Learning Loss in Online Learning for Writing Class

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Abstract

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 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 are 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.

INTRODUCTION

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 since2020, 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).

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 introspection, remoteness, and a lack of engagement or relationship, making it less successfulthan 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).

Moreover, several studies have been conducted to look at the learning loss in online learning for writing class. Andriani (2021) entitled "Learning Loss Dalam Pembelajaran Daring di Masa Pandemi Corona". Based on the results of the study, it was found that the learning loss in online learning is less interaction between lecturers and students and students, students learning time, concentration, limited

time duration of lecture material. In addition, Wahyudi (2021) entitled "Learning Loss During Covid-19 Pandemic in Indonesia and Strategy To Minimize It". The results found that students' distance learning limitations, such as the lack of Android phones, data packets, and signal networks.

RESEARCH METHOD

This study used a descriptive method with a qualitative approach because the aim is to describe and explain learning loss in online learning for writing class. This research used an instrument in the form of a questionnaire in the form of Google Form. The questionnaire was a close-ended questionnaire rated using the Likert scale that was employed as an indicator of the participants' agreement with each item in the questionnaire. The researcher used the Likert scale to make it easier for researchers to measure the respondent's agreement and disagreement with something object. The Likert scale has a score of 1 to 5, which was given to the answers provided in each question. The options in the questionnaire consisted of five options; there are: Strongly Agree = 5, Agree = 4, Neutral = 3, Disagree = 2, and Strongly Disagree = 1. The respondents in this study were students of the English language education study program batch 2021. The researcher used a purposive sampling technique with the criteria of learning loss in online learning for writing class. So that the number of participants is 23 students. The data from the questionnaire is then made into the form of frequency and percentage tables. The data questionnaire were analysed using the Miles and Huberman technique, namely scoring, analyzing problems, and concluding/interpreting.

RESULT AND DISCUSSION

The questionnaire is divided into three section, namely: platforms, advantages and disadvantages, and learning loss in online learning for writing class

1. Platforms

Students can use a variety of applications in online learning. *Zoom Meeting*, *LMS/E-learning*, *Google Meet*, *Youtube*, and *Whatsapp*, are the platforms used for writing class**.** Some applications frequently used by lecturers and students in writing class include ZoomMeetings, LMS/E-learning, and Whatsapp. The data description and analysis show the applications used in online learning during the Covid-19 pandemic in the writing class in Table 1 below.

Table 1. platform that used in online learning

No	Statement	Respond			
		Zoom Meeting	LMS/E-Learning	Youtube	Whats app
1	Before learning in writing online class, I learned to use the platform	17	18	12	10
2	In the process of writing online class, I learned to use the platform	11	22	10	20

3	Writing assignments are deliveredthrough the platform	0	14	1	3
4	The Mid-Semester Writing Exam is carried out via the platform.	0	0	0	0
5	The Final Semester Writing Exam is carried out through the platform	0	0	0	0
	Total	28	54	23	33

Based on table 4.1, almost all respondents stated that the applications they frequently used before learning in writing online class were *LMS/E-Learning* and *Zoom Meeting*. *LMS/E-Learning* and *Whatsapp* were two applications that are frequently used in the online writing learning process. Meanwhile, Writing assignments are delivered through the platform was *LMS/E-Learning*. In terms of the Mid-Semester and Final Semester Exams via the *Google Forms* application. In implementing online learning during the Covid-19 pandemic, besides using Zoom Meeting, WhatsApp, Youtube, and LMS/E-Learning applications, according to students, lecturers also use google Meet. So, the application frequently used in online learning for writing class LMS/E-Learning is used before learning, in the process of writing online class, and to deliver the writing assignments.

2. Advantages and Disadvantages of Online Learning
a. Advantages of Online Learning

The advantages of online learning during the corona pandemic period, according to the respondents in the writing class, can be described in Table 2 below

Table 2 Advantages of Online Learning in Writing class

| No | Statement | Respond | | | | | Score | Average Score | Category |
		SA (5)	A(4)	N(3)	D(2)	SD (1)			
1	Online learning is available at any time.	6	11	1	5	0	87	3,78	High
2	Online learning allows for more flexibility in study time.	5	11	1	6	0	84	3,65	High
3	Online learning can help students save time on their studies.	7	7	4	5	0	85	3,70	High
4	Online learning allows students to attend classes from any location.	8	10	2	3	0	92	4,00	High
5	Online learning can save pocket money because you can take lectures from home	8	8	3	3	1	88	3,83	High

6	Online learning can reduce operational lecturecosts, such as transportation to campus (gas money).	9	11	1	2	0	96	4,17	High
7	Online learning is done ona schedule, and meetings are usually shorter.	3	10	5	5	0	80	3,48	Middle
8	Online learning makes it easier for students to complete assignments assigned by lecturers via online learning applications.	6	11	4	2	0	90	3,91	High
9	During the Corona Pandemic, online learning reduces student mobility.	5	13	5	0	0	92	4,00	High
10	Learning occurs in an interactive manner between lecturers and students.	1	9	7	5	1	73	3,17	Middle

Based on table 4.2 above, it can be seen that the advantages of online learning consist of 10 advantages. The five highest advantages of online learning were: (1) Online learning can reduce operational lecture costs such as transportation to campus (gas money), etc., with an average score of 4,17. (2) Online learning allows students to attend classes from any location with an average score of 4,00. (3) During the Corona Pandemic, online learning reduces student mobility with an average score of 4,00. (4) Online learning makes it easierfor students to complete assignments assigned by lecturers via online learning applications, with an average score of 3,91. (5) Online learning can save pocket money because students can take lectures from home with an average score of 3,83

Besides that, the five lowest advantages of online learning were: (1) Online learning is available at any time, with an average score of 3,78. (2) Online learning can help students save time on their studies with an average score of 3,70. (3) Online learning allows for more flexibility in study time, with an average score of 3,65. (4) Online learning is done on a set schedule, and meetings are usually shorter, with an average score of 3,48. (5) Learning occursinteractive between lecturers and students, with an average score of 3,17.

b. Disadvantages of Online Learning
Table 3 Disadvantages of Online Learning in Writing class

No	Statement	Respon					Score	Average Score	Category
		SA (5)	A (4)	N (3)	D (2)	SD (1)			
1	Online learning is constrained by the	9	10	2	2	0	95	4,13	High

	internet network which is often disconnected.								
2	Online learning is constrained when it rains, the internet network is often disrupted.	10	10	1	2	0	97	4,22	High
3	Online learning is limited due to students' domicile/residence and poor internet network access.	10	11	0	2	0	98	4,26	High
4	Students cannot concentrate in online learning because the interaction is typically one-way.	5	10	5	3	0	86	3,74	High
5	In online learning, lecturers frequently use the lecture method.	3	9	6	5	0	79	3,43	Middle
6	In online learning, students are more passive.	6	10	6	0	1	89	3,87	High
7	Online learning incurs additional costs for purchasing internet data quota credit.	8	11	2	2	0	94	4,09	High
8	The audio and video quality of applications used in online learning is poor.	0	10	3	8	2	67	2,91	Middle
9	Students do not have adequate tools for online learning.	1	8	7	7	0	72	3,13	Middle
10	Lecturers do not provide feedback on submitted assignments..	2	5	6	9	1	67	2,91	Middle

The table above shows that there were ten disadvantages. The five highest disadvantages of online learning during the corona pandemic are: (1) Online learning is limited due to students' domicile and poor internet network access, with an average score of 4,26 (high category). (2) Online learning is constrained when it rains, and the internetnetwork is often disrupted, with an average score of 4,22 (high category). (3) Online learning is constrained by the internet network, which is often disconnected, with an average score of 4,13 (high category). (4) Online learning incurs additional costs for purchasing internet data quota credit with an average score of 4,09 (high category). (5) In online learning, students aremore passive, with an average score of 3,87 (high category).

In addition, the five lowest disadvantages were: (1) students cannot

concentrate on online learning because the interaction is typically one-way, with an average score of 3,74 (high category). (2) In online learning, lecturers frequently use the lecture method with an average score of 3,43 (middle category). (3) Students do not have adequate tools for online learning, with an average score of 3,13 (middle category). (4) The audio and video quality of applications used in online learning is poor, with an average score of 2,91 (middle category). (5) Lecturers do not provide feedback on submitted assignments, with an average score of 2,91 (middle category).

3. *Learning Loss in Online Learning*
a. *Constructive Learning*

Table 4 Constructive Learning

No	Statement	Respond					Score	Average Score	Category
		SA (5)	A (4)	N (3)	D (2)	SD (1)			
1	I study more effectively whenI can relate what I am learning to what I have already learned.	4	17	2	0	0	94	4,09	High
2	I can write in English using my own words.	2	17	4	0	0	90	3,91	High
3	When I study online, it motivates me to learn more.	1	7	7	8	0	70	3,04	Middle
4	I struggle to study for complex material while studying online.	8	12	3	0	0	97	4,22	High
5	In online learning, I have difficulty interacting with friends.	7	10	3	2	1	89	3,87	High
6	I struggle to learn and collaborate with friends on online learning in writing materials.	5	12	3	3	0	88	3,83	High
7	I have difficulty collaborating with friendson assignments/projects.	6	9	4	4	0	86	3,74	High
8	If I learn paragraph writing online, I can complete group assignments on time.	2	9	6	5	1	75	3,26	Middle
9	If I study paragraph writing online, I have difficulty preparing for the exam.	2	14	4	3	0	84	3,65	High
10	I am having trouble deciding which restorative material to study for the exam.	3	12	3	5	0	82	3,57	High

No	Statement						Score	Average Score	Category
11	When learning paragraph writing online, I find it difficult to ask the lecturer questions.	4	11	2	6	0	82	3,57	High
12	When learning paragraph writing online, I have difficulty finding additional material assigned by the lecturer.	3	10	3	7	0	78	3,39	Middle
13	My knowledge of paragraph writing learning materials is limited to what the lecturer provides in online learning.	1	14	5	3	0	82	3,57	High
14	The provided paragraph writing material does not correspond to everyday practice.	1	5	7	9	0	64	2,78	Middle
15	I am unable to practice the paragraph writing material that is taught.	4	6	9	4	0	79	3,43	Middle

Constructive Learning was divided into four parts: Knowledge Construction, Collaboration Learning, Self-regulated Learning, and Authentic Learning. Learning Loss in Constructive Learning, which were: (1) students struggle to study for difficult material while studying online. (2) In online learning, students have difficulty interacting with friends. (3) students also struggle to learn and collaborate with friends on online learning in writing materials. (4) Students have difficulty collaborating with friends on assignments/projects. (5) If students study paragraph writing online, students have difficulty preparing for the exam

b. *Learning Strategy*

Table 5 Learning Strategy

No	Statement	Respond					Score	Average Score	Category
		SA (5)	A (4)	N (3)	D (2)	SA (1)			
16	In my writing, I use new vocabulary.	5	13	3	1	0	88	3,83	High
17	I frequently review articles in English	2	9	9	2	1	78	3,39	Middle
18	I repeat new vocabulary to make it easier to remember.	6	10	7	0	0	91	3,96	High
19	I read English texts anduse sentence patterns from them in my writing.	3	10	6	3	0	79	3,43	Middle
20	I cannot translate Indonesian sentences into English.	0	2	3	15	3	50	2,17	Low

No							Score	Average Score	Category
21	If I do not know a specific word, I will replace another word with the same meaning.	8	12	3	0	0	97	4,22	High
22	When writing in online learning, I identify my learning style and needs.	2	14	6	0	0	84	3,65	High
23	I make a plan for completing writing assignments.	1	17	3	2	0	86	3,74	High
24	I find it easy to motivate myself to write in English.	1	13	4	4	0	77	3,35	Middle
25	I cannot express how I feel while learning English.	0	5	7	9	2	61	2,65	Middle
26	I cannot ask my friends to correct my grammatical errors.	2	8	6	5	2	72	3,13	Middle
27	I do not receive feedback from the lecturer.	0	4	6	12	1	59	2,57	Middle

The research findings show that the learning loss experienced by students in online learning for writing class is viewed from the study of second language acquisition. Learning Strategy was divided into six parts, namely: Memory Strategy, Cognitive Strategy, Compensation Strategy, Metacognitive Strategy, Affective Strategy, and Social Strategy. TheLearning Loss in Learning Strategy can be identified as follows: (1) students cannot ask their friends to correct their grammatical errors. (2) students cannot express how students feelwhile learning English. (3) students do not receive feedback from the lecturer. (4) students cannot translate Indonesian sentences into English.

c. *Learning Environment*

Table 6 Learning Environment

No	Statement	Respond					Score	Average Score	Category
		SA (5)	A (4)	N (3)	D (2)	SA (1)			
28	I am having trouble finding examples of natural English writing.	2	13	6	2	0	84	3,65	High
29	I am unable to communicate in writing in an English-speaking environment.	2	8	8	5	0	76	3,30	Middle
30	I do not have friends who can clarify the exact meaning of my writing.	1	7	9	6	0	72	3,13	Middle
31	I do not have any friends to use as writing models.	3	7	6	6	1	74	3,22	Middle
32	I do not have friends who can help me correct grammar errors in my writing.	1	6	6	8	2	65	2,83	Middle
33	I do not have any friends who can provide feedback on my writing.	3	5	6	8	1	70	3,04	Middle

34	I do not get enough examples of English writing.	1	10	8	4	0	77	3,35	Middle

The research findings show that the learning loss in the learning environment were (1)students having trouble finding examples of natural English writing. (2) students do not get enough examples of English writing. (3) Students could not communicate in writing in an English-speaking environment. (4) Students have no friends to use as writing models. (5) students do not have any friends who can clarify the exact meaning of their writing. (6) students do not have any friends who can provide feedback on their writing. (7) students do not have any friends who can help them correct grammar errors in their writing.

Discussion

This study was conducted in English Department in class k1 2021 at Universitas Negeri Padang. This section describes the findings from the respondent's questionnaire, which is divided into three sections: platform, advantages and disadvantages of online learning, and learning loss experienced by students in online learning for paragraph writing courses in terms of second language acquisition studies. It was found the frequent platform used when online learning were LMS/E-Learning and WhatsApp. The advantages of online learning was online learning can reduce operational lecture costs such as transportation to campus (gas money). Meanwhile disadvantages of online learning was online learning is limited due to students' domicile and poor internet network access. In addition, 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.

CONCLUSION

Some conclusions can be drawn based on the findings and discussion in the previous chapter. First, most of the students used the platform LMS/E-Learning before learning in writing online class, in the process learning of writing in online learning, and writing assignments, with a total of 54. Then, the advantages of online learning were in terms of cost,with an average score of 4, 17 online learning can reduce operational lecture costs such as transportation to campus (gas money), etc. At the same time, the disadvantages of online learning were in network, with an average score of 4,26; online learning is limited due to students' domicile/residence and poor internet network access.

Hence, there was a learning loss in online learning for writing class. The occurrence of learning loss in writing class, in terms of knowledge construction, the students struggled tostudy for complex material while studying online with an average score of 4,22. Learning loss also occurs in social strategy; students cannot ask friends to correct grammatical errors, with an average score of 3,13. Moreover, the last learning loss in terms of learning environment was students having trouble

finding examples of natural English writing, with an average score of 3,65.

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