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THE EFFECT OF THE USE OF UEU E-LEARNING MEDIA ON THE STUDENTS WRITING SKILLS AT THE FOURTH SEMESTER OF INDONESIAN SKILLS SUBJECT IN THE UNIVERSITY OF ESA UNGGUL

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Abstract

The problem that occurs is related to the large number of lecturers using the e-learning application UEU to teach in the environment of the Esa Unggul University as a medium for distance learning. The purpose of this study was to determine the effect of the use of UEU e-learning media on short story writing skills in the fourth semester for Indonesian language skills courses at Esa Unggul University. This study uses an experimental method with the research design used is the Pre-Experimental Design type (One Group Pretest Posttest Design) because this study uses one class group as a sample, and there is no control class as a comparison. The data used are the results of students' short story writing skills when using e-learning learning media. The instruments of this study used the normality test, homogeneity test, correlation test, regression test, correlation test, coefficient of determination, and hypothesis testing. The study results of the influence of UEU e-learning media on short story writing skills in the fourth semester for Indonesian language courses at the University of Esa Unggul showed acceptable if the count $\leq t_{tabel}$ or sig> α value. When the pretest test got 7, 248, when teaching short stories using face-to-face comparisons, after using the e-learning application, UEU experienced a significant change of 23,200 in making short stories.

Keywords: Media e-learning, short story writing.

Online learning at Esa Unggul University using the UEU e-learning application. This application is different from e-learning learning applications with applications that are spread through internet media used in school or campus environments. These differences are found in the application content used for e-learning learning. When lecturers use the UEU e-learning application, the lecturer must make a video of teaching material, learning modules, book links, or relevant resources for teaching, making quizzes and assignments in e-learning learning. Distance learning or e-learning is widely used in the current situation, which is the Covid 19 pandemic. An e-learning system is needed at school or on campus. Dabbagh & Bannan (2005) define, "Online learning is an open and distributed learning environment that uses pedagogical tools, enabled by the internet and web-based technologies, to facilitate learning and knowledge two buildings through meaningful action and interaction." Furthermore, the two experts above explained that to support learning and meaningful interactions, and there were three key components. The three components include 1) pedagogical models or constructs, 2) learning and learning strategies, and 3) learning technology.

The problem that occurs many lecturers at Esa Unggul University using the UEU e-learning learning application in distance learning during the Covid 19 pandemic and student understanding

in understanding learning makes short stories in Indonesian language skills courses. These problems are related to e-learning learning; the study was conducted by Llema and Vilela (2019) learning and scanning lessons with other features. They are using the MLERWS application (Mobile Learning Application for English Reading and Writing Skills). Besides Liema and Vilela, several other studies have examined e-hearing learning. For example, Fu et al. (2019) his research found that the proposed learning approach was more likely to help students generate positive thoughts and feelings, generate diverse ideas, create a sense of exoticism, and express actions or intentions of actions. Finally, research limitations and some suggestions for improving this proposed game learning environment and approach are provided.

Furthermore, Kaufhold, Bayer, and Reuter (2020) research results approach and initial evaluation for relevance classification, including active, additional, and online learning, reduce the amount of labeled data needed, and correct misclassification of algorithms with the classification of feedback. Mumford and Dikilitaş (2020) results of his research Implications for the relationship between reflection, technology for teaching, and technology for teacher learning are discussed, and the need to prepare pre-service teachers for online interaction. The results of these studies that learning using e-learning applications is needed for learning in various fields, especially in writing short stories.

Based on the benefits of using e-learning in learning, it is necessary to use technology in learning. Knapp & Glenn (1996) stated that "New technology is better than presentation through textbooks. Furthermore, they also suggested that the new technology was more effective than presentation through lectures. Technology can sometimes be considered to replace the position of teacher-lecturer in carrying out learning in the classroom. This is not all true. " The statement is that learning is inseparable with technology. This is what has been done by Esa Unggul University in using the UEU e-learning application in distance learning, mainly applied in lecturing Indonesian language skills in writing short stories. According to Wellek and Warren (1993) is a story that paints a picture of life and human behavior from the times at the time.

Based on the situation described above about the use of technology in e-learning learning at Esa Unggul University in the application of Indonesian language skills courses to fourth-semester students in short story writing material. The author then formulates the problem, namely "The influence of UEU e-learning media on short story writing skills in fourth-semester students for Indonesian language skills courses at Esa Unggul University." This research is expected to determine UEU's e-learning media's effect on lectures, especially for Indonesian language skills courses at Esa Unggul University.

METHOD

This study uses an experimental method with the research design used is the Pre-Experimental Design type (One Group Pretest Posttest Design) because this study uses one class group as a sample, and there is no control class as a comparison. Determination of the design is also adjusted by taking one measurement (Pretest) before it is done (treatment) and after that, the measurement is repeated (post-test). Experimental research methods are included in quantitative research. According to Sugiyono (2016), the experimental research method can be interpreted as a research method used to examine the effect of specific treatments on others under controlled conditions.

This design is used to determine whether there is an influence of the use of UEU e-learning media on short story writing skills in the fourth semester for Indonesian language courses at Esa Unggul University. The research design carried out is described as follows.

Table
Research Design

Pre-test	Variabel terikat	*Post-test*
O_1	X	O_2

Information:
In this design, there is no control group.
O1: Pretest Value (before treatment is given)
O2: Post-test value (after treatment)
X: Treatment

a. Population and Sample

1. Population

   The population as objects and subjects in a group of individuals with the same characteristics in a particular region. According to Sujarweni (2014) argues that the population is the whole amount consisting of objects or subjects that have specific characteristics and qualities that are applied by researchers to be investigated and then drawn conclusions. Based on this opinion, it can be concluded that the population is the whole of the object or subject with the characteristics and quality of research. The population of this study was all students in Indonesian language skills courses, amounting to 13 students.

2. Sample

   Samples as subjects in the population were taken to complete the study. In this case Sujarweni (2014) argues that the sample is part of several characteristics possessed by the population used for research. If a large population, researchers may not take all for research, for example, due to limited funds, human resources, and time, then researchers can use a sample, the conclusion will apply to the population. The sample in this study involved all students in Indonesian language courses using saturated samples. According to Sugiyono (2016), saturation sampling is a technique of determining the sample if all population members are used as samples and if the population is relatively small, i.e., less than 30 people.

b. Data collection technique

1. Interview

   The interview, according to Sugiyono (2016), said that it was used to conduct a preliminary study to find problems that needed to be investigated, and also if the researcher wanted to know things from respondents in more depth and the number of respondents was small/small. Interviews in this study were conducted by asking directly with students about the difficulties of making short stories and their implications if using the UEU e-learning application.

2. Test

   According to Sujarweni (2014), the test said that the data in the study were divided into three, namely facts, opinions, and abilities. The test instrument is used to measure the presence or absence and the magnitude of the ability of the object we are examining. The test question used is a written test in the form of a description. The series of tests is used to determine students' ability to make short stories in Indonesian language skills courses. With the test, researchers can determine the ability of students to understand material about short stories and make short stories in Indonesian language skills courses. So, before the test is done, it is crucial to make the test lattice first.

c. Research Instrument

According to Sujarweni (2014), research instruments are tools or facilities used by researchers in collecting data so that their work is more comfortable. The results are better in the

sense of being more accurate, complete, and systematic so that it is easier to process. Assessment with this test is carried out to collect quantitative data, with instruments that are tested on students when starting online class learning using the UEU e-learning application in Indonesian language courses. This assessment guideline is in the form of Rubik scoring on each indicator and a predetermined value to measure the effect of the use of UEU e-learning media on short story writing skills in the fourth semester for Indonesian language skills courses at Esa Unggul University. The steps in implementing the experimental method using Pre-Experimental Design data types (One Group Pretest Posttest Design) are as follows.

1. Conduct face-to-face with conventional media, namely using whiteboard learning media by presenting the material to make short stories and giving the task of making short stories.
2. We are providing a pretest using a type of Pre-Experimental Design model (One Group Pretest Posttest Design) to find out the results of using face-to-face learning or conventional learning and checking the results of the pretest.
3. Designing learning using the UEU e-learning application by first making a video, module, and journal article link relating to the material on how to make short stories and making assignments to students to make short stories.
4. We are providing a Post-test using the type of Pre-Experimental Designs (One Group Pretest Posttest Design) in the UEU e-learning application in the short story making skills course.
5. Researchers perform data analysis techniques by paying attention to the scores of the Post-test writing short stories as the guidelines below.

Table
Assessment of test scores

Value	Category
91-100	Very good
81-90	Good
71-80	Enough
60-70	Less
>60	Very less

The child frequency score is converted to a value by using the formula, which is as follows.

$$S = \frac{R}{N} \times 100$$

Information:
S: The achievement value of the child's test results that you want to know
R: The score of the child's test results obtained
N: The maximum score from the test
100: Fixed numbers

d. Data analysis technique

The data analysis technique used in this study was to look for the effect of the use of UEU e-learning media on short story writing skills in the fourth semester for Indonesian language courses at Esa Unggul University. Some methods in the calculation are used as follows.

1. Normality Test

A normality test is carried out to determine whether the data obtained is usually distributed or not. This test uses the Shapiro Wilk test. The reason for using the Shapiro Wilk test is because the sample is not large ie, less than 50 people. This test is said to be normal or not can be seen based on the results of the probability number, with the following conditions.

a) Ho = accepted normally distributed data if the probability value> 0.05.
b) Ho = rejected data distribution is not reasonable if the probability value <0.05.

2. Homogeneity Test

A homogeneity test is performed to find out whether the data in a variable is homogeneous or not. In this research, the homogeneity test uses One-Way Anova with the help of Homogeneity of Variance test. With a fundamental decision making, which is as follows.

a) If the probability value is <0.05, then it is said that the data are not homogeneous.
b) If the probability value> 0.05, then it is said that the data is homogeneous.

3. Regression Test

Regression analysis is defined as an analysis of the relationship of a variable to other variables, namely the independent variable, to make estimates or predictions of the average value of the dependent variable by knowing the value of the independent variable (Riadi, 2017). The regression formula will be assisted by using the SPSS Version 20 For Windows program with a regression test, namely:

$$\hat{Y} = a + bX$$

Information:
X = score of the independent variable
a = regression coefficient
b = coefficient regression direction

4. Correlation Test

Correlation analysis, according to Riadi (2017), says that correlation analysis is an analysis to find out the level of relationship between two or more independent variables (Xi) with the dependent variable (Yi) where the researcher does not give any treatment or treatment to the independent variable. The variable studied is the ratio then the statistical technique used is the product-moment correlation aided by the SPSS Version 20 For Windows program. Determination of the correlation coefficient using the Pearson Product Moment correlation analysis method using the following formula:

$$r_{xy} = \frac{n\,\Sigma x_i y_i - (\Sigma x_i)(\Sigma y_i)}{\sqrt{\{n\,\Sigma\, x_i^2 - (\Sigma x_i)^2\} - \{n\,\Sigma\, y_i^2 - (\Sigma y_i)^2}}$$

Information:
rxy = correlation coefficient between X and Y
∑x = total data amount X
∑xy = total amount of data XY
∑y = total data Y
n = number of samples

For the interpretation of the correlation coefficient found whether large or small, the following conditions can guide it:

Table
Correlation Coefficient Guidelines

Correlation interval	**Relationship Level**
0,00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Is
0,60 – 0,799	Strong
0,80 – 1,000	Very strong

5. Determination coefficient

According to Ghozali (2010), the coefficient of determination says that, in essence, measures how far the model's ability to explain the variation of the dependent variable. The

coefficient of determination is a measure to determine the suitability or accuracy of the estimated value or the regression line with sample data. If the correlation coefficient is already known, then determining the coefficient of determination can be obtained by squaring it. The magnitude of the coefficient of determination can be calculated using the following formula:

$$Kd = r^2 \times 100\%$$

Information:
Kd: coefficient of determination
R2: correlation coefficient
The criteria for the coefficient of determination analysis are:

a) If Kd detects zero (0), the independent variable's effect on the dependent variable is weak.
b) If Kd detects one (1), the independent variable's effect on the dependent variable is strong.

6. Hypothesis Test (t-Test)

Hypothesis testing is carried out to prove whether or not there is an influence of UEU e-learning media's use on short story writing skills in the fourth semester for Indonesian language courses at Esa Unggul University. Testing this hypothesis is done by comparing the data before and after the treatment of the experimental group. Then, it was conducted by t-test (Sugiyono, 2016) using the formula:

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

Information:
t = distribution of t
r = partial correlation coefficient
r^2 = coefficient of determination
n = amount of data

The results of this calculation are then compared with the t-table using an error rate of 0.05. The criteria used are as follows.

a) Accepted if the t-value ≤ ttable or sig> α value
b) Rejected if the t-value ≥table or sig <α value

RESULT AND DISCUSSION

Based on the results of research on the influence of the use of UEU e-learning media on short story writing skills in the fourth semester for Indonesian language courses at Esa Unggul University. Then the data description will be explained as follows.

Pretest Value
Short Story Writing Skills

No.	Kode Mahasiswa	Nilai
1	A01	40
2	A02	43
3	A03	60
4	A04	74
5	A05	63
6	A06	63
7	A07	54
8	A08	54

9	A09	60
10	A10	60
11	A11	56
12	A12	74
13	A13	51
Total		752

Based on the above values, it is known that the highest score on the pretest in short story writing skills in the Indonesian language course at Esa Unggul University is as follows.

The highest value (H) = 74
The lowest value (L) = 40
Average value (R) = H-L + 1
= 74-40 + 1
= 35
Interval class formula (K) = 1+(3,3) x Log 13
=1+(3,3) x 1,113943352
= 1+ 4,6760130616
= 5,67601306
= 6
Temporary interval = R/K = 35/5 = 6

Frequency of Pretest Score Distribution

Class (K)	**Interval (i)**	**Frequency (f)**	**Middle value (X)**
1	75 – 81	0	78
2	68 – 74	2	72
3	61 – 67	2	64
4	54 – 60	4	57
5	47 – 53	3	49
6	40 – 46	2	43
N 13			

Mean, Median, and Mode Calculation Tables from Pretest

Interval (i)	Frekuensi (f)	Middle value	FX
75 - 81	0	78	0
68 - 74	2	72	144
61 - 67	2	64	128
54 - 60	4	57	228
47 - 53	3	49	147
40-46	2	43	86
			∑sf 733

a. Mean
= 733/13
= 56,385
b. Median
=6,5/4 x 6
= 56,3 + 9,75
= 66,05
c. Modus

=56,3+6
=62,3

Standard Deviation

Interval (i)	Frekuensi	Middle value	X^1
75 – 81	0	78	-2
68 – 74	2	72	-4
61 – 67	2	64	-4
54 - 60	4	57	-2
47 - 53	3	49	-3
40-46	2	43	-4

a. Standard Deviation:
= 6 √19/13
= 1,208
= 6 x 1,208
= 7,248

b. Standard error
= 1,2089410965/ √13-1
= 1,2089410965/√12
= 3,464

The result of the standard deviation shows the value of pretest 7, 248, and the standard error of the pretest is 3,464.

Postest Value
Short Story Writing Skills

No.	Student Code	Score
1.	A01	75
2.	A02	76
3.	A03	80
4.	A04	80
5.	A05	83
6.	A06	85
7.	A07	82
8.	A08	77
9.	A09	81
10.	A10	80
11.	A11	77
12.	A12	85
13.	A13	84
Total		930

Based on the values in the post-test as follows.
The highest value (H) = 85
The lowest value (L) = 75
Average value (R) = H-L + 1
= 85-75 + 1
= 11
Interval class formula (K) = 1+ (3.3) x Log 13
= 1 + (3.3) x 1.113943352

= 1+ 4.6760130616
= 5.67601306
= 5

Temporary intervals = R / K = 11/5 = 3

Frequency of Pretest Score Distribution

Class (K)	Interval (i)	Frequency (f)	Middle value (X)
1.	85 – 89	2	87
2.	80 – 84	7	82
3.	75 – 79	4	77

Mean, Median, and Mode From Prestest Calculation Tables

Interval (i)	Frekuensi (f)	Middle value	FX
85 - 89	2	87	174
80 - 84	7	82	574
75 - 79	4	77	308
			∑sf 1056

a. Mean
= 1056/13
= 81,230
b. Median
= 82/4x3
=61,5
c. Modus
=81,2+3
=84,2

Standard Deviation

Interval (i)	Frekuensi	Middle value	X^1
85 – 89	2	87	-2
80 – 84	7	82	-4
75 – 79	4	77	-4
85 – 89	2	87	-2

N7
Standard Deviation'
= 3√7/13
=3x7,334
= 23,200
Standard error
= 7,3379938570/√13-1
= 7,3379938570/√12
=3,464

The result of the standard deviation shows the value of the pretest 23,200, and the standard error of the pretest is 3,464. The results of the study of the influence of the use of UEU e-learning media on short story writing skills in the fourth semester for Indonesian language courses at Esa Unggul University showed that they were accepted if the tcount ≤ ttable or sig> α value. This was when the pretest test got 7, 248 when teaching short stories using face-to-face comparisons, but after using the e-learning application UEU experienced a significant change of 23,200 in making

short stories.

This is reinforced following previous research with the research title Rapid relevance classification of social media posts in disasters and emergencies: A system and evaluation featuring active, incremental and online learning. The same research results about e-learning were examined by Bandan and Dewanti (2019) sub RQ 3 found designing ICT competences-integrated syllabuses of reading courses used process-oriented for the type of syllabus. The syllabus components that integrated into reading syllabuses were course description, learning outcomes, learning objective, materials, teaching method, assessments, and resources. Besides, the results of other studies conducted by Iskandar and Purnawati (2019). To fill these gaps, the proposed syllabuses were systematically used ICT to enhance students' ICT competences.

Furthermore, the ICT integration in the designed syllabuses spread over most of the syllabus' components, which not only meant for Technology Literacy but also Knowledge Deepening and Knowledge Creation. The same research results were examined by Miyazoe and Anderson (2010). Qualitative text analysis of forum and wiki writings showed progress in their ability to differentiate English writing styles. The interview script analysis clarified the different merits students perceived from each activity. The variations provided by the blended course design served well in meeting challenges and were fun for them. Results of the study Kaufhold, Bayer, and Reuter (2020) (1) a system for social media monitoring, analysis and relevance classification, (2) abstract and precise criteria for relevance classification in social media during disasters and emergencies, (3) the evaluation of a well-performing Random Forest algorithm for relevance classification incorporating metadata from social media into a batch learning approach. Other research results Research Effective Social Media Use in Online Writing Classes through Universal Design for Learning (UDL) Principles. Results of the study Vie (2018) It offers proposed best practices for user-centered design in online environments when using social media. These include offering alternative assignments, using accessible social media technologies, and encouraging students to critique social media's affordances and constraints. Thus, readers may take away from this article some practical suggested approaches that can help support technologically enhanced classroom environments involving social media. Based on previous research that can prove the e-learning media affect the learning process. In particular, there is an influence of the use of the eu learning media on short story writing skills in the fourth semester for Indonesian language courses at Esa Unggul University.

CONCLUSION

From the results of the study, it can be concluded that the UEU learning media is influential in making short stories for fourth-semester students on Indonesian language skills courses at Esa Unggul University. Based on the results of data processing, the pretest, and post-test values and hypothesis testing. It was concluded that UEU's e-learning media's influence in making short stories in Indonesian language skills courses. the pretest test got 7, 248 when teaching short stories using face-to-face compositions, but after using the e-learning application UEU experienced a significant change of 23,200 in making short stories. One can conclude that UEU's e-learning media affects (23,200> 7,248) on learning to make short stories compared to using face-to-face media directly.

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