

Students' Difficulties of Essay Writing on Virtual Learning

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Abstract:

Essay writing with virtual learning on students' is considered as one of the most important academic courses in a supposed program help develop students' ability. The research subjects were 10 students' of class 2019 A STKIP PGRI Sidoarjo English Education study program. The instrument used was a questionnaire and observation checklist. The technique for data analysis is qualitative. In analyzing essay writing data with a questionnaire and observation checklist are as follows. Taking the data questionnaire was directed using 15 questionnaires in a students' response to learning essay writing with virtual learning with Google Form with answers to yes or no. respondents who answered yes as much 76% and then respondents who answered no as much 24%. Then got data based on observations checklist was carried out by assessing and correcting the essay writing results of 1 students' of class 2019 A. Observe the activities carried out by lecturers and students' virtual learning activities the results of all activities being carried out well and the class being very active even with virtual learning classes. The aim is to find out students' difficult in essay writing with virtual learning and students' implementation essay writing n virtual learning.

Keywords: *Teaching, Essay Writing, Virtual Learning*

INTRODUCTION

Students' language learning Writing has always been regard an important skill contributing English learning (Sari, 2019). English language teacher education programs for Teaching ELT Writing is a text that can be used and those ELT teachers interested in furthering their own professional learning. (Al Sharaeai, 2012)

identified students' opinions regarding the same matter. Therefore, the development of writing skills always exists in the English classroom along with the other three skills. However, when writing is not chosen to be the skill to focus on in the lesson plan, English teachers may assign the students' to practice writing through a journal to be submitted regularly, for example, it is

written after the completion of a lesson or a unit of a textbook (Widiati, Rohmah & Furaidah, 2014).

Writing for EFL students' is simply difficult matter, especially when the students' English competence is not very well developed. It also faced by the students' of university who learn English as foreign language (Sari, 2019). Writing has an important role for students' when learning to use language (Sari, 2018). The incompleteness of the sentence indicates that the students' do not fully understand the use of adjectives in English (Sari, 2019). Surely many people are also difficult when they want to write an essay. The difficulty of students' in writing essays can be influenced by several factors such as: lack of ideas, low motivation to write essays, lack of grammar or vocabulary skills, and rarely practice writing in spare time (Abbas, 2017). The teacher gave a list of difficult words before the teacher delivered the text to the students'(Sari, 2016).

The results of this study will inform EFL educators as to whether this mode of learning would serve as viable component of future ELT university programs in English departments in Saudi universities and guide future research efforts towards more efficient and competitive online learning environments (Al-Dosari, 2011). Furthermore, they suggested that a special online writing program which can act as a supplement for the course and help to enhance the learners' writing ability and interest (Ismail, Hussin, Darus, 2012)

Lack of ideas is one of the difficulties in making an essay. When we lack ideas, cheating arises by copying other people's papers without quoting. We know that writing an essay is not just about writing ideas, but also organizing words. They suggest a tendency by us to rely on the use of quotations in their essays and use sources to present knowledge or arrangement of ideas (Ramoroka, 2014). With quotation, we will not be considered as someone who steals the ideas of other writers on their own behalf.

Based on those phenomena, it is significant to solve the problem by students' difficult essay writing on virtual learning and students' implementation essay writing on virtual learning. Then finally, we can never write an essay if we don't practice it every day. All will be in vain when the science of writing is not applied every day. One day we must be ready with where we must be determined to be mobile in an increasingly digital era, so we must be ready with activities such as virtual learning.

RESEARCH METHOD

This research discussed the students' ability in essay writing and students' responses in essay writing on virtual learning at college students' of class 2019 A STKIP PGRI Sidoarjo English Education study program. According to (Sugiyono, 2010) research method means the scientific way to get data with the purpose of certain objective and utility. Based on the resolution of the study and the research questioner, the study of essay writing on virtual learning was conducted in the form of qualitative study. This study took place in STKIP PGRI Sidoarjo virtual learning. Since the research was conducted at the college students' of STKIP PGRI Sidoarjo. Then the subjects of the study were the college students' and the lecturer on virtual learning. Based on the purpose of the study, the object of the study is the students' difficult and implementation essay writing on virtual learning and students' responses in essay writing classroom at college students' of class 2019 A on virtual learning STKIP PGRI Sidoarjo English Education study program. This study involves some technique of collecting the data. Those are questionnaire, it was conducted to get student opinion and argument about the difficult and implementation essay writing on virtual learning.

The process of data collection requires the researcher to follow the steps in collecting the data. Firstly, preparing the instruments, selecting the informants or subject of the study, investigating data through the technique and strategy applied in

the research, in this study, taking the data questionnaire was conducted using 15 questionnaires in a students' response to virtual learning essay writing with Google Form with answers to yes and no, collecting information needed and analyzing the data and making conclusion. After getting the data by collecting them in various techniques, the data is analyzed qualitatively in the form of description. However, the data in the form was assessed through close questionnaire. The second one is observation checklist, it was conducted to get data presentation of students' and the lecture do on virtual learning essay writing going well or not.

RESULT AND DISCUSSION

Description of respondent data is useful for knowing the background of the respondents who are the subjects in the study. Through the description of the respondent's data, it can be seen that the sample selection is in accordance with the population and sampling technique or not. Respondents in this study were described based on 2 characteristics. These characteristics are based on a questionnaire that describes the virtual learning, virtual learning through virtual learning and student difficulties on essay writing through virtual and a observation checklist that describes classroom on virtual learning essay writing. The following is a description of the respondent's data based on a questionnaire and observation checklist.

1. Presentation of Respondents' Data Based on a questionnaire.

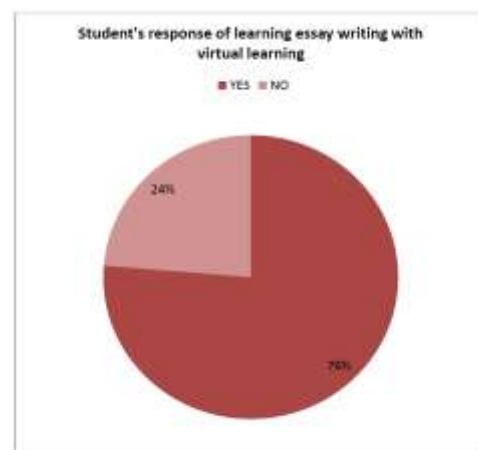
The first data description is a questionnaire. Presentation of respondent data based on a questionnaire was accepted by students' of class 2019 A STKIP PGRI Sidoarjo English Education study program. Taking the data questionnaire was conducted using 15 questionnaires in a students' response to learning essay writing with

virtual learning with answers to yes and no. The following is a table of data descriptions for respondents based on a questionnaire:

Table 1. Respondents' Data Based on a questionnaire.

No	Questionnaire	Y	N
1.	I join in virtual learning	100%	0%
2.	I enjoy in virtual learning	70%	30%
3.	I get a stable internet connection when virtual learning	50%	60%
4.	I support with virtual learning class	70%	30%
5.	I active in virtual learning	80%	20%
6.	I can implement the material provided during virtual learning	80%	20%
7.	I can fully understand the material through virtual learning	30%	70%
8.	I can make it easier to understand essay writing with virtual learning	50%	60%
9.	I get all essay writing material during virtual learning	90%	10%
10.	I can make writing essays in consultation with lecturers through virtual learning	90%	10%
11.	I develop essay writing on virtual learning individually	80%	20%
12.	I have several times to consult my essay writing virtually	90%	10%
13.	I learn essay writing virtually with spending more data on quota	80%	20%
14.	I have different types of various task on receiving feedback from my essay writing	100%	0%
15.	I do the management of extra time to learn essay writing virtually	100%	0%
TOTAL		76%	24%

The following is a circle diagram of the respondent's description based on the questionnaire implementation of teaching essay writing on virtual learning and student difficulties of essay writing on virtual learning :



Picture 1. *Pie chart* Students' response of learning essay writing with virtual learning

Based on the data above, it can be seen that the classification of respondents based on the questionnaire consists of answers to

yes and no. and from the results of the questionnaire join in virtual learning (Y=100%, N=0%). Enjoy in virtual learning (Y=70%, N=30%). Get a stable internet connection when virtual learning(Y=50%, N=60%). Support with virtual learning class (Y=70%, N=30%). Active in virtual learning (Y=80%, N= 20%). Can implement the material provided during virtual learning (Y=80%,N=20%). Can fully understand the material through virtual learning (Y=30%, N= 70%). Can make it easier to understand essay writing with virtual learning (Y=50%, N=60%). Get all essay writing material during virtual learning (Y=90%, N= 10%). Can make writing essays in consultation with lecturers through virtual learning (Y=90%, N=10%). Develop essay writing on virtual learning individually (Y=80%, N=20%). Have several times to consult my essay writing virtually (Y=90%, N=10%). Learn essay writing virtually with spending more data on quota (Y=80%, N=20%). Have different types of various task on receiving feedback from my essay writing (Y=100%, N=0%). Do the management of extra time to learn essay writing virtually (Y=100%, N= 0%).

Respondents who answered yes, namely the blue part occupied three quarters of the circle or 76% Meanwhile, respondents who answered no, the orange part occupied a quarter circle or 24%. At 24%, the difficulty of students' is the lack of stable internet connection for each student, the large number of data packets that are spent during virtual learning essay writing, with virtual learning classes students' have less time to exchange ideas with students' who are constrained due to data packets, and with the existence of virtual learning classes. virtual learning class students' must be good at managing time because the time needed during virtual learning classes is more than ordinary classes so that it usually disturbs other hours

2. From the results of observations made for 3 days, namely every Thursday 7.14 and 21 May 2020, the following data can be taken

At the beginning of the lecture essay writing through virtual learning lecturers and students' greeting, checking the attendance of all students', and motivating all students' to always be active during virtual learning activities. In whilst writing activities exploration in virtual learning, learning activities get a stimulus from essay writing examples getting a generic structure of essay writing. Post writing activities review and clarify the material, remember and prepare what will be learned in the next meeting in virtual learning.

All students' pre writing activities Also responds when the lecturer does absent students' are very active in learning essay writing activities through virtual learning students' also do not forget to do brain storming even though in the virtual learning class, students' pay attention to the lecturer during the virtual essay writing class, students' also create groups to present essay writing material so that students' can exchange ideas with others, during virtual learning students' respond to what has been explained by the lecturer.

As long as virtual learning makes students' better understand the material, makes students' independent and has critical thinking so that they can solve problems, train students' to have good essay writing skills even in a virtual learning classroom. to what the lecturer has given them during virtual learning essay writing activities.

Based on the data above, it can be seen that the results of 10 students' essay writing 2019 A which were in implementing essay writing on virtual learning are very appropriate to do because 76% of students' like to support essay writing classes with virtual learning and lecturers can deliver all essay writing material is good even with virtual learning. All materials can also be conveyed well so that students' support virtual learning activities. And for the difficulty of students' in doing virtual learning to get 24% it was due to the lack of support for the students' poor time management internet connection and requires more time for virtual consultations with lecturers because they cannot meet face

to face, thus consuming more internet quota so that it makes students' have less time to exchange ideas with lecturers and other students' so that it takes many times.

CONCLUSION

Based on research results essay writing on virtual learning at this time with technology that is increasingly developing, we humans are also required to follow the era in the sphere of education, it is necessary to follow the era, one of which is through essay writing classes with virtual learning. Writing is one of the most important branches in learning English even though virtual learning classes have many obstacles at this time, including the unstable internet connection for every student who uses internet quota which has a lot of good time management is also needed because virtual learning takes time which makes students' less likely to exchange ideas due to quota constraints. Even so, students' are also very supportive of holding essay writing through virtual learning because even with virtual learning activity in the learning process and the integrity of the material also runs well and is fulfilled and students' can implement what they have learned during essay writing learning through virtual learning well even though constrained by several factors such as quotas, signals, time management, and lack of consultation with lecturers.

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