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The Implementation of E-Learning in Teaching Writing to Undergraduate Students of UINSU

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ABSTRACT

The study aims to find out the implementation of e-learning platform by lecturers in teaching creative writing to undergraduate students of UINSU. This study deals with learning management system (LMS), The researcher limited this study on using elearning.uinsu.ac.id as a learning platform. The main aspects are the implementation of elearning.uinsu.ac.id as e-learning platform applied in English learning based on the five stages of Gilly Salmon's theory (2002), This research is a descriptive qualitative research. The results of this study found that both lecturers did not follow all the 5 stages that gilly salmon offered. In fact, they left one stages behind which was one of the important stage, online socialization.

Keywords: E-learning, teaching writing.

1. INTRODUCTION

The rapid development of technology, communication, and information, especially the internet has become a demand for lecturers in Indonesia to be able to use it as a source of learning media in supporting the teaching and learning process beyond their conventional classrooms.

The use of media technology provides benefits for lecturers and stu- dents to access the materials and interact in face- to-face conventional learning, and also outside the classroom through an online platform. In addition, media technology also brings learners in learning activities anywhere or what so called the ubiquitous learning environment (Hwang & Chen, 2017). One of the positive values of Internet technology, for example, enables learners to discuss and collaborate to solve problems both in class and outside of class (Halili,2015). One of technological developments that have been applied especially in educational world is ICT based learning. Pertained to the technological developments; e-learning starts to be used in schools which have better ICT. The use of e-learning as a complement in learning, it did not replace the role of conventional learning. Dede (2010) stated that as the rapid development of technology in information and communication technology (ICT) has provided more effective for lecturers, it possible in conventional classroom. By using electronic support, the lecturers and students can communicate easily. Communication did without being limited by distance, place and time. E-learning facilitates students to get the materials and they can review it anytime and everywhere while they still connected with the internet networking. E-learning can be applied in various lessons, one of them is English. As we know that in English teaching, the lecturer uses some methods in delivering materials which aimed learning process does not seem monotonous. Besides, the students do not feel bored in the classroom. By using e-learning, the lecturers can provide materials and task as good as possible which aimed students will be more interested. The use of e-learning gives new atmosphere in English teaching.

In this research, researchers focused on how is the implementation of e-learning platform in teaching creative writing to undergraduate students of UINSU. The main reason for this research is that UINSU has been using e-learning for the last couple months as full course online learning.

1.1. The Problem of the Study

Based Based on the observation above, the research problems are formulated as follow:

How is e-learning.uinsu.ac.id implemented by lecturers in teaching creative writing to undergraduate students of UINSU?

1.1.1. The Objectives of the Study

Based on the problems stated above, the objectives of the study is:

To describe the implementation of e-learning in teaching creative writing writing to undergraduate students of UINSU.

1.1.1.1. The Scope of the Study

This study focus to undergraduate students of UINSU in academic year of 2020/2021. The researcher limited this study on using elearning.uinsu.ac.id as a learning platform. The two main aspects are the implementation of elearning.uinsu.ac.id as e-learning platform applied in English learning based on the five stages of Gilly Salmon's theory(2002).

1.1.1.1.1 The Significance of the Study

Theoretically, findings of this research are expected to describe the implementation of e-learning platform and to contribute as useful   references for those who want to make a further research on the same area with different focus and object.

Practically, the findings of this research are expected to be useful for lecturers and students whos like to find and design the suitable moodle e-learning as a platform in teaching process.

2. LITERATUE REVIEW

2.1. E-learning

E-Learning is the effective learning process created by combining digitally delivered content with (learning) support and services (Vaughan Waller,2001). Ade kusmana (2011) states e-learning consist of two words, they are 'e (electronic and learning) which means e-learning is the learning by using electronic components especially computer. Using computers and new technologies have become a crucial part of learning as well as teaching that e-Learning as new concept in learning (akansha, 2017). E- learning is internet's application which can connect between educator and learner also E-Learning is any utilization or use of the Internet and web technologies to create a learning experience (Willian Horton, 2003).

Furthermore e-learning is the use of internet technology widely in learning which based on three criteria, they are the networking, the distribution by computer and the focus on learning widely. E- Learning can be seen as an innovative approach to be used as a medium to deliver good design, user-centered, interactive learning environment and as having a wide range of easiness for anyone, anywhere and anytime.

2.2. The implementation of E-learning

The researcher uses model of teaching and learning online through online networking by Gilly Salmon. Gilly Salmon (2002) states that there are five stages for online learning to be successful and happy, participants need to be supported through a structured developmental process.

Gilly Salmon (2002) states that there are five stages of framework and e-tivities

1.   Ways of E-learning Implementation at the Access and Motivation Stage, motivates and encourages the students to use e-learning

2.   Ways of E-learning Implementation at the Online socialization Stage, create an identity online and finding others to interact.

2.   Ways of E-learning Implementation at the Infromation Exchange Stage, train the students to interact each other in the learning process.

3.   Ways of E-learning Implementation at the Knowledge Construction Stage, make the students construct their critical thinking skill.

Ways of E-learning Implementation at the Development Stage, help the students reveiw what they have learned by themself

2.3. Teaching Writing

Teaching writing focusses on product of the writing process itself. Jeremy Harmer (2004) states that writing is a way of looking at what people do when they compose written text. A simplistic view of writing would assume that written language is simply the graphic representation of spoken language (Brown, 2001). Writing is more complex than this, hedge (2005) writing pedagogy is important, as Brown states by claiming that writing is different from speaking as swimming is from walking.

This is supported and developed by Hedge (2005), states that writing is more than producing accurate and complete sentences and phrases. She states that writing is about guiding students to produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers.

Therefore effective writing requires several things, a high degree of organization regarding the development and structuring of ideas, information and arguments. Furthermore, Hedge (2005) mentions features such as: a high degree of accuracy, complex grammar devices, a careful choice of vocabulary and sentence structures in order to create style, tone and information appropriate for the readers of one's written text. All these points make the teaching of writing a complex matter, since all this should

be taken into consideration for efficient learning of writing strategies.

There are some principles that could be used in teaching writing (Nunan,2003), namely:

1.Understanding students' reason for writing
The greatest dissatisfaction writing instruction comes when the lecturer's goals do not match the students', or when the lecturer goals not match those of the school or institution in which the students work. It is important to understand both and to convey goals to students in ways that make sense to them.

2.Provides many opportunities for students to write
To improve writing skills, the students must always practice. The lecturer must give many chances for them to develop their writing skills by providing them some different types of writing. Narrative, recount, report, procedure, and descriptive texts are the examples of writing types that can be provided by the lecturer.

3.Make feedback helpful and meaningful
The students crave feedback on their writing. The lecturer must always provide a feedback for students. In providing a direct feedback, make sure the students understand the vocabulary or symbols that the lecturer used.

4.The lecturer must clarify about the evaluation of the students writing
Students often feel that the evaluation of their writing is completely subjective. In this section, students will know what happen with their writing activities.

3. RESEARCH METHOD

The research design used was descriptive study with qualitatif approach. Descriptive study is concerned with the current state or a particular phenomenon of a circumstance (Leedy & Ormrod, 2001). The data of this research was the transcripts and fieldnotes classroom interaction of online teaching of writing. The transcripts contained the verbal behavior of both Lecturers as well as their interaction in the implementation of e-learning in teaching creative writing. The fieldnotes contained anything that cannot be recorded, like the applications (platforms) used, and other devices. The data analyzed with interactive technique by Miles, Huberman, & Saldana (2014) which divided into three forms, they are data condensation, data display and verifying conclusion

4. FINDING AND DISCUSSION

Based on the data analysis, it was found that Both lecturers did not follow all the 5 stages that Gilly Salmon offered. In fact they left one stages behind which was one of the important stage, online socialization

4.1 Access and Motivation

"*You have to access elearning.uinsu.ac.id and log-in to your account* "

In the implementation, this aspect found in every meeting from the observations. It appeared in the first meeting both lecturer started the course with a Creative Writing syllabus which explained the students about the materials that they would be learnt, course description and also course objectives. The lecturers gave instruction to the students before access elearning.uinsu.ac.id. First, the Lecturer asked the students to login to their account in elearning.uinsu.ac.id.

4.2. Information Exchange

"*You can enrich your ability in writing fiction by reading the book that I've provided.*"

"*what are the element that needs to be considered when you write the fiction* "

Based on the virtual classroom observations, the researcher found out that both lecturers implemented this stage. Both lecturers provided learning materials in elearning.uinsu.ac.id for every meeting. The lecturers shared the materials through elearning.uinsu.ac.id which would be learned in the virtual classroom. The materials which uploaded by lecturers were documents such as pdf, doc, related to the lesson. Then, the lecturers asked the students to learn the materials in their home. The reason of the lecturers did this stage was to help the students understand the materials before they studied in the virtual classroom.

4.3. Knowledge Construction

Based on the virtual classroom observations, the researcher found out that both lecturers implemented this stage. It can be seen in every meeting that lecturer constructed the students critical thinking. It was from the group discussion the students let to create their group material and discussed with the whole students or member of class.

4.4. Development

"*Your reflection journal should be collected at the next meeting*ths'

"*Okay, you may started the two Acrostic Poem and upload it to elearning*"

Based on the virtual classroom observations, the researcher found out that both lecturers implemented this

stage. The data of this stage were seen in appendix of a virtual classroom.

In a virtual classroom with a zoom meeting Lecturer UD and RF explained the material given by the students group at the end of the meeting, this continuously happened for the five meeting with difference task and material. The data 19 were one of the example.

5. CONCLUSION

Based on the analysis, the conclusions are stated as follows :

1.The 5 stages of Gilly Salmon E-moderating should be followed orderly so that the virtual classroom activity could achieve the maximum result.

2.The underlying reasons the implementation of elearning was Institutional Characteristics that causes lecturers did not used the whole feature of elearning.uinsu.ac.id.

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