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**THE STUDENTS' FREE WRITING TOWARD ICT AS MEDIA IN ENGLISH  
LEARNING ON MIDWIFERY STUDENTS OF STIKES PEMBINA**

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**ABSTRACT:** The objective of this research was to find out the description of The students' free writing toward ICT as media in English learning on midwifery students of STIKES Pembina. The sample of this research was taken by using totaling sampling technique with 36 midwifery students from STIKES Pembina, that consist of 13 students from 2nd semester students and 23 students from 4th semester. The data was obtained based on every meeting during online learning, that was from the third meeting to the seventh meeting that consists of 5 days for obtaining the data. Then from the data analysis, it's obtained that there was the good improvement response by writing English related to the material since the first day to the fifth day that was 63% of students response to the 95% students response in the last day. During the implementation of online learning by using ICT (whatssapp group and edlink) the obstacle raised on students. Many factor that made the students can't join the class and response. One of the factor was the access on internet in their hometown. Even had the obstacle the use of ICT can be good choice in conducting the teaching and learning EFL proces of midwifery students of STIKES Pembina Palembang

**Keywords:** *free writing and ICT.*

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**PENULISAN DESKRIPTIF MAHASISWA MENGGUNAKAN ICT SEBAGAI MEDIA  
BELAJAR BAGASA INGGRIS PADA MAHASISWA KEBIDANAN STIKES PEMBINA**

**ABSTRAK:** Tujuan dari penelitian ini adalah untuk mengetahui gambaran karya tulis deskriptif siswa terhadap media TIK dalam pembelajaran bahasa Inggris pada mahasiswa Kebidanan STIKES Pembina. Sampel penelitian ini diambil dengan menggunakan teknik total sampling pada 36 mahasiswa Kebidanan STIKES Pembina yang terdiri atas 13 mahasiswa dari semester 2 dan 23 mahasiswa dari semester 4. Data diperoleh berdasarkan setiap pertemuan selama pembelajaran online, yaitu dari pertemuan ketiga hingga pertemuan ketujuh yang terdiri dari 5 hari untuk pengambilan data. Kemudian dari analisis data diperoleh bahwa terdapat peningkatan respon yang baik dengan menulis bahasa Inggris terkait materi sejak hari pertama hingga hari kelima yaitu 63% respon siswa terhadap respon 95% siswa pada hari terakhir. Selama pelaksanaan pembelajaran online dengan menggunakan TIK (whatssapp group dan edlink) kendala muncul pada siswa. Banyak faktor yang menyebabkan siswa tidak dapat mengikuti kelas dan respon. Salah satu faktornya adalah akses internet di kampung halaman. Bahkan sempat ada kendala pemanfaatan TIK dapat menjadi pilihan yang baik dalam pelaksanaan proses belajar mengajar EFL mahasiswa kebidanan STIKES Pembina Palembang.

**Kata Kunci:** *penulisan bebas dan ICT.*

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## INTRODUCTION

Learning facilities are something that is very crucial and important in supporting the learning process. Learning without adequate facilities has a negative effect on the absorption of knowledge by students. Learning is usually carried out in two ways, namely formally and informally. Formal learning is usually done at school or on campus or university. And informal learning takes place in courses or guidance institutions.

Learning in the classroom is not only face-to-face but can also be remotely or conference. Face-to-face learning usually uses various methods and media that make it easier for students to directly communicate by means of question and answer or discussion with the teacher about the material being taught.

However, learning is not only through face-to-face in the classroom, students can learn and discuss online with teachers using various media. The use of ICT or information and communication technology can be a very useful medium and help the learning process whenever and wherever they learn.

The term ICT stands for information and communication technology. "information and communication technology" (ICT) is the technology used to transmit, process, store, create, display, share or exchange information electronically. The broad definition of ICT includes technologies such as radio, television, video, DVD, telephones (both fixed and cellular phones), satellite systems, and computer and network hardware and software, and equipment and services related to these technologies, such as video conferencing, email, and blogs. In line with Asabere and Enguah (2012) who stated that ICT is a tool or media needed to store and provide all types of information in the form of data, voice, and video that users can use.

The use of ICT has effect to the teaching English as foreign language.

1. The possibility to adapt easily the teaching materials according to circumstances,
2. Learner's needs and response; -ICT allows to react upon and enables the use of recent/daily news, it offers access to
3. Authentic materials on the web; Possibility to combine/use alternately (basic) skills (text and images, audio and video
4. Lectures become more interesting and less ordinary which boosts learners
5. Engagement; ICT enables to focus on one specific aspect of the lesson (Houcine, 2011).

He also stated the several advantages of ICT usage in foreign language, there are: 1. Capacity to control presentation. This capacity marks the difference between computers and books. Books have a fixed presentation, unlike computers, which can combine visual with listening materials, text with graphics and pictures. 2. Novelty and creativity. A teacher may use different materials for each lesson, not like in teaching with textbooks, where all classes presenting a certain topic are the same. 3. Feedback. Computers provide a fast feedback to students' answers through error correction. It not only spots the mistake but also corrects it, sometimes even giving the appropriate advice. 4. Adaptability. Computer programmes can be adapted by teachers to suit their students' needs and level of language knowledge (Padurean and Margan, 2009). There is significant evidence of the benefits and advantages that the use of ICT can have on learners. The effective use of ICT impacts on learners and various aspects of the learning process can be summarized as follows: ICT increases learners' motivation and thus enhances personal commitment and engagement; ICT improves independent learning; Learners' collaboration and communication are more important; Learners' attainment and outcomes are improved.

Beside the advantages of ICT in learning, it has disadvantages to the learner. According to Livingstone (2012) asserts that ICT “is not suitable for all learners in all situations and for all purposes, and may require some considerable learner training for effective use.” The problems in classroom management, the lack of experienced teachers, choosing the best technological tool matching with course content, finding reliable and acceptable activities for students’ learning styles, the costs of new technological tools, and devices, classrooms etc. are only certain remarkable issues to be taken into consideration before employment of ICTs in language classrooms

Furthermore Cox, Preston and Cox (1999) explained that there are some weaknesses in the use of ICT including difficulties in using computers, need more time to use ICT, are too expensive or spend internet quota to use regularly, not enough internet access, In addition, EFL teachers have difficulty integrating computers completely into the lesson and teachers must give too much time for teaching and not be able to give students enough time to practice and gain experience with the skills being worked on.

The use ICT in learning English is the way the teacher transfer the knowledge, especially in skill. In this era the process of learning by using whatsapp, zoom cloud meeting, goggle meeting and other make the learning process be easier, such as learning writing. Writing itself is one of the four skills that the learner should be mastered. There are four skill namely speaking, reading, listening and writing.

Writing is the way writer express their feeling, information to the reader.

In line McDonald, (2002) He points out that writing is usefully described as a process of putting thoughts into words and words into papers. Writing can be seen as two different views. They are the product of that writing and the process of writing (Harmer, 2001).

In the writing there are several characteristic that make the different with spoken language. It is supported by Brown (2001) that distinguished from spoken language, mainly:

1. Permanence  
Writing is permanent. Once the writers finish their writing, they cannot reedit their writing
2. Production time  
Time limitation is one of the important issues in writing, especially in an educational context
3. Distance  
A good writer is the one who can deliver the message of his or her writing clearly to the target reader
4. Orthography  
writing system is not an easy matter, especially in a language which has different orthography from the writer’s native writing system.
5. Complexity  
Different from spoken language which tends to have shorter clauses and forms, the written language tends to have larger clauses with more complex forms
6. Vocabulary  
The written English has a greater variety of lexical items than in spoken conversational English
7. Formality  
Formality refers to the convention of rules that a certain written message is meant to be.

Writing itself has stages in the process of writing. Based on Langan (2008) propose that there are four basic writing stages. They are planning, drafting, revising, and editing. The first element is planning, that is thinking of what comes on the writers' mind, what they are going to say or write. The second is drafting. In this stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy. Writers can refer this as their first draft which may have several changes later. The next is reflecting or revising. Revising is a process of reading through what the writers had written. In other words, the writers review their text on the basis of given feedback and make a global check to make sure that their writing can be understood by the readers. The last stage is editing. It is a stage in which the writers have edited and made revisions or changes to their draft into their final version.

Beside Langan, Brown (2001) proposes five major categories of classroom writing performance. They are as follows.

- a. Imitative. This type of writing is usually for the beginners, in which they simply write down English letters, words, and possibly sentences in order to learn the conventions of the orthographic code.
- b. Intensive Students produce language to display their competence in grammar, vocabulary, or sentence formation.
- c. Self-writing Self-writing is a writing with only the self in mind as an audience. Diary or journal writing and note taking can be categorized in this kind of writing in which they take a note for something for the purpose of later recall.
- d. Display writing This type of writing is more focused on task based responses in which students are responding to a prompt or assignment.
- e. Real writing The purpose of this type of writing is to exchange useful information.

In the class, the students can write as free in the response the teacher question in order to motivate the students' writing. Furthermore Christenson (2002) states that free writing involves everything the student does before beginning actual task of writing, including background knowledge, generating ideas, and making plans for approaching the writing task.

The problems of learner that couldn't write, because they afraid the grammatical and the form of good writing and make them unable to write the English paragraph. By free writing the students can express well and by using ICT such as whatsapp or edlink, According to Brown (2001) stated several steps of how to make a free writing:

1. From your list of changes, choose one idea that interested you.
2. Write the idea at the top of a clean sheet of paper.
3. For ten minutes, write about this topic without stopping. This means that you should be writing something constantly.
  - a. Write down everything that comes to your mind.
  - b. Do not judge your ideas.
  - c. Do not worry about your spelling and grammar.
  - d. If you run out of things to say, continue writing whatever comes to your mind.

An important aspect of free writing is that you write without being concerned about spelling, punctuation, or grammar. Clarkson (2009) explains several advantages of free writing technique, as follow:

- a. It makes you more comfortable about writing.
- b. It helps you get around your inner critic, the one telling you cannot write.
- c. It helps release inner anxiety.

- d. It helps you discover topics to write about.
- e. It helps you improve your formal writing.
- f. It is fun.

The author concluded that with the use of appropriate learning methods by the teacher in achieving learning targets, it will be able improve the ability in English free writing a. Therefore, the use of direct methods in the classroom can be an effective method, especially used at university and high school level such as STIKES Pembina which targets students to be able to write English actively.

## METHODOLOGY

The researcher used free study in conducting the present research. In this study, the researcher would like to find out the use of ICT in writing English on Midwifery students of STIKES Pembina. The researcher used total sampling technique in this study. The study sample mainly from STIKES Pembina were 13 students from 2nd semester students and 23 students from 4th semester. So the sample total was 36 from total of the population.

In order to collect the data, the researcher obtained the scoring of writing English in each meeting that started from 1st to 5th meeting which totaled 5 days.

## FINDING AND DISCUSSION

In this study, data relating to investigative variable was; free writing, the data was distributed in the form of scores and shown in tables and graphs in the variable. In the distribution of data, primary data collected was presented and analyzed referring to the research objectives

From the analyzing the data, the study found the important things. There are five important findings of this study. **First**, based on the analysis of writing English response of 2nd semester students of STIKES Pembina mainly; *in the first day*, it was found that the students who gave the writing response during teaching and learning process was 69% and unresponse 31%, while the average score was 47. *In the second day*, it was found that the students who gave the writing response during teaching and learning process was 77% and unresponse 23%, while the average score was 54. *In the third day*, it was found that the students who gave the writing response during teaching and learning process was 92% and unresponse 8%, while the average score was 66. *In the fourth day*, it was found that the students who gave the writing response during teaching and learning process was 100% and unresponse 0%, while the average score was 74. And *In the fifth day*, it was found that the students who gave the writing response during teaching and learning process was 92% and unresponse 8%, while the average score was 72. (see chart 1).

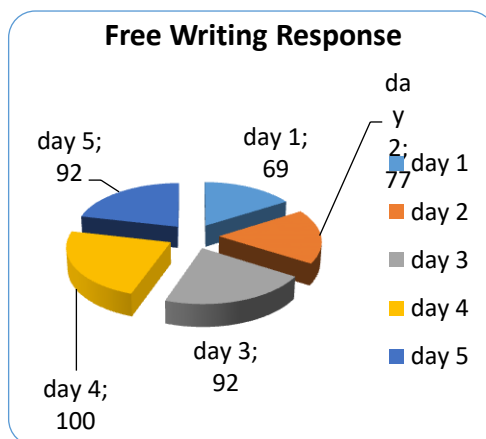


Chart 1. Writing English Response by Using ICT of 2nd grade midwifery students of STIKES Pembina

**Second**, based on the analysis of writing English response of 4th semester students of STIKES Pembina mainly; *in the first day*, it was found that the students who gave the writing response during teaching and learning process was 70% and unresponse 30%, while the average score was 44. *In the second day*, it was found that the students who gave the writing response during teaching and learning process was 74% and unresponse 26%, while the average score was 49. *In the third day*, it was found that the students who gave the writing response during teaching and learning process was 74% and unresponse 26%, while the average score was 52. *In the fourth day*, it was found that the students who gave the writing response during teaching and learning process was 87% and unresponse 13%, while the average score was 68. And *In the fifth day*, it was found that the students who gave the writing response during teaching and learning process was 91% and unresponse 9%, while the average score was 72. (see chart 2)

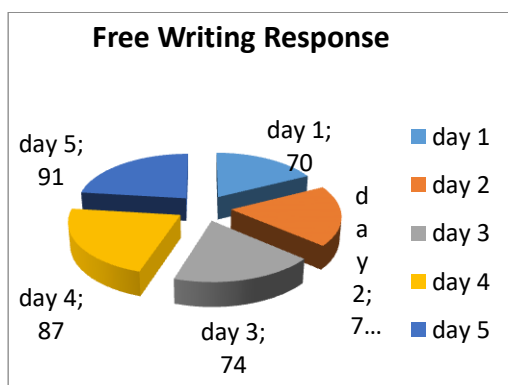


Chart 2. Writing English Response by Using ICT of 4th grade midwifery students of STIKES Pembina

**Third**, based on the analysis of writing English response from all the students both from 2<sup>nd</sup> and 4<sup>th</sup> semester of STIKES; *in the first day*, it was found that the students who gave the writing response during teaching and learning process was 62% and unresponse 38%, while the average score was 43. *In the second day*, it was found that the students who gave the writing response during teaching and learning process was 73% and unresponse 27%, while the average score was 49. *In the third day*, it was

found that the students who gave the writing response during teaching and learning process was 80% and unresponse 20%, while the average score was 56. *In the fourth day*, it was found that the students who gave the writing response during teaching and learning process was 88% and unresponse 12%, while the average score was 67. And *In the fifth day*, it was found that the students who gave the writing response during teaching and learning process was 93% and unresponse 7%, while the average score was 74. (see chart 3).

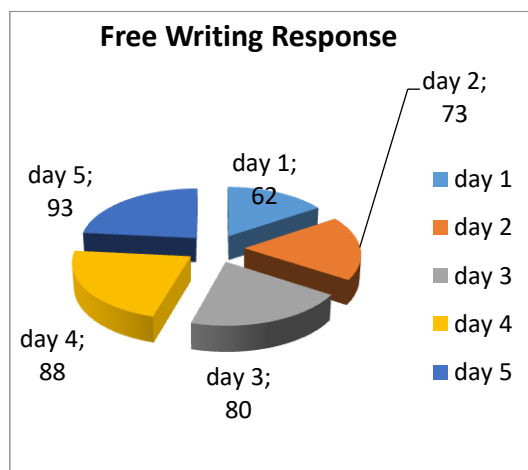


Chart 3. Writing English Response by Using ICT of 2<sup>nd</sup> and 4<sup>th</sup> midwifery students of STIKES Pembina

To strengthen the value of this study, here are some interpretations based on the results of data analysis. Based on the results of the study, it was found that there was a significant responses in writing English by using ICT (Whatsapp and Edlink) since the first day that the class use the ICT to the 5th day, the use of ICT in the teaching and learning process made the students to be more active in response the materials that the teacher gave in each meeting. It can be seen the differences between the first day and the fifth day that showed the from 62% of students giving response by using writing English to 93%.

The result of study also obtained the students had difficulties or learning obstacles in using ICT, based on students complained there were some factors that they didnt give the response, mainly ; the internet connection was the main point why they cannot particiated on the Online Learning Class (ICT).in their hometown sometimes they didn't have the connection, and the second factor was they didn't have idea to write down in trying to give the response.

## CONCLUSION

In this study, researcher aimed to determine the description of The Use of ICT in Writing English in Pandemic of Covid-19 period on Midwifery students of STIK Bina Husada and STIKES Pembina Palembang. In this study the researcher collected the data of English Writing in each online learning meeting that used ICT (whatsapp and edlink). To obtain the data, from the the meeting, the researcher got the percentage of students who actived in the class by using giving the writing English and give the score of their written. The use ICT in online learning process during pandemic covid 19 was very usefull, it can lead the students be brave to write down their response by using whatsapp group and edlink as media teaching and learning process, the confidence of

them can be seen from the improving percentage of students who were giving the responses starting from the first day they used online learning as teaching and learning process to the fifth day. It can be seen the differences between the first day and the fifth day that showed the from 62% of students giving response by using writing English to 93%.

Beside of the usefulness of ICT in helping the students study, the use of it had obstacle for the user (students) such as lost the internet connection as factor they cannot be good participants and other factors.

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