STUDENTS' WRITING ABILITY IN ONLINE ENGLISH LEARNING OF TWELFTH GRADE OF MIPA 2 OF SMA NEGERI TULAKAN IN THE ACADEMIC YEAR 2020/2021

Pinaningsih, Agung Budi Kurniawan, Agustina Sri Hafidah
STKIP PGRI Pacitan
pinaningsih94@gmail.com, agungbudi430@yahoo.co.id, hafidahagustinasri@yahoo.co.id

Abstract
The objectives of the research are to find students' writing ability in online English learning. The method used in the research was a case study. The researcher used the quantitative. The data were gathered from this study through tests. The subjects of this research were students of XII MIPA 2 at SMA Negeri Tulakan, who were 20 students. This research finding showed that the mean score of students' writing ability is 70.85. Then the median of students' writing score is 66. The modus of students' writing ability is 57 and 64. The standard deviation in SMA Negeri Tulakan is 75. From the finding and data analysis, it can be concluded that 12 from 20 students get the score of writing under standard deviation. Then eight from twenty students get the score up to standard deviation. Most of them have difficulties determining ideas or content, organization or coherence text, arranging language use or grammar, word choice or vocabulary, and mechanics errors, including punctuation, capitalization, and spelling. There are some data or facts about students' ability to construct theirs. Based on the English teacher interview's result, teaching English online learning is not going well. Both the teachers and students must be able to adapt to online learning. Another obstacle of online learning is some students don't have a cellphone that supports the online learning media. Many students had difficulties, such as internet network constraints and limited quotas of internet data. Students are also less interactive in English online learning.
Keywords: *Case Study, Online learning, Writing*

INTRODUCTION

The COVID-19 pandemic has affected educational systems worldwide, including Indonesia. In education, teaching and learning activities are usually face-to-face or in direct meetings. Because of this coronavirus outbreak's presence, it must be done online or at home. Teachers and students meet online. This online learning system is carried out remotely by utilizing information technology. So, the online teaching and learning process relies on the internet, audio, and video connections in delivering material and submitting assignments for all subjects.

English is one of the subjects that exist at all levels of education. In Indonesia, implementing the online learning model is a new challenge for English teachers, especially teachers of Senior High Schools. They must be able to adapt from face-to-face meetings to online teaching models. The English online teaching and learning cause requires more effort and time than the conventional learning system. It should be made interesting for students otherwise they will lose their interest and get bored. So, to adapt the online English teaching and learning system, especially in senior high school, the English teachers must be creative and create fun online English teaching and learning processes for their students. This is the biggest challenge for English teachers in the teaching and learning processes, especially in teaching writing.

Writing is one of the language skills that must be studied seriously in the online teaching and learning processes. It is caused by writing is a skill that can be categorized as one of the complicated materials. So that, students must focus more on learning it. The difficulties are generating and organizing ideas, translating these ideas into a readable text, and learning several inadequate writing skills. It becomes more noticeable if their language proficiency is weak. So, writing needs a long process for its complex activities that involve a host of advanced skills, including critical thinking and logical development of ideas. Therefore, in online teaching and learning system, students must focus on the presented material by the teacher so that their understanding of writing skills can accept the material well.

The skill to write is not only in activities that transfer thoughts into written form but also in arranging the words into sentences in the writing process. According to Sara Weigle (2002:16), there are several aspects of writing skills in the students' communicative competence, especially in

learning writing. The first is the content. According to Sarwanti (2015), it is getting the idea to create the topic or idea at the beginning of the writing process. The students can develop their ideas and describe them into the main topic in the content writing aspect. The second is the organization. According to Sarwanti (2015), coherence and cohesion are the characteristics of a good paragraph. It is how the students must arrange their words to be a good text and content. The third is vocabulary. Students can choose and use the appropriate vocabulary in each sentence. It is a very important thing in writing. O'Malley (1996) stated that vocabulary is the word choice, uses varied and precise diction appropriate for purposes. The next is grammar or language use. Sarwanti (2015) stated that linguistics competence refers to grammatical competence. The use of grammar can be applied in all kinds of sentence structures to make the writing text more meaningful. The last is a mechanism which means how the students write something. It includes spelling, punctuations, citation of references, neatness, and appearance. Those aspects are the students' needs to make a good writing text.

In reality, students have problems in their English writing processes in today's ongoing online teaching and learning system. Some of them have low scores in English writing skills. Several aspects may cause the problem; first, English is one of the foreign languages in Indonesia. English is not the mother tongue in the country. The second is the students not accustomed to learning English writing skills in an online system like today. So, there are some difficulties in understanding the material given by the teacher. It causes the students to make mistakes, especially in determining the main idea, using a suitable word, and arranging the sentences to become a good paragraph. The last is that the teacher provides methods or techniques that may not support the students' learning motivation in their writing skills through today's ongoing online English teaching and learning system.

To adapt writing online teaching and learning, the teachers must be creative to provide the materials and find relevant media to the online system to help the students solve their problems in writing skills. It is to improve the students' writing skills in the online teaching and learning processes. Some scopes of English writing skills are to create various meanings of the short functional text, monologue, and essay. In the practice of writing, students are expected to be able to improve their writing skills. Writing skill causes it is one of the important skills that the students must master. The students' writing skills must be developed although in the online teaching and learning models. So, it is the reason why the research should be done.

The objective of this research is to determine students' writing ability during the Online English learning process. Academically, this research is expected to make a scientific contribution to the education world, especially about the student's writing ability in online English teaching and learning processes. While practically, this research is expected to provide some benefits through the presented analysis by the researcher, especially in English education.

METHOD

The type of this research design is a case study. According to Yin (2003), a Case study is an empirical inquiry that investigates a contemporary phenomenon within its real-life context: when boundaries between phenomenon and context are not evident, and multiple sources of evidence are used. In research, the researcher applied the Quantitative method. Bryman (1995) stated that quantitative research is structured because sampling determination and data collection instruments, for instance, are designed before the data collection process.

This part consists of three issues. The first issue is the place of the research. In this research, the researcher chose SMA Negeri Tulakan as an object to take the data, which was located on Jl. Raya Pacitan-Lorok 4,7 km, Noneng, Bungur, Tulakan, Pacitan, Jatim (63561). The second issue is the time of the research. This research was conducted from March 5th until May, 5th 2021, of the even semester in 2020/2021. The last issue is the Subject of the Research. In this research, the population includes all twelfth-grade students of the SMA Negeri Tulakan in the academic year 2020/2021. In the twelfth graders, there are five classes; those are: class XIIIPS I, XII IPS 2, XII MIPA 1, XII MIPA 2, and XII MIPA 3. The total twelfth grade consists of 120 students. The researcher chose one of the five classes, namely XII MIPA 2, consisting of 20 students. The researcher took purposive sampling as the sample to take the data. According to Barreiro and Albandoz (2001), the purposive sampling technique was used to make the sample representative of the purpose of the study. That means the researcher only chose one class from the whole class as the sample to take the data, namely XII MIPA 3, which is consists of 20 students.

To measure the data, the researcher used some instruments as a measuring tool to collect the data. The aim is to facilitate systematic research. In research, the researcher used some instruments. The first is the mobile phone. The mobile phone is used as a supporting instrument in conducting this research. In today's online learning, the data is taken from the use of the mobile phone. Then test material. In research, the researcher prepared the material to conduct the test. In this case, the researcher gave one test of writing to the students. Instruction of writing English text. It is a step-by-step explanation given to the students in writing texts according to the topics, themes, and genres. Then rubric of writing score. It is a scoring tool to measure evaluation criteria or grading standards based on students' expected outcomes and performances. In this research, the researcher chose the scoring scale of writing work by Sara Weigle. It is to assess the students' skills in writing which consist of content, organization, vocabulary, language, and mechanics. The rubric of writing score is used because this type of assessment is the easiest and the most practical.

To get the data, the researcher collected the data used the test as a data collection technique. According to Arikunto (2014), the test is a series of questions on exercises and other tools to measure skills and intelligence knowledge by individuals or groups. The test is used for getting data on the result of the research. The purpose of the test is to know the result of students' English writing ability in online learning through a test given by the researcher. In research, the researcher gave one test to the students. The researcher asked students to write English text that was given online in-class group of Whatsapp application. After collecting the data, the researcher analyzed the data. In research, the researcher analyzed the data with a statistical approach. Statistics is a scientific method prepared to collect, compile, and analyze research data in the form of a number. Data analysis was performed using tables and percentage descriptive with formula as below:

$$M\times = \frac{}{\sum\times N}$$

M×: The mean of Students
∑×: The total score
N: The Number of students

FINDINGS AND DISCUSSIONS
Findings

From the data analysis, the score of the mean of students' writing ability is 70.85. Then the median of students' writing score is 66. The modus of students' writing ability is 57 and 64. The standard deviation in SMA Negeri Tulakan is 75. Then the researcher madepercentages in chart form to find out the number of students' writing level of components' writing score. It can be seen in the chart below;
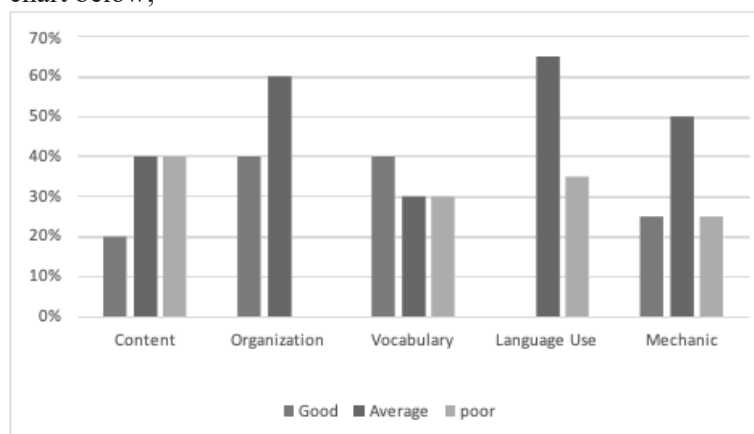
Figure 1: Students' Writing Score Level

Based on the chart shown above, it can be seen that in content, 20% of students got a good level score. 40% of students got an average level score. 40% of other students scored in poor level. Then in the organization, there were 40% of students who got a good level score. Then 60% of students scored in average level. Next, in vocabulary, as many as 40% of students got a good level score. 30 % of students scored at the average level. Then 30% of other students got a score in a poor

level. While in language use, 65% of students got an average level score, and 35 % of other students got a poor level score. The last one is the mechanic. 25% of students got a good level score, and 50% got the average level score. Then 25% of other students got the poor level score.

Discussions

Based on the data found by the researcher above, there are some students' writing ability including lack of content, lack of organization or coherence text, less of word choice or vocabulary, less of grammar or language use, and mechanic errors (capitalization, spelling, and punctuation). The data will be analyzed as below. (a) Lack of content or ideas. Content or ideas is the main ability to create good writing. The content must be relevant to the topic and have accurate details. According to Sarwanti (2015), it is getting the idea to create the topic or idea at the beginning of the writing process. Eight students cannot write the text relevant to the assigned topic. The text is not enough to evaluate because it is not pertinent to the topic. Students' writing does not match the instructions and material conveyed through the Whats-App application. (b) Lack of organization or Coherence text, According to Sarwanti (2015), coherence and cohesion are the characteristics of a good paragraph.

To create coherence and cohesion, a writer should write the idea in sequence. It means that there are no jumping ideas in writing. Twelve students cannot write the coherence text correctly. The text is loosely organized, has incomplete sequencing, and is limited support. According to Sara Weigle (2002:16), the good criteria of organization or coherence text are fluent expression, ideas clearly stated/supported, concise, well-organized, logical sequencing, and cohesive. (c) Less of Word Choice or Vocabulary covers the wide range of vocabulary, the accurate word/idiom choice and usage, and the appropriate selection to match register. O'Malley (1996) states that vocabulary is the word choice, uses varied and precise diction appropriate for purposes. Based on the data found, 6 students did not use an effective word or idiom. The text has occasional errors in words or idiom form, choice, and usage, but the meaning is not confused or obscured.

The good vocabulary criteria are sophisticated range, effective word, idiom choice and usage, word form mastery, appropriate register (Sara Weigle, 2016:16). (d) Less of Grammar or Language Use Sarwanti (2015) states that linguistics competence refers to grammatical competence. It is focused on building sentences, such as understanding part of speech, tenses in active and passive, and conditional sentences. It means that the students should be able to understand part of speech and to make sentences correctly. Seven of the students don't use an effective, simple grammar structure. It has frequent errors of tenses, numbers, pronouns, prepositions, to be/ linking verbs. The meaning of the text is confused and obscure. The good criteria for language use are effective complex constructions, few agreement errors, tense, number, word order/function, articles, pronouns, and prepositions (Sara Weigle, 2016:16). (e) Mechanic Errors (Punctuation, Spelling, Capitalization). It covers full comments on spelling, punctuation, capitalization, and layout. Five students cannot write the text with good spelling, punctuation, capitalization, and paragraphing. The text meaning is confused and obscured. To make a good mechanic, students can demonstrate mastery of conventions. The text is used capitalization, spelling, and punctuation correctly (Sara Weigle, 2016:16).

CONCLUSIONS

Based on the data finding and discussion of the research researcher found, the score of the mean of students' writing ability is 70.85. Then the median of students' writing score is 66. The modus of students' writing ability is 57 and 64. The standar deviation in SMA Negeri Tulakan is 75. From the finding and data analysis, it can be concluded that 12 from 20 students get the score of writing under standard deviation. Then eight from twenty students get score up to standard deviation. Most of them have difficulties in lacking ideas or content, lack of organization or coherence text, less language use or grammar, less word choice or vocabulary, and mechanics errors, including punctuation, capitalization, and spelling. Based on the result of the interview, teaching English online learning is not going well. Both the teachers and students must be able to adapt to online learning. Another obstacle of online learning is some students don't have a cellphone that supports the online learning media. Many students had difficulties, such as internet network constraints and limited quotas of internet data. Students are also less interactive in English online learning.

BIBLIOGRAPHY

Barreiro, P. L. And Albandoz, J. P. (2001) *Population and Sample. Sampling Techniques*, Management Mathematics for European Schools MaMaEusch.

Bryman, A. (1995). Quantity and quality in social research. London Routledge.

O'Malley, J. M. (1996). *Authentic Assessment for English Language Learning* United State of America: Longman.

Sarwanti, S. (2015). *Authentic Assessment in Writing.* Transformatika. https://jurnal.untidar.ac.id/index.php/transformatika/article/view/207.

Suharsimi, Arikunto. 1992. *Prosedur Penelitian Suatu Pendekatan Praktek,*Jakarta:PT Rineka Cipta, Cet. Ke. X.

Weigle, S. Cushing. 2002. *Assesing Writing.* United Kingdom: Cambridge UniversityPress

Yin, R. K. (2003). *Case study research: design and methods.* Thousand Oaks,Calif.,SagePublications.https://www.semanticscholar.org/pa per/Qualitative-and-Quantitative-Case-Study-Research-on-Shareia