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Educational materials that have been effectively designed will facilitate the achievement of desired learning outcomes for students. The student, need to practice their English not only in classrooms but also outside the classroom to improve their English skills. This study explains about the implementation of e-learning in teaching writing at the fourth semester in English Department of UIN Antasari Banjarmasin. The problem statements of this study are (1) how is the implementation of e-learning in teaching writing and (2) what are the problems of the implementation of e-learning in teaching writing. The objectives of this study are to find out the implementation of e-learning in teaching writing and the problem in the implementation of e-learning in teaching writing.

This study used descriptive analysis. For data collection, the writer classified type of data after collect data appropriate with the procedures, then the writer analyzed the data descriptive qualitatively.

The findings of this study concluded that (1) The implementation of e-learning in teaching writing consists of four phases; they are a) The teacher’ explanation in using e-learning; b) The learning materials provided by the lecturer; c) The students’ activity on the use of e-learning; d) The effectiveness of application. (2) The most common problem in the implementation of e-learning in teaching writing is internet connection. This is the lack of Learning Management System that we will meet if we implement e-learning.
INTRODUCTION

In teaching process, educational materials are very important. Educational materials that have been effectively designed will facilitate the achievement of desired learning outcomes for students. The students, therefore just practice their English only in classrooms and teaching is relatively challenging for teachers as well at university level. The large classes with mixed-ability students influence both language learning and teaching out-of-class activities should be implemented to provide opportunities for students to practice their English skills.

In the 21st century, autonomous learning should be promoted. Shifting the emphasis from teaching to learning can create a more interactive and engaging learning environment for teachers and learners. The role of the teachers will change from knowledge transmitter to that of facilitator, knowledge navigator and sometime as co-learner (Low, 2017)

Effective design of electronic learning materials relies on instructional design processes that reflect the absence of or reduction in face-to-face instruction. This change in learning context is an important factor in distinguishing online or e-learning from traditional instruction, and therefore requires different educational design considerations such as that are outlined in this research.

The effects on student learning of changing from traditional to e-learning contexts have been widely researched, and a qualitative summary of these findings has been presented by Shakar and Neumann (2003), who conclude that “e-learning programs can, but do not always, deliver improved learning outcomes.”

Up until the late 1980s most experiments on computer-supported education of the first and second generation were based on a solo-learner model, and the opportunities to individualize learning processes were supposed to be the crucial feature of computer-aided instruction. Instead, more recently Computer Supported Collaborative Learning (CSCL) has attracted the attention of experts of different disciplines because it enables both independent as well as group learning. CSCL is based on the contributions of cooperative and constructivist learning theories, which focus on social interdependence and maintain that
students consolidate their learning also by teaching one another (Alavi, 1994; Benbunan-Fich & Hiltz, 1999).

The application of cooperative and constructivist models online was made possible by the new technologies offered by software platforms, which include multiple communication modalities that can facilitate social interaction between teacher and students, and among students. Computer technologies have been configured to facilitate both collaborative learning and collaborative argumentation, as well as a variety of other knowledge-building methods that emphasize collaboration. (Solimeno, Minou, & Manuela, 2007, p. 109)

The Internet has become one of the vital ways to make available resources for research and learning for both teachers and students to share and acquire information (Richard and Haya 2009). Technology-based e-learning encompasses the use of the internet and other important technologies to produce materials for learning, teach learners, and also regulate courses in an organization (Fry, 2001).

The objectives have been teacher- rather than student-focused, with an evaluative objective aimed at investigating the pedagogic worth of e-learning innovations. There are good reasons why this should be the case. E-learning is relatively new and, with respect to learning in general, under-researched (Sharpe & Greg, 2005).

E-learning, in this case, is a form of scientists technology which is very supported in islam. Technology itself always improving every time by everyone in this world as a millennial era and one of the effect of improving technology is e-learning. There are diverse ways of classifying the types of e-learning, there have been some classifications based on the extent of their engagement in education. Some classifications are also based on the timing of interaction, divided e-learning into two basic types, consisting of computer-based and the internet based e-learning (Algahtani, 2011).

Computer-based learning involves the use of a full range of hardware and software generally available for ICT use and each component can be employed in either of two ways: “computer-assisted-learning” and “computer-managed-instruction”. Internet-based learning according to Almosa (2001) is a further improvement of the computer-based learning, and it makes the content available

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on the internet, with the readiness of links to related knowledge sources, for examples e-mail services and references which could be used by learners at any time and place as well as the availability or absence of teachers or instructors (Almosa, 2001). Zeitoun (2008) classified this by the extent of such features use in education, mixed or blended more, assistant mode, and completely online mode (Algahtani, 2011).

E-learning or ‘technology enhanced learning’ describes the use of technology to support and enhance learning practice (Mayes & Sara, 2010). E-learning as a concept covers a range of applications, learning methods and processes (Rossi, 2009). It is therefore difficult to find a commonly accepted definition for the term e-learning, and according to Oblinger and Hawkins (2005) and Dublin (2003), there is even no common definition for the term.

In some definitions e-Learning encompasses more than just the offering of wholly on-line courses. For instance Oblinger and Hawkins (2005) noted that e-Learning has transformed from a fully-online course to using technology to deliver part or all of a course independent of permanent time and place. Also the European Commission (2001) describes e-Learning as the use of new multimedia technologies and the Internet to increase learning quality by easing access to facilities and services as well as distant exchanges and collaboration.

E-learning refers to the use of information and communication technologies to enable the access to online learning/teaching resources. E-learning is defined as the use of information and communication technologies in diverse processes of education to support and enhance learning in institutions of higher education, and includes the usage of information and communication technology as a complement to traditional classrooms, online learning or mixing the two modes. To them, the e-learning depends on computers and networks, but it is likely it will progress into systems comprising of a variety of channels such as wireless and satellite, and technologies such as cellular phones (Wentling, 2000).

In their literature review on definitions for e-learning, Liu and Wang (2009) found that the features of e-learning process are chiefly centered on the internet; global sharing and learning resources; information broadcasts and knowledge flow by way of network courses, and lastly flexibility of learning as
computer-generated environment for learning is created to overcome issues of distance and time (Liu and Wang, 2009).

Gotschall (2000) argues that the concept of e-learning is proposed based on distance learning, thus a transmission of lectures to distant locations by way of video presentations. Liu and Wang (2009) however claims that the progression of communications technologies, particularly the internet, did transform distance learning into e-learning.

Liaw and Huang (2003) defined e-learning based on the summaries of its characteristics. In the first place, they propose a multimedia environment. Secondly, they incorporate several kinds of International Journal of Education and Research information. Thirdly e-learning systems support collaborative communication, whereby users have total control over their own situations of learning. In the fourth place, e-learning support networks for accessing information. And fifth, e-learning allows for the systems to be implemented freely on various kinds of computer operating systems.

According to Tao et al (2006), this new environment for learning that is centered on electronic networks has allowed learners in universities to receive individualized support and also to have learning schedules that is more suitable to them as well as separate from other learners. E-learning in academics which is characterized by the use of multimedia constructs made the process of learning more active, interesting and enjoyable (Liaw et al, 2007).

The main constructs that have made e-learning the most promising educational technology according to Hammer and Champy (2001) and Liaw et al (2007) include service, cost, quality, and speed. It is apparent that e-learning can empower students at higher educational levels to acquire their education in while at the same time perusing their personal objectives as well as maintaining their own careers, with no need to attend be subjected to rigid schedule (Borstorff and Lowe. 2007). Kartha (2006) in support of this thought reported that the number of courses online has vividly increased as a result of the attained benefits for both learners and universities.

It can therefore be concluded from the above that it is difficult to identify a common definition for e-learning. Some of the authors refer to e-learning as
providing complete on-line courses only whereas comprise web-supplemented and web-dependent services for the provision of educational and support processed (Arkorful & Nelly, 2014).

Some of the advantages that the adoption of e-learning in education are it is flexible when issues of time and place are taken into consideration. Every student has the luxury of choosing the place and time that suits him/her. According to Smedley (2010), the adoption of e-learning provides the institutions as well as their students or learners the much flexibility of time and place of delivery or receipt of according to learning information.

Besides, E-learning enhances the efficacy of knowledge and qualifications via ease of access to a huge amount of information. It is able to provide opportunities for relations between learners by the use of discussion forums. Through this, e-learning helps eliminate barriers that have the potential of hindering participation including the fear of talking to other learners. E-learning motivates students to interact with other, as well as exchange and respect different point of views. E-learning eases communication and also improves the relationships that sustain learning. Wagner et al (2008) note that e-Learning makes available extra prospects for interactivity between students and teachers during content delivery.

E-learning is cost effective in the sense that there is no need for the students or learners to travel. It is also cost effective in the sense that it offers opportunities for learning for maximum number of learners with no need for many buildings. E-learning always takes into consideration the individual learners differences. Some learners, for instance prefer to concentrate on certain parts of the course, while others are prepared to review the entire course. It helps compensate for scarcities of academic staff, including instructors or teachers as well as facilitators, lab technicians etc. The use of e-Learning allows self-pacing. For instance, the asynchronous way permits each student to study at his or her own pace and speed whether slow or quick. It therefore increases satisfaction and decreases stress (Codone,2001; Amer, 2007; Urdan and Weggen, 2000; Algahtani, 2011; Marc, 2002; Klein and Ware, 2003)

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One kind of e-learning that many universities use is Schoology. Schoology is a learning management system (LMS) for K-12 schools, higher education institutions, and corporations that allows users to create, manage, and share content and resources. Also known as a course management system (CMS) or virtual learning environment (VLE), the cloud-based platform provides tools to manage any classroom or blended learning environment.

Schoology is visually familiar to users of Facebook and other popular social networking websites, the service includes attendance records, online grade book, tests and quizzes, and homework drop boxes. The social media interface facilitates collaboration among a class, a group, or a school. Schoology can be integrated with existing school reporting and information systems and also provides the added security, filters and support that school districts may require (Daugherty, 2018).

Schoology is offered to educators free of charge. Revenue is generated with a fee-based Enterprise product that includes premium add-ons such as customized branding, advanced analytics, single sign on (SSO), and data integration with existing student information systems (SIS). Native mobile applications are available for iOS, Android, and Kindle devices.

In a research entitled Integrating Mobile Technology in English Language Learning: A Study at Writing Class of English Department UIN Antasari Banjarmasin. Murtiana (2017) found out that research the majority of students have a positive habits in doing their writing task through mobile technology using Schoology application. Therefore, the writer is interested to go deeper to investigate the implementation of e-learning in teaching writing.

In this era, we are constantly re-envisioning the role that educational technology can play in writing instruction. Teachers tell us that their students often operate with a “one-and-done” approach to writing essays. When they do revise, this revision involves a cursory grammar check rather than a profound content change.

Only 29% of students revise their essays at least once before turning them in. However, it’s a common premise that students don’t grow as writers when their first draft is also their final. Teaching students to break from routine and...
approach writing as a process rather than a finite task requires a fundamental change in mindset.

For a generation of students where every text message, Instagram post, and Snapchat is drafted, sent, and received within seconds, separating the writing process from the sense that one draft is sufficient is akin to a tectonic shift. When writing and posting are seen as a single act, instead of a process, it can feel instantly gratifying (Hand, 2017).

In this case, the writer is going to find out how the implementation of e-learning especially Schoology can engage students in the writing process and the problems that appear while using this tool. Because this is one of the most recent teaching methods recently applied as an internet-based learning media and application. In addition, the authors chose the fourth semester students of English Department in UIN Antasari Banjarmasin. Hopefully, it can give some contributions to the teaching-learning process, especially in terms of writing skill in this department.

**METHOD**

This research was a Descriptive Qualitative. By using qualitative research, the writer wants to describe the implementation of e-learning in teaching writing at UIN Antasari Banjarmasin and find out the teachers’ problem to implementing e-learning. The setting of this research study was in UIN Antasari Banjarmasin which is located in Jl. Ahmad Yani Km 4, 5, Banjarmasin, South Kalimantan. This University has five Faculties. This research focuses on English Department of Tarbiyah faculty.

The subject of this research were the teachers and the students of Paragraph Writing in English Department in UIN Antasari Banjarmasin, who teach in the fourth semester in the academic year of 2017/2018 using e-learning in teaching learning process. The students from E class 2016 consist of 26 students. The object of this research are the implementation of e-learning in teaching writing, teachers’ problem in teaching learning process and students response of e-learning in teaching learning process.
The qualitative data was in the form of words or descriptions of the teaching and learning process. These data were gained through some means such as interviews, documentation, questionnaire and observations. The writer used some instruments such as field notes, interview transcripts, observation checklist, questionnaire sheet, camera, and recorder.

To collect qualitative data, the writer used four techniques namely interview, observation (in the classroom and website of E-Learning itself), questionnaire and documentation. After getting all of the data needed in the research, technique of data analysis utilizes qualitative analysis with four stages that were followed in data analysis. Firstly, all of the data gained through observation, interview, questionnaire, and web documentation. The purpose of this step was to see the patterns of the collected data. Secondly, coding the data. In this stage, the large amounts of the data were reduced into more manageable categories. The purpose of coding the data was to be able to identify the patterns more specifically. After that, the meaning of the data was interpreted by involving the creative thinking. The writer also reflected to the data several times to pose question, rethink the connections and develop explanation of the data. The last stage is to present the report of the research. The writer made a report contained the major processes of the research and showed the findings with the supporting data.

After the data are collected, the writer classified them based on the problem statement and then analyze them qualitatively so that all data can be used to answer the research questions systematically and the conclusion will be taken in a deductive way to synthesis general conclusion to specific facts.

FINDINGS AND DISCUSSIONS

The Implementation of E-Learning in Teaching Writing

The writer started the research with the observation. Based on the pre-observation done before the research process on February 14, 2018 in the classroom the teacher told the syllabus that they will have during this semester, the teacher also explained the blended technique. The blended technique used by the teacher as additional technique. The blended technique are face to face in the classroom and the use of application. The application is Schoology, one kind of E-
learning that currently used in education media. This application used to change face to face class if the teacher cannot attend the class. This also to submit assignment, and to discuss something that teacher already given on application.

In the classroom, the teacher explained how the student can use the Schoology application. Almost all students don’t know the Schoology application, but they already know the similar application like Edmodo. The first, teacher ask student to install the application on Play Store if the student use Android phone, on Apple Apps Store if the student use iPhone, and on their laptop use browser they have and then go to https://app.schoology.com/register.php and click student. The second, the teacher tell the students to enter access code to join the group. This is a 10-digit code in DRSTJ-BT67F format that their received from the teacher because in Schoology you should enter the access code. After the teacher explain how students can access Schoology, the teacher permit students to access the Schoology in the classroom if the task on the Schoology.

In the first meeting, the teacher ask student to reply the teachers’ letter about “introduction myself” on the Schoology. The teacher will start firstly to posting on the Schoology as example for students’ task.

After the first meeting, almost every week teacher ask students for posting their task on Schoology. So, the writer continued the observation on web. Before that, the writer already joined on the Schoology Group class E. See figure 1.1.
Figure 1.1 The example of writing from teacher

In the Figure 1.1, the teacher start with introduction herself, after that she asks the students to post about their self. This post already posted on Feb 13, 2018. After the teacher post, all of the students give their response on the comments column. It was time to the students to write/type. As we know, in this era will be easier to young people typing on social media like Schoology than writing on paper.
Figure 1.2 The example of writing response from students

Figure 1.2 an example from the students about their response of the teachers’ post “introduction myself”. As we can see, this is a paragraph only one paragraph that explain their self. In this time, they have done do interaction between teacher and student the change of face to face in the classroom.

While this semester, the teacher already posted material for teaching in the classroom on Schoology, so the student can download the material and can learn earlier before they join the classroom. The teacher posting the syllabus, e-book material, quiz test, and so on. After the teacher already posted the material, the student can learn first before they have a class. And then, they will discuss about it more effectively and efficiently in the classroom.

The teacher ever asked the students to make a definition paragraph about the trend or slang word in Indonesia.
"JANGAN KASIH KENDOR", an imperative sentence, is recently used by Indonesian teenagers. It is often written in capital to emphasize the user’s emotion. When there is a fight, this sentence will be shouted by the provocative people to make the conflict worse. This sentence is also appropriate to be utilised towards people who have done crimes so they are not worthy any mercy. For example, you can say "JANGAN KASIH KENDOR!" to a person who involved in an illegal drug trafficking organization then he/she should get a maximum punishment. Sometimes, supporters of a soccer ball team also make use of this sentence as an encouragement for the team they love. In conclusion, "JANGAN KASIH KENDOR" can be used not only in provoking and agitating but also in encouraging others.

Figure 1.3 The example of writing from student

Based on the Figure 1.3, we can see the student can make a paragraph as well as the teacher taught.

Another topic that student posted about contrast and compare. Students told about some different between two thing. Like the example, student told about the different between shopping habit men and women.

Figure 1.4 The example of writing task from student
And the last topic that students post on Schoology is about cause and effect.

Figure 1.5 The example of writing task from student

Usually, after the student posting their assignment, the next day when they have a class, the teacher will show their assignment and then they will discuss about their paragraph, what the false in the paragraph, what should their revise something like that.

In the other chance, the teacher ever gave them quiz test on the Schoology.

Figure 1.6 The example of writing task from teacher

**Rahmila Murtiana ▶ Paragraph Writing Batch 2016 : E**

Dear students,

I have created the quiz for you to do. The name of the quiz is Paragraph Unity. Please find it in material and just click on it. There are five numbers and choose the correct answer. Your time to do the quiz is 25 minutes. The quiz can be accessed until 6 pm on Wednesday 21 March.

Good luck

Sun, Mar 18 2018 at 10:26 AM
Based on the Figure 1.6, the teacher asked student to do quiz with the name is Paragraph Unity, before it the teacher already posted the material. In Schoology, if the student has done the quiz, the score will be shown. So the students can see their result after do the quiz and the teacher does not need to give the score.

Besides class observation and web observation, the writer also interviewed the teacher to get the deeper information. The writer gave some question to the teacher. To start the interview, the writer asked to the teacher type of the e-learning she used in teaching learning process, and she stated that Schoology. After that, the writer asked to the teacher what are the different of Schoology with another e-learning application and she said this application can be accessed through PC or smartphone and has specific features such as page to upload material, to make quiz, gradebook, attendance, direct message, and updates.

Based on the result, the teacher explain how she applied Schoology in teaching learning process, she said to upload materials so students can access and read the materials at home before the meeting. After that, she asked students to submit their writing assignment through this application so the students do not have to print/paper less. And then the teacher told how she do assessing in Schoology, she stated there is automatic scoring that she can use (in quiz), and scoring rubric for writing results.

Because Schoology can be assessed through application, so the teacher tell if it helped her in teaching learning process and monitoring the students’ progress in writing. She also said, Schoology can be quite effective. She can access and read + check students work outside the class outside the teaching hour/anytime.

Based on the result of the interview, the teacher tell if she has already used Schoology since last year, and she will using Schoology again if she teach writing in next semester.

From the observation, it can be known there is teacher explain how to use the application. The teacher explain from beginning till end with completely the way to use the application, for the first flow in the implementation was an initial step in which students were introduced to the course. The teacher motivated the students to get involved in the learning process followed by introducing texts to
discuss. This is considered as an initial exposure to build students’ knowledge as suggested by Emilia (2011). Bersin (2004) agrees that this is an introductory step for opening the course.

In terms of learning materials, from the web observation, the teacher already posted the material for teaching in the classroom on Schoology, the students can access the material so they can read before the meeting. Learning activities were begun by introducing content of the topic to be discussed in the lessons. It is also related with the teacher answer in interview question number 3, she said to upload materials so students can access and read the materials at home before the meeting.

Furthermore, in terms of students’ activity on using e-learning, the result of web observation stated the teacher post the material first, after that in the classroom teacher explain and give an examples related the topic, after the teacher explain the topic, the teacher ask students to pair work in make a paragraph and posting in Schoology application. It related with (Tomlinson & Claire, 2013) stated that having completed the tasks they should then reflect on them and share their reflections with their peers in online discussion forums. The main focus of the interaction within these forums is peer-to-peer.

Peachey (2013) stated in the book section Tomlinson & Claire (2013) that though these are tutor-moderated and it is the role of the tutor to stimulate discussion and interaction, draw participants’ attention to salient points and additional reading and resources, and summarize and tie up discussions. However, it is not related with this condition where not all student can response, discussion and interaction on the Schoology. That’s why the teacher more focus on gave a tasks, it is related with Murtiana (2017) research She stated that the student only asked to post their writing, not the brainstorming ideas. With ask students to make a paragraph and posting in Schoology, the teacher can monitoring students’ progress. From the interview question number 5, the teacher stated if Schoology can help her to monitor the students’ progress in writing.

Having given the assessments, the students started writing by the guidance from the teacher both in offline or online classes. In both classes the teacher was able to monitor students’ work by giving them feedback. Feedback, to Bersin
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(2004), can be directly given right away after students share their works. It is related with the teacher answer in interview question number 4, she stated in Schoology is automatic scoring that she can use (in quiz) and scoring rubric for writing results.

In addition, based on the teacher answer in interview question number 6, the teacher stated that Schoology quite effective to use because she can access Schoology after that can read and check students work outside the class outside the teaching hour/anytime. Besides the teacher, the student also said Schoology is effective to use in teaching writing. In questionnaire result 96% students stated that Schoology more effective to use. Another result from interview, 5 students have similar answer. They stated that Schoology is effective because it make them easier in submit assignment and they can do the assignment whenever they want and wherever they are. So, the statement about e-learning is effective as a medium of teaching writing stated e-learning is quite effective.

**The Problem of The Implementation of E-Learning in Teaching Writing.**

In teaching learning process, the teacher should have some problems, in terms of the techniques’ teacher use, in the media that should match with the material, or in the classroom management the teacher should have control.

To get the data, the writer did interview. The interview that the writer did with the teacher have a result if the students were quite active. They submitted their writing every week but some students cannot be active because they have trouble in log in. After that the teacher told a problem in the implementation of e-learning. She stated that the most common problem is the internet connection. Because it is electronic, they needed strong connection, and she actually wanted to access in the classroom while giving some feedback to students’ writing, but there was no internet connection in the classroom.

Besides interview, the writer also get the data from pre-observation did on February in the first meeting. Based on the result of the class observation, the writer saw if the teacher had a trouble when she wanted to introduce and show the way to access the application, due to unavailable internet connection in the classroom area. Luckily, the teacher already prepared another way to show, she has power point presentation to show to the student. In the power point
presentation, she had picture the way how to access the Schoology application. So she could told to her students completely and clearly.

Based on the interview, the teacher stated that the student quite active, they submit their assessment every week, but some student cannot be active because they have trouble in log in and she also said the most common problem she has the internet connection. They need strong connection and she actually want to access in the classroom while giving some feedback to students’ writing, but there is no internet connection in the classroom.

Another result from students’ interview, they said the problem is often happened just on the internet connection, internet quota, and so on. It is related with Asfihana (2015) research, she stated that mainly the low speed of the internet at IAIN Antasari. They avoid to use the LMS (Learning Management System) since the internet connection in the campus does not support this technology. The low speed makes the process of uploading and accessing the LMS material take a long time. Since the internet is the tool to connect with the LMS, of course, it is sufficient speed become a necessary to the successful application of the LMS.

CONCLUSIONS AND SUGGESTIONS

Conclusions

After doing the research, there are some points to be concluded. The implementation of e-learning in teaching writing consists of four phases, they are 1) The teacher’ explanation in using e-learning; 2) The learning materials provided by the lecturer; 3) The students’ activity on the use of e-learning; 4) The effectiveness of application. From the fourth phase, it is related with the theory and another research. From the beginning, the teacher explain how to use e-learning especially Schoology until the explanation clear and the students understand to use. In the second phase, the teacher give the material on Schoology so the students can access and read the material before the meeting. In the third phase, the teacher make assignment and quiz on Schoology to students do. And in the last phase the effectiveness of the Schoology in teaching writing, it can more effective related with how much students are active in Schoology. Furthermore, the most common problem in the implementation of e-learning in teaching writing is Internet Connection. Not only in English Department of UIN Antasari.
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Banjarmasin, but in another university even in the other country has the similar problem. This is the lack of LMS that we will meet if we implement e-learning.

Suggestions

The research would like to give suggestion regarding the problem of the implementation of e-learning in teaching writing. The suggestion goes to the teacher of writing course or another course to apply or implementing e-learning with more active to provide the new innovation in a way to learn. To make students more active in discussion on the application, to make students always give response in every posted on the application, and to make students use the application like them use social media. Besides, the suggestion goes to head of faculty or others who had authority to provide the infrastructure or facilities supported the use of e-learning, facilities like internet connection in the classroom or campus area, so the teachers and the students can use the internet connection to apply e-learning in the classroom.

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