

LEARNING LOSS IN ONLINE LEARNING FOR WRITING CLASS

THESIS

Submitted as Partial Filfillment of the Replacements to Obtain Bachelor of Education (B.Ed)in English Languange Education



Written by:

YULIA ASTIKA
NIM 18018093

Advisor:

Prof. Dr. M. Zaim, M.Hum
NIP. 196103211986021001

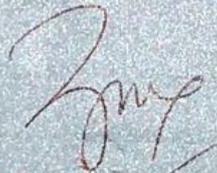
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HALAMAN PERSETUJUAN SKRIPSI

Judul : Learning Loss in Online Learning for Writing Class
Nama : Yulia Astika
NIM : 18018093
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 22 November 2022

**Disetujui oleh,
Pembimbing**



Prof. Dr. M. Zaim, M. Hum
NIP. 196103211986021001

**Mengetahui,
Kepala Departemen Bahasa dan Sastra Inggris**



Desvalini Anwar, S.S., M. Hum., Ph.D
NIP. 19710525 199802 2 002

HALAMAN PENGESAHAN LULUS UJIAN SKRIPSI

**Dinyatakan lulus setelah dipertahankan di depan Tim Penguji Skripsi
Program Studi Pendidikan Bahasa Inggris Jurusan Bahasa dan Sastra
Inggris Fakultas Bahasa dan Seni Universitas Negeri Padang**

dengan judul

“LEARNING LOSS IN ONLINE LEARNING FOR WRITING CLASS”

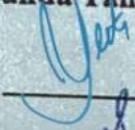
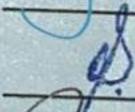
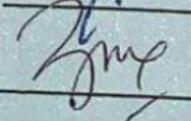
Nama : Yulia Astika
NIM : 18018093
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

Padang, 22 November 2022

Tim Penguji

- 1. Ketua : Dra. Yetti Zainil, M.A., Ph.D.**
- 2. Sekretaris : Dr. Muhd. Al Hafizh, S.S., M.A**
- 3. Anggota : Prof. Dr. M.Zaim, M.Hum**

Tanda Tangan

: 
: 
: 



SURAT PERNYATAAN TIDAK PLAGIAT

Saya yang bertanda tangan dibawah ini:

Nama : Yulia Astika
NIM / TM : 18018093 / 2018
Program Studi : Pendidikan Bahasa Inggris
Departemen : Bahasa dan Sastra Inggris
Fakultas : Bahasa dan Seni

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Ketua Departemen Bahasa dan Sastra Inggris

Desvalini Anwar, S.S, M.Hum, Ph.D

NIP. NIP.19710525.1999802.2.002

Saya yang menyatakan,

Yulia Astika

NIM. 18018093

ABSTRACT

Astika, Yulia. (2022). *Learning Loss in Online Learning for Writing Class*. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang

Due to the Covid-19 outbreak, learning had to be changed from face-to-face activities in class distance learning. While distance learning is already supported by a number technologies, there are still gaps that cause learning to be lacking effective. One concern is long-term online learning can lead to learning loss or reduced academic knowledge. This study aims to know the platform used in writing class, the advantages and disadvantages of online learning, and learning loss that happened in writing class. The participant of this study were students of the 2021 English Language Education study program who learned paragraph writing, totaling 23 students filled out questionnaires. This study used descriptive method with a qualitative approach. The researcher used a purposive sampling technique. In collecting data, the researcher used questionnaires. The results of the study show that: (1) applications that are often used in online learning in paragraph writing were LMS/E-Learning and WhatsApp, (2) advantages of online learning, Online learning can reduce operational lecture costs such as transportation to campus (gas money), (3) disadvantages of online learning, online learning is limited due to students' domicile and poor internet network access, (4) learning loss in online learning, including: students struggle to study for complex material while studying online, students cannot ask their friends to correct grammatical errors, and students have trouble finding examples of natural English writing.

Keywords: *Covid-19, Online Learning, Learning Loss*

ABSTRAK

Astika, Yulia. (2022). Learning Loss in Online Learning for Writing Class. Thesis. Padang: English Language and Literature Department. Faculty of Languages and Arts. Universitas Negeri Padang

Akibat wabah Covid-19, pembelajaran harus diubah dari kegiatan tatap muka di kelas menjadi pembelajaran jarak jauh. Meskipun pembelajaran jarak jauh sudah didukung oleh sejumlah teknologi, namun masih terdapat kesenjangan yang menyebabkan pembelajaran menjadi kurang efektif. Salah satu kekhawatirannya adalah pembelajaran online jangka panjang dapat menyebabkan learning loss atau berkurangnya pengetahuan akademik. Penelitian ini bertujuan untuk mengetahui platform yang digunakan dalam kelas menulis, kelebihan dan kekurangan pembelajaran online, dan learning loss yang terjadi di kelas menulis. Partisipan penelitian ini adalah mahasiswa program studi Pendidikan Bahasa Inggris 2021 yang belajar menulis paragraf, berjumlah 23 mahasiswa, yang mengisi kuesioner. Penelitian ini menggunakan metode deskriptif dengan pendekatan kualitatif. Peneliti menggunakan teknik purposive sampling. Dalam mengumpulkan data, peneliti menggunakan kuesioner. Hasil penelitian menunjukkan bahwa: (1) aplikasi yang sering digunakan dalam pembelajaran daring adalah LMS/E-Learning dan WhatsApp, (2) kelebihan dari pembelajaran daring, Pembelajaran daring dapat menekan biaya operasional perkuliahan seperti transportasi ke kampus (uang bensin), (3) kerugian pembelajaran online, pembelajaran online terbatas karena domisili siswa dan akses jaringan internet yang buruk, (4) kerugian belajar dalam pembelajaran online, antara lain: siswa berjuang untuk belajar untuk materi yang kompleks saat belajar online, siswa tidak dapat meminta teman mereka untuk memperbaiki kesalahan tata bahasa, dan siswa kesulitan menemukan contoh tulisan alami bahasa Inggris.

Keywords: *Covid-19, Pembelajaran Online, Learning Loss*

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Padang, 19 November 2022

The Researcher

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CHAPTER 1

INTRODUCTION

A. Background of Problem

The year 2020 is a concerning one for all nations, particularly in light of the emergence and spread of the disease Covid-19, also known as the Corona Virus. In the Chinese city of Wuhan, the first instance of this virus was identified at the end of December 2019. The Covid-19 disease is not an epidemic that should be ignored; recent progress in the virus's transmission is very important. As a result, the spread has already become very global, and the effects of Covid-19 cases are being felt in all nations. (Firman and others, 2021).

Due to the global pandemic Covid-19, affecting people since 2020, has resulted in school closures in several parts of the world. As a consequence, all levels of education are now delivered online, with teachers, students, and all learning activities are carried out remotely. However, distance learning presents various problems, including differences in online learning styles and technological mastery competencies (Heng & Sol, 2020). WhatsApp was utilized in supporting online class learning. Cetinkaya (2017) said WhatsApp is effective in increasing success in learning and developing students' positive opinions toward the use of WhatsApp in courses. It is a free application and needs less internet quota. Zoom Meetings was also utilized as a video conference to understand better the materials given during online class and to enable the students to double-check and follow up on the lecturer's

instruction.

Moreover, online learning is today's newest and most popular kind of distance education (Stern, 2019). Due to its applicability in this pandemic condition, it is currently the most extensively used teaching method. The importance of synchronous and asynchronous internet-based courses is emphasized in online learning (Lin & Gao, 2020). However, like Foreign Language Teachers, doing online learning for English language learning might be a struggle (EFL). Some of these barriers include a lack of facilities, infrastructure, and poor signal. Students frequently face the same issue, specifically when it comes to their internet data. During the Covid-19 pandemic, EFL teachers may find it challenging to provide material. Because of the transition in learning methods from face-to-face to online learning, English teachers are now expected to provide more practice than instruction (Hamilton, 2010).

Due to online learning, there are advantages and disadvantages of online learning. Anderson (2008) mentions some advantages of online learning for learners: Synchronous online learning provides students and teachers to connect in real-time. Students can use the internet to acquire up-to-date and relevant learning resources and communicate with experts on the topic they are studying. Meanwhile, some advantages of online learning for learners in asynchronous online learning are no time zones, location, and distance. Students can access the online materials anytime. This statement also was supported by Aithal & Shubhrajyotsna (2016). They mention that

from the learner's perspective, convenience, time, and money savings are recognized as critical beneficial characteristics of online learning. Meanwhile, Almosa (2002) explained some disadvantages of teaching online learners experience of introspection, remoteness, and a lack of engagement or relationship, making it less successful than traditional learning methods because explanations and interpretations are unavailable.

There are difficulties in this learning process resulting in the emergence of learning loss (Kaffenberger, 2021). Learning loss is one concept that is defined as being the non-maximum learning process carried out in schools (Li et al.,2020). Not optimal learning process, will result in results information obtained by students and student learning outcomes are also not optimal. Thus, learning loss will have an impact on the quality of resources humans who will be born in the years during this Covid-19 pandemic (Kashyap et al., 2021; Yadav, 2021; Zakharova et al., 2021). According to (Li et al., 2020), one of the ideas identified as the lack of the maximal learning process carried out in schools is learning loss. As a result, students will get inaccurate knowledge as a result of a poor learning process, and their learning results will be poor. As a result, learning loss may impact the quality of post-Covid-19 pandemic human resources (Kashyap et al., 2021; Yadav, 2021; Zakharova et al., 2021). In addition, learning loss is defined by the Education and Development Forum (2020) as a condition in which pupils lose general or specific information and abilities, or academic deterioration, as a result of a long gap or discontinuity in the educational process.

In addition, learning loss is a general loss of knowledge and abilities and a deterioration in academic progress caused by discontinuous gaps in student education, which impacts students' lack of information and influences the quality of human resources born during the pandemic years. The risk of learning loss is a huge thing to happen during online learning, especially for English education students at the Faculty of Languages and Arts, Universitas Negeri Padang. They need to learn four skills in English. Those are speaking, listening, writing, and reading. Moreover, Writing is one of four primary skills in English. It is the most important skill to write in English because it is an activity of exploring the writer's thoughts to arrange the ideas into words that are communicated meaningfully (Pratama, 2012). Unfortunately, almost all students still struggle to express ideas in English writing. They feel blank when they want to express ideas for writing and do not know how to improve their writing skills and ways to overcome their problems.

Along with this study, there are several studies with the related study that have been done before. The first was conducted by Andriani (2021) and entitled "Learning Loss Dalam Pembelajaran Daring di Masa Pandemi Corona." This research shows that learning loss in online learning is less interaction between lecturers and students, between students and students, student learning time, concentration, limited time duration, inability to explain the lecture material being taught entirely, and low student absorption of lecture material.

The second research, Skar et al. (2022) conducted the second research entitled "Learning Loss During the COVID-19 Pandemic and the Impact of Emergency Remote Instruction on First Grade Students' Writing: A Natural Experiment. The study's results showed the impact of the pandemic and the temporary seven-week replacement of class learning with online instruction on the writing of first-grade children in Norway. First-grade students tested shortly after the end of online instruction displayed a learning loss, having lower scores on writing quality, handwriting fluency, and attitude toward writing than first-grade children from the same schools tested a year earlier before the start of the pandemic.

The previous research conducted by Wahyudi, A (2021) entitled "Learning Loss During Covid-19 Pandemic in Indonesia and The Strategies To Minimize It". The findings of the research explain that students' distance learning limitations, such as the lack of Android phones, data packets, and signal networks. They might be a significant obstacle in the learning process. They were trying to fight the threat of learning loss, which might have dangerous impacts on humanity. As a result, we have experienced many learning losses, both cognitively and in terms of character development, after almost a year of online learning. However, the previous studies above explained the learning loss in online learning only. Meanwhile, in this research, the researcher is interested in learning loss in online learning, especially in writing classes.

Based on the above background, the researcher wants to identify the Learning Loss for Writing Class of English Education Department, Faculty of Languages and Arts, Universitas Negeri Padang in Online Learning during the Corona Pandemic Period. Therefore, the researchers are interested in taking the title “LEARNING LOSS IN ONLINE LEARNING FOR WRITING CLASS.”

B. Identification of the Problem

Based on the background of the problem above, the following problems can be identified:

1. Due to COVID-19 Pandemic, the writing class held in the classroom has changed into online learning
2. Using a platform during online learning
3. Writing classes in online learning is challenging
4. There is a concern about learning loss due to online learning in the long term, especially for writing class

C. The focus of the Research

Based on the identification of the problem above, this research focuses on the platform that used in online learning, advantages and disadvantages of online learning, and learning loss in online learning that happened in writing classes by students in the second year of the English Education Department, Faculty of Languages and Arts, Universitas Negeri Padang, during online learning.

D. Formulation of the Problem

The researcher formulates the research questions as follows:

1. The platform that used in online learning for paragraph writing class
2. The advantages and disadvantages of online learning for paragraph writing class
3. The learning loss in online learning for writing class

E. Research Question

Considering the background above, the researcher formulated the research questions as follows:

1. What are the platforms that used in online learning for paragraph writing class?
2. What are the advantages and disadvantages of online learning for paragraph writing class?
3. What are the learning loss in online learning for paragraph writing class?

F. Purpose of the Research

The purpose of this research is to know the platform used in paragraph writing class, the advantages and disadvantages of online learning, and the learning loss that happened in writing class by students in the first year of the English Education Department, Faculty of Languages and Arts, Universitas Negeri Padang during online learning.

G. Significance of the Research

Those results of this study are used to give valuable contributions to present input to:

1. For Lecturers

Expects the lecturers can see whether platforms are effective or ineffective for learning processes in online learning and to know how well students comprehend the material through online learning and also can avoid the learning loss faced by the students during online learning.

2. For English Education Study Program

Expected to give any advantages. By knowing the learning loss in paragraph writing class during online learning, they can improve their knowledge and skill to avoid the learning loss in paragraph writing class.

3. For Other Researcher

Hopefully can be used as references for other researcher which are related to this topic.

H. Definition of Key Terms

In this study, there are three key terms. The researcher wants to present the meaning briefly.

1. Online Learning

Online Learning is a learning system without direct face to face between teachers and students but using electronic media in the internet network simultaneously in different places

2. Learning Loss

Learning loss is when students lose general or specific knowledge and skills or academic decline, which occurs because of a prolonged gap or discontinuity of the educational process.

3. Writing

Writing is a skill that allows a person to express his or her ideas and thoughts in written form, while the ideas or thoughts can equally be expressed in spoken form.