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**THE EFFECT OF INFORMATION AND TECHNOLOGY (IT) BASED PARAGRAPH WRITING MATERIALS FOR STUDENTS' WRITING SKILLS IN PANDEMIC ERA**

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**Abstract**

Nowadays almost technological facilities are owned by all students such as laptop or best HP multifunctional. The pandemic era forces human do all of the activities by using these media, this condition also forces the students and lecturer in the university to do teaching and learning process by using those media too. Mandating that the learning process begins to make technology as a learning medium that is able to create a conducive and wider atmosphere so that lecture learning is not limited by face to face activities and printed handbook but can use technology as a material development and learning process especially related to "paragraph writing" courses whose target is to make students able to write paragraphs well in pandemic era. In this case, this research has some purposes, they are developing teaching materials of information and technology-based "paragraph writing" (IT) courses; review how the effectiveness of IT-based "Paragraph Writing" teaching materials to improve student writing skills in pandemic era; and knowing the perception of students towards teaching materials developed based on Information and technology (IT) in pandemic era.

**Keywords:** Paragraph Writing, Teaching Materials, Information And Technology (IT), Writing Skills, Pandemic Era

**INTRODUCTION**

The effectiveness of gaining knowledge of is basically decided through the volume to which making plans is completed through the coaching staff. Learning making plans isn't handiest to finish administrative and curriculum needs, however should be designed through concerning educational layout additives which consist of educational goals beginning with educational analysis, pupil and context analysis, formulating overall performance targets, growing evaluation instruments, growing gaining knowledge of strategies, growing and deciding on materials, and growing and undertaking formative and summative evaluations.

In this era of pandemic, this is forcing almost all human activity to switch to these digital media, including educational services.

Now, education services must adapt to e-learning methods. This change is a challenge for Indonesian education, which must also prepare students to adapt to face the challenges of this time. If the students want to make a class presentation, the students should prepare PowerPoint presentation materials. Handouts, material summaries and. Other printed media such as books and forms are still very limited, especially if the educational materials are in the form of audio, video and multimedia that integrate information and also technology.

The development of Module is just collecting some materials in one module and directly taught to the students without conducting necessity analysis and the processes of various systemic and systematic. In the process of preparation, it cannot reach the real necessity of students so that the learning



process of the materials can be presented tend not to attract the needs of the students. Likewise, the process of learning that only relies on handouts and material summaries can indeed provide a summary of lessons that can be explained in a brief time and can be understood faster. To know the teaching materials developed based on instructional design theory play an important role in creating conducive learning conditions. Here are three reasons why teaching materials have a central position (1) as a representation, (2) as a means of achieving learning objectives, and (3) optimizing services to students (Zulkarnaeni, 2009).

First, teaching materials as the examples of some explanation of the teaching process in front of the class. Information, descriptions that must be submitted, and information presented by the teaching staff are collected in teaching materials. Thus, the teaching staff can reduce activities to explain so that they have more time to guide students in carrying out learning activities. Second, teaching materials are positioned as tools or means to achieve goals. Third, teaching materials are also a form of education unit service to students. Students are dealing with documented and related materials with consistent information so that fast learners can optimize their abilities by studying these teaching materials. On the other hand, slow learners can study teaching materials repeatedly. Thus, the optimization of learning services for students can be carried out properly through the use of teaching materials.

In connection with the above regarding the importance of the Paragraph writing course, which must be improved through teaching materials based on information and technology so that it can achieve an effective and efficient learning process, whether it takes place face to face in the classroom or for independent learning needs, then need to be supported by the design and development of teaching materials that can integrate cognitive, affective, and psycho-motor abilities. Therefore, researchers

consider it necessary to develop teaching materials for paragraph writing courses based on information and technology to improve student writing skills in pandemic era because nowadays it is increasingly sophisticated and the average student has technology in the form of cellphones, laptops, and modems as well as complete campus facilities in the field of information and technology such as computers and hotspots. Of course, this will make it easier and more effective for students to improve their writing skills through information and technology-based learning.

#### **Problem Formulation**

1. How is the effectiveness of IT-based “paragraph writing” teaching materials to improve students' writing skills in pandemic era?
2. What is the student's perception of the teaching materials developed based on Information and technology (IT) in pandemic era?

#### **Research Objectives**

this research used experimental research that generally aims to know the effectiveness of technological products in the form of the technology of information (IT)-based paragraph teaching writing materials that has the effect or not by students both for studying in face to face meetings in the classroom or can be studied independently anytime and anywhere. Specifically, the research objectives are as follows:

1. To examine the effectiveness of IT-based “Paragraph Writing” for students’ writing skills in pandemic era
2. Knowing students' perceptions of IT-based “Paragraph Writing” for students’ writing skills in pandemic era

#### **LITERATURE REVIEW**

##### **Experimental Research Concept**

The researcher used quantitative research in this research, some experts give their opinions about this research approach, Nana S. Sukmadinata (2010: 53) stated that quantitative



research is the philosophy of positivism which focuses on the objective phenomena that are studied by using numbers, the process of statistic, structures, and the controlled of the experiments. While this research used quasi-experimental design research type. Sugiyono (2007: 107) stated that experimental research type is research which focuses on finding the effect of particular treatments on the target of the research based on the certain conditions. The other opinion also come from Suharsimi Arikunto (2000: 272) stated that experimental research type is the research which focuses on condition of the target research whether there are treatment consequences based on the research, by comparing both groups, the experimental groups with the treatment and the control group without treatment.

Sugiyono (2010: 75) also stated about the two forms of quasi-experimental design, namely time series design and nonequivalent control group design. The design used in this study is a quasi-experimental design and uses a nonequivalent control group design model. Before being given treatment,

### **Concept of Teaching Materials**

Furthermore, the term that is widely used in the study is instructional materials which include all forms of learning such as instructions for instructors, student modules, Overhead Transparencies (OHP), videotapes, computer-based multimedia formats, and the web. pages for distance education. In relation to the integration of technology into learning, teaching materials are also called materials which are usually distinguished from tools and devices. Tools are hardware and software that are used together to create training videos that are archived or exported via Theory email. The material is web streaming (digital), videotape (analog) and DVD (digital) used to store training videos that are viewed through the device. Meanwhile, the devices are computers with Web browsers and QuickTime players (digital), VCRs (analog), DVD players

(digital), and DVD Room computers (digital) used to access documents

Teaching material also called teaching material which includes visual aids such as handouts, slides / transparencies, which consists of text, diagrams, images and photos as well as other media such as audio, video and animation. In addition, instructional material is also known as instructional material which is considered to be material provided for learning purposes, which includes textbooks, videotapes and audio tapes, computer software and visual aids. So what is meant by teaching material here is a set of materials that are systematically organized for learning purposes, both printed material and in the form of audio, visual, video, multimedia and web-based.

The Information and technology (IT) is defined as the study of the design, development, implementation, management of computer-based information systems, especially software and hardware applications.

Here the researcher use several types of information technology IT for creating, and sharing interactive files containing location-specific information visually. Like Facebook ,Blogger, Google classroom and others media .All these media and technologies are deemed necessary to be integrated into “Paragraph Writing.

Of course, the researchers plan to know the effectiveness of information and technology (IT)-based teaching materials through blogs that are equipped with paragraph material, you tube, videos, and other article examples that can improve understanding of writing skills and writing assignments that are sent via email every meeting. a blog or weblog is a form of website that uses certain software whose background has been designed (Hill, 2006). Blog is a website that is used to publish personal work.

### **Paragraph Writing**

#### **1. Definition of paragraph.**

A paragraph is a group of sentences that fleshes out a single idea. In order for a

paragraph to be effective, it must begin with a topic sentence, have sentences that support the main idea of that paragraph, and maintain a consistent flow.

2. Competences

Competences is one of what the students have in this writing class, students will be able to write better in three ways. Write paragraphs and sentences, understand how to generate ideas, write a draft, revise a draft, and write four models in writing: description, exposition, argument and persuasion and narration

3 Learning Objectives

Write the paragraphs, write the sentences, understanding how to generate the ideas, write a draft , revise the draft of writing, write model of description, write model of exposition, write model of argumentation and persuasion, and write model of narration.

**RESEARCH OF METHODOLOGY**

**Research Method**

In this research, the researcher use experimental research, according to Ary, Jacobs, and Razavieh (1979) argue that there are many research design, such as: experimental research ,descriptive research, ex-post facto and correlation. But in this case, the researcher uses the experimental design which type of QUASI experiment with non-randomization .

first time, both of the groups are given the same pretest. And then, the experimental group treatment is given and in the end of the treatment both of group is conducted same post test.

Table 2

Group	Pre-Test	Treatment	Post-Test
A	y1	x	y2
C	y1		y2

Population: Gay (1987:102) says that population is the group of interest to the researcher, the group to which she or he would like the results of the study to be generalizable.

The target population of this study is all of the students the second semester that they are still taking writing classes.

Sample: According to gay (1987:101) sample is the process of selecting a number individuals for a study in such a way that the individuals the larger group from which they were selected. After defining, the writer selected the sample from the population, because sampling is indispensable to the researcher. The researcher takes two groups. The first group is the students who were in the class A and the second group is the students who were in the class B.

**Research instrument**

Researcher use instrument of research is a test, researcher use a pre- test and post-test. A pre-test, it is to know about the Information And Technology (IT). And pre-test is a Writing test. And then the researcher conduct a post-test, the purpose of the post-test is to measure whether the score of pre-test has different significantly after the researcher conduct the treatment. If the researcher find the scores of post-test is higher than pre-test, so it indicates that there is a different with the two variables.

**Procedures of Data analysis**

The data analysis that the researcher will uses is ANCOVA, this technique will help the researcher to find that is there an effect or not, after conducting the treatment teaching writing by using Information and Technology (IT).

Procedures of data collection

The data collection for this study is obtained from the scores of writing skill pre-test and post- test. To know whether using teaching writing by using Information And Technology (IT). have some differences of effect in writing skill at English students Of UNIQHBA The score obtained from pre-test and posttest.

To collect the data there are three steps.

**Pre-test**

The researcher give the pre-test to the experimental group class and control group class, the pretest is conducted in both of class



before researcher conducting the treatment for both of class.

**Treatment**

After pre-test has been conducted, the treatment is started. Each group is treated with different teaching models. The experimental group gets writing skill by using media of IT, and the control group gets good score for writing skill using conventional method.

**Post- test**

Researcher conducted a post-test for both of class. In addition, post -tests from two groups are compared each other's to determine whether or not difference significantly. These results will determine the effectiveness of teaching writing by using Information and Technology (IT).

The process of teaching writing in the classroom:

CLASS3A	teaching writing by using Information And Technology (IT).
CLASS3C	teaching writing without using Information And Technology (IT).

**FINDING AND DISCUSSION**

The finding of this research is answering the statements of problem and testing the hypothesis

**Research Finding**

This research has some purposes for finding the real fact that happen in teaching writing skill using Information and Technology (IT) for 3<sup>rd</sup> semester of UNIQHBA in the pandemic era. This section was focused on pretest and posttest analysis of the scores of the experimental and control groups and test of hypotheses.

The result of the pre-test scores of the experimental and control groups. , After analyzing the data, the researcher found that the average score for each group was different. The

pretest scores of the experimental group were 19.4 and the control group was 17.15.

To answer the research problem as mentioned in chapter I whether teaching English by media of IT had a significant effect on the teaching writing skill using Information and Technology (IT) for 3<sup>rd</sup> semester of UNQHBA in the pandemic era. , an analysis of posttest was done to know the significant difference from Media IT in both of the group.

**Table 4.1 the Summary of ANCOVA with pretest as covariate**

Source of Variance	ss`	d f	ms`	f	level of significance
Between group	199.47	1	199.47	17.93	0,05
Within group	422.43	38	11.12		
Total	621.90				

Related to the statement and table above, there was a significant different on writing skill for the students who are taught by using media of IT and other conventional method in teaching writing. The researcher can conclude that the hypothesis of this research was accepted that teaching writing skill using Information and Technology (IT) strategy in pandemic era is more effective than teaching writing skill without using Information and Technology (IT).

**Discussion**

Related to the counting of the statistical value above that the observed of F-ratio was 17.93, whereas the critical value of F in the degree of freedom was 1/38 with the 0.05 level of significant was 4,10, it means that the hypothesis of this study: “teaching writing skill using Information and Technology (IT) for 3<sup>rd</sup> semester of UNIQHBA in pandemic era ? who were taught by using Information and



Technology (IT) for 3<sup>rd</sup> semester of UNIQHBA in the pandemic era than the students of English who were taught without using Information and Technology.

## CONCLUSION

The conclusion was presented according to the data that was analyzed in the previous chapters that this research was success it proves from the level of significance, the researcher found the level significance score was 0.05.it means that this research is effective. Related to the result of the data analysis. The researcher can make the best conclusion that there are many different effects in teaching writing skill using Information and Technology (IT) for 3<sup>rd</sup> semester of UNQHBA in the pandemic era.

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