

TEACHING AND LEARNING WRITING SKILL THROUGH E-LEARNING

(A Case Study at the Eight Grade Students of SMP N 6 Klaten of the Academic Year 2018/ 2019)

THESIS

**Presented as a Partial Fulfillment of the Requirement for the Magister
Degree of Language Education Programme**



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GRADUATE PROGRAMME

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(A Case Study at the Eight Grade Students of SMP N 6 Klaten

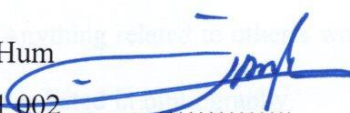



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academic punishment including the withdrawal or cancellation of my academic
degree.

Klaten, 2002



The Writer

Dwiwati

DEDICATION

This thesis is dedicated to:

1. My beloved parents, sister, and brother; the ones who always support me in such ways.
2. My husband. HERMAN BAMBANG SUSILO, SH. Thanks pap!
3. My beloved daughters, Revy Steyr and Alexa Glock Rachelyne.
4. My beloved friends that I cannot mention one by one.
5. My beloved friends in Class H, you are all awesome.
6. My beloved boss and bestie Adrian Andrew.

MOTTO

1. Life is hard...bitter and sweet. ..it is a struggle, so keep on struggling!
(The writer)
2. Don't give up with all the bitter things in life, No shortcuts, Just go for it!
(The writer)
3. Life is a set of journey. Enjoy every phase and keep processing!
(The writer)
4. Giving up is not the best way out. Move on!
(The writer)
5. Upgrade your skills and knowledge to be the best version of you!
(The writer)
6. Enhance your mindset and improve your skillset.
7. Enjoy this life no matter how hard it is. God will always be with us.
8. Be a strong woman! Be great, be skillful and be-YOU-tiful!
(The writer)

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Finally, the writer deeply hopes that this thesis would give a positive contribution to the educational development, the readers and to those who want to accomplish further research.

Klaten, Agustus 2022

The writer

Dwiyati

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LIST OF ABBREVIATION

1. Itv-T : Interview with Teacher
2. tvI-HM : Interview with Head Master
3. Itv-S : Interview with Students
4. Doc/Syl : Documents of Syllabus
5. Doc/Lp : Documents of Lesson Plan
6. Doc/Mat : Document of Material

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Dwiyati. 1981100012. Teaching and learning writing skill through E-learning (A Case Study at the Eight Grade Students of SMP N 6 Klaten of the Academic Year 2018/ 2019). Thesis. Magister Programme of Language Education. Widya Dharma University. Klaten. 2022

The Covid-19 pandemic situation has made teaching and learning activities into E-learning since during this pandemic, face to face teaching is not allowed. Teaching and learning process at school is transformed into an online learning system due to break the chain of the virus. It has attracted the writer to examine the process of teaching and learning specifically in writing skill through online class during Covid-19. The Research aims : 1) To describe teaching and learning writing skill through E-Learning to the eight grade students of SMP N 6 Klaten in the academic year of 2018/ 2019. 2) To reveal the reasons what obstacles do the teacher and students encounter during the teaching and learning writing to the eight grade students of SMP N 6 Klaten in the academic year of 2018/ 2019.

There are some theories underlying this study. As stated by Brown (2000) that teaching is defined as showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with the knowledge, causing to know or understand while learning is acquiring or getting of knowledge of a subject or skill by study, experience, or instruction. E-learning is a distance learning process by combining principles in the technology learning process (Chandrawati, 2010). Moreover, there are several previous studies obtaining the process of teaching and learning applied in online learning used by the researcher to be the references in conducting the research.

In this research, the writer used descriptive qualitative. The data are the facts of activities in the process of teaching and learning writing done by the English teacher and the eight grade students of SMP N 6 Klaten in the academic year of 2018/ 2019. The sources of data are event, informants, and document. Events are all activities related to the teaching and learning writing process. The informants are the English teacher and the students. The documents are lesson plan, syllabus and material. In collecting the data, the writer uses observation, interview, and document. The data were analyzed through a process of data condensation, data display, and conclusion drawing. The data validation used triangulation of method.

Based on the summary of the data discussion, the writer concluded that: (1) Based on the observation, interview, and documents overview, the teaching and learning writing skill through E-learning to the Eight Grade Students of SMP N 6 Klaten of the Academic Year 2018/ 2019 was as follows: (a) the teacher generally had played her role properly in presenting and explaining the material; checking the students' understanding and giving evaluation after the material is delivered, (b) the students were engaged actively in the teaching and learning , (c) the material used in the teaching and learning was recount text, (d) the platform used by teacher in the process of teaching and learning was zoom combined with WA group and Google Classroom, (e) the method used in the teaching and learning was lecture method, (f) the evaluation done was not effective yet to

measure the ability of the students. ; (2) The obstacles encountered by the teacher and students during the teaching and learning through E-learning to the eight grade students of SMP N 6 Klaten in the academic year of 2018/ 2019 such as the device used in the teaching and learning virtual activity, internet data, bad signals and also there are some of students switching off camera during the learning process.

Keywords: Writing Skill, E-Learning, Junior High School

Dwiyati. 1981100012. Mengajar dan belajar keterampilan menulis melalui e-learning (Studi Kasus Pada Siswa Kelas VIII SMP N 6 Klaten Tahun Ajaran 2018/2019). Tesis. Program Magister Pendidikan Bahasa. Universitas Widya Dharma. Klaten. 2022

Situasi pandemi Covid-19 membuat kegiatan belajar mengajar menjadi E-learning karena selama pandemi ini, pengajaran tatap muka tidak diperbolehkan. Proses belajar mengajar di sekolah disulap menjadi sistem pembelajaran online karena memutus mata rantai penyebaran virus. Hal tersebut menarik penulis untuk mengkaji proses belajar mengajar khususnya keterampilan menulis melalui kelas online pada masa Covid-19. Penelitian ini bertujuan: 1) Mendeskripsikan pembelajaran keterampilan menulis melalui E-Learning pada siswa kelas VIII SMP N 6 Klaten Tahun Pelajaran 2018/2019. 2) Mengungkap alasan apa saja kendala yang dihadapi guru dan siswa selama proses belajar mengajar menulis kepada siswa kelas VIII SMP N 6 Klaten Tahun Pelajaran 2018/2019.

Ada beberapa teori yang mendasari penelitian ini. Sebagaimana dikemukakan oleh Brown (2000) bahwa mengajar didefinisikan sebagai menunjukkan atau membantu seseorang untuk belajar bagaimana melakukan sesuatu, memberikan instruksi, membimbing dalam mempelajari sesuatu, memberikan pengetahuan, menyebabkan untuk mengetahui atau memahami sementara belajar adalah memperoleh atau mendapatkan. pengetahuan tentang subjek atau keterampilan melalui studi, pengalaman, atau instruksi. E-learning merupakan proses pembelajaran jarak jauh dengan menggabungkan prinsip-prinsip dalam proses pembelajaran teknologi (Chandrawati, 2010). Selain itu, terdapat beberapa penelitian sebelumnya yang memperoleh proses belajar mengajar yang diterapkan dalam pembelajaran online yang digunakan oleh peneliti untuk menjadi referensi dalam melakukan penelitian..

Dalam penelitian ini, penulis menggunakan deskriptif kualitatif. Data adalah fakta-fakta kegiatan dalam proses belajar mengajar menulis yang dilakukan oleh guru bahasa Inggris dan siswa kelas VIII SMP N 6 Klaten tahun pelajaran 2018/2019. Sumber datanya adalah peristiwa, informan, dan dokumen. Peristiwa adalah semua kegiatan yang berkaitan dengan proses belajar mengajar menulis. Informan adalah guru bahasa Inggris dan siswa. Dokumen tersebut adalah RPP, silabus dan materi. Dalam pengumpulan data, penulis menggunakan observasi, wawancara, dan dokumen. Data dianalisis melalui proses kondensasi data, penyajian data, dan penarikan kesimpulan. Validasi data menggunakan triangulasi metode.

Berdasarkan rangkuman pembahasan data, penulis menyimpulkan bahwa: (1) Berdasarkan observasi, wawancara, dan tinjauan dokumen, pembelajaran keterampilan menulis melalui E-learning pada Siswa Kelas VIII SMP N 6 Klaten Tahun Ajaran 2018/2019 adalah sebagai berikut: (a) guru secara umum telah

memainkan perannya dengan baik dalam menyajikan dan menjelaskan materi; memeriksa pemahaman siswa dan memberikan evaluasi setelah materi disampaikan, (b) siswa terlibat aktif dalam belajar mengajar, (c) materi yang digunakan dalam pembelajaran adalah teks recount, (d) platform yang digunakan oleh guru dalam proses belajar mengajar zoom dikombinasikan dengan WA group dan Google Classroom, (e) metode yang digunakan dalam belajar mengajar adalah metode ceramah, (f) evaluasi yang dilakukan belum efektif untuk mengukur kemampuan siswa. ; (2) kendala yang dihadapi guru dan siswa selama proses belajar mengajar melalui E-learning pada siswa kelas VIII SMP N 6 Klaten Tahun Pelajaran 2018/2019 seperti perangkat yang digunakan dalam proses belajar mengajar aktivitas virtual, data internet, sinyal buruk dan juga ada beberapa siswa yang mematikan kamera selama proses pembelajaran.

Kata Kunci : Keterampilan Menulis, E-Learning, Sekolah Menengah Pertama

CHAPTER I

INTRODUCTION

A. The Background of the Study

Language is needed for human being. Through language, people can express their idea, wishes, thought, and desires. Most activities involving more than person require a language. Therefore, language plays significant role in human life. Nowadays, a language is more needed as a means of communication, a message conveyor. Indonesia, with its variety of tribes, has also many various kinds of languages. There are hundreds of regional languages or vernaculars besides Indonesian as the national language. Indonesian people use Bahasa Indonesia as a mother tongue or a second language. But in the globalization era, we are demanded to master international languages. English is one of the international languages. It has vital role as a communication means for both oral and written. Therefore, English is taught to the young learners (children) in the early age in Indonesia and in almost all over the world. In Indonesia, English has been taught to young learners at pre-school until university. Many non-degree English courses are also offered outside the formal programs. In this case, they have to master English as an international language.

Realizing the growing demand of English as an international language means of communication, it is reasonable that Indonesian government places English as a crucial subject in its education system. In Indonesia, English is

considered as the foreign language. Jayadi (2004) points out that English as a foreign language is being made as a compulsory subject in secondary school throughout Indonesia since 1945. In line with Jayadi, Muryani & Iman (2017), argue that English as a foreign language that should be taught by the teacher, including high school. Moreover, students are necessary to learn at three languages; they are mother language, the national language and appropriate foreign language (Marlina, 2012). As a result English is necessary for students in secondary school to learn besides their national language.

According to Wells in Depdiknas (2006: 277), mentioned that there are four literacy levels, namely performative, functional, informational and epistemic. Based on that statement, the junior high school graduates are expected to reach functional literacy level in the sense that they are able to participate in daily 'survival'. communication such as conducting transactional conversations, simple monologues, read manuals, popular science and write short functional texts (i.e. greeting cards, notices, announcements) and basic genres such as recount, procedure, narrative, descriptive and report. The aim is to make the students literate in English. A literate person is the one who is able to participate in English society through both oral and written communication. So, the purpose of teaching English is the students are able to use English communicatively. It means that they can generate and express their ideas and feeling not only in written but also orally (speaking and writing skill). Besides that, the students have to understand the meaning of information in English well (listening and reading skill).

English has been decided as a required subject. According to Indonesian Ministry of Education and Culture 2013 Curriculum, English teaching begins from Junior High School. Based on KD (base competence) of the latest Indonesia 2013 curriculum, the students are required to understand the texts, both spoken and written. Thus, students are expected to be able to master English for it is very useful for them in learning process to achieve the learning objective. Related to the English learning, there are four language skills including listening, speaking, reading and writing which should be mastered by the language learners. Writing is placed on the last among other skills. The stage of the skill shows that students must be familiar with the three skills before the last one. Celce Murcia et al (2000: 161) state that writing requires a higher level of productive language control than the other skills. That is why writing is regarded as the most difficult language skill to learn for a language learner.

Learning how to write can be difficult, especially if the students are trying to learn about the rules of writing, writing styles, vocabularies, and grammar at the same time. Writing skill has not got serious attention, so that it causes students' writing skill worse than the other skills. This skill is rarely taught in the early age that makes the students are afraid of writing then becomes a burden for them. There many obstacles occur in the process of teaching and learning writing skill. One of the obstacles found is when the students have to change their language into the target language. Moreover, Indonesian learners often encounter difficulties in transferring the ideas from

their native language, Indonesian into the target language, English. Therefore, teacher must conduct and give attention to the students in the process of teaching and learning in order they can understand well.

In the teaching and learning English especially for Junior High School students, the teacher usually uses *bahasa pengantar* as a strategy to make the students can catch the material easily since he/she thinks that the use of *bahasa pengantar* in Bahasa or Javanese is more effective to help the students in understanding the material. Besides that, teaching English for young learners is not easy as there are many factors that influence the teaching and learning activities such as the mood of students, the situation or atmosphere of the class, the teacher performance and the ability of teaching media. The appropriate teaching methods are needed in the teaching and learning process. The best method can be applied in the teaching language in Indonesia as a multicultural society. For the junior high school students, they are expected to be able to create many kinds of text and basic texts such as recount, procedure, narrative, descriptive and report. The other factor that influences is the fact that teaching English is actually teaching skills, not teaching what is beyond English.

In December 2019 the deadly Corona or it is known as Covid-19 Virus emerged in Wuhan China and rapidly spread around the world. The Covid-19 pandemic is an expected situation and has occurred in almost all parts of the world. This pandemic has changed the order of people's lives. It has an impact on various sectors of life such as the economy, social, culture

and education. One of the effects of this situation is the teaching and learning process in schools. The existence of Covid-19 has forced people to stop activities outside of home. People must maintain a safe distance or now, it is known as physical distancing. E-Learning as part of the distance learning process is the only way to be done in this situation. The teaching and learning process is carried out online in most areas in Indonesia which is affected by this virus. This is done in order to reduce the number of the spread of this virus.

Due to the pandemic, teachers introduce E-learning. Online learning is flexible and more accessible. However, on the other hand this method also reduces teacher-student interaction as well as between students. This situation requires teachers to be more selective and creative in choosing what methods to be used and applied to their students, so that they don't feel bored quickly when they receive the material and do the tasks given. The application of E-learning is certainly a challenge for each school which is affected by the pandemic. Schools need to choose an appropriate online learning platform that can be used by the students and teachers. In implementing the online learning, it requires the support of mobile devices such as smartphones, tablets and laptops which can be used to access information anywhere and anytime.

At SMP N 6 Klaten, the online learning process which is carried out from home is not easy as imagined, so many things are considered in order to achieve learning objectives such as a learning strategies, methods, models,

and even the availability of supporting facilities in carrying out the E-learning. The problem that arises in the process of teaching and learning is the lack of the teacher's ability to build a virtual classroom which is part of the distance learning process. As a result, the learning process carried out online experiences many obstacles on the part of both teachers and students which have negative impact on students learning outcomes.

Based on the interview with the English teacher on Monday, December 21, 2020 dealing with the teaching and learning process the researcher concluded that there are some reasons why writing skills is considered difficult for most students. First, the lack of chance which is given by the teacher to the students in developing their ability in writing skill as the learning process is still dominated by the teacher, and then the learners do not understand the sentence pattern, and step of writing and they find the difficulty in translating their ideas in English words that means they do not have adequate mastery in vocabulary. And next, the methods are used by the teacher to manage the class plays an important role to the success of teaching and learning activity. The English teacher still uses teacher center approach instead of student centered approach. Since the activity is still dominated by the teacher, the students become passive. Even, when the teacher gives the students task of writing, they usually do not do it. They just copy their friends' work. Most of students do not have any intention to do the task as the just think that writing English is very difficult. So, it can be said that that they have low motivation in learning English especially in writing skill.

There are several obstacles occur during the process of teaching and learning. Some students still encounter the difficulty while participating in online distance learning because of the device or signal. Besides that, online learning becomes less focused because the unconducive situation. Talking about the lack of distance learning innovation, this greatly affects the students' learning motivation. With distance learning students' interaction and communication becomes very limited. Moreover the application used is only limited to zoom meetings, google classroom and whatsapp group. In fact, students really need a fresh and fun situation to learn especially in this situation. Actually E-learning can bring a new atmosphere in a variety of learning developments. The right use of E-learning can improve the learning outcomes maximally.

The problems experienced by the students in creating appropriate writing text have encouraged the researcher to conduct this research. The researcher wants to know how is the process of teaching and learning English especially in writing aspect. What kinds of application do the teacher use in the teaching and learning activity, what problems do the students and teachers occur during the teaching and learning process.

Such problems above can occur in any school with no exception of SMP N 6 Klaten which attempts its students to be able to write well. Based on the background above, the writer chooses a subject matter to be discussed entitled Teaching and Learning Writing Skill Through E-Learning (A Case

Study at the Eight Grade Students of SMP N 6 Klaten of the Academic Year 2018/ 2019).

B. The Identification of the Problem

Teaching and learning writing skill to young learners is not easy to do since it is always challenging. That is why; many things need to be considered. Based on the matter above, the problems in this research can be identified as follow:

1. The students still encounter the technical difficulties due to the E-Learning that makes the learning process becomes ineffective.
2. The students still find the difficulties in mastering the writing material.
3. The process of teaching and learning writing through E-learning is not easy to be implemented

C. The Limitation of the Study

The problems identified are not all discussed in this research. That is why; the writer limits the study on the process of the teaching and learning writing skill on Recount Text through E-Learning to the eight grade students of SMP N 6 Klaten in the academic year of 2018/ 2019.

The reasons for the limitation are: (1) the teaching and learning process will represent the problems occurred, and (2) the process of the teaching and learning will give the detailed information concerning with the teacher and the students roles and mastery.

D. The Statement of Problem

Based on the limitation above, the followings are the problem statements of this paper.

1. How is teaching and learning writing skill through E-Learning to the eight grade students of SMP N 6 Klaten in the academic year of 2018/ 2019?
2. What obstacles do the teacher and students encounter during the teaching and learning writing to the eight grade students of SMP N 6 Klaten in the academic year of 2018/ 2019?

E. The Objective of the Study

Based on the problems statement above, the objectives of this research are:

1. To describe process teaching and learning writing skill through E-Learning to the eight grade students of SMP N 6 Klaten in the academic year of 2018/ 2019.
2. To reveal the reasons what obstacles encountered by the teacher and students during the teaching and learning writing to the eight grade students of SMP N 6 Klaten in the academic year of 2018/ 2019?

F. The Benefit of the Study

Concerning with the objectives of this research, the followings are the benefits of the study.

1. For the teacher

The result of this research can be used to enrich the repertoire of the teaching and learning English for young learners and it can stimulate the teacher to find a new strategy which is appropriate for teaching writing.

2. For the Institution/school

The result of this research can be used as a consideration for taking a certain policy dealing with the teaching and learning process.

3. For the other relevant researchers

The result of this research can give valuable input as a reference to conduct the similar research.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the summary of data discussions presented in chapter IV, the researcher draws the following conclusion:

1. The process of Teaching and Learning

In the preparation of teaching and learning, the teacher generally had played her role properly. The teacher prepared the lesson plan, In the activities of teaching and learning there were 3 steps; opening activities, main activities and closing activities. In the opening, the teacher did some activity in the class. The teacher greeted the students, checked the students' attendance and reviewing the last material. In main activity, the teacher began to explain about the material and discussing the material or the assignment given. In the end of the class or closing activity, the teacher reviewing the material which has been discussed, giving the students assignment and closing the virtual meeting by greeting the students.

The students were actively engaged in the teaching and learning although some of them not. The material used in the teaching and learning was recount text, while the media used in the teaching and learning was Zoom application, WA group and Google classroom. The assessment done was not effective yet to measure the ability of the students.

Teachers can arrange materials according to the lesson plans that have been made, in accordance with the curriculum used, namely the emergency curriculum, by reducing the number of materials. Teachers and schools work together in developing E-learning, so that learning activities in the pandemic era can run optimally. However, the use of E-learning cannot be used optimally, due to the limitations of the communication tools owned by students. The teacher's role as a facilitator in learning activities did not run effectively during the Covid-19 pandemic. This is due to the limited mastery of students' and parents' E-learning media.

The teacher provides more material, questions and essays to assess students' understanding of the material that has been given. The teacher chooses to minimize or even eliminate language practice activities in English learning activities. Because the teacher assumes that practical activities will not run well if they are carried out online.

Assessment activities on student achievement skills did not go well. Due to restrictions on practical activities that should be the main activity in learning English. Teachers can only evaluate students' knowledge and understanding as long as learning activities are carried out online or online during the Covid-19 pandemic. When learning is done online, the teacher evaluates students' knowledge and understanding through assignments in the form of questions sent via email WhatsApp and other E-Learning applications.

.2. The Obstacles Found in Teaching and Learning

The obstacles encountered by teachers and students during the teaching and learning process of writing to the eight grade students in SMP N 6 Klaten in the academic year 2018/2019 were mobile phone, internet data, signals, and some of students who were switching off the camera during the teaching and learning process.

In the teaching and learning process, there were some obstacles occurred; the lack of effectiveness and time efficiency because students have not been able to take advantage of maximally in the use of e-learning in learning. As for other inhibiting factors, namely, constrained in signals and internet data. Unstable signals and limited internet data, it the online learning process did not run optimally

B. Implication

The implementation of e-learning in teaching writing had a positive response from the students, they could enjoy the learning although it was still new for them. 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, some 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 zoom application is one method that can be considered in teaching English to help improve students' writing skills.

This research provides a real picture that the success of the process and the improvement of writing skill learning outcomes is influenced by some factors. These factors come from teachers and students. In addition, it is also influenced by learning methods and techniques, media, learning, as well as learning resources. Factors from the teacher include the ability teachers in developing and delivering materials, teacher skills in managing the class, the use of methods in the learning process, and application of techniques as a means of delivering material. Factor of students include interest, motivation, and student activity in following the process learning.

These factors support each other, so that must be maximized so that all factors can be owned by the teacher and students in the learning process that takes place in the classroom. When the teacher have good ability in managing the class and are supported application of appropriate techniques with supporting facilities and infrastructure, the teacher will be able to convey the material well. Even that material will be received by students if students also have an interest and high motivation to always be active in the learning process. With this, teaching and learning activities can run smoothly, conducive, effective, and efficient.

In addition, the results of this research results can be used as a fun alternative technique in learning carry out the learning process and improve the quality of skills students' writing, and can make students more interested in following learning process.

C. Suggestion

Based on the research results and conclusions, the researcher can provide suggestions or input that may be useful for school institutions that are the object of research. So that it can be used as motivation or input. Related to this, there are several suggestions recommended by researcher:

1. For teachers, in implementing e-learning, they can continue to teach even through online learning. Researchers understand that there are many obstacles faced by teachers and students during online learning activities during the Covid-19 pandemic. There are so many strategies that can be applied by teachers in delivering material in an interesting way, so that students' learning motivation is not lost, such as; using youtube as E-learning, teachers can make learning videos and then upload them
2. Students are expected to be active in doing assignments and getting used to be independent learning and also being able to take the responsibility for the tasks that have been given by the teacher.
3. The school must continue to improve the quality of e-learning, so that any problems that occur and may occur with e-learning can be overcome.

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