



## **EKULIAH WEBSITE FOR TEACHING WRITING DESCRIPTIVE TEXT DURING THE COVID-19 PANDEMIC SITUATION**

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### **Abstract**

Presence of pandemic situation worldwide changes teaching and learning habit in academic circle. The conventional face-to-face used for years meets disruption worldwide and solutions must be found to overcome. This research is a true experimental study that uses two class groups as research objects. Pre-test was given to both class groups in order to determine the initial competencies possessed by students. The two class groups were then taught descriptive text material with different treatments. The treatment was carried out using the conventional method for the comparison class group and the use of the *ekuliah* website media for the experimental class group. After the post-test was held at the end of the treatment, the test results experienced a significant increase in the average score for the comparison class group of 2.4 points (mean of pre-test score was 72.6 and post-test was 75) and 6.9 points (mean of pre-test score was 76 and post-test was 82.9) for the experimental class. It can be said that learning descriptive text material for third semester students of the Accounting study program using *ekuliah* website is effective in improving learning outcomes.

**Keywords:** true-experimental study, pandemic situation learning.

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### **INTRODUCTION**

English as an international language needs to be understood in every particular field where knowledge is distributed not only in the field of literature. In general, English needs to be maintained in the capacity of an international language that is sharing information among the peoples of the world. English as a lingua franca that must be understood for countries around the world to exchange information and know what is going on in every detail of life. In English, there are 4 basic skills that underlie language skills, namely listening (listening), reading (reading), writing (writing), and speaking (speaking). Writing is one of the English language skills that has its own challenges, one of which is collecting ideas and pouring them into meaningful written works. In learning writing skills, there are many ways and approaches taken by the teacher to convey the procedures for good writing skills in English, from ancient times to the present, however, on average, teaching writing still uses traditional teaching methods that still apply. survived the ancient teachers. Unfortunately, the position

of English in Indonesia is only a language that is often overlooked by many people, including students who involve space and media to hone their English skills (Brilianti and Fauzi, 2020).

The current traditional teaching method is teacher-centred learning where lecturers use teaching aids in the form of presentation slides and whiteboards. Given the current conditions where the COVID-19 pandemic is happening in the world and especially in Indonesia, teaching methods should be slowly abandoned or combined with more modern methods that adapt to learning needs. COVID-19 inevitably changes the learning method into distance classes, or at this time more often known as online classes / virtual classes. Virtual class is a learning environment that is held without face to face directly between teachers and students. Where teachers provide teaching materials in digital content that can be accessed, stored, and shared via the internet that can be accessed anytime and anywhere so that students can still learn (Kroker, 1994).

Potter (1997) said, in a learning system through the internet, the learning content is delivered online. In this learning system, students discuss, learn, ask questions and work on practice questions online. In different time, Hanum (2013) defined e-learning as a new way of learning with internet access to improve the learning environment without having to come to the classroom, it can be accessed anywhere, and anytime as long as it has an internet network. E-learning emphasizes the use of medium that can support the way of learning that can be accessed remotely from far distant. The use of the internet or e-learning in learning during the pandemic situation has a high urgency where teachers must be able to provide knowledge to students, and vice versa, students must be able to access learning resources and in particular receive teaching remotely with internet intermediaries or using other facilities.

*Ekuliah* is one of the media portals for teaching and learning for students at the Politeknik Harapan Bersama. As a means of learning, teaching, assessing, and assessing attendance, *ekuliah* should have added value, which among others can increase the value of student learning outcomes. The implementation of teaching and learning activities on the *ekuliah* page is carried out remotely involving students and teachers with various topics of discussion in accordance with the learning design of each course. Learning descriptive text material is one of the activities in the third semester students of the D-III Accounting Study Program at the Politeknik Harapan Bersama, but there are still those who use conventional means such as the use of electronic mail and application-based chat groups such as WhatsApp, Telegram, and other applications. Any mediums such as chat group and messaging based application firstly implied to force in supporting the e-learning process but it was far from the limit of the presence of features needed in conducting classroom as usual. Features such as classroom task management, classroom scoring, attendance checker, were absent, even though we know that those features are the core of a classroom activity.

The existence of the use of various applications is what makes a question mark in its use as a learning medium during the COVID-19 period. The study was conducted to see the effectiveness of using conventional media and methods compared to the use of *ekuliah* as a learning tool for third semester students of the D-III Accounting Study Program at Politeknik Harapan Bersama.

In a study conducted by Mahartini and Kartini (2019), it can be seen that students basically experience problems in developing problem-solving skills. To assist students in developing problem solving skills, it can be used today's rapidly advancing technological developments. One way is to use Google Classroom. After conducting online learning through Google

Classroom, it was found that there was a significant change in learning outcomes. Another study by Bahasoan et al. (2020) revealed that online learning system conducted during the COVID-19 pandemic is effective and inefficient. Classified as effective due to the condition related about, the unavailability of face-to-face meeting during pandemic situation. Bahasoan et al. stated also about the inefficient aspect that caused by the cost students paid more in order to buy data package to keep connected with online classes. This shows that the use of similar online media can have a positive effect on student learning. It shows that the use of learning platform can improve the achievement of students that measured by comparing the score owned by the students. Basically, the more students get, the more students can answer the test item that indicated they have good rate in understanding of the material.

Permata and Bhakti (2020) also carried out similar research by applying the use of Google Classroom in physics learning for junior high school students grades VII to IX randomly in West Java province. There are different results in the research conducted by Permata and Bhakti. It was found that there was a lack of effectiveness in the results of the physics learning carried out. These things raise questions about the effectiveness of learning using online media.

Other discussion has done by Cutri et al. (2020) The conditions of what one participant stated as 'forced readiness' truly led to optimistic sentiments from the participants concerning their fast transition to on-line teaching. Participants' willingness to revise their teaching for on-line delivery and their sense of hope that their efforts would end in smart on-line teaching square measure samples of such optimistic sentiments. Another example that sparked enthusiasm in participants were their enriching experiences sharing power in their lecture rooms with students whose technological experience surpassed their own and gaining a way of sympathy for his or her students as learners through the method. Such optimistic sentiments don't seem within the pre-pandemic literature characteristic emotive domains of college on-line readiness. we tend to assert that the construct of optimism may well be fruitfully thought of as a part of the emotive domains of college on-line readiness. Adnan and Anwar (2020) announced similar things, couple of different challenges like absence of cooperation with the educator, reaction time and nonappearance of customary study hall socialization. The absence of nearby socialization has caused challenges for students. Those mentioned by Cutri and Adnan are all the things we face it today. Not only the students but also the instructor is not ready with these kinds of transition and shifting from conventional class to e-learning class. The application of e-learning makes a little bit shock therapy for us that haven't prepared it yet. All things must be ready in quick time to support the continuity of the teaching and learning process. Despite the development of technology on their country is better than in Indonesia, they still facing problem. Severe condition appears also around us in Indonesia which has not ready yet to imply the e-learning process.

Rahayu and Wirza (2020) in their research found that teachers' capacity to improve in designing and gathering materials, learning methods, and choosing the most excellent applications in line with the material and procedures will look at their success in conducting online learning in the Covid -19 pandemic situation. Creativity is the key to a teacher's victory to be able to motivate understudies to keep their excitement in learning online (e-learning) and not gotten to be a psychological burden. Instructors must be able to make models and learning strategies appropriate to students' character in their schools. The utilize of a few applications in online learning is useful for instructors in this learning handle. Instructors must be accustomed to their education by utilizing complex online media

bundled effectively, easily gotten to, and caught on by understudies. Referring to Rahayu and Wirza, we have to pay attention also about the way of how teaching the students. Using online platform is not fully guaranteed that the teaching and learning process will be succeed, lecturers must take full responsibility to make students comfortable and have good acquisition of the learning material. Fauzi and Khusuma (2020) found that teachers comprehend the setting of web-based learning, yet in execution, there are different issues discovered, including availability of facilities; organization and web use; arranging, execution, and assessment of learning; and coordination with parents. Web based learning helps instructors in the COVID-19 pandemic period yet felt to be inadequate, even 80% of educators feel disappointed intensive web-based learning. Irawan et al. (2020) found some psychological impact gotten by the students during the pandemic situation online learning that students get bored after the beginning of online classes from home, anxiety about the readiness of data quota package, and also mood changes during online classroom. A big question related to those problem is how can the lecturers or instructors develop online teaching and learning atmosphere not just being a boring session and throw away the responsibility of study to students. Despite the students learn by themselves on their own home, affection and guidance is a must thing to be given, remotely.

From those previous studies which had contrasting results, a similar study was conducted on the application of learning media via the internet / online, especially for students of the D-III Accounting Study Program at Politeknik Harapan Bersama. This study has an alternative hypothesis if this research can show results in the form of effectiveness with evidence in the form of increasing the average value with statistical tests or even ineffectiveness with similar evidence.

## **METHOD**

In general, this research was carried out by measuring student learning outcomes before and after treatment was carried out on descriptive text material. The data taken from the research is quantitative data accompanied by statistical calculations using the SPSS application in the data processing process.

The research was carried out in a true-experimental way where there was a comparison group, group and subject group, and pretest was given to measure the group's ability (Arikunto in Okmawati, 2020). In this study, it was divided into two groups, namely the experimental class group and the comparison class group. Indeed, the experimental group is the class group that is given treatment and the comparison group does not receive treatment. Using purposive sampling technique, this study took a population of 2 class groups with 28 students for each class as the research sample. Arikunto in Okmawati (2020) explained about the purposive sampling technique, it was chosen based on special considerations with a certain background. The selection of class groups is based on a track record of educational outcomes at the previous semester level, where the two groups studied have almost the same competencies and are expected to have a significant influence when conducting the research. The research was carried out during the COVID-19 pandemic for 4 meetings in each research class and required to carry out distance learning which was not as usual in previous learning.

The research instrument is an assessment of writing ability based on Brown's classification on Cakrawati (2012) which consists of components of writing content assessment (C), writing organization (O), writing grammar (G), vocabulary selection (V), and writing marking mechanism (M). Tosuncuoglu (2018) stated that assessment was chosen to check the number of students has accomplished their learning goals in an unknown dialect, who

has any troubles or issues with their learning, and which procedures are valuable in showing an unknown dialect. Furthermore, the educator may choose whether or not to proceed with the unknown dialect instructing program.

Before taking data in each class group, a tryout was carried out on the assessment instrument to the experimental class in order to measure the validity and reliability of the instrument used in taking the pretest and posttest scores. In the results of the instrument validity test, the correlation value was obtained above  $\alpha = 0.05$  (5%) which stated that the research instrument had validity to be tested.

**Table 1. Validity test of pre-test instrument**

		ITEM _C	ITEM _O	ITEM _G	ITEM _V	ITEM _M	TOTAL
ITEM_ C	Pearson	1	.191	.702**	.499**	.745**	.846**
	Correlation						
	Sig. (2-tailed)		.331	.000	.007	.000	.000
	N	28	28	28	28	28	28
ITEM_ O	Pearson	.191	1	.174	.291	.397*	.534**
	Correlation						
	Sig. (2-tailed)	.331		.376	.133	.036	.003
	N	28	28	28	28	28	28
ITEM_ G	Pearson	.702**	.174	1	.671**	.562**	.832**
	Correlation						
	Sig. (2-tailed)	.000	.376		.000	.002	.000
	N	28	28	28	28	28	28
ITEM_ V	Pearson	.499**	.291	.671**	1	.295	.736**
	Correlation						
	Sig. (2-tailed)	.007	.133	.000		.127	.000
	N	28	28	28	28	28	28
ITEM_ M	Pearson	.745**	.397*	.562**	.295	1	.800**
	Correlation						
	Sig. (2-tailed)	.000	.036	.002	.127		.000
	N	28	28	28	28	28	28
TOTAL	Pearson	.846**	.534**	.832**	.736**	.800**	1
	Correlation						
	Sig. (2-tailed)	.000	.003	.000	.000	.000	
	N	28	28	28	28	28	28

In addition to testing the validity of the pretest instrument, a similar test was carried out on the posttest instrument in the try-out class with a correlation value above  $\alpha = 0.05$  (5%) which stated that the research posttest instrument also had validity to be tested in the research class group.

**Table 2. Validity test of Posttest Instrument**

		ITEM _C	ITEM _O	ITEM _G	ITEM _V	ITEM _M	TOTAL
ITEM_ C	Pearson	1	.191	.631**	.499**	.793**	.858**
	Correlation						

	Sig. (2-tailed)		.331	.000	.007	.000	.000
	N	28	28	28	28	28	28
ITEM_	Pearson	.191	1	.135	.291	.375*	.534**
O	Correlation						
	Sig. (2-tailed)	.331		.493	.133	.049	.003
	N	28	28	28	28	28	28
ITEM_	Pearson	.631**	.135	1	.549**	.483**	.753**
G	Correlation						
	Sig. (2-tailed)	.000	.493		.002	.009	.000
	N	28	28	28	28	28	28
ITEM_	Pearson	.499**	.291	.549**	1	.300	.717**
V	Correlation						
	Sig. (2-tailed)	.007	.133	.002		.121	.000
	N	28	28	28	28	28	28
ITEM_	Pearson	.793**	.375*	.483**	.300	1	.810**
M	Correlation						
	Sig. (2-tailed)	.000	.049	.009	.121		.000
	N	28	28	28	28	28	28
TOTA	Pearson	.858**	.534**	.753**	.717**	.810**	1
L	Correlation						
	Sig. (2-tailed)	.000	.003	.000	.000	.000	
	N	28	28	28	28	28	28

After the validity test was carried out on the two instruments to be tested in the research class group, the reliability of the instrument was also measured. Measuring the reliability of a written product score is a very important activity because there are human errors, high subjectivity and bias in the assessment process. Arikunto (2006) stated that reliability is determined by the prudence of the evaluation instrument and the importance of reliability consistency, the extent to which the test or instrument can be trusted.

Measurement of reliability using the same data from the results of the try-out test whose validity has been measured. Using SPSS software, the reliability of the test instrument is seen from the Cronbach's Alpha value.

**Table 3. Pretest Instrument Reliability**

Cronbach's Alpha	N of Items
.789	5

**Table 4. Posttest Instrument Reliability**

Cronbach's Alpha	N of Items
.808	5

The results of the two reliability tests show that the aa value is above 5% (0.05) which means that the two test instruments have high reliability (0.60 – 0.80) to be tested as an instrument. The implementation of the research began by holding a pretest in both groups of the research class, followed by measuring the normality and homogeneity of the data obtained at the pretest in order to make decisions about the treatment to be carried out. After the measurements showed that the data had normality and homogeneity, treatment was given to both groups of the research class. The treatment applied was the use of *ekuliah* portal media as a learning tool in the experimental class group and the use of conventional online media in the comparison class group. The time that was carried out during the treatment period

included teaching descriptive text material to students and independent activities in the form of daily assessments to students through learning media in each research class group. After the treatment was carried out in both class groups, a posttest was held to measure the students' abilities after giving treatment.

The values obtained from the students' pretest and posttest results were analyzed using Brown's taxonomy, calculated, and compared to see whether or not there were significant differences. Also calculated using the t test with SPSS software to see the statistical significance of the difference.

## RESULTS AND DISCUSSIONS

After the research was carried out on the two groups of classes and the calculation of the test results for each class group, the results obtained showed an increase in the quality of the learning outcomes of the two groups of the research class.

The test was carried out before the implementation of the treatment to the two groups of the research class. The results of the pretest from the two class groups are the results of basic understanding before the descriptive text material is delivered to the class.

**Table 5. Pretest result**

Class group	Component					Score
	C	O	G	V	M	
Comparison	9,43	5,57	5,14	4,61	4,29	72,6
Experiment	9,54	5,93	5,36	4,77	4,82	76

The data was obtained from the pretest for the comparison and experimental classes showed different initial values from the two research classes. The comparison class calculated the average value of the class 72.6 while the experimental class with an average value of 76. The pretest values were then tested for normality and homogeneity before the implementation of treatment for the two research classes.

Measurement of normality was carried out by calculation through SPSS software from the results of the pretest test scores of the two research class groups using the Kolmogorov-Smirnov and Shapiro-Wilk normality tests.

**Tabel 6. Normality of Pretest Data**

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
comp_cls	.103	28	.200	.970	28	.578
exp_cls	.120	28	.200*	.967	28	.496

From the results of the normality test above, it is known that the significance value of the calculation is higher than  $\alpha = 5\%$  (0.05) (Ghozali in Suryani, 2021). It can be concluded that the results of the pretest for both groups of research classes are normally distributed.

The homogeneity test was carried out after the normality test was carried out in this study. The calculation of the homogeneity of the pre-test found whether the experimental group and the comparison group had the same basic ability to receive treatment.

**Tabel 7. Homogeneity of Data**

Levene Statistic	df1	df2	Sig.
2.196	1	54	.144

The homogeneity calculation was obtained 0.144, and the significance value ( $\alpha$ ) of the data used 5%. Because  $F_{count} > (0.144 > 0.05)$  it can be concluded that the experimental and comparison groups have the same and homogeneous variance.

After the pretest data had been tested for normality and homogeneity and reached the normal and homogeneous criteria, it was continued by giving treatment as a means of improving and assessing student learning outcomes. The comparison class group uses conventional online media such as using electronic mail (e-mail) and chat applications via the internet without any media/methods being applied, while the experimental class uses e-lecture website media in delivering learning materials and as a means of communication in the implementation of learning.

The posttest test was carried out after the treatment series was completed for both groups of the research class. The calculation of the value of the student test results is calculated with an instrument that has been tested for validity and normality and is used at the pretest.

**Table 8. Posttest Result**

Class group	Component					Score
	C	O	G	V	M	
Comparison	9,54	5,93	5,29	4,71	4,71	75
Experiment	10,3	6,71	5,79	5,04	5,36	82,9

The data obtained from the pretest for the comparison and experimental classes showed different final scores for the two research classes. The comparison class has an average value of 75 while the experimental class has an average value of 82.9.

After calculating the pretest values obtained for the two research classes, a comparison between the mean (mean value) obtained from the two research classes was carried out in order to find out whether or not there was significance in the values obtained before and after the treatment was carried out.

**Table 9. Mean of the test**

Class Group	Pretest Mean	Posttest Me	Difference
Comparison	72,6	75	3,6
Experiment	76	82,9	6,9

From the data obtained above, the comparison of the mean / mean of the two class groups between the pretest and posttest there is a significant difference. It can be concluded that the experimental class group has better scores than the pretest, posttest, and the range of differences in values. It can be said that giving treatment is effective in learning descriptive texts during the COVID-19 pandemic. In addition to using comparisons between means, a t-test was performed using SPSS software to compare the statistically significant differences between the comparison class and experimental class.

**Table 10. T-test result**

Levene's Test for Equality of Variances	t-test for Equality of Means
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	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference
Equal variances assumed	2.196	.144	- 3.793	54	.000	-7.464
Equal variances not assumed			- 3.793	50. 709	.000	-7.464

The t-test with SPSS software shows that the t-value is higher than ( $0.144 > 0.05$ ), so it can be concluded that there is a significant difference between the experimental group and the comparison group.

## CONCLUSION

It has been carried out on the using the *ekuliah* website as a learning medium during the COVID-19 pandemic for students of the D-III Accounting study program at Politeknik Harapan Bersama, makes a significant increase in student learning outcomes from before and after the implementation of treatment during the research period.

Students grade increased in both groups of research classes with a more significant difference in points in the class group that was given treatment in the form of using the *ekuliah* website as a whole during the learning process from beginning to end. Apart from the priority of use in the teaching and learning process, the *ekuliah* website can provide value added in the form of a positive impact for students with all the features and conveniences it has in supporting learning for students of the D-III Accounting Study Program at Politeknik Harapan Bersama.

However, the use of *ekuliah* as e-learning platform does not immediately change and switch the habitual of teaching and learning. The *ekuliah* website built by the Politeknik Harapan Bersama which is still new and still in the development stage is sufficient to accommodate the needs of teaching and learning, especially in the Politeknik Harapan Bersama, in the future it is still hoped that there will be additional supporting features that can support the continuity of distance learning, especially utilization during a pandemic such as at this time with all the best capabilities and services, of course, for lecturers and students in the Politeknik Harapan Bersama. It is also hoped that it can be used generally and widely among higher education circles, both in the Tegal City area in particular or in a wider scope. The process may take time according to the readiness and features of the infrastructure and the human resource ability to operate.

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