THE USE OF ICT WRITING ENGLISH IN PANDEMIC OF COVID-19 PERIOD ON MIDWIFERY STUDENTS OF STIK BINA HUSADA AND STIKES PEMBINA PALEMBANG

By:
Arief Pamuji
Midwifery Study Program at STIK Bina Husada Palembang, South Sumatera
Arief_black85@ymail.com

Abstract: The objective of this research was to find out the description of the use of ICT in writing English in a pandemic of Covid-19 periods on midwifery students of STIK Bina Husada and STIKES Pembina Palembang, The sample of this research was taken by using totaling sampling technique with 97 midwifery students from both institutions. The data were obtained based on every meeting during online learning, which was from the third meeting to the seventh meeting that consists of five days for obtaining the data. Then from the data analysis, it's obtained that there was a good improvement response by writing English related to the material since the first day to the fifth day that was 63% of students responded to the 95% students' response on the last day. During the implementation of online learning by using ICT (Whatsapp group and Edlink) the obstacle raised on students. Many factors that made the students cannot join the class and respond. One of the factors was access to the internet in their hometown. Even had the obstacle the use of ICT can be a good choice in conducting the teaching and learning EFL process of midwifery students of STIK Bina Husada and STIKES Pembina Palembang.

Key words: information communication technology, writing

INTRODUCTION

In the formal learning process, the use of facilities to support the learning process is needed both the availability of buildings and learning media facilities. Direct learning with face to face methods, direct methods, student learning centers, leaning teacher centers, and so on are often

used in the learning process in the classroom.

Direct or face-to-face learning in the classroom is generally carried out by educators towards their students, but with the corona or Covid-19 outbreak that has become a pandemic throughout the world, this has a major impact on the world of education, the application of social distancing and even recovery or learning is done from their respective homes, this is to prevent transmission of the corona virus between students and lecturers or teachers. A variety of learning methods have been chosen in addressing these problems so that lectures continue even though lectures are carried out in their homes. The use of ICT (Information and Communication Technology) is

as an option in using in the online learning process.

Asabere and Enguah (2012) defines that ICT is a tool and facility that provides the things needed in the storage, dissemination of all forms of information such as voice, text, data and video. Furthermore, Hennessy, Ruthven and Brindley (2005), ICT is a hardware such as computers and laptops or digital equipment, applications, telecommunications facilities and information systems such as the internet and intranet. The use of ICT as a tool in communicating by connecting to the internet can reach all people, especially students. In teaching EFL (English Foreign Language) the use ICT can be a good choosen for the teacher teaching in online learning

According to Altun, (2015), technology has positive impact in the

process of teaching and learning English and technology can be applied to learning in improving and facilitating the process of learning languages, computers and others which are used as language learning targets to increase student motivation and language awareness. In line with Altun, Jayanthi, and Kumar (2016) state that ICT provides positivity related to original materials, learning materials such as pictures, sounds, videos, student learning attitudes, helping students and teachers in teaching and learning processes that help in language. With ICT, students can be motivated in learning languages by giving a positive attitude to the learning process by using computer media and learning in a stress free environment. The use ICT, such as whatsapp and edlink in learning process will lead the

students try to start in practicing their language through whatssapp group, they try to response all the question that provide by the teacher or material discussion,

There are many benefits of ICT usage, especially to cover up the pandemic problem that happen in part of the world. As stated by Houcine (2011), the use of ICT in the EFL teaching process has an impact on its users, including the needs and responses of students to learning, students can react, can use the latest news as material, can adapt to teaching materials, improve student responses, and provides access to more authentic teaching material with examples, such as images, sound, and video that makes an interesting interactions so that the students involved in the learning process intensively. Furthermore,

Padurean and Margan (2009) support to Houcine's opinion by mentioning four benefits of ICT, mainly capacity to control presentation, novelty and creativity, feedback, and adaptability.

The use of ICT in teaching EFL has also disadvantages. Livingstone (2012) points out that the use of ICT is not suitable for all students because learning participants need training on the use of ICT so that the use of ICT can be effective in the learning process, the lack of experienced teachers in the use of ICT, the choice of technological tools in learning, methods and activities can be accepted in student learning styles, and inadequate learning tools, and others.

Furtheermore Cox, Preston, and Cox (1999) explain that there are some weaknesses in the use of ICT including difficulties in using computers, need more time to use ICT, are too expensive or spend internet quota to use regularly, not enough internet access. In addition, EFL teachers have difficulty to integrate computers completely into the lesson and teachers must give too much time for teaching and are not be able to give students enough time to practice and gain experience with the skills being worked on.

In every method or strategy, the use of ICT in teaching and learning has positive and negative during application in EFL classroom. The use of ICT especially whatssapp group and edlink as one of way strategy in teaching English. During teaching and learning process by having this kinds of tools, the teacher can get the feedback drom the

students by seeing their writing response.

Writing is the process of thinking or ideas that are changed or poured into written language. According to Hedge (2000), writing is a result of the use of message strategies for the gradual preparation and development of texts. In the process the action is implemented in the form of goal setting, generating ideas, organizing information, choosing the appropriate language, drafting, reading and reviewing it, revising and editing as the final action.

In activities, the researcher uses descriptive essay writing. Descriptive writing is used in all models of writing (expository, narrative, and persuasive) to create a vivid and lasting impression of the person, place, or thing. In making the essay writing the learners use their writing to show their communication through written language as essay descriptive. Based on Bas (2012), communication with written language is an act of transmitting thoughts, feelings and ideas from the head and poured on paper. By writing people can tell their desires to others and can show how they feel on paper. By writing, people can pour out what is in their minds either a story or a report. This is supported by Winkler (1987) who states that writing is an intellectual creative process that produces a story, reading, article, novel, letter or essay paragraph.

Moreover Tan (2012) axplains that writing is a tool that can help writers know how writers think and strengthen thoughts and ideas in the mind and writers can develop these

ideas in the writer's head. Therefore, the development of ideas in mind that are poured into paper becomes an important factor in writing for students in the learning process and writing skills (Hansen, 2000). Chappell (2011) also states that several reasons why writing is very important for writers, mainly by writing we can improve our ideas when we give feedback to others, by writing, we can complement our communication and thinking skills to participate effectively in democracy, and writing can foster the ability to explain complex positions to readers

By having the writing English the students can explore their English ability to write down their ideas or opinion related to the material that the lecturer has given. By using Whatsapp group and Edlink, the lecturer also can share the video,

material, power point, and so on that make the teaching and learning keep running in the middle of pandemic Covid-19.

The researcher concluded that the use of ICT can help the teacher running the teaching and learning process on midwifery students of STIK Bina Husada and STIKES Pembina Palembang.

METHODOLOGY

The researcher used a descriptive study in conducting the present research. In this study, the researcher would like to find out the use of ICT in writing English on Midwifery students of STIKES Pembina and STIK Bina Husada. The researcher used the total sampling technique in this study. The study sample mainly from STIKES Pembina were 13 students from the 2nd semester students and 23 students

from the 4th semester and from STIK Bina Husada were 31 students of reg A1 class and 30 students of reg A2 class from the 4th semester. Therefore, the sample total was 97 from the total of the population.

To collect the data, the researcher obtained the scoring of writing English in each meeting that started from the 3rd to 7th meetings taking for five days.

RESULT AND DISCUSSION

From analyzing the data of each meeting that used ICT (Whatsapp and Edlink) as a teaching and learning process, the study found important things. There were some important findings of this study.

First, based on the analysis of writing English response of the 2nd semester students of STIKES Pembina mainly; *on the first day*, it

was found that the students who gave the writing response during the teaching and learning process was 69% and unresponse was 31%, while the average score was 47. *On the second day*, it was found that the students who gave the writing response during teaching and learning process was 77% and unresponse was 23%, while the average score was 54. *On the third day*, it was found that the students who gave the writing response during the teaching and learning process was 92% and unresponse was 8%, while the average score was 66. *On the fourth day*, it was found that the students who gave the writing response during the teaching and learning process was 100% and unresponse was 0%, while the average score was 74. And *On the fifth day*, it was found that the

students who gave the writing response during the teaching and learning process was 92% and unresponse was 8%, while the average score was 72. See Chart 1.

Chart 1. Writing English Response by Using ICT of 2ⁿᵈ Grade Midwifery Students of STIKES Pembina

Second, based on the analysis of writing English response of the 4ᵗʰ semester students of STIKES Pembina mainly; *on the first day*, it was found that the students who gave the writing response during teaching and learning process was 70% and unresponse was 30%, while the average score was 44. *On the second day*, it was found that the students who gave the writing response during the teaching and learning

process were 74% and unresponse was 26%, while the average score was 49. *On the third day*, it was found that the students who gave the writing response during the teaching and learning process was 74% and unresponse was 26%, while the average score was 52. *On the fourth day*, it was found that the students who gave the writing response during the teaching and learning process was 87% and unresponse was 13%, while the average score was 68. *On the fifth day*, it was found that the students who gave the writing response during the teaching and learning process was 91% and unresponse was 9%, while the average score was 72. See Chart 2.
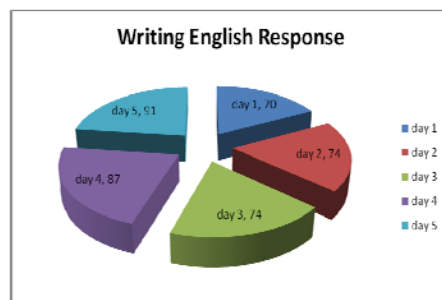
Chart 2. Writing English Response by Using ICT of 4ᵗʰ Grade Midwifery Students of STIKES Pembina

Third, based on the analysis of writing English response of the 4ᵗʰ semester students A1 class of STIK Bina Husada mainly; *on the first day*, it was found that the students who gave the writing response during teaching and learning process was 48% and unresponse was 52%, while the average score was 33. *On the second day*, it was found that the students who gave the writing response during the teaching and learning process was 68% and unresponse was 32%, while the average score was 46. *On the third day*, it was found that the students who gave the writing response

during the teaching and learning process was 77% and unresponse was 23%, while the average score was 53. *On the fourth day*, it was found that the students who gave the writing response during the teaching and learning process were 84% and unresponse was 16%, while the average score was 65. And *In the fifth day*, it was found that the students who gave the writing response during teaching and learning process was 94% and unresponse was 6%, while the average score was 76. See Chart 3.
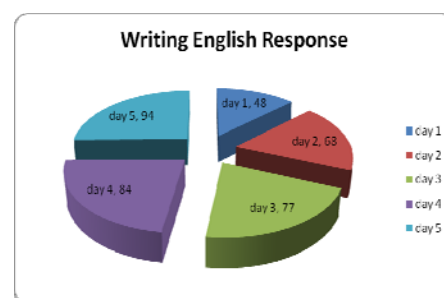

Chart 3. Writing English Response by Using ICT in A1 Class of 4ᵗʰ Grade Midwifery Students of STIK Bina Husada

Fourth, based on the analysis of writing English response of 4ᵗʰ

semester students A2 class of STIK Bina Husada mainly; *on the first day*, it was found that the students who gave the writing response during teaching and learning process was 67% and unresponse was 33%, while the average score was 46. *On the second day*, it was found that the students who gave the writing response during teaching and learning process was 80% and unresponse was 20%, while the average score was 51. *On the third day*, it was found that the students who gave the writing response during the teaching and learning process was 83% and unresponse was 17%, while the average score was 58. *On the fourth day*, it was found that the students who gave the writing response during the teaching and learning process was 87% and unresponse was 13%, while the

average score was 65. And *In the fifth day*, it was found that the students who gave the writing response during teaching and learning process was 93% and unresponse was 7%, while the average score was 74. See Chart 4.
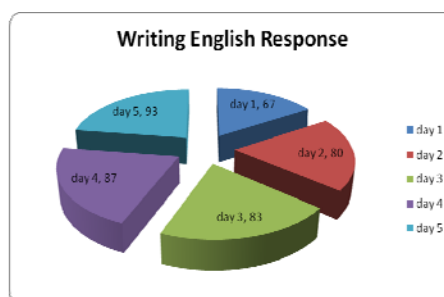

Chart 4. Writing English Response by Using ICT in A2 class of 4ᵗʰ Grade Midwifery Students of STIK Bina Husada

Fifth, based on the analysis of writing English response from all the students both from STIKES Pembina and STIK Bina Husada obtained; *on the first day*, it was found that the students who gave the writing response during teaching and learning process was 62% and unresponse was 38%, while the average score was 43. *On the second*

day, it was found that the students who gave the writing response during the teaching and learning process was 73% and unresponse was 27%, while the average score was 49. *On the third day*, it was found that the students who gave the writing response during teaching and learning process was 80% and unresponse was 20%, while the average score was 56. *On the fourth day*, it was found that the students who gave the writing response during the teaching and learning process was 88% and unresponse was 12%, while the average score was 67. *On the fifth day*, it was found that the students who gave the writing response during teaching and learning process was 93% and unresponse was 7%, while the average score was 74. See Chart 5.

Chart 5. Writing English Response by Using ICT on midwifery students of STIKES Pembina and STIK Bina Husada

To strengthen the value of this study, here are some interpretations based on the results of data analysis. Based on the results of the study, it was found that there was a significant response in writing English by using ICT (Whatsapp and Edlink) since the first day (the third meeting) that the class uses the ICT to the 5th day (the seventh meeting), the use of ICT in the teaching and learning process made the students more active in response the materials that the teacher gave in each meeting. It can be seen the differences between the first day and the fifth day that showed from 62%

of students giving response by using writing English to 93%.

The result of the study also obtained the students had difficulties or learning obstacles in using ICT, based on students complained there were some factors that they did not give the response, mainly; the internet connection was the main point why they cannot participate on the Online Learning Class (ICT) in their hometown sometimes they did not have the connection, and the second factor was they did not have an idea to write down in trying to give the response.

Moreover, to strengthen the value of this study, here are some interpretations based on the results of data analysis. Based on the results of the study, it was found that there was a significant response in writing English by using ICT (Whatsapp and Edlink) since the first day (the third meeting) that the class uses the ICT to the 5th day (the seventh meeting), the use of ICT in the teaching and learning process made the students more active in response the materials that the teacher gave in each meeting. It can be seen the differences between the first day and the fifth day that showed from 62% of students giving responses by using writing English to 93%.

The result of the study also obtained the students had difficulties or learning obstacles in using ICT, based on students complained there were some factors that they did not give the response, mainly; the internet connection was the main point why they cannot participate on the Online Learning Class (ICT).in their hometown sometimes they did not have the connection, and the

second factor was they did not have an idea to write down in trying to give the response.

CONCLUSION

In this study, the researcher aimed to determine the description of The Use of ICT in Writing English in Pandemic of Covid-19 period on Midwifery students of STIK Bina Husada and STIKES Pembina Palembang. In this study, the researcher collected the data of English Writing in each online learning meeting that used ICT (Whatsapp and Edlink). To obtained the data, from the meeting, the researcher got the percentage of students who activated in the class by using giving the writing English and give the score of their writing. The use ICT in the online learning process during pandemic Covid-19 was very useful, it can lead the students to be brave to write down their response by using WhatsApp group and Edlink as media teaching and learning process, the confidence of them can be seen from the improving percentage of students who were giving the responses starting from the first day they used online learning as teaching and learning process to the fifth day. Besides the usefulness of ICT in helping the students study, the use of it had obstacles for the user (students) such as lost the internet connection as the factor they cannot be good participants and other factors.

REFERENCES

Altun, M. (2015). The integration of technology into foreign language teaching. *International Journal on New Trends in Edıcation and their Implications 6*(1). 22-27.

Asabere, N. Y. & Enguah, S. E. (2012). Integration of expert systems in mobile learning**.** *International. Journal of Information and Communication Technology Research, 2* (1), 55–61.

Bas, G (2012), Correlation Between Elementary Students' reading attitudes and their writing dispositions. Konya Univerity. IJGE: *International Jounal of Global Education 1*(2).

Chappell, V (2011). *What makes writing so important?* Marquetee University. Retrieved from http://www.marquette.edu/wac/WhatMakesWritingSoImportant.shtml

Cox, M., Preston, M., & Cox, K. (1999). What factors support or prevent teachers from using ICT in their classrooms? King's College London, MirandaNet Project University of Surrey. Paper presented at the British Educational Research Association Annual Conference, University of Sussex at Brighton, September 2-5 1999.

Hansen (2000). *The importance of good writing skills*. New York. Labor Department Retrieved from http://www.enhancemywriting.com/skills.html.

Hedge, T (2000), *Teaching and learning in the language classroom.* Oxford: Oxford University

Hennessy, S., Ruthven, K. & Brindley, S. (2005). Teacher perspectives on integrating ICT into subject teaching: Commitment, constraints, caution and change. Retrieved from http://www.educ.cam.ac.uk/research/projects/istl/WP042.pdf

Houcine, S. (2011). *The effects of ICT on learning/teaching in a foreign language.* Retrieved from http://www.pixel-online.net/ICT4LL2011/common/download/Paper_pdf/IBL69- 437-FP-HoucineICT4LL2011.pdf [5]

Jayanthi, N. S. & Kumar, R. V. (2016). Use of ICT in English language teaching and learning. *Journal of English language and literature, 3*(2), 34-38.

Livingstone, S. 2012. *Critical reflections on the benefits of ICT in education.* Review of Education. Retrieved from http://dx.doi.org/10.1080/03054985.2011.577938

Padurean, A., & Margan, M. (2009). Foreign language teaching via ICT. *Revista de*

Informaticã Socialã 7(12), 97-101. Retrieved from http://www.ris.uvt.ro/wp-content/uploads/2010/01/a padurean.pdf

Tan, J, P (2012). *The importance of writing well: a justification and how to guide*. Retrieved from http://people.uncw.edu/tan p/writingwell.html

Winkler, A, C (1987). *Re-writing writing rhetoric.* Orlando, FL: Hartcourt Brace Javanovich, Inc.