Implementation of Learning to Write News Text via the Internet in the COVID-19 Pandemic Era (Case Study in Class VIII MTs N 1 Surakarta)

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Abstract

The aim of this study is to describe and explain: 1) lesson plan of writing news text via the internet; 2) the implementation of learning to write news text via the internet; 3) obstacles encountered in learning to write news text via the internet; and 4) the effort of the students to solve obstacles they faced when learned to write news text via the internet in the COVID-19 pandemic era. This study is descriptive qualitative that conducted in the class VIII MTs N 1 Surakarta. Source of the data of this study were from: (1) indonesian language teachers and students of class VIII as an informant and (2) documents such as syllabus, lesson plan, and textbooks as the learning media and material in the process of teaching and learning Indonesian language. This study uses purposive technique to collecting the data. Data collecting technique used as follows: 1) interview and 2) document analysis. The result of this study were 1) lesson planning of writing news text via internet in the COVID-19 pandemic era of class VIII has running good; 2) the lesson of writing news text via internet in the COVID-19 pandemic era was conducted in a good way; 3) the obstacles in the learning process were separated as three kinds as follows: a) the students' psychological unpreparedness in facing distance learning, b) students have lack of interest and motivation to follow the learning process via internet, and c) students were the different levels of understanding abilities; 4) there are four efforts to overcome the obstacles. First, the collaboration between the material and the interesting learning media. Second, teacher gave some games such as online quiz. Third, students tried to find information and review the material. Fourth, teacher gave opportunities for students to ask questions.

Keywords: *Learning to Write News Text, Internet, COVID-29 Pandemic Era, Class VIII*

Introduction

Learning Indonesian in the 2013 Curriculum applies text-based learningbased on four principles. These principles encompass (1) language is seen as text, (2) the choice of linguistic form to express meaning, (3) language is functional, namely the use of language that can never be separated from context because the form of language used reflects ideas, attitudes, values, and ideology of its users, and (4) language is a means of forming thinking skills. Indonesian is seen as a means of expressing ideas or thoughts, both orally and in writing.

Learning Indonesian is directed at mastering four aspects of language skills: listening, reading, speaking, and writing. Writing ability is one of the language skills with the highest level compared to other language skills because it is the most difficult skill to master. It is because, in writing activities, writers must master various linguistic elements and elements outside of language to produce coherent and consistent writing (Iskandarwassid and Sunendar, 2008: 248). Therefore, the problem of learning to write still dominates compared to other language skills.

Learning to write needs to be applied continuously in learning in schools so that students are skilled in writing. Writing requires thinking in conveying ideas and thought. Writing skills cannot be obtained easily, but they need to be trained and practiced continuously. Tarigan (2008: 4) argues that writing skills do not come automatically but through frequent and regular practice and exercise. Experience and continuous practice can affect a writing's quality. Thus, writing is not a simple activity and does not need to be studied, but instead mastered (Slamet, 2008: 96), as is the case in learning writing in class VIII Madrasah Tsanawiyah (MTs), namely writing news text.

The success of learning, especially learning to write news text, is strongly influenced by several factors, comprising teachers, students, infrastructure, tools, available media, and environmental factors (Sanjaya, 2015: 14). The teacher's ability to plan the learning implementation in the form of an inaccurate selection of learning methods, teaching materials, and learning media will cause problems in the learning process. The selection of these elements must pay attention to several things, such as students' needs, interests, and the learning environment. Teachers must be able to compile interesting, creative, and innovative learning designs so that students are active in the learning process to accomplish learning objectives.

Environmental factors also greatly influence the application of the learning process. However, the COVID-19 virus outbreak, which later became a global pandemic in 2020, has made all life arrangements have to be changed, adjusting conditions and situations. One of them is teaching and learning activities at schools and universities. The Indonesian state must also be able to adjust to minimize the spread of this virus. Learning must be carried out with a distance learning system, namely online, online and offline, or offline at home. For this reason, teachers must be able to create innovative and creative learning so that students can continue to participate in learning maximally and understand the material presented.

Based on the above background, this study aims to explain and describe 1) planning for learning to write news text via the internet network, 2) implementation of learning to write news text via the internet network, 3) obstacles encountered in learning to write news text via the internet network, and 4) the efforts made in facing obstacles in learning to write news text via the internet network in class VIII MTs N 1 Surakarta. By explaining and describing the implementation of learning to write news text via the internet network, it is expected that it can improve the learning quality through the internet network in the COVID-19 pandemic era.

Methods

This research is a qualitative descriptive study. Qualitative research describes in terms of words and language the phenomena experienced by research subjects (Moleong, 2010). Furthermore, the case study approach is research carried out intensively and in detail on a case, which can be in the form of certain events, environments, and situations, making it possible to reveal or understand something (Prastowo, 2011: 129). This research was conducted in class VIII MTs N 1 Surakarta. The research lasted for three months, from August to October 2020. Nine stages were performed in this research: 1) determining the research problem and submitting the research title, 2) conducting preliminary research to obtain an overview of the research object, 3) preparing a research proposal, 4) managing research permits, 5) preparing research schedules, 6) preparing observation guidelines, interviews, and other instruments, 7)

conducting research, 8) analyzing research data, and 9) preparing research reports. Meanwhile, the data analysis employed in this research was interactive analysis, consisting of four stages: (1) data collection, (2) data reduction, (3) data presentation, and (4) drawing conclusions or verification (Miles and Huberman, 2007: 16). Moreover, the data sources in this study included: (1) informants, namely Indonesian language instructors or teachers and students of class VIII, (2) documents, including learning tools, namely learning syllabiand supporting books in the teaching and learning process of Indonesian subjects at MTs N 1 Surakarta, and (3) Indonesian language learning activities.

Results and Discussion

1. Learning to Write News Text via the Internet Network

Learning is an activity carried out by students to achieve educational goals through interaction between students and between students and teachers. The success of learning to write news text for class VIII at MTs N 1 Surakarta is influenced by many factors, including learning planning, learning methods, learning models, learning media, and assessments. According to Savage (2014: 3), planning is a process of thinking and arranging teaching and learning plans implemented in groups of students at a predetermined time and place. Learning planning is the steps compiled by the teacher and implemented systematically and structurally to achieve predetermined learning objectives.Thus, in learning Indonesian, lesson planning is influential on the course of the teaching and learning process.

A lesson's success is also largely determined by the implementer of the learning process, namely the teacher. The teacher, as a quality teacher, will produce quality learning, and vice versa. For this reason, Indonesian teachers should have the ability to plan and design learning well. As described by Marwiyah, Alauddin, and Ummah (2018: 61), with the preparation of lesson plans, the learning process can run effectively and efficiently; teachers can become professional educators, especially in educating and providing learning to their students; students can obtain good learning outcomes; planning can be used as a guide in achieving predetermined goals; learning activities can be carried out according to plan.

Based on the interview results and data analysis, the researcher concluded that the class VIII Indonesian teacher at MTs N 1 Surakarta had designed and planned lessons by making a structured and systematic lesson plan based on directions from the Minister of Education and Culture, namely focusing on essential materials. Class VIII Indonesian teachers compiled lesson plans, which referred to the syllabus. The teacher's lesson plans in learning to write news text via the internet network were based on the lesson plans in the curriculum 2013 model. The lesson plans prepared were also adapted to the situation and conditions of education in Indonesia, namely, students had to participate in distance learning at home or online.

In addition to learning planning that must be considered in the learning process, one thing that the teacher must understand is the learning model. It shows how teachers can take advantage of learning models in accordance with the material and conditions of students. As implementers of learning, teachers must present learning materials that students can understand and master efficiently and simply. For this reason, the ability of teachers to collaborate with learning models and materials is indispensable in the learning process.

Through the findings of interviews and data analysis, the researcher deduced that the teacher had implemented a learning model that was in accordance with the conditions of the students. The learning model applied by the teacher was the contextual teaching and learning model. It was a learning model that connected activities and teaching materials with real situations in everyday life, namely about diseases caused by the COVID-19 virus. The use of learning models that do not vary can lead to a monotonous and boring classroom atmosphere.

Furthermore, learning is an effort by students to obtain learning objectives as desired. Learning methods are the steps or procedures utilized in achieving learning objectives. Each learning method has advantages and disadvantages. A method is said to be good if the learning process can run well and according to the plan, and learning objectives can be achieved. Students can also understand and be motivated to follow the learning process.

The learning methods employed in the learning process must vary because, in that way, students will be motivated and enthusiastic in participating in learning. As Juita and Widiyarto (2018) stated, the use of less optimal learning methods by teachers can result in the classroom atmosphere becoming monotonous and boring, so that students have difficulty understanding the material presented. As for selecting methods in learning, some criteria must be considered so that learning is more effective, efficient, and attractive to students. The criteria for selecting learning methods, according to Andayani (2015: 88), comprise: (1) the level of intellectual and social development of students, (2) available school facilities and infrastructure, (3) the ability of teachers, (4) the nature and purpose of the material learning, (5) classroom atmosphere, and (6) learning domain context.

Based on the interview results and data analysis, the implementation of learning by Duwi Saputro, S.Pd. as an Indonesian teacher in grade VIII, it could be explained that he used a variety of methods. Some of the methods utilized in learning via the internet network were (1) lecturing method, (2) question and answer method, (3) discussion method, (4) assignment method, (5) training method, and (6) game or quiz method.

Besides, learning media in the learning process also has a good influence on achieving learning goals. Learning media can be utilized to motivate students to be active in lessons, provide variety in the learning process, and reduce boredom. The learning media used by the teacher is adjusted to the learning material, conditions, and environmental situations of students. The media utilized by the teacher in learning to write news text via the internet network has been good. The teacher made use of online learning media or via the internet network in accordance with the conditions of learning carried out at home.

From an assessment point of view, it is one of the most critical things in the learning process. Assessment is employed to determine the learning outcomes of students during the learning process. Amrulloh (2015: 126) states that learning assessments must be structured systematically to measure and provide information about the achievement of student competencies obtained through the learning process. Assessment in learning to write news text via the internet network could be carried out during the learning process and after learning activities. The assessment was performed employing test and non-test instruments.

Based on the interview results and data analysis, learning assessments were conducted during the learning process. The assessment was done by observing the activities of students during the learning process. Assessment of results was carried out when the teacher gave assignments in the form of practice questions or tests. Besides, the teacher's assessment was the performance appraisal. Performance appraisal could be done by giving the task of making news text, reading them, then recording and collecting them to the teacher. The teacher provided an assessment of the students' performance. If there were students who got incomplete scores, the teacher would provide opportunities for students to take part in remedial.

2. Obstacles Encountered in Learning to Write News Text via the Internet Network

Every implementation of learning experiences obstacles. Likewise, in the implementation of Indonesian language learning, especially learning to write text via the internet network in class VIII MTs N 1 Surakarta, there must be several obstacles faced by teachers and students. The learning constraints

identified by the researcher were then discussed with the teacher to find solutions or efforts to overcome them. Based on the finding of solutions to the obstacles faced in learning, it is hoped that learning Indonesian through the internet network in the COVID-19 pandemic era can take place better than before. These solutions and efforts should be sought by teachers, education providers, and students.

Based on the interview results and data analysis, there were not many constraints from teacher or teacher factors. The obstacles that were found mostly came from students. The existence of students' learning psychology unpreparedness, learning interest and motivation, and differences in each student's abilitiesmade learning to write news text via the internet network a little hampered.

During the COVID-19 pandemic, learning in schools must be implemented using an online distance learning system. The school, especially teachers and students as implementers of education, must adapt to these conditions. However, the students' psychological unpreparedness in facing distance learning by means of online is one of the learning process obstacles.

Another obstacle encountered was the students' learning motivation that changed as learning progressed via the internet network, making learning less able to run optimally. The same thing is also explained by Niemi and Kousa (2020: 367) in their study that students' learning motivation decreased during distance learning. The learning load was too heavy, soit impacted decreasing the students' learning motivation.

Another obstacle faced by students was the different levels of understanding abilities. Students had more difficulty understanding the material when learning was carried out via the internet network than face-to-face learning. Most of the material was delivered through power points so that students had to understand the material themselves. However, it also made students proactive in learning the material independently or asking the teacher if there was a difficult material to understand. As stated by Churiyah et al. (2020: 502), during distance learning, the students' independence in participating was still lacking, so students need to improve independent learning, and the role of parents as learning monitors is also necessary.

3. Efforts to Overcome Obstacles in Learning to Write News Text via the Internet Network

Based on the interview findings and document analysis, some efforts from teachers and students in overcoming the obstacles faced in learning to write news text via the internet network in class VIII can be described. Efforts made to overcome the obstacles that came from the inadequacy of students' learning psychology in implementing learning through the internet network was to prepare interesting and varied learning, namely by collaborating learning materials and media. The teacher tried to choose learning media in accordance with the material to be delivered so that all students could understand the material well. Besides, various media could attract students to take part in learning and not be boring.

The teacher's effort to overcome students' lack of interest and motivation to learn in participating in the learning process was by providing motivation and perception, for example, by giving quizzes that attracted students. Quizzes relating to material and non-material were, for instance, general knowledge or knowledge about madrasas. It was intended to reduce boredom and to foster students' motivation to learn.

Motivation to learn is an energy boost to take action to master new thingsin the form of knowledge, skills, abilities, willingness, and attitudes to achieve learning goals (Badaruddin, 2015: 19). Students will not be interested and serious in taking part in learning if they have low learning interest and motivation. Conversely, if students have high motivation, they will be interested and active in the learning process. Students will take the initiative and try their best to achieve success in learning (Gintings, 2010: 86). These efforts include listening to the teacher's explanations carefully, answering any questions given,

being active in discussion activities, and doing assignments according to the teacher's instructions. Besides, if students have high learning motivation, they will look for subject matter that has not been understood through various sources and learn it themselves.

Teachers have a vital role in fostering students' motivation. The teacher's ability to motivate students is one of the keys to success in learning. Hence, the teacher must create an attractive and conducive learning atmosphere so that students are active in every learning activity.

Furthermore, students' efforts to overcome the different levels of ability to understand materials wereto ask the teacher, either ask directly during the learning process or outside of lesson hours via WhatsApp's chat. Besides, students independently learned the material by searching for information via the internet and student handbooks and rereading the material being taught. It could increase students' ability to understand and learn independence.

Each student's understanding level greatly affects learning outcomes. If the students' understanding level is low, it will not be easy to understand the teacher's orders or explanations in just one meeting. For that, at least this type of student needs to ask the teacher or take the initiative to seek information from various sources. In contrast to students with a high understanding level, they will understand the teacher's explanation even though the learning is done online or via the internet network. Therefore, the teacher must know each student's understanding level so that when the teacher delivers material or gives orders, it is in accordance with students' understanding level.

According to Suhendri and Mardalena (2013: 109), independent learning is a student learning activity that is not dependent on others, such as friends or teachers, in mastering learning material. Students will apply and solve their problems in everyday life. The students' characteristics who have independent learning can determine their destiny, be creative and initiative, manage behavior, be responsible, hold back, make their own decisions, and solve problems independently without others' help (Desmita, 2009: 185).

In this study, the teacher has provided opportunities for students who felt they did not understand the material and wanted to ask some questions during learning via the internet network during lessons and outside lesson hours. Besides, the teacher gave students opportunities whose scores had not yet been completed or had not reached the KKM (Minimum Completeness Criteria) by working on remedies collected through the google classroom. Thus, students could be accommodated to achieve learning goals.

Based on the description above, it could be concluded that the efforts made by teachers and students in overcoming the constraints of learning to write news text through the internet network for grade VIII students were: a) constraints caused by the psychological unpreparedness of students so that it was difficult to follow the learning, which could be overcome by collaborating learning materials and media, b) constraints caused by students' lack of interest and motivation to learn, which could be answered by motivating students through quizzes that could foster interest and motivation to learn so that students did not get bored, c) in constraints caused by different levels of understanding and learning independence, students tried to find information and review the material that had been conveyed by the teacher, and the teacher gave opportunities for students to ask questions if there were difficulties in learning the material.

Conclusion

According to the result of this study and the description of the finding and discussion this study can be conclude as follows: 1) Lesson planning of writing news text via internet in the COVID-19 pandemic era of class VIII in MTs N 1 Surakarta has running good; 2) the lesson of writing news text via

internet in the COVID-19 pandemic era was conducted in a good way; 3) the obstacles in the learning process were separated as three kinds as follows: a) the students' psychological unpreparedness in facing distance learning, b) students have lack of interest and motivation to follow the learning process via internet, and c) students was the different levels of understanding abilities; 4) the efforts to overcome the obstacles that faced by the students were: a) collaboration between the material and the interesting learning media, b) teacher gave some games such as quiz using online platform and c) students tried to find information and review the material, and d) the teacher gave opportunities for students to ask questions if there were difficulties in learning the material.

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