USING E-LEARNING MODEL ON STUDENTS’ WRITING OF DESCRIPTIVE TEXTS

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Abstract

E-learning refers to electronic learning using technology devices as a learning media to motivate and sharpen students’ writing skill. The purpose of the research is to obtain empirical data about whether or not the effects of using e-learning model on students’ writing of descriptive texts. The research was conducted at SMK An-Nuqthah Tangerang of class X in the second semester of 2015-2016 academic year. Research method was experiment by using e-learning model in the first class and without e-learning (conventional model) in the second class with 25 participants of each class. The data were taken from students’ descriptive texts. The results showed that the highest score in the experimental class was 94 while the lowest one was 66. In addition, the highest score in the control class was 86 whereas the lowest one was 60. It was found that the value of $t_{obtained}$ was higher than the value of $t_{table}$ ($3.08 > 2.01$) with $df = 48$ and $\alpha = 0.05$. Since $H_0$ was accepted, it proved that there was a significant difference of using e-learning model on students’ writing of descriptive texts.

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bahwa nilai tertinggi di kelas eksperimen 94 sedangkan nilai terendah 66. Lebih lanjut, nilai tertinggi di kelas control 86 sedangkan nilai terendah 60. Diketahui bahwa nilai $t_{hitung}$ lebih tinggi dibandingkan dengan nilai $t_{table}$ (3.08 > 2.01) dengan derajat kebebasan (df) 48 dan taraf signifikatan ($\alpha$) 0.05. Karena $H_1$ diterima, penelitian ini membuktikan bahwa ada perbedaan yang signifikan dari penggunaan model e-learning terhadap kemampuan peserta didik dalam menulis teks deskriptif.

INTRODUCTION

In formal education, English is one of subjects learned at school. English subject becomes important since it is an international and foreign language in Indonesia. Students can learn English from many sources which are written in English, such as books, articles, magazines, newspapers, novels, movies, songs, internet, and social media. On the other side, in nonformal education, students can learn English, for example, by taking an English course.

There are four English skills should be mastered by students. The skills cover receptive and productive. The receptive skills consist of listening and reading, while the productive skills involve speaking and writing. Apart from listening, speaking and reading, writing seems to be the most complicated skill. The reason is that students have to take into account some components in writing, such as capitalization, punctuation marks, vocabulary, grammar, and the organization of writing.

Writing is a form of indirect communication in which the writer gives ideas, messages or information in the written form. It is the way to organize knowledge and belief into convincing arguments and to convey meaning through well-constructed text. In its most advanced form, capitalization, punctuation, spelling, vocabulary, grammar and organization come and grow together to help the writer demonstrate more advanced writing skill. In short, writing is an activity that the writer expresses his or her ideas and feelings through written symbols to make readers understand the ideas conveyed.

In general, students are difficult to get started on writing because of having poor background knowledge, vocabulary, and transitions. They also make mistakes or even errors in mechanics, structure, word order, misspelling, and organization. The other factor is they have mental fatigue or tiredness while writing. These factors make them inconsistent in writing.

Based on researcher’s observation in class, students especially at SMK An-Nuqthah had difficulties both internal and external factors. From internal factor, students were poor at writing in the terms of vocabulary knowledge, mechanics, and grammar. From external factor, students had a low understanding because the teacher taught descriptive texts with a conventional learning model. The teacher just explained the descriptive texts without using learning media.

In teaching descriptive paragraph, teacher should explain it comprehensively and use learning media to give visualization of the picture. The use of learning media will help students to describe the picture specifically into a paragraph. Besides, they will feel motivated to elaborate their ideas while writing. As a result, learning media is an effective way in teaching and learning process.

E-learning refers to electronic learning using technology devices, such as computer, laptop, or mobile phone. E-learning or called distance learning is a learning system using electronic technology to transfer the material or education via internet. The basic use of E-learning needs website. It is a blended learning between teaching model and technology. Technology makes everything more effective and efficient because it can
be used everytime and everywhere. It has a lower environmental impact; it is more effective learning and faster delivery. One of the e-learning models is Weebly. Teacher can give the materials outside the class through Weebly, and students can achieve more knowledge and information through it.

On the basis of those reasons, the research objective is to know whether or not the effects of using e-learning model on students’ writing of descriptive texts of class X at An-Nuqthah vocational high school Tangerang.

Writing

Writing is one of the productive skills in learning a language. It is production of arranging words, phrases, and sentences that is grammatically correct and appropriate to its purpose. According to Harmer (2004:31), writing is the way to produce language and express ideas, feelings, and opinions. He also states that writing is a process that what people write is often heavily influenced by the constraints of genres, and these elements have to be present in learning activities.

Another definition is given by Linse (2000:142). She said that writing is a combination of process and product. The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers. The process of writing by gathering ideas, feeling and opinion and implemented to the written in the form in order it is comprehensible to reader.

Brown (2001:335) points out that the result of the writing process will focus the students on how to generate ideas, how to organize them coherently, how to use discourse markers, and rhetorical conventions to put them cohesively into a written text, how to revise text for clearer meaning, how to edit text for appropriate grammar, and how to produce the final product. Furthermore, Brown (2007:396 in Marzuki, 2015:205) says that writing skill is gradually a process of thinking and composing ideas into a product. The process of thinking refers to how the students generate and organize the information obtained from outside sources. As a result, the existence of sources in which the students deal with is very important. This process will result in a product that could improve the students’ ability in organizing and arranging their thought into script. Therefore, writing is intended to convey ideas through written form.

Richard and Renandya (2003:303) state that the process of writing consists of planning, drafting, revising and editing. In line with them, Dewi (2013:284) points out that writing is the result of thinking, drafting, and revising procedures that require specialized skill, the skill that cannot be developed naturally by every student. This finding shows that it need particular ways to teach students to master writing skill since in some cases writing can become a scary activity to students (Brown, 2007:397).

Writing Descriptive Texts

For senior and vocational high school levels, students learn some kinds of text type (genre), namely narrative, procedure, persuasive, and descriptive. Each type has its own purpose and grammatical features. According to Marzuki (2015:2016), writing a descriptive text is considered as a basic writing activity focusing on clearly providing the features and attributes of what is being described. Therefore, the topic usually reveals the characteristics of person, place or thing specifically.

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing. Pardiyono (2007:34) states that description is a type of written text which has specific function to give description about an object (human or non human). Furthermore, Mukarto (2007:140) says that descriptive text is a kind of text to describe something, someone or place. Descriptive text has specific categories that can be seen in the rhetorical structure and the grammatical features. The rhetorical structure involves identification which identifies phenomenon to be described, and (b) identification which describes parts, qualities, and characteristics. The grammatical features of descriptive texts
cover adjectives, classifiers in nominal group, and the use of simple present tense (Pardiyono, 2007:34).

**E-learning**

According to Abbad (2009:2), e-learning refers to electronic learning is any learning that is enabled electronically. Fry (in Arkorful 2014:397) defines e-learning as use of the internet and other important technologies to produce materials for learning, teach learners, and also regulate courses in an organization. In addition, e-learning as the use of new multimedia technologies and the internet to increase learning quality by easing access to facilities and services as well as distant exchanges and collaboration. He points out that the use of information and communication technologies in diverse processes of education to support and enhance learning in institutions of higher education, and include the usage of information and communication technology as a complement to traditional classrooms, online learning or mixing the two modes.

Algahtani (2011:53) divides e-learning into two basic types, namely computer-based and the internet based e-learning. The computer-based learning comprises the use of a full range of hardware and software generally that are available for the use of Information and Communication Technology (ICT), and also each component can be used in either of two ways: computer-managed instruction and computer-assisted-learning.

Development in information technology, e-learning is useful in education. Agendas of schools and educational institutions have recognized e-learning as having the prospect to transform people, knowledge, skills, and performance (Henry 2001, in Arkorful and Abaidoo, 2014:400). Talking about employing e-learning technologies in education, Algahtani (2011 in Arkoful and Abaidoo, 2014:400-401) discovered three ways of using e-learning, namely adjunct, blended e-learning, and online. The adjunct e-learning is the situation which e-learning is employed as an assistant in the traditional classroom providing relative independence to the learners or students. In the blended e-learning, the delivery of course materials and explanations is shared between traditional learning method and e-learning method in the classroom setting. The third one which is the online is devoid of the traditional learning participation or classroom participation. In the form of usage, e-learning is total so that there is maximum independence of learners or students has gone further to explain that the online model is divided into the individual and collaborative learning, where the collaborative learning also consist of the synchronous and asynchronous learning.

**Weebly**

Website is important as a media to serve the material and information. Many kinds of website that can be used in e-learning, and one of them is Weebly. According to Fathurrahman (2014), Weebly is a means to create a free website widget-based format that enables users to create pages with just a few clicks, dragging, dropping, different page elements (pictures, texts, or interactive contents) to the page and filling contains.

Weebly enables people to create websites easily, quickly and affordably. It can be used to create blogs, e-commerce websites, portfolios, business, nonprofits and even educational websites. Weebly is one of the easiest website builders to use with everything you need to create a decent looking site (http://letsworkonline.net/weebly-com-for-your-own-website_accessed_on_May_9th_2016). Moreover, Weebly is a web-hosting service featuring a drag-and-drop website builder. It is easier than general website which user just drags and drops the content boxes, such as texts, photos, maps, forms or videos that are added to your page or blog (https://en.wikipedia.org/wiki/Weebly_accessed_on_May_9th_2016).

The advantage of Weebly for education is Weebly is a free website and blog hosting service for teacher and students. Weebly for Education provides a graphical user interface (GUI) that allows a teacher who is
not familiar with HTML or CSS to create a website and/or blog by dragging and dropping website components quickly and easily. Component options include the ability to post course updates, share a calendar, assign and accept homework, communicate with parents and manage student accounts, privacy settings and access rights. Teachers can create and manage up to 40 student accounts for free. (http://whatis.techtarget.com/definition/Weebly-for-Education accessed on May, 9th 2016).

Teaching Procedures

The procedures of teaching descriptive texts through Weebly are applied in the teaching and learning process aimed to create learning environment to be easier and more effective. Here is how the procedures:

I. Pre Writing
1. Students go to the teacher’s Weebly website and click material “Descriptive Texts”
2. Teacher shows a video about people to stimulate students’ background knowledge.
3. Teacher asks some students about someone’s physical appearance and personality on the video.

II. Whilst Writing
1. Teacher explains about the definition, purpose, generic structure, and grammatical feature in the descriptive texts.
2. Teacher asks students to write a descriptive text and the topic is based on the students’ interest (person, thing, or place).
3. Teacher checks and revises students’ mistakes in writing then gives suggestions to them.

III. Post Writing
Teacher asks students to revise their writing referring to the material on Weebly.

METHODOLOGY

The research was conducted at SMK An-Nuqthah Tangerang, and it took two weeks starting from 12 to 19 April, 2016. The method used in this research was an experimental study in which in the experimental class was given special treatment (e-learning model), while in the control class was used conventional model. The population of this research was all the ten graders at SMK An-Nuqthah Tangerang with the total number of students was 73. According to Fraenkel and Norman (2003:97), sampling refers to the process of selecting individuals. Random sampling was used to select the respondents. As a result, 25 students of each class were the participants. The research instrument was taken from students’ writing of descriptive text, and the criteria of scoring were based on four aspects: mechanics, organization, vocabulary, and content. Liliefors and Fisher formulas were used to find out normality homogeneity tests. Finally \( t_{\text{observed}} \) in the hypothesis test was used to calculate the data to see different significance results both experimental and control classes.

RESULTS AND DISCUSSION

On the basis of the analysis and calculation of data, the result of the research of the experimental class had range of score 66-94, mean (average all scores in a data set) was 78.8, median (scores at center of distribution) was 73.94, mode (most frequently obtained score in the data) was 80.5, and standard deviation was 5.89. Moreover, the experimental class was derived from the normal distribution and homogeneous. \( L_0 = 0.076 \) and \( L_{\text{table}} = 0.173 \) with \( \alpha = 0.05 \) and \( n = 25 \). \( F_{\text{observed}} = 1.32 \) and \( F_{\text{table}} = 1.98 \) with \( \alpha = 0.05 \) and \( n = 25 \). On the other side, the result of the research in the control class had range of score 60-86, mean (average all scores in a data set) was 73.34, median (scores at center of distribution) was 69, mode (most frequently obtained score in the data) was 69.9, and standard deviation was 6.78. Moreover, the control class was derived from the normal distribution and homogeneous. \( L_0 = 0.102 \) and \( L_{\text{table}} = 0.173 \) with \( \alpha = 0.05 \) and \( n = 25 \). \( F_{\text{observed}} = 1.32 \) and \( F_{\text{table}} = 1.98 \) with \( \alpha = 0.05 \) and \( n = 25 \).
The whole results indicated that the scores at the data set in the experimental class were higher than in the control class. From the hypothesis test, it was obtained that $t_{\text{obtained}}$ was $3.08$, $t_{\text{table}}$ was $2.01$ at significance grade $5\%$ ($\alpha = 0.05$) by degree of freedom (df) was $48$ ($n_1 + n_2 - 2 \rightarrow 25 + 25 - 2$). It can be concluded that null hypothesis ($H_0$) is rejected since $t_{\text{obtained}} > t_{\text{table}}$ ($3.08 > 2.01$). It implies that there is a significant effect of using e-learning model on students’ writing of descriptive texts class X at SMK An-Nuqthah Tangerang.

Based on the theoretical review, writing skill is more complicated than speaking, while students are speaking, they can speak spontaneously but while students are writing, they should think before they write. As a result, writing is also known as a thinking process. A writing process is a complicated process. It needs cognitive abilities in recognizing some segments of languages to produce a good quality of writing. The fact that mostly students have difficulties some components in writing, such as capitalization, punctuation marks, vocabulary, grammar, and the organization of writing. To improve students’ writing skill, teacher needs innovative, attractive, and effective teaching techniques to raise students’ motivation in the process of teaching and learning writing.

Technology-based e-learning includes the use of the inter and other technologies to produce materials for learning, teach learners, and increase learning quality by easing access to facilities and services as well as distant exchanges and collaboration. E-learning model is a new model in the learning process. It is easy learning to find the resources, knowledge and information by accessing some websites with computer, cellular phone, netbook, and other technology connected to the internet. E-learning can be implemented by teacher in learning process. It can be in or out of the class. Furthermore, e-learning can be used every time or without the limitation of time.

**Examples of Descriptive Texts Material on Weebly**
Descriptive Text

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is description of particular thing, animal, person, or others.

Generic Structure of Descriptive Text:
- Identification
  - Introducing where or who is the subject being described.
- Description
  - Describes parts, qualities, and the characteristic of the person, place, or thing to be describe.

Grammatical Feature:
- Focus on Specific Participant
- Adjective
- The Use of Simple Present Tense

Example:

Borobudur Temple

Borobudur is Hindu-Buddhist temple. It was built in the ninth century under Sailendra dynasty of ancient Majapahit kingdom. Borobudur is located in Magelang, Central Java, Indonesia.

Borobudur is well-known all over the world. Its construction is influenced by the Gupta architecture of India. The temple is constructed on a hill 48 m high and consist of eight steps like stone terraces. The first five terraces are square and surrounded by walls adorned with Budist sculpture in bas-relief. The upper three are circular. Each of them is with a circle of bell shape-dupas. The entire addition is crowned by a large stupa at the centre at the centre of the top circle. The way to the summit extends through some 4.6 km of passage and corridors. The design of Borobudur which symbolizes the structure of universe influences temples at Angkor, Cambodia.

Borobudur temple which is re-dedicated as an Indonesian monument in 1963 is a valuable treasure for Indonesian people.
Maudy Ayunanda is my favorite artist. She very is beautiful and smart. She make me fall in love with her since first I saw her at TV.

My first time see her is when she promote a beauty product on a TV's advertisement. Since then, she play movies and also become a singer. Her voice is also wonderful. I like the song since the first time I heard it.

Maudy is also an artist that care about her education. I hear now she is studying somewhere at foreign university. I hope she will make new movies and songs soon.

Lionel Messi is one of great football player in this world. He was born on 24 June 1987, in Rosario Argentina from ordinary family. His father is just a factory steel washer, and his mother is a cleaner.

He began playing from an early age, and his talent was soon apparent. However, at the age of 11, Messi was diagnosed with growth hormone deficiency (GHD). This was a condition that stunted growth, and required expensive medical treatment, including the use of the drug Human growth hormone.

Local club, River Plate were interested in signing Messi, but didn't want to pay for his medical treatment. However, Messi was given a trial with Barcelona, and coach Carles Rexach was impressed – offering Messi a contract (written on paper napkin) which included paying for Messi's treatment in Spain. Messi moved to Barcelona with his father and became part of the prestigious FC Barcelone youth academy.

My Laptop

I have a laptop. My father bought it for me last month. It is a nice laptop with black color. It has a 14 inch screen. This is the latest product from Asus.

The performance of this laptop is also great. I can play games that require high specification using it. I can also play music, watch movies and draw using it. And the most important thing is that I can type using it. So, if I have the assignment from my teacher, it will help me. I also can find many reference from internet using my laptop.

I really like this new laptop. Because it always be helpful to me in various situations.
Weebly as one of e-learning models can be implemented by teacher of English while teaching writing. The use of Weebly helps teacher’s performance to teach descriptive texts. All information is available on teacher’s Weebly that can be accessed easily and fast by students. Weebly also can sharpen students’ critical thinking because of vivid pictures. As a result, students are able to describe someone or something detailedy.

Based on the previous research from Yenni Anggrayni in 2009 with the title "Effect of Adoption of e-Learning Model on Student Learning Outcomes Lesson in Economics at the Senior High School Plus 17 Palembang,"and Khasan Bisri in 2009 with the title "The Effects of Using E-learning Model Based on Browser Based Training towards Student Learning Outcomes at State University of Semarang are found that e-learning model has a
significant effect in learning. In this recent research is also found that there is a significant effect of using Weebly as e-learning model on students’ writing of descriptive texts class X at SMK An-Nuqthah Tangerang.

CONCLUSION

On the basis of results and discussion, it can concluded that there is a significant difference of using Weebly as an e-learning model on students’ writing of descriptive texts at SMK An Nuqthah Tangerang. The following conclusions can be drawn: From the data of analysis, the results showed that the highest score in the experimental class was 94 while the lowest one was 66. In addition, the highest score in the control class was 86 whereas the lowest one was 60. The experimental class was derived from the normal distribution and homogeneous. \( L_0 \) was 0.076 and \( L_{table} \) was 0.173 with \( \alpha = 0.05 \) and \( n = 25 \). \( F_{obtained} \) was 1.32 and \( F_{table} \) was 1.98 with \( \alpha = 0.05 \) and \( n = 25 \). On the contrary, the control class was derived from the normal distribution and homogeneous with \( L_0 \) was 0.102 and \( L_{table} \) was 0.173 with \( \alpha = 0.05 \) and \( n = 25 \). \( F_{obtained} \) was 1.32 and \( F_{table} \) was 1.98 with \( \alpha = 0.05 \) and \( n = 25 \). It was found that the value of \( t_{obtained} \) was higher than the value of \( t_{table} \) (3.08 > 2.01) with \( df = 48 \) and \( \alpha = 0.05 \). Since \( H_1 \) was accepted, it proved that there was a significant difference of using Weebly as an e-learning model on students’ writing of descriptive texts.

Based on the observation from the beginning until the end of teaching and learning process, it could be seen that teacher in the experimental class became more creative, enthusiastic, innovative, and enjoyable in teaching, and students felt active, motivated, critical, and curious of the development of technology. On the other side, teacher in the control class needed much time and energy in teaching writing, and the students were rather passive and could not write descriptive texts as detail as the students in the experimental class.

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