage them in order to write because one of the difficulties in learning English is writing task. Student's views of this learning system would also vary.

The implementation application of E-learning to teach writing developing students' writing skills in the XI OTKP students of SMK Muhammadiyah 1 Baturetno in academic year of 2020/2021. Based on preliminary observation and interviews with English teachers at SMK Muhammadiyah 1 Baturetno the Covid-19 pandemic teaching English process through online learning has not been utilized optimally. Problems occur in terms of planning, implementing and evaluating of the education system. In terms of planning, it is necessary to plan learning integrated with online learning, such as learning materials, main activities, determining evaluation and assessment. This implementation of this implementation application of E-learning could be one solution for teacher the supporting in writing class. The limited time in conventional class cannot fully support the learning process of writing maximally since learning writing process is complex, the students need time to developing ideas, combining words into a sentences and focus to the grammatical aspects.

So based on the explanation above, the researcher was studied the application of E-learning to teach writing to the XI OTKP students of SMK Muhammadiyah 1 Baturetno in academic year of 2020/2021.

B. Identification of the Problem

Based on the research background, there are several problems found as follows:

1. Students still encounter problem in writing
2. Students are lack of facilities to study through E-Learning Platform
3. Teachers and students are not familiar with E-Learning system as a new way in teaching in learning writing.

C. Limitation of the Problem

In order to get a thorough analysis while considering time effectiveness, the writer limits the scope and sets the problem of the study. The study is limited to the application of E-learning to teach writing of narrative text to the XI OTKP students of SMK Muhammadiyah 1 Baturetno in academic year of 2020/2021.

D. Formulation of the Problem

Based on the problems that has been mentioned above, the problems are formulated as follows:

1. How is E-Learning application applied by the teacher to teach writing to the XI OTKP Students of SMK Muhammadiyah 1 Baturetno in the Academic Year of 2020/2021?
2. How are the student's responses to learning writing based on e-learning application at XI OTKP Students of SMK Muhammadiyah 1 Baturetno in the Academic Year of 2020/2021?
3. Why do the students and the teacher not fully utilize the application of E-Learning in teaching writing at XI OTKP Students of SMK Muhammadiyah 1 Baturetno in the Academic Year of 2020/2021?

E. Objective of the Study

Concerning with the problem statements, this study has some objectives described as follow:

1. To describe how the application of E-Learning in teaching writing to the XI OTKP Students of SMK Muhammadiyah 1 Baturetno in the Academic Year of 2020/2021
2. To describe how the student's responses to learning writing based on e-learning application at XI OTKP Students of SMK Muhammadiyah 1 Baturetno in the Academic Year of 2020/2021
3. To investigate why the students and the teachers do not fully utilize the application of E-learning in teaching writing at XI OTKP Students of SMK Muhammadiyah 1 Baturetno in the Academic Year of 2020/2021.

F. Benefit of the Study

The result from this research is expected to be beneficial :

1. For students

E-Learning can be used as a learning media for learning English during the Covid-19 pandemic. Students can use E-Learning to learn English material even though in a distance way without face to face directly in the classroom so that the subject matter is not left behind.

2. For teachers

It is hoped that this research can provide inspiration or ideas to teachers in teaching English through E-Learning. Teachers can use E-Learning as an alternative media for teaching English without having to face to face directly in the classroom.

3. For future researcher

It is hoped that the findings in this research can be one of informations related to the use of E-Learning for learning English

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

From the research findings, it can be concluded that:

1. Teaching and Learning Process through E-learning in teaching writing at XI OTKP Students of SMK Muhammadiyah 1 Baturetno in the Academic Year of 2020/2021

Google Classroom was used in writing class as a supplementary media for helping students in discussing the narrative text. The activities are delivered through Google Classroom combined with WhatsApp.. Teacher has performed five steps of scientific methods in her teaching learning process. The steps consists of observing, questioning, associating experimenting and communicating related the materials, however, some of those steps are not delivered optimally.

Teacher positioned herself as facilitator in the e-learning application. She has posted the learning material, students' assignment and topic discussion in the Google Classroom. Such learning gives lots of advantages for students to enhance their knowledge in writing class in order to gain the academic goals. Teacher taught students in writing class both theory and practice. Google Classroom is one of the suitable platform for students in mastering the materials that related to the theory.

2. The Students' Response writing through E-learning in teaching writing at XI OTKP Students of SMK Muhammadiyah 1 Baturetno in the Academic Year of 2020/2021

E-learning is new for students. Aside of the obstacles the students face during the learning, most students have positive response toward the implementation of e-learning in teaching-learning writing. They enjoy and show interest when they were asked to make a paragraph in Google Classroom. They think it is effective to use e-learning since they can do it anywhere and everywhere. However, students claim that it does not give much influence on their writing skill, for them, e-learning is just such of a way to help them doing the assignment and a way to submit their assignment easier.

3. The reason why teacher and students do not fully utilize the application of E- learning of Writing at XI OTKP Students of SMK Muhammadiyah 1 Baturetno in the Academic Year of 2020/2021

The reason why teacher and students do not fully utilize the application of E- learning of writing at XI OTKP Students of SMK Muhammadiyah 1 Baturetno in the Academic Year of 2020/2021.

In general, students are struggling with the crucial skills they have to work well in online learning, as they have not previously experienced with online study. The ability of teachers to master digital support also affects Google Classroom implementation in combined learning.

Students are unable to access computer or smartphone devices and also the internet. They are unable to use the tool interface. Through the

field condition that not all areas in Indonesia have good internet connections and not all students have computer devices at home, it means the implementation of Google classroom will run with the supporting devices to the process of study.

Students are unable to access computer or smartphone devices and also the internet. They are unable to use the tool interface. Through the field condition that not all areas in Indonesia have good internet connections and not all students have computer devices at home, it means the implementation of Google classroom will run with the supporting devices to the process of study.

Other problems faced by the teacher and students in implementation of Google Classroom Application in writing class are: problem in registration when students want to create new account; problem in submitting assignment; error system on students quiz dues to the condition when students want to send it earlier than the deadline, sometimes students do not preview the instruction of the assignment, so the problem is content of assignment; and, the last problem is low signal.

B. Implication

The implementation of e-learning in teaching writing have a positive response from the students, they enjoy and interest when they were asked to make a paragraph in Google Classroom. They think it is an effective one to use e-learning since they can do it anywhere and everywhere. But to improve students writing skill, half of them said that they don't get any improvement.

For them, e-learning is just such of a way to help them doing the assignment and a way to submit their assignment easily. The application of Google Classroom is one method that can be considered in teaching English to help improve students' writing skills.

C. Suggestion

The research would like to give suggestions regarding the problem of the implementation of e-learning in teaching writing.

1. To Teacher

The suggestion goes to the teacher of the writing course or another course to apply or implementing e-learning with more activities to provide the innovation in a way to learn.

2. To Students

Second one is going to the students. Researcher suggests that they are studying more to write and provide feedback in using many applications in E learning.

3. To Future Researcher

The next goes to the future researcher. The researcher suggests that they try to find out how to make students more active in discussion by using the application. And, how to make students always respond to every post on the application. The last is how to make students willing to use the application as they use social media.

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