

LEARNING WRITING EXPERIENCE: A COMPARATIVE STUDY BETWEEN OFFLINE AND ONLINE WRITING LEARNING IN JUNIOR HIGH SCHOOL

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Abstract

Many researchers have conducted research on online learning systems, but in Indonesia, online learning experiences occur more during the COVID-19 pandemic, including junior high school students. Students switch from learning writing in the classroom to distance learning (online). This resulted in students undergoing two different experiences in learning to write EFL. Seeing this, the authors tried to conduct research on the comparison of student satisfaction in learning writing between offline and online classes. The subjects of this study were 40 students of 8th-grade junior high school from UPT SMP Negeri 32 Gresik. The method was a mixed method using questionnaires and interviews. The results indicated that there were valid differences between offline and online students' writing learning satisfaction. From the independent sample T-Test, it is stated that the value of sig. tailed 2 is $0.000 < 0.05$, which means that the results were proved to be valid and showed a satisfaction score difference between learning writing in offline and online classes. The authors also describe the findings of the comparison into the following three factors, namely instructor-related factor, learner-related factor, and learning environment-related factor. The conclusion obtained is that students prefer to learn writing in offline classes, but the experience gained from learning writing online is very good and has its own satisfaction value.

Keywords: *students' satisfaction, learning to write, offline, online, comparative*

INTRODUCTION

Teaching and learning activities in all schools in Indonesia are transitioning from offline to online due to the Covid-19 pandemic. At the beginning of 2020, the Indonesia Government limits all activities that cause crowds and any social activities. Due to this situation, the Ministry of Education made a new policy that the school environment is closed and teaching and learning activities are switched to distance learning or virtually until the pandemic ends. Some students learn at home using distance learning, while others have to come to school to study offline and study with teachers (Rusmiati Aliyyah et al., 2020). However, the education system in Indonesia shifted to a situation that required the delivery of writing materials and activities became virtually. This situation occurred at UPT SMP 32 Gresik which lasted for approximately 2 years before the school finally returned to face-to-face learning while still adhering to the Covid-19 prevention

protocol. Because of this pandemic situation, students and teachers have two learning experiences, which are offline and online learning, including those at the junior high school level.

Learning in the classroom has always been suitable for students because it is very supportive for learning activities, especially learning Writing in EFL which requires guidance from the teacher directly. However, a study which was conducted by Sariyani et. al. (2021) has found research in terms of optimizing learning writing during a pandemic. Sariyani et. al. concluded there had been upward progress found in the writing subjects of the first draft until the final draft which are given to students. The “visual image” idea plays a big role in optimizing online writing learning. This study also found that students were able to adapt to online learning and improve their writing performance by utilizing the visual images provided. The conclusion of the study conducted by Sariyani et. al. (2021) suggest that there should be more innovative learning designed by English teachers to maximize online learning. Since this type of learning is challenging for both teachers and students, teachers should be able to put their role as facilitators to build more relationships with students (in an online aspect) and motivate students to be more confident in learning. This study can reinforce the fact that learning writing can be more optimal than learning in the classroom.

Seeing this situation, the author tries to conduct a study to see if there is a valid and significant comparison of student learning writing satisfaction from two different learning system experiences. Previously, before this case study was written, there is no study papers that discussed the comparison of student writing satisfaction offline and online at the junior high school level after the Covid-19 pandemic in Indonesia. Therefore, the authors are motivated to conduct this research so that it can be considered by teachers in providing online and offline writing materials by looking at the level of satisfaction of students who receive learning. This study can also be a reference for future research by looking at the findings of the comparison of student satisfaction when learning to write English as L2.

LITERATURE REVIEW

Learning Writing in Junior High School

In Indonesia, English has become a foreign language (EFL) and is one of the main subjects in national education, including junior high school. Writing skill is taught in English course because it is one of the four basic skills of English. In learning English, of course, students must really understand the writing technique because it is one of the most important and basic techniques besides reading, speaking, and listening (Zuhri DJ & Sukarnianti, 2015). Writing is a complex metacognitive activity that refers to the knowledge, basic skills, strategies, and individual abilities to coordinate various processes (Huy, 2015). Learning to write descriptive, narrative, argumentative, and expository sentences which are the four types of writing that are commonly applied (Richards & Schmidt, 2002) is applied to junior high school students. It can be said that writing is the most difficult and complicated language skill to learn compared to other

language skills (Irawati, 2015). An understanding of grammar and vocabulary is needed in learning to write (Hinkel, 2006). When in face-to-face classes, teachers can freely use various ways of teaching writing and are able to use teaching writing methods to the maximum and minimize the occurrence of problems, which can then make students able to produce successful written works simultaneously. Writing has control in the language system (Krol, 2001). As a result, writing English from the beginning to the intermediate level is taught in junior high school.

Online learning as a new writing media

The transition of learning media from offline to online due to the covid-19 pandemic has made teachers and students turn to digital media. Digital media has always been very helpful in education. Including writing English as a second language (L2). In writing L2, students need to have grammar taught in an explicit way to be successful (Hinkel, 2006). Hinkel added that the L2 writing instruction program needs to consist of grammar and vocabulary. Digital media can support that. The new technologies can help teachers to teach writing in L2. Instructional design is a method to provide teachers with more informed decisions about how they design learning activities and interventions, which are pedagogically informed and make appropriate use for them, such as resources and technology (Conole, 2012). Golonka et. al. find strong support that technology can have a positive and measurable impact on foreign language learning (Golonka et al., 2014). In this case, using typing techniques via smartphones and computers can make students more proficient in using typing technology. Teachers use computers/laptops to maximize their skills in order to be able to innovate in teaching writing, one of which is to improvise by teaching new types of writing considering the online era we live in today by using computers and the internet (Warschauer, 2007). Which also be taught to students to be more proficient and experienced in using it.

Students' Learning Satisfaction

Satisfaction studies are usually carried out on the customer's side to find out how satisfied the products/services were, this is called the 'Customer Satisfaction Theory' (Cardozo, 1945). This theory can be applied similarly to students as customers of learning services provided by teachers, this is called the 'Learning satisfaction theory' (Wu et.al, 2015).

Learning satisfaction can also be defined as emotional affordance (Calli, et.al, 2013) or subjective perceptions of a condition in students' learning experiences that are in line with student learning expectations in a subject or course (Lo, 2010). This is in accordance with the statement of Ko (2012) in Ko and Chung (2014) which states that learning satisfaction is in the level of student satisfaction towards the learning process and the results obtained from it.

As stated by I. D. G. R. D. Putra (2019), there are three factors that influence student learning satisfaction, namely Instructor-related Factors, Learner-Related

Factors, and Learning Environment-Related Factors. In this study, these three factors are needed to describe the results found in this article.

METHOD

Methodologically, this article is a mixed-method using questionnaires and interviews with subject students in Grade 8 of UPT SMP Negeri 32 Gresik. The Research participants are 40 students in 8th grade. Gender is male and female students with a 14-year-old average. Before the covid-19 pandemic, there were two meetings in English lessons at 8th-grade junior high school with 1 hour 20 minutes in one week. During the pandemic, English lessons are shortened into one meeting with 1 hour 20 minutes in one week. The author chooses this class because the students have an average ability in English and have passed online and offline learning experiences which are suitable for research.

The questionnaire's concept was adapted from Mintag, Liando, and Wuntu (2021). In this study, two questionnaires were used to obtain information about the perceptions and experiences of students on learning English writing skills between offline and online classes. These questionnaires are designed for eighth-grade students using a Likert scale. Each questionnaire contains the level of student satisfaction from number 1 (very dissatisfied) to number 5 (very satisfied) with the experience of learning writing skills in offline and online classes. The 16 questions are divided into three parts, namely writing skill experience, writing material experience, writing learning experience from the teacher, and student's self-efficacy. The data was collected using google form and then processed using the SPSS 22.0 application to find independent comparisons. The reliability of this questionnaire was to be very suitable for this study because it has the same goal as the goal of finding the value of student satisfaction in EFL learning.

In the interview part, the questions were adapted from Yunus, Nordin, Salehi, Embi, and Salehi (2013). The purpose of designing interviews in this study was to obtain rich information about students' perceptions and attitudes towards offline and online learning experiences in teaching writing skills in English as a Second Language (ESL) classes. Interviews tend to provide in-depth and detailed information about how junior high school teachers actually react to learning writing in offline and online classes. The reliability of interview questions is also suitable for this study because it seeks the opinion of students who received writing learning from teachers and schools.

The results of each two questionnaires were scored to find the value of student satisfaction with learning writing offline and online. Finding independent differences is also needed to get valid scores from the two questionnaires. Moreover, to strengthen this study, the author also collected qualitative data through interviews with junior high school students. Results from the interview were discussed and compared to the experts' statements in order to obtain valid information.

RESULT AND DISCUSSION

The author found differences in the experience of learning to write between offline and online in junior high school. The results of the two questionnaires that have been answered by students are calculated using the SPSS 22.0 application to find differences through independent comparisons and the results are as follows:

Table 1. Independent sample test result between offline and online classes in writing learning

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
x	Equal variances assumed	2.251	.269	5.458	50	.000	21.000	3.467	7.044	25.956
	Equal variances not assumed			5.458	52.272	.000	21.000	3.467	7.021	25.979

From the results of the independent sample T-Test, it is stated that the value of sig. tailed 2 is $0.000 < 0.05$, which means that the results were proved to be valid and showed satisfaction scores differences between learning writing in offline and online classes.

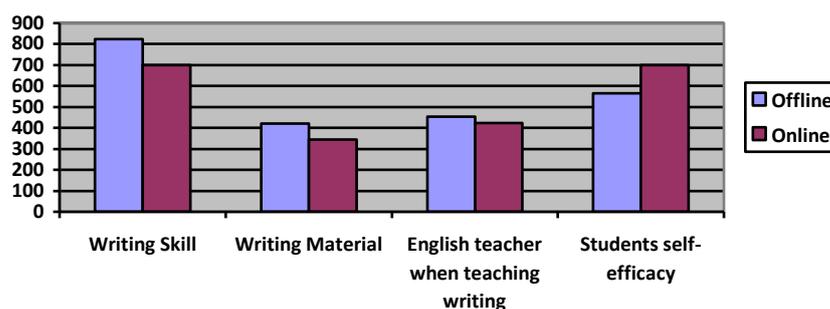


Figure 1. The results of students' satisfaction in learning writing between offline and online classes

The diagram above shows the comparison results of student satisfaction between offline and online learning writing. Based on the study of student learning satisfaction discussed by I. D. G. R. D. Putra (2019), the authors describe the findings of the comparison into the following three factors:

1. Instructor-related Factors

According to a study conducted by Gray and DiLoreto (2016) in an online class, the presence of teachers has a significant effect on student satisfaction. What is meant by the presence of the teacher here is not only physically present, but how the teacher designs and organizes learning activities even though the teacher is not present. In the authors' findings, the results of this factor comparison are included in the 'Teacher when teaching writing' category, which results in a higher level of student satisfaction in the classroom than in online classes. These results strengthen the findings of Siming et al.

(2015) that the good relationship created between teachers and students (when face-to-face) will increase the level of student satisfaction in learning.

2. Learner-Related Factors

This factor is related to the motivation and participation of students in accepting writing learning activities. Student motivation here is about how students are motivated to progress and develop in following, accepting, and understanding the writing material provided by the teacher. Student participation is a measure of student satisfaction to find out how interested they are in joining the class. The comparison results that are included in the Learner-Related Factors are the results of comparisons from the categories of 'Writing skill', Writing material', and 'Students self-efficacy'. The comparison results show that students are more satisfied in offline classes, except for 'students' self-efficacy' where students are more satisfied in online classes.

3. Learning Environment-Related Factors

student learning satisfaction is very determined by the learning environment (Butt & Rehman, 2010). A good learning environment can provide comfortable places and facilities for students in doing writing learning activities. Environmental conditions not only affect the comfort and satisfaction of students but also their psychological state (Aina, 2015). If the psychological state of students decreases due to a bad learning environment, there will be a reduction in students' motivation and participation in taking writing classes. The results for this factor are the results of satisfaction comparison from all categories. Students who have become research subjects feel more satisfied when learning writing in the classroom than in online classes. The facilities provided in the classroom are indeed very suitable to support teaching and learning activities. The rest is about the teacher's ability in providing writing learning to students. The results of this comparison findings also strengthen the findings of Wati et. al. (2021), who state that students are not very interested in online- learning classes which causes students to be lazier because distance learning from home does not have the same learning facilities as in the classrooms.

Table 2. Interview Participants

Student's initials	Gender	Age
MFA	Male	14
MIK	Male	14
TSA	Female	14
FSA	Female	14

Four students were interviewed to gain students' perceptions about learning writing in offline and online classes. There were similarities in the experiences of each student during learning to write both offline and online.

"Learning to write English in a face-to-face class (offline) makes it easier for me to understand and ask the teacher if there are things that are difficult to understand about writing."

In addition, because the habit of handwriting has been taught since kindergarten, sometimes students are more comfortable writing on paper like in a classroom in general. Writing on paper is very comfortable and relaxing because it gives the impression of childhood, home, and school (Taipale, 2015). The teacher gives writing assignments individually, in pairs, and in groups. They also touched on various writing assignments such as group assignments. Individual and group activities in the guided writing technique where students can use word maps to organize their ideas and texts in writing (Juriah, 2015). A word map is a diagram used in guided writing to help writers organize their ideas. In the offline class, it really supports that. In the classroom, students can learn writing in groups and the teacher can monitor each group closely so that they are always available if students need them in writing lessons (Hartanti, 2011).

There are not many drawbacks of offline writing classes that are told by students during interviews. The drawback is the interest of the students themselves, sometimes caused by factors in the class situation which is sometimes crowded and the teacher is overwhelmed when dealing with it.

"I sometimes feel bored in offline class, sometimes I can't focus because the class sometimes likes to be crowded."

Learning writing online gives students to know and understand better in using gadgets for learning, know more about applications and their functions, as well as new learning experiences that have never been felt in the classroom.

"Sometimes when studying and the teacher conveys writing material via smartphone it feels comfortable, maybe because has been a habit to looking at the smartphone's screen."

That was the 8th grader's statement from the interview. Students' ability in typing is increasing at this time because it has become a common habit for today's students (Erixon, 2017) therefore some students can find comfort when learning to write using a smartphone.

"We just need to sit at home and look at our screen when the teacher delivers the writing material. We don't have to worry if we forget something (study tools) because we can immediately pick them up from home." Say students who mention one of some privileges of studying online.

Learning writing online also has deficiencies which can be explained by students during interviews, one of the problems is the difficulty in receiving the writing material given by the teacher. This can happen because it can be said that students at that time had their first experience when they received a full English writing lesson meeting via a gadget screen.

"When we stare at the cellphone screen to see the teacher delivering writing material, sometimes we have difficulty and are confused in understanding the material given by the teacher. We feel dizzy faster until at worst we lose our enthusiasm for learning."

That is one of the complaints felt by 8th graders when interviewed. This could be due to one of the reasons the student's sitting position when facing the cellphone/computer screen placed on the table made the body uncomfortable. One of the other drawbacks of learning to write online is the signal factor from teachers and students. The meeting can run smoothly if the signal from the teacher and students is stable. If one network is disturbed, for example, the writing learning process can be disrupted and there may also be miscommunication and information. The students who were interviewed also conveyed this.

When students are given the choice of choosing to study writing offline or online, all students interviewed simultaneously choose to study in the classroom or offline. Referring to the results of the interview earlier, with the privileges gained from learning writing offline, students prefer to learn writing English in the classroom. However, students still like to learn through online media which in addition to providing new experiences, the accepted writing skills are more expandable, and students can learn a lot with online media.

CONCLUSION

Student satisfaction in learning writing between face-to-face classes and online media both have differences in satisfaction value from student perceptions. These differences make a good impression in terms of comfort and in receiving the writing skills given by the teacher. Grade 8 students who are research subjects prefer to learn writing offline after experiencing online learning experiences due to coercion from the pandemic situation. However, online learning still has many advantages, such as students themselves being able to independently use technology to learn and increase literacy and build skills and confidence in education (Blachowicz et al. 2009). Writing itself is no longer about writing on paper anymore, typing using the keyboard on smartphones and computers has become a common habit for the community and students. Research conducted by Erixon stated that typing on a computer is not a hassle because writers can easily add, delete, and edit their writings and coupled with the spellcheck and grammar features automatically make it easier for students to practice writing (Erixon, 2017). However, it all goes back to students who experience writing learning experiences using different media to be more comfortable in learning. Therefore, learning media that are more comfortable for students is needed to gain good student satisfaction dan maximize students' writing learning. By comparing the results and findings in this study, the authors suggest that more research be done to learn more about the impact of changing offline and online learning media to write, as well as whether it will have a positive or negative impact of these two learning media facilities are used as a routine in junior high school education. Use this page as a guide.

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