

STUDENTS' PERCEPTION TOWARD WRITING DESCRIPTIVE TEXT USING NOREDINK WEBSITE

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Abstract

The purpose of this research is to observe students' perception in writing descriptive text using the NoRedInk website. Writing is one skill that can help students develop their critical thinking in written form. The students can express their feeling, ideas, or think into readable text which can be understood by the reader. The method that applied in this research is descriptive qualitative method research by a survey approach through the questionnaire. The sample of this research are 30 students from one class which is the nursing department of X at SMK Tunas Mekar Rancaekek. The data of this research was gained with 10 questions of the questionnaire. The objective of this research is to observe students' perception in writing descriptive using the NoRedInk website. Based on the result of the data that has been analyzed, the researcher concludes that the student's writing skill in descriptive text using the NoRedInk website was positive. The students mostly knew that they have skills in writing descriptive text. Based on the questionnaire, the teacher and the media are good for descriptive text. The students give positive responses about the media, and the teacher has a good system to deliver the material of the descriptive text.

Keywords: Students' Perception; Descriptive Text; NoRedInk Website

INTRODUCTION

Education is one of the most important aspects affected by Covid-19. Teaching and learning processes are being solutions for this situation to prevent and reduce the spread of the virus. In Indonesia, the implementation of the teaching and learning process is conducted online. According to Batubara (2021), the teacher and the students are suddenly forced to be ready to transfer and achieve the knowledge online, such as the internet, tools, and educational elements which are for teacher or lecture, parent, and student. There is a lot of online learning offered tools to support and help in the teaching and learning process (Pokhrel & Chhetri, 2021). The use of media such as Google Classroom, Edmodo, Zenius, WhatsApp, and so on can be used by the teacher and the students to support the process of teaching and learning activities. Furthermore, to support teaching and learning that can support face-to-face are Google meet, Zoom, Microsoft Teams, and so on, teachers and students can use those mediums to interact or discuss by virtual (Abidah et al., 2020). English is one of the subjects which the students are expected to master, based on the curriculum 2013 (Jessika, Purba & Simanjutak 2021). English subject allows the challenge of this situation, especially in writing class. The teacher and the students are taking the new level in the learning activity. Cited from Putri (2020) writing is a process of humans express their feeling, ideas, sharing information or messages, which can be understood by the reader. Another statement came from Purnamasari, Hidayat & Kurniawati (2021) writing is a productive activity that can help the students in conveying their ideas or thought into good sentences, which this activity can help them in developing critical thinking skill or their thought with the written form. Hanafiawi, Muharam & Parmawati (2020) states that writing can support the learner especially in learning English. It caused that writing can

help the learner in written communication, which can help them communicate in a different area through written form. Furthermore, this skill is quite hard to learn, especially since the students are still finding the obstacle while learning writing. Students usually the obstacle such as lack of vocabulary, grammar, lack of knowledge, confusion about the content, expressing their idea, mechanic, language use, and organization (Tamba, Situmorang & Ginting 2020). According to Harmer (2004:4) in Pangaribuan (2020), mentions four elements are expected to pay attention about the elements of writing as follows:

- a. Planning
In the first element, the writer is expected to plans what they are going to write.
- b. Drafting
In the second element, the writer starts their writing from a topic and move to the sentence. Besides, in this second element, the writer develops their topic based on the writer's knowledge.
- c. Editing
In the third element, the writer continues their writing by re-read what they have written before. Then, the writer reviews and edits their writing if there is something that has to be removed, add, need correction, and so on.
- d. Final revision
The last, in the final revision after the writer passing through some elements or processes, the writer can finally share or send their final draft.

Some texts have to learn by the students in tenth-grade students. According to Kemendikbud (2013), descriptive text is one of the standard competencies which is expected to have to be master by the students. The definition of descriptive text is to describe something, which can be someone, place, thing, and so on. Saadah (2020) defines descriptive text as one kind of writing description that presents detailed information about someone or thing. Purba & Simanjuntak (2021) state in writing descriptive text, the students are able to share their ideas, thought, or feeling into one paragraph, arrange their thought by identifying the topic that has been choosing, and describe the topic clearly. Kurnia & Kareviati (2021) based on their study, they are mention two structures in descriptive text, the first is the identification and the second is the description. In the first structure, the writer introduces what the writer wants to describe; someone, place, thing, etc. For the second structure, the writer starts to describe more deeply the information which has been specified, it can be described the colors, features, characteristics and so on which related to the thing which have been selected. Additionally, the structures of descriptive text are not the only things that have to be noticed. According to Saifudin, Slamet & Syafi'ul (2020), there are several language features in descriptive text:

- a. Focus on specific participants
- b. Using simple present
- c. Using descriptive adjectives
- d. Using adverbials
- e. Using action verbs
- f. Using figurative language
- g. Using noun phrase

In the current condition, the process of teaching and learning activity cannot be done in the classroom. For now, the used online learning is the solution to make both the students and teacher are safe and to prevent the virus during this pandemic. Bączek et al., (2021) based on their discussion, the researcher describes that the use of e-learning in this situation is effective and gets a positive response from the students. But, the use of online learning has to notice not only just give the material, but the teacher also has to give the students feedback and successfully in implemented the material. One of the online learning that can be used in teaching

and learning, especially in writing skills is the NoRedInk website. Based on the website www.noredink.com, this website can be an option for teaching and learning writing. This website was made by Jeff Scheur in 2012. This website can improve writing and grammar because the website provides some features that can help the learner improve their skill. The students can choose the topic based on their interests or by the teacher's guidance. Through their interest, the students can adjust their exercise in several topics. The example of the interest that have provided in this website is drama, film and tv shows. NoRedInk website allows the teacher to give immediate feedback, students tracking progress, assessment, and giving material or tasks. The students can be helping by the features that have been provided on the website. The use of this website can help the teacher in teaching basic skills, the teacher can adjust the material or the exercise based on the teacher's purposes or the teacher can assign the material or the exercise to the students. The students can exercise regularly based on their interests and the students can understand the material by the guidance that has been given by the teacher, also the students can write directly in the form that has been provided by the website. Several features Furthermore, the features that have been provided in this website cannot be accessed for free, such as various content and practice features are provided in the premium version. The NoRedInk website is designed to help the students learn and practice the essentials of English grammar and comprehend the importance of good writing. In teaching writing, Harlena, Mukhaiyar, and Hamzah (2019) states that to help and develop students comprehension in the oral or written language fluently and correctly. Moreover, there are several stages or processes in teaching writing which mention by (Amalia, Abdullah, & Fatimah 2021), as follows:

a. Familiarization

In the first process, to teach the student in convinced grammar and vocabulary.

b. Controlled writing

In the second process, the students try to re-write or manipulate the fixed outlines that have been created.

c. Guided writing

In the third process, the students reproduce the example of the text which have been given.

d. Freewriting

In the third process, the outlines are used by the student to develop their writing

The researcher concludes that to help the students in the writing process, teaching writing guides the students to deliver their ideas, share their thought or messages in written form.

METHOD

The method in this research is using the descriptive qualitative method. Cited from Sandelowski (2000), descriptive qualitative is one method that can be used in the direct description of phenomena that are to be researched. The descriptive qualitative method generates the understanding of the phenomenon by getting into participants meaning (Bradshaw, Atkinson & Doody 2017). The phenomena can be human behavior, perception, motivation, etc. Besides, Bolin, Horne & Wei (2021) states that descriptive qualitative is to acquire in-depth evidence and clear explanations based on participant's experiences. Through the explanation that has been discussed, the researcher used the descriptive qualitative method to find out students' perceptions about teaching writing descriptive text. A questionnaire is used in this research to investigate the participants in writing descriptive text using the NoRedInk website. The researcher has presented the questionnaire in Indonesian, to make the participants easier in understanding the statements. In the process of analyzing data, the researcher applied several steps to analyzing the data. Start from the first step, the researcher delivers the questionnaire for the participants. Second, after the participants are done with filling the questionnaire, then

the questionnaire is collected by the researcher. Third, the researcher began to classify the responses of the participants. Fourth, the researcher knew the participants' responses in writing descriptive text using the NoRedInk website. Last steps, finally the researcher analyzed and summarized of participants responses to discover the result in this research.

RESULTS AND DISCUSSION

Results

Discusses the analysis of data will be presented in this part. To answer the research question of “*what are the students’ writing in descriptive text using NoRedInk website*”, the researcher will analyze the data from the questionnaire. The researcher made 10 questions about *students’ writing skills in descriptive text using NoRedInk website*. Then, the data received by the researcher will be discussed from the highest to the lowest. The mean of the participant's responses and discussion are presented below.

Table 1. The result of the questionnaire

No.	Questions	Answer		
		Yes	Maybe	No
1	Do you think learning English is important?	100%	-	-
2	Do you like learning writing?	60%	40%	-
3	Do you think that learning writing is one of the skills that are hard to learn?	10%	50%	45%
4	Do you know descriptive text?	100%	-	-
5	Do you understand the writing lesson through media that have been applied by the teacher?	65%	25%	10%
6	I like to write writing descriptive text because it can increase my interest to describe something	70%	20%	10%
7	I can easily write descriptive text using NoRedInk website	80%	15%	5%
8	I can get motivation in write descriptive text using NoRedInk	80%	20%	-
9	I can describe a thing accurately when I want to write a paragraph using NoRedInk website	75%	25%	-
10	I found difficulty in writing descriptive text using NoRedInk website	75%	15%	10%

Discussion

Based on the data that has been presented above, it was found that students' perception in writing descriptive text using the NoRedInk website was positive. From the table above, it can be seen that 75% of the respondents did not find difficulties in the use of the NoRedInk website in writing descriptive text. Through the first and second questions, the respondents are realized and aware of the importance of learning English subject. It can help the teacher in the process of teaching and deliver the material. There 40% of students are confused to answer the question. Although, from the third question there 5% of students' are feel uncertain about writing, and 10% of them have disliked this skill. Besides that, the use of this online learning in this pandemic situation can be various media in the teaching and learning process. Through NoRedInk website can as an alternative medium in writing descriptive text. The students are easily writing descriptive text using this website. They are like to write descriptive text using the NoRedInk website, which can help them increase their interest in describing something. Moreover, the students are being more motivated while the process of writing. The use of the NoRedInk website in writing descriptive text helps the students to write and describe easily about something.

CONCLUSION

Based on the data that have shown above, the researcher can conclude that most of the students are knew that they have skills in writing descriptive text. Through the questionnaire, it can be seen that the students are able to write descriptive text on the NoRedInk website. Students writing skill in the descriptive text through NoRedInk website was positive, but the students are expected still learn about the vocabulary which related to descriptive text to improve their ability in writing skills. NoRedInk is one of several media that can be used by the teacher to help the students in learning writing, besides that the teacher has to keep giving the students additional practice to enhance their ability and knowledge in writing descriptive text.

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