

THE UTILIZATION OF E-LEARNING MODEL IN WRITING CLASS FOR UNIVERSITY CONTEXT: VOICES OF THE LECTURER AND THE STUDENTS

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Abstract: This study aims to find out the students' and lecturer's voices on the utilization of E-learning in teaching writing at Universitas Muhammadiyah Parepare. E-learning can be a solution to various educational problems. In particular, the use of technology and information is actually believed to be able to improve the quality of learning, develop student skills, expand access to education and much more. The researchers intended to know how the utilization of e-learning specially in writing course on pandemic era. It applied qualitative approach as a research design. The participants in this research are students of English education study program at Universitas Muhammadiyah Parepare. The selected samples were interviewed to get deep information about the implementation of e-Learning in teaching writing. The result showed there was negative and positive responses of the students and lecturer about the implementation of e-learning specially in writing subject. The researchers concluded that the implementation of e-learning in learning writing should be considered and adapt with the lecturer, students and the environment. The lecturers have to master and has capability before conducting e-learning for the students specially for delivering the materials so, it would make the students would not faced difficulties thing when they learn by e-learning. Other side is the big problem of the students was bad network.

Keywords: E-Learning, Writing, Learning Materials, Utilization

1. Introduction

English as an intercontinental verbal communication has a significant role to the inhabitants all over the world (Nazaruddin 2017). Moreover, the English language becomes the second verbal communication in a few countries. English becomes an important utensil of international communication and involvement. The English language is very imperative to be acquainted with.

Therefore, in Indonesia English tongue as the first foreign verbal communication is taught to the students from straightforward until university. English lecturer has to be appropriate a better approach and technique in their lessons.

Technology is such a big part of the world of which we live. Many jobs that did not require technology use in years past do require the use of technology today. Many more homes have computers

than in years past and increasing numbers of people know how to use them. Technology is being used by children and adults on a daily basis by way of web surfing, texting, social networking, interactive games, and in more ways. We are an evolving technological society and many ways have become dependent on its use. Thus, the use of technology in teaching students become a high priority in the public schools.

E-learning is defined by Nikou & Maslov (2021) as the overall technological system to deliver teaching, whereas participation in e-learning is the act of use of telecommunication to deliver teaching and learning within such a system. In other words, e-learning can be as a teaching and learning process that is not limited by the scope of space and time. Where, the various benefits of e-learning can be derived by individual learners, university and governments as well (Bubou & Job, 2021). Akin to everyone can enjoy the convenience of accessing information and can enjoy the facilities of digital technology freely (Susilawati, 2021), a learning material can similarly be accessed freely, the development of knowledge can be obtained quickly and easily through an electronic network (internet). According to Panen (2007) information technology (E-learning) can be a solution to various educational problems. As Karimov & Karimova (2021) explain that technologies and information technologies innovation become now important tasks in integrating in education and teaching for the reason that modern technologies help the youth to advance knowledge, to learn independently, to explore and make assumptions on the knowledge they gained. In particular, the use of technology and information is actually believed to be able to improve

the quality of learning, develop student skills, expand access to education and much more. Nowadays, the dependence of the education world on E-learning has become increasingly clear, this is evidenced by the many office systems and scope of lectures that use electronic media as the main media in their daily activities. The use of E-learning today is something that is very flexible due to the use of E-learning in educational activities such as discussions, reflections, question and answer processes, to the collection of student assignments. It can be done in an easier and more convenient way without having to take extra time and money.

Writing is one of the language skills that must be learned in addition to other skills (Sakka and Naim 2019) Writing is a difficult task since the writer is not only conveying thoughts and ideas, but they are required to develop language proficiency that helps them to produce letters, essays, journals, and research papers (Aripin & Rahmat, 2021). In writing skills, a writer must have vocabulary and know how to use vocabulary in a text or sentence. Writing in all aspects is a very important skill because from all aspects of life, it includes social, political, economic, cultural, educational, technological and other activities. writing skills are never separated. By writing someone can express their ideas in the form of written text so that someone outside them can understand the meaning of that person. Even in everyday life, human communication activities are never separated from writing and symbols, even in general in the history of human civilization.

Students today live in a very technological world. Most students use some form of technology on a

daily basis including; texting, social networking, and web surfing. Students see these types of technologies as useful and extremely enjoyable. These very same students that are accustomed to these types of technologies related to using technology at school. When their learning environment mirrors the ways in which they engage with the world, they excelled in their education (Christen, 2009). Technology can transform the classroom into an interactive learning environment. Based on the phenomenon, the researchers conducted a research regarding the lecturer's and students' voices on the implementation of E-Learning in writing class in university context.

The objective of this research is to find out the students' and lecturer's voices on the implementation of e-learning in writing class for university context. Then, the significances of this research divided into two aspects namely theoretical significance and practical significance. In the aspect of theoretical significance, it is expected that the result of this study would be a valuable input for both lecturers and students of English Education in writing. Besides, it is expected that the students with this this study would enrich their knowledge about the use of technology in learning writing. Moreover, in the aspect of practical significance, it is expected that the results of the study provides useful information in increasing students' writing skills.

2. Method

This part narrates some important parts, namely design, participant, instrument and data collection. The following description covers each part in details.

Design

The research was a qualitative approach. The aim of qualitative method is to describe deeply the result of this research. This research intended to reveal data and information as much as possible about the significance of the use of technology in learning writing. In library research, the researchers have read and analyzed some reference books that are suitable for his research.

Participant

The participants in this research are the students and lecturer of English education study program at Universitas Muhammadiyah Parepare. The participants were chosen by purposive sampling, after that the selected informants were interviewed to get deep information about implementation of E-Learning in teaching writing. There are seven students and one lecturer of English education study program participated as informants of this research.

Instrument

The instrument used in this research is interview. The research would be selective toward the samples by observing them through the set deep information about E-learning. There were ten questionnaires that have been given to get the data from lecturers and students. In collecting the research data, the researchers used three steps of collecting data, those are:

1. Observation, the researchers used non participant observation this technique is the opposite of participant observation technique, in which the researchers does

not participate directly in the activities or processes that are being observed.

2. Interview, in order to get deep information about students' and lecturer's voices toward speaking problems. The researchers interviewed the samples by using structure interview. In this case, the students have to answer several questions related to speaking problem. Furthermore, the researchers used bilingual during the interview in order to get more information from the participant easily and deeply.
3. Documentation, while the process of research, all of the activity would be recording as audio file. The aims of this activities, in order to help the researchers when missing the information or forgotten something in a step of the record.

Data Collection

The researchers applied the Miles and Huberman data analysis method. According to Kawulich (2004) in her research, Miles and Huberman suggested the research use a variety of the following tactics for generating meaning from the data; Noting patterns and themes; seeing plausibility; making contrasts/comparison; noting relation between variables; building a logical chain of evidence; and making conceptual/theoretical coherence. They also suggested the following tactics for testing or confirming findings; checking for representative, checking the researchers effect; triangulating; weighting evidence and ETC. Miles and Huberman Technique of Data Analysis models describe in the diagram below:

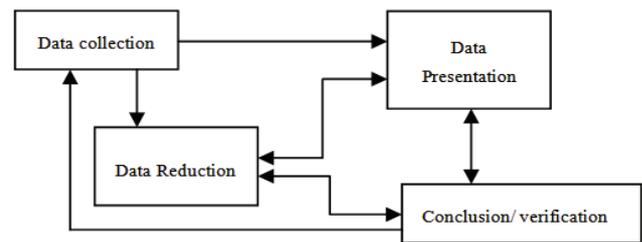


Figure 1.
Models of Miles and Huberman

3. Findings and Discussion

There are two points in this section, namely findings and discussion. The following part is the description of each point in detail.

Findings

This section presents the process of collecting the data. Based on the previous explanation, there were three phase to collect the data that was observation, interview and documentation. the researchers took some students in English Department of Universitas Muhammadiyah Parepare as sample to get data about the implementation of e-learning in writing areas. The researchers conducted the observation as the first phase to know that the students have got treatment by the implementation of e-learning in their learning process.

After the researchers conducted the observation phase, the researchers continued in interviewing phase with the samples. There are were ten questions became an instrument to collect the data of the students. Each of the findings was detail described as follows:

1. Observational Data

The observation data was determined by the researchers through direct observation. The researchers did the observation and asked the students about their learning process through WhatsApp application caused of pandemic to know did the students was taught by e-learning in learning process. In this case, the students who were became a sample of this research was asked one by one in WhatsApp application on chatting form to get the data that the researchers need. This observation section was held one meetings before doing the interview phase.

2. Interview Result

This section presents the students' and lecturers' perception to the implementation of e-learning in their learning process specially in writing lesson. This interview results were discussed based on their answer of the researchers questions. There were seven students and one of writing lecturers of Universitas Muhammadiyah Parepare as respondent of this research.

There was ten questions that had been answered of the respondent. The interview process was held by the researchers in whatsapp as media. This caused of the pandemic, there's still a limited role of the campus to did a research in direct way. The students and lecturers result of interview was described as follows:

a. The Result of Interview from Students

1) The Quality of E-learning Contents

They stated that the quality of e-learning contents was depended on how the lecturer

present it and how the lecturer mastery of that e-learning itself. So, the lecturer should master the teaching material before delivering it to the students to avoid any difficulties that maigh be faced by the students when they are taught through e-learning system.

2) Provided E-Learning Facilities

Based on the students responses about e-learning that provides adequate discussion facilities, there was 50% stated that e-learning was adequate in discussion session but also 50% stated it was unadequate to the discussion session. Some students said that it was better if disscussion session held by face to face or direct discussion. Some of the informants said that e-learning was adequate for discussion but it depends on the network availability. If the students has good network in their region, it would be make the discussion session good enough to be held.

3) Asisting Students Completing Tasks Quickly and Precisely in Learning Writing

The interview result showed most of informants stated that e-learning was effective to help students in completing their assignment especially in learning writing. However, some of informants gave additional perception stated that e-learning only help students to complete their assignment with quickly, it did not help them to complete it with precisely. When the students got an assignment specially in writing task, they have cheating way to complete it such as they were only copy paste the answer.

4) E-learning is Easy to Access

Most of the informants have same arguments about the access of e-learning. They were stated that e-learning specially in writing learning easy or not easy to access however it depends on the network availability. In this case, surely, the students who stayed in inland areas it would be get bad network.

5) E-Learning Allowing Students to Give Difficult Question

In this point, most of the students said that e-learning was not possible to the students give a difficult question. It was caused of the network, sometime in learning process when the teachers explained the material, the students did not hear what the lecturer said because of the bad network.

6) Enabling the Students to Send Assignment in E-learning System

The students also has a some problem. It still deals with the network. But, there was a student also said it depends on the server because sometimes they sent an assignment, the server of the application was error so, the students' assignments were unsubmitted.

7) Enabling the Students Complete Quizzes Independently through E-learning

Some of the informants stated that they never got a task in quiz form as long as they used e-learning in their learning process. But, some of them that ever got the quizzes form was stated that the students can did quizzes independently if they had been understand the material that

given before and they also supported by the features in e-learning that easy to access in doing a quizzes task.

8) Doing Tasks Creatively in Using E-learning

Most of them stated that the student could be creative in doing a tasks by e-learning. They gave a reason that there was many features and others application that can help them to complete their tasks.

9) Building Up the Students' Motivation

Most of them stated that e-learning does not motivate the students in learning process. The students' reason is that e-learning made the students lazy and bored in learning process. Some of them were not interested and not excited in learning writing by e-learning and stated that they prefer learning by face to face learning than e-learning.

10) Improving the Students' Academic Performance

Some of the students said that e-learning can not improve the students academic performance. Based on their experience, the students do not like learning in e-learning, they just get bored and the students found many difficulties to learn by e-learning such as bad network and lazy to join and complete their assignment. But, there was also a student said that the improvement of the students academic performance depends on students motivation in learning. However, the form of learning itself if their motivation was low their performance would also be low.

Based on the data above, the researchers stated that e-learning still needs to be considered to

be applied in the learning process, especially in learning writing. There was some positive and negative response from the respondents based on their experience. The first coming from the content of e-learning that was a half of respondents was like to learn by e-learning and a half more dislikes. But, the good quality of the content depends on the teachers' way in presenting and applying it to the students.

Then, talking about the facilities to discussing session and easy to access, the students stated that depends on the network. The students who stayed in inland areas and difficult to buy internet data it would be make them difficult or even can not access and join in discussion session in learning process. In addition, also in network problems, the students also has a bad rate when they want to sent and submitted their assignment. Sometime, they faced a bad server of e-learning and also bad network so it made they assignment was unsubmitted. That's, one of the reason could made the students academic performance was low. Furthermore, based on the students experiences, learning process specially in learning writing by using e-learning, the students quite bored and the students could doing cheating way to complete their task by copy paste specially to the writing task.

b. The Result of Interview From the Lecturer

1) The Quality of E-learning Contents

The quality of the e-learning content was still have good rate to use in learning process specially

in learning writing. The lecturer stated that there are some kinds of e-learning that very helpful to used in learning process as long as taught in pandemic era such as google meeting, zoom, and google classroom.

2) Provided E-Learning Facilities

The kind of e-learning that has good facilities specially to provide adequate discussion facilities that was google meeting. The reason was seen on the lecturers perception that in google meeting we can see the students respond about the material directly although it was through virtual learning caused of pandemic covid-19.

3) Asisting Students Completing Tasks Quickly and Precisely in Learning Writing

Based on the lecturer's voice, the student can complete and submit their tasks depends on themselves. The students who has a diligent character, surely they would complete their tasks quickly and they also help by the facilities of e-learning that was there were a deadline date as a alarm for them to submit their tasks that the lecturer can set specially in google classroom.

4) E-learning is Easy to Access

Based on the lecturer's experience who were taught by e-learning specially in writing subject stated that e-learning was easy to access if the students still has internet data and has a good network on their region. In other hand, even the students has a internet data if there was not an good network the students can not access the e-learning.

5) E-Learning Allowing Students to Give Difficult Question

Based on the lecturer's answer, if the students wanted to give a difficult questions, in generally, they would be use whatsapp to communicated with lecturer but for virtual meeting, they would also give a difficult question about the materials in google meeting.

6) Enabling the Students to Send Assignment in E-learning System

The lecturers stated that as long as she taught by using e-learning, the students was easiliy to send their assignment in time cause they was supported by facilities in that e-learning.

7) Enabling the Students Complete Quizzes Independently through E-learning

The lecturer said that the students can do the quizzes easily because one of facilities that was google classroom that very helpful, the lecturers only put the quiz and then the students just give a answer directly and their score would be acumulated otomatically.

8) Doing Tasks Creatively in Using E-learning

Specially for learning writing, the lecturer stated that students was hard to be creative in learning materials. The only thing that students could be creative if just the students can looking for many sources that made their writing more comlete and various.

9) Building Up the Students' Motivation Here is the lecturers perception about e-learning could be motivated the students in learning as follows:

The lecturer stated that its depend on the students actually, because although the lecturers giving them a support to learn and also always remind them about their tasks if the students did not motivated their selfs it would be not worst.

10) Improving the Students' Academic Performance

The lecturer answered that the students academic performance could be improve if the students was give by many sources and they have a positive and big struggle in writing they would made a good writing that can publicate in public so it was a evidence that they have a good performance by e-learning.

Based on the lecturers respont to the researcherss questionnaires about e-learning above, the researchers stated that in lecturers experience that have been applied and taught by e-learning specially in learning writing, e-learning still has a good rate even about its quality of content, facilities and also e-learning could be improve their ability and the students performance itself.

There were several kinds of e-learning that the lecturer used as long as learning process pandemic era. Mostly of the e-learning that have been used in learning material specially in learning writing such as google classroom, google meeting and zoom meeting apps. In addition, there were also supporting application as media that lecturers used to communicate with students in virtual form such as whatsapp. Based on the lecturers answered in interviewing session, those are media was helpful for students and lecturers and has a good quality even to asking and giving a materials, discuss about

materials, complete the tasks with quickly and doing the quizzes with independently. In other side, those are media would be easy to access with note that the students should to have a internet data and supporting network on their region. The lecturers also said that e-learning could improve the student motivation and even their academic performance specially in learning writing if the students has big struggle on their own way to learn such as take a lot of other sources to write.

4. Discussion

This section describes the explanation and reviews the result based on the findings. The researchers discuss the answer of problem statement and the objective of the research based on the result data. As discussed in the previous description, to collect the necessary data, researchers use three steps, namely observation, interview and documentation. the data was collected by the seven students from English department of University Muhammadiyah of Parepare as the sample of this research. There was ten questionnaires as an instrument of this research about the implementation of e-learning specially in learning writing. To gained the data, the researchers did the interview phase to get the answer of the students. the interview process was doing in whatsapp as media because of pandemic.

According to (Roseberg, 2001), e-learning is the use of internet technology for learning in a wide environment. Meanwhile, according to (Vaughan Waller, 2001) e-learning is an effective learning process that is obtained from how to combine digital material delivery consisting of support and services in

learning. In line with some of the previous opinions, according to (Darin E. Hartley, 2001) e-learning is a way of learning that is expected to be able to convey teaching materials to students using internet media or other computer networks. Based on the experts above, the researchers can stated that E-learning is one of new learning process form that use a technology of media such as internet, application and others that would be help or support the students in learning the materials of learning process.

The result of interviewing phase, most of the students delivered a positive and negative effect of the implementation of e-learning in generally and specially in learning writing. All of the students gave answer to the questions was based on their experienced as long as they were taught by e-learning on their learning process. The result of this study shown that e-learning still needs to be considered to be applied in the learning process, especially in learning writing. The first coming from the content of e-learning that was a half of informants like learning by e-learning and a half dislike e-learning implementation. But, the good quality of the content depends on the lecturer's in applying it to the students. Therefore, the lecturer should master the e-learning that would be apply to the students. In addition, the lecturer before teaching, they should to give directions and instruction for the students to comprehen and understand that kind of e-learning would be use. This finding support the previous study conducted by Lestari and Fatoni (2022), that concluded online learning is challenging for students. In this case, they found problems during online learning such as internet connection and accessibility are complicated and their smartphone with less memory devices. In

another side, online learning also gives lesson to students and teachers that they have to have familiar with technology and they have to prepare themselves to learn with technology-based learning.

The next is regarding e-learning that provides an adequate facilities in dicussion session of learning process. Most of the students stated that it was better if the discussion session doing by face to face way or offline learning than e-learning. It caused of the students difficult to join in discussion session when they have bad network. In this case, it was also same with the statement about e-learning was easy to access or not and the students was easy to send an assignment in e-learning. The interview result showed that most of students stated that e-learning was easy to acces and the students can easy to submit their assignment depends on the network. It means that the areas had a good network so, all the kind of e-learning would be good to access. In line with this point, one of the previous researches studied by Yanti, Santosa and Mahendrayana (2022) suggested that the students should communicate in any problems that they faced learning English during remote teaching. In order to maintain the teaching and learning process by using e-learning could be enjoyable, active, interactive and relaxed.

The next point was e-learning can make students complete their task with quickly and precisely. This point also related to the point that asked about the students could be creative in doing a tasks using E-learning. The majority of informants indicated that e-learning was useful in assisting students in completing assignments, particularly in learning to write. However, several informants expressed a

different viewpoint, claiming that e-learning simply assists students in completing their assignments fast, not precisely. When the students are given an assignment, particularly a writing one, they employ a cheating way to finish it using many features and others application, such as copy paste the answer. In light of this point, the previous researchers namely Situmorang, Pramusita and Nugroho (2021) concluded that the teachers are expected able to organize their online class optimally in order to establish a pleasant atmosphere in the online learning situation, to engage the students in learning activities, to provide and reinforce feedback as well as emphasizing the achievement. In other hand, strengthened the feedback between the lecturer and the students in teaching and learning process.

Furthemore, talking about students are motivated and students has improvement of their academic performance by using e-learning. Most of the students stated in result interview that e-learning just made them bored ang lazy even in join in learning process and also to finished or complete their assignment. It can be said that it was also give an effect for their academic performance specially in writing. Some of them was not interest and not attract to learn by e-learning and stated that they were more like face to face learning than e-learning.

From the lecturers side, e-learning was very eduaqueted in pandemic era to teach specially in learning writing. Based on the interview result from the lecturers of writing subject, the reseacrher drawn a statement that According to the study, in lecturers' experience with e-learning, especially in learning writing, e-learning still has a good rate, even in terms

of material quality and facilities, and e-learning may also increase their ability and the students' performance.

As long as the learning process pandemic era, the lecturers employed various types of e-learning. Most e-learning programs, such as Google Classroom, Google Meeting, and Zoom Meeting, have been used in learning material, particularly in learning writing. Furthermore, there were supporting applications such as whatsapp that lecturers used to communicate with students in a virtual form. According to the answers given by lecturers during the interviewing session, those media were beneficial to students and lecturers, and they had good quality in terms of asking and giving materials, discussing subjects, completing assignments swiftly, and conducting quizzes independently. It was similiar with the statement of Vaughan Waller (2001) stated that e-learning is an effective learning process that is obtained from how to combine digital material delivery consisting of support and services in learning.

On the other hand, those media would be simple to access, with the caveat that pupils must have access to internet data and a supporting network in their area. The lecturers also stated that e-learning could boost student motivation and academic achievement, particularly in the area of writing, if students are having difficulty learning on their own, such as relying on a variety of different sources to write.

Based on the previous findings above, the researchers can concluded that e-learning should be explored for use in the learning process, particularly while learning to write. The big problems that faced of the students as long as they were taught by

e-learning was a network. It was also stated from the lecturers that the students should to have good internet network to access e-learning. That's why most of the students always complained about that even they want to access the e-learning, join in learning process such as in dicussion phase, understand or comprehend the material that lecturer explained or delivered and also to submit their assignment specially in learning writing. Many of students also stated that face to face or offline learning more better than e-learning class. It was same conclusion from Nani Fitriani (2020) concluded that e-learning is a teaching and learning concept that allows teaching materials to be taught via internet media, computer network media and other electronic equipment which are expected to help the teaching and learning process.

By doing this research, there are some related research findings that became a references by the researchers and it could be compare with this research. Its begin with Fitria (2016) stated that generally, students perceived that e-learning offered flexibility, provided updated information, provided rich and unlimited resources, encouraged reading, and helped less active students become more active, and was fast and simpler. The similiarities can be seen that Fitria also use e-learning in her research. The different was showed in the result that Fitria results study was most has a positive respon but in researchers research there was positive and negative respon.

The second was from Squires (2010) study that defined the use of technology as tool to improve writing in the second language classroom. The

similarities was seen of the ability that became object researchs. For the different, Squires examine the use of technology as tool that was a blog but the researchers examined the implementation of e-learning in learning writing. Another similar study was conducted (Ismail, Almekhlafi, and Al-Mekhlafi, 2010). This study looked at teachers' perspectives of incorporating instructional technology in Arabic and English classes in UAE K-12 schools. The study of both quantitative and qualitative data revealed a number of notable findings about instructors' attitudes toward the use of instructional technology in their classrooms. It was clearly seen that the different was put on research design and the object of the research.

The study above showed that researchers have found many impact, effect and benefits related to the use E-learning writing for EFL students. As such, it is beneficial to investigate based on students' perception that might have an impact on their writing performance. There some similarities and differences in every results of each research. But, over all most of the research was investigated the implementation of technology tool and e-learning in learning

5. Conclusion

Based on the previous findings and discussion that described the result of this study, the results of this research exposed some theoretical implications. The first is the extension of adjusting the implementation of e-learning in writing class of higher education context to assess the students' and lecturers' needs in e-learning system. The problem faced by students and teachers such as accessibility, learning material,

task administration, students' motivation, and students' academic performances as well should be consider. The lecturer have to master and has quality before conducting an e-learning for the students specially for the content and delivering the materials so, it would make the students would not faced a difficulties thing when they learn by e-learning. Other side, the big problem of the students based on the interview result was bad network. Specially for the students who are stayed in inland areas that surely difficult to access the e-learning because of bad internet network. Its also effect when they want to join in discussion session and also when they want submit their assignment in e-learning.

Furthemore, most of the students stated that they were not like the e-learning system specially in writing. Specially when the students got a writing assignment, in one side the students help to complete the task with quickly but its not precisely cause sometimes they can did a cheating way by copy paste from others source. performance they were not motivated to join in e-learning class because they stated that it was feel bored and students doesn't interest about the use of e-learning in learning writing process. Its also can be effect of the students academic performance.

Based on the interview result from one lecturer and seven students, it reports that E-learning has positive effect. The positive effect cover E-learning make the students motivated and creative in addition it helps the students completing tasks and communicating with the lecturer. All these positive effects can be created if they are supported by good internet network. To support the good internet

network the other supporting systems such as the attention of policy holder to increase the internet capacity and facilitate the students add quota every month. In other words to success E-learning be supporting system must be linked.

Limitation

One of the drawbacks of this research is the sample size that can be expanded to discover the generalizable findings. The set of data and technique of sampling, might be other sources of potential errors. Since the research was conducted in Universitas Muhammadiyah Parepare, Indonesia, the findings might not to be generalized to other countries, even the students due to the different condition and regulations.

Future Research

This research only focused on e-learning system in writing class. As such, future research may develop the conceptual model of this research and aim to explore further findings in other contexts. Students' performance also be explored quantitatively. Future research is also advised on exploring further on how the institution preparing future unexpected conditions.

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