STUDENTS' LEARNING INDEPENDENCE IN ONLINE WRITING CLASS DURING COVID-19 PANDEMIC

(A Study on English Department Students of IAIN Bengkulu)

THESIS PROPOSAL

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in English Education Study Program Tarbiyah and Tadris Faculty IAIN Bengkulu

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Wassalamu'alaikum Wr. Wb

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MOTTOS

"Fall SEVEN times, stand up EIGHT"

"I trust the next chapter because I know the author"

(Nidia Faradis)

DEDICATION

- My Greatest God, Allah SWT, I really thank to you because without your blessing, I am nothing in this world.
- Myself who is willing and able to endure, to fight, to try as hard as I can, to not give up despite the many feelings and temptations that come to my stop, thank you for want to remain strong.
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- All of lecturers who teach in Tarbiyah and Tadris Faculty, especially in English Education Program. Thanks for all experiences you've given to me during the study.
- My great almamater Institut Agama Islam Negeri (IAIN) Bengkulu.

PRONOUNCEMENT

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I hereby declare that my thesis entitled "Students' Learning Independence in Online Writing Class during Covid-19 Pandemic (A Study on English Department Students of IAIN Bengkulu)" is the result of my own work or research and is not a plagiarism of the work of others. If in the future it is known that this thesis is the result of plagiarism, then I am ready to be subject to academic sanctions.

Bengkulu, 27 November 2021

Stated by,

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All praise and gratitude to Allah SWT for continuous blessing which enable the researcher to make completion to this thesis proposal as a part of requirements Bachelor Degree of English Education at IAIN Bengkulu. Peace be upon our prophet Muhammad SAW, who has guided us from the darkness to the world full of enlightment and knowledge for the better civilization of human beings.

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2. Dr. Zubaedi, M.Ag,M.Pd, the dean of Tarbiyah and Tadris Faculty IAIN Bengkulu.
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5. Supervisor I, M. Arif Rahman Hakim, Ph.D and Supervisor II, Anita, M.Hum.
6. All English lecturers and administration stafs of IAIN Bengkulu, especially in Faculty of Tarbiyah and Tadris.

The researcher realizes that this thesis is still far form being perfect. The resercher hopes tha this is useful for the next resercher, in particular and the readers in general.

Bengkulu, November 2021
The researcher

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ABSTRACT

Nidia Faradis, 2021, Students' Learning Independence in Online Writing Class during Covid-19 Pandemic (A Study on English Department Students of IAIN Bengkulu). Thesis for English Education Study Program, Faculty of Tarbiyah and Tadris, Bengkulu State Islamic Institute.

Advisor: 1. M. Arif Rahman Hakim, Ph.D, 2. Anita, M.Hum.

The independence of students learning in recent years was discussed in several articles. Through the development of an independent attitude in learning, students can diagnose learning difficulties and find the right solution to solve them. This research aims to find out students' settlements in dealing with obstacles related to learning independence issues in online writing class and the impact of using e-learning platforms as online learning media on students' learning independence during the Covid-19 pandemic at IAIN Bengkulu. The type of research uses is qualitative descriptive with semi structure interview as data collection technique. The subjects of this research were the fifth semester students of English education study program of IAIN Bengkulu in academic year 2021. The result of this research indicate that the students of class 5E of the English Education Study Program at IAIN Bengkulu were not independent in learning in online writing class because they only complied 2 of the 7 characteristics of being independent in learning. They were not able to properly cope with the problems they faced during independent study in online writing class, because they only relied on their friends and the internet as a solution to increase their understanding of the learning material. Then the use of the e-learning platform as media of independent learning in online writing class has affected the learning independence of the students during Covid-19 pandemic.

Keywords: *Learning Independence, Writing Class, Covid-19 Pandemic.*

ABSTRAK

Nidia Faradis, 2021, Kemandirian Belajar Mahasiswa di Kelas Menulis Online Selama Pandemi Covid-19 (Studi Pada Mahasiswa Jurusan Bahasa Inggris Iain Bengkulu). Skripsi untuk Program Studi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Tadris, Institut Agama Islam Negeri Bengkulu.

Pembimbing: 1. M. Arif Rahman Hakim, Ph.D, 2. Anita, M.Hum.

Kemandirian belajar siswa dalam beberapa tahun terakhir di bahas dalam beberapa artikel. Melalui pengembangan sikap mandiri dalam belajar, siswa dapat mendiagnosis kesulitan belajar dan menemukan solusi yang tepat untuk menyelesaikannya. Penelitian ini bertujuan untuk mengetahui penyelesaian mahasiswa dalam menghadapi kendala terkait masalah kemandirian belajar di kelas menulis online dan dampak penggunaan platform e-learning sebagai media pembelajaran online terhadap kemandirian belajar mahasiswa selama pandemi covid-19 di IAIN Bengkulu. Jenis penelitian yang digunakan adalah deskriptif kualitatif dengan teknik pengumpulan data wawancara semi terstruktur. Subyek penelitian ini adalah mahasiswa semester 5 Program Studi Bahasa Inggris IAIN Bengkulu tahun ajaran 2021. Hasil penelitian ini menunjukkan bahwa para mahasiswa di semester 5 Program Studi Bahasa Inggris di IAIN Bengkulu belum mandiri dalam pembelajaran secara online di kelas menulis karena mereka hanya memenuhi 2 dari 7 karakteristik kemandirian dalam belajar. Mereka tidak mampu mengatasi dengan baik masalah yang mereka hadapi selama belajar mandiri di kelas menulis online, karena mereka hanya mengandalkan teman dan internet sebagai solusi untuk menyelesaikan masalah terkait meningkatkan pemahaman mereka tentang materi pelajaran. Kemudian penggunaan platform e-learning sebagai media pembelajaran mandiri di kelas menulis online telah mempengaruhi kemandirian belajar para mahasiswa tersebut selama masa pandemi covid-19.

Kata kunci: Kemandirian Belajar, Kelas Menulis, Pandemi Covid-19.

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CHAPTER I

INTRODUCTION

A. Background of the Study

The most important tool of communication is language. As a result, it is difficult for a person to communicate with his partner if neither party understands the other's language. Based on the hadith narrated by Imam Tirmidzi, the Holy Prophet ordered one of his secretaries named Zaid bin Tsabit to study the Syriac language which was used by the Jews at that time, this was motivated by the many letters that came to the Prophet peace be upon him, but the Prophet was afraid that there would be additions and subtractions if he ordered the Jews to reply to these letters (Hakim, 2017).

One of the English language skills which is supposed to be the complicated one is writing and usually it is taught last (Tuan, 2010). In language learning, writing has a more complex role and position than the other three skills in that its acquisition involves practice and application of knowledge about three other language skills such as reading, listening and speaking. Students need to set the objective of their writing in advance, plan it conscientiously, and cognize its grammatical structure. In addition, they have to analyze the sources and materials for their writing and execute it into a clear and concise writing.

Learning independence is students' ability to undertake self-control and self-observation and to personally evaluate their cognitive processes

(Schunk, 2012). Students' learning independence is an aspect which is very important in supporting effectiveness in learning activities. The forms of participation that students could do, namely, controlling, monitoring, and arranging their cognition personally, would help teachers teach (Lee et al., 2010). It means that students' active participation in the learning is seen from their ability in building their knowledge with the accompaniment of s upervision by the teacher so that transfer of knowledge is easy to do.

According to (Winters et al., 2008) teacher also has a role in training students' learning independence. He or she could train students' learning independence by making a plan of learning activity through assignments and learning media that make students' learning independence grow. One of the learning forms that could cause learning independence to grow is the technology-based learning. Computer-based learning gives students the chance to arrange, plan, and control learning activity with a high level of flexibility.

Since World Health Organization (WHO) situation report on the COVID-19 outbreak around the world since the dangerous virus was firstly identified in Wuhan, South China in November 2019. The virus then rapidly spread throughout the globe. This situation has affected various sectors, including education. The Indonesian Minister of Education and Culture, Nadiem Makarim, issued a Circular Note for schools and other educational institutions including higher education to temporarily stop the conventional teaching and learning activities in the schools and encourage lessons to be

conducted from home through e-learning. He recommended teachers use various e-learning platforms such as Rumah Belajar, Quipper School, Ruang Guru, Google Classroom, Zoom, and so on. Nowadays, those e-learning platforms achieve popularity in Indonesia because they are widely used and installed. Online learning becomes one of the most current and potential issues (C Wulandari, MW Surtikanti, Agung, 2020). This requires students in Indonesia to learn independently through online learning media. Therefore, the use of learning applications such as Zoom is very helpful for the continuity learning process of students.

Regarding the explanation above, lecturers at Indonesian universities, precisely at IAIN Bengkulu, implemented an online learning system following the instructions given by The Indonesian Minister of Education and Culture, Nadiem Makarim. Likewise, in the fifth semester writing class at IAIN Bengkulu, students are required to take part in online learning activities through the Zoom Meeting, Goole Classroom, and WhatsApp applications which are some of the most popular e-learning platforms in Indonesia, especially during the COVID-19 pandemic.

The researcher made initial observations on January 20, 2021 by interviewing two IAIN Bengkulu students who took writing class in the fifth semester of the English department related to online independent learning during the covid-19 pandemic. Researcher found several obstacles that hindered students in online independent learning in writing class via e-learning platforms.

The first obstacle was signal and internet network problems. Learning online through e-learning platforms required them to prepare internet data to join class meeting, but the problem of poor internet signal causes ongoing learning activities to be disrupted, such as the voice of the lecturer during explaining the learning material being unclear and the video meeting suddenly stopping. The next obstacle was the method and learning system applied by the lecturer when delivering learning material that was not appropriate so that students found it difficult to understand the material presented. In addition, the lecturer who teach also often was not followed the predetermined learning schedule by making sudden changes to the study schedule. Then, the lecturer also often given too many assignments even though students were not fully understood the learning material that has been given.

These obstacles trigger the last obstacle in the form of a lack of interest in student learning because they felt that the online learning that was followed is only done to get grades, while the knowledge from these learning activities was not obtained by them at all. This causes them to become inactive in learning independently, their initiative to find sources and learning materials from other places is not at all visible. In contrast to (Susanto, 2018) statement, he stated that independence is how a student is able to demonstrate his/her creativity, and self-esteem.

Based on the explanation above, researcher interested in investigating "Students' Learning Independence in Online Writing Class During Covid-19 Pandemic".

B. Problem Statement

Based on the explanation above, below are some of the problems that have been compiled, including:

1. The emergence of low motivation due to several factors
2. Poor internet network triggers some interruptions during class meeting via e-learning platforms
3. The teaching method applied by the lecturer is not appropriate
4. Students have difficulty understanding the learning material

C. Research Questions

There are two questions that this research aims to explore. Those questions are:

1. How do students deal with obstacles related to learning independence issues in online writing class during Covid-19 pandemic?
2. What is the impact of using e-learning platforms as online learning media on students' learning independence during the Covid-19 pandemic at IAIN Bengkulu?

D. Limitation of the Research

The limitation of the problem in this research is limited to how the COVID-19 pandemic affects the students' learning independence in online writing class by using Zoom at IAIN Bengkulu.

E. Objectives of the Research

1. To investigate students' settlement in dealing problems related to learning independence issues in online writing class.

2. To determine the impact of using e-learning platforms as online learning media on student learning independence during the Covid-19 pandemic at IAIN Bengkulu.

F. Significance of the Research

This research is expected to give contributions to:

1. Theoretically

   The result of this research can be used as the input of information about students' learning independence in the midst of the COVID-19 pandemic and as an additional reference for the next researcher who wants to conduct a similar research.

2. Practically

   Hopefully this research contributes to the development of the learning and teaching process of colleges and universities, especially for lectures in English Education Study Program of IAIN Bengkulu. Furthermore, this research is expected to enlighten and enrich the lecturers with the knowledge in teaching students when they learn independently at home during COVID-19 pandemic. As for students, this research is expected to give them opportunity to demonstrate their growing skill in a no stressful environment during their learning independence in the midst of the COVID-19 pandemic by getting the e-learning platforms as informative, interesting, and enjoyable as possible.

3. Further Research

The findings of this research may inspire other researchers to conduct research on other issues of students' learning independence.

G. Operational Definitions

In order to clarify the key terms used in this study, some definitions are put forward.

1. **Learning independence:** Students' learning independence is an aspect which is very important in supporting effectiveness in learning activities. The forms of participation that students could do, namely, controlling, monitoring, and arranging their cognition personally, would help teachers teach (Lee et al., 2010). Independent learning is a learning method that provides degrees of freedom, responsibility, and greater authority to learners in implementing and plan learning activities.
2. **Writing:** Writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release (H.Douglas Brown, 2014).
3. **Covid-19 pandemic in Indonesia:** Corona virus or severe acute respiratory syndrome coronavirus 2 (SARS-CoV-2) is a virus that attacks the respiratory system. This disease due to viral infection is called COVID-19.

4. **Online learning:** Howlett (2009) defined online learning as “the use of electronic technology and media to deliver, support, and enhance both learning and teaching and involves communication between learners and teachers utilizing online content”.

CHAPTER II

THEORETICAL REVIEW

A. Literature Review

1. Learning Independence

According to (Susanto, 2018) independence is how a student is able to demonstrate his/her creativity, and self-esteem. Thus, independent individuals are able to manage themselves, the ability to not rely on the emotional support of others especially parents, able to make decisions independently, and able to accept the consequences of the decision. Learning independence is students' ability to undertake self-control and self-observation and to personally evaluate their cognitive processes (Schunk, 2012). Students' learning independence is an aspect which is very important in supporting effectiveness in learning activities. The forms of participation that students could do, namely, controlling, monitoring, and arranging their cognition personally, would help teachers teach (Lee, Lim, & Grabowski, 2010, p.629-648).

Learning independence will be realized if students have control over personal awareness, motivation, competence, and skills that will be achieved. Students who can learn independently have greater potential to achieve high academic achievement because they can

identify and choose their problems, plan activities, and submit results at the end of the activity. Learning independence that is owned by students makes it able to make decisions in the learning process so that it can account for the decisions taken (Aini & Taman, 2012). According to Herod and Kop (2017) learning independence is not only seen as a process but also related to personal tendencies and as an environmentally determined phenomenon. According to Bartholomew (2017) learning independence is the ability of students to self-assess their own learning needs to do activities to ask and find out about things they want to know, learning independence combines understanding of what is unknown with an understanding of what activities need done to get the knowledge needed.

The teacher also has a role in training students' learning independence. He or she could train students' learning independence by making a plan of learning activity through assignments and learning media that make students' learning independence grow (Winters, Greene, & Costich, 2008, p.429-444). There are several important aspects that need to be paid attention to in training students' learning independence. These aspects are as follows: access, analysis, creating, reflection, and taking action (Pachler & Leask, 2014).

According to Thoha (1996), the characteristics of independence include the ability (1) to think critically, creatively and innovatively, (2) not easily be influenced by others' opinions, (3) to not from or

avoid problems, (4) to solve the problems by having a deep thought and consideration about it, (5) to solve problems without any help from others when encountering problems, (6) to not feel inferior when being different from others, and (7) to work hard with a good level of diligence and discipline and be responsible for all his action.

Based on the theories above, the researcher concludes that independent learning is an attitude that leads to self-awareness of learning and all decisions, considerations related to learning activities are cultivated by themselves so that they are fully responsible for the learning process. Because the theories above discuss learning independence, this indicates that there is relevance between these theories and research that will be investigated by researchers about student learning independence in online learning during the covid-19 pandemic.

2. Writing

2.1.Definitions of Writing

Brown, (2014, p.336) claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. According to Richards and Renandya (2002), writing has been viewed as the most difficult skill for second and foreign language learners to master. The skills involved in writing are highly complex as foreign language writers have to be concerned with higher level skills of planning and

organizing as well as lower level skills such as spelling, punctuation and word choice (Richards & Renandya, 2002). According to Jeremy Harmer, "Writing is used for a wide variety of purposes it is produced in many different form". Writing is one of language abilities that as process to express idea, feeling and arguments in the form of words in sentences. This skill is used to communication from one to another by writing. Writing is central to our personal experience and social identities and we are often evaluated by our control of it. Writing is used as an aide-memoire practice tool to help students practice and work with language they have been studying. According to Dorothy E Zemach, writing is an important form of communication in day to day life it is especially important in high school and college.

2.2.Writing Process

Brown (2014, p.348) describes that writing process tend to be framed in three stages of writing. Those are prewriting, drafting and revising. The pre-writing is aimed to generate ideas, which can happen in numerous ways; reading (extensively) a passage, skimming or scanning a passage, conducting some outside research, brainstorming, listing, clustering, discussing a topic or question, instructor initiated questions, and preewriting. Then, the drafting and revising stages are the core processes of writing in traditional approaches to writing instruction.

2.3.Genres of Writing

According to Brown (2014, p.219) there are three genres of writing; academic writing, job related writing and personal writing. Academic writing consists of papers and general subject reports, essays, compositions, academically focused journals, short-answer test responses, technical reports, theses and dissertations. Job related writing consists of messages, letters/emails, memos, reports, schedules, labels, signs, advertisements, announcements, and manuals. Personal writing consists of letters, emails, greeting cards, invitations, messages, notes, calendar entries, shopping lists, reminders, financial documents, forms, questionnaires, medical reports, immigration documents, diaries, personal journals, and fiction.

2.4.Types of Classroom Writing Performance

Types of writing activities to perform writing should be based on the students' level and capacity. According to Brown (2014, p.343) there are five major categories of classroom writing performance; 1) Imitative or writing down, this type is at the beginning level of learning to write. Students will simply write down English letter, words, and possibly sentences in order to learn the conventions of the orthographic code. 2) Intensive or controlled, this intensive writing typically appears in controlled, written grammar exercises. This type of writing does not allow much creativity on the part of the writer. A controlled writing is to present in which the students have to alter a given structure throughout. 3) Self-writing, the most salient instance of

this category in classroom is note-taking by the students. Diary or journal writing also falls into this category. 4) Display writing, for all language students, short answer exercises, essay examinations and research reports will involve an element of display. One of the academic skills of ESL students that they need to master is a whole array of display writing techniques. 5) Real Writing, some classroom writing aims at the genuine communication of messages to an audience in need of those messages.

3. The COVID-19 Pandemic

3.1.Covid-19

The spread of coronavirus disease (COVID-19) has affected all elements of the global citizens, including the Indonesian people and the academic community in it. COVID-19 has been stipulated as a world pandemic, referring to the WHO's decision as stated in (Khatri et al, 2020) that the cases spread beyond Wuhan city and on 30th Jan 2020, World Health Organization (WHO) declared the 2019 novel coronavirus (2019-nCoV) outbreak as Public Health Emergency of International Concern (PHEIC). This outbreak has caused approximately 64,000 cases of COVID-19 in China so far, and with that number continuing to grow (Wang et al, 2020).

It requires massive action related to the learning model policy, and this pandemic is a massive challenge to education systems (Daniel, 2020). As carried out at IAIN Bengkulu, previously personal

instrumental shifted to the use of online media and distance lectures. It is crucial to be formulated as an effort to achieve significant learning outcomes in the COVID-19 pandemic. The situation requires all citizens to take precautions so that the COVID-19 does not spread more widely. Following up on this emergency, the government gave instructions through university policymakers, instructing the transfer of lectures by utilizing the internet network.

It was thought as a solution to break COVID-19 pandemic chain, this is as UNESCO move to support countries in their efforts to mitigate the immediate impact of school closures, particularly for more vulnerable and disadvantaged communities, and to facilitate the continuity of education for all through remote learning (UNESCO, 2020).

3.2.Covid-19 in Indonesia

The Indonesian government took necessary actions to closely observe World Health Organization (WHO) situation report on the COVID-19 outbreak around the world since the dangerous virus was firstly identified in Wuhan, South China in November 2019. The virus then rapidly spread throughout the globe. Four days after WHO confirmed COVID-19 as the pandemic, on March 15, 2020, President Joko Widodo implement some policies to achieve social distancing in the society. He urged the public to work, study, and conduct religious practices from home.

Pandemic is a disease that is spreading in multiple countries around the world at the same time (Roxby, 2020). This situation has affected various sectors, including education. The Indonesian Minister of Education and Culture, Nadiem Makarim, issued a Circular Note for schools and other educational institutions including higher education to temporarily stop the conventional teaching and learning activities in the schools and encourage lessons to be conducted from home through e-learning. He recommended teachers use various e-learning platforms such as Rumah Belajar, Quipper School, Ruang Guru, Google Classroom, Zoom, and so on. Nowadays, those e-learning platforms achieve popularity in Indonesia because they are widely used and installed. Online learning becomes one of the most current and potential issues.

4. Online Learning

Delivering the scope of online learning, Aparicio, Bacao, and Oliveira (2016) divides online learning into two main areas, learning, and technology where learning is the cognitive process for achieving knowledge, and technology is the tool to support the process of achieving it. Howlett (2009) defined online learning as "the use of electronic technology and media to deliver, support, and enhance both learning and teaching and involves communication between learners and teachers utilizing online content".

Online learning can provide students with foundational knowledge and confidence before exposure to real or standardized patients (Ellman, Schwartz, 2016). Chen, Kern, & Thomas, (2019) stated the advantages of using online learning in education include improved accessibility of information, ease of standardizing and updating content, cost-efectiveness, accountability, and enhancement of the learning process, wherein students are motivated to be active learners.

Magalhaes, Ferreira, Cunha, & Rosario (2020) found that most studies agree that online learning is beneficial to students' learning outcomes compared to traditional learning, but the learning effectiveness is arguable when using online learning systems (Pye, Holt, Salzman, Bellucci, & Lombardi, 2015).

The Covid-19 pandemic that hit the world, including Indonesia, has an impact on various aspects of life, one of which is education. Thus, educational institutions require that they carry out the process of learning activities remotely, that is, students learn and teaching teachers must continue to run even though students are at home. As a result, educators are required to design learning by utilizing online media.

In order to prevent the spread of Covid-19 transmission to school residents in particular and the wider community in general, the Ministry of Education and Culture (Kemendikbud) issued a circular

regarding the prevention and handling of Covid-19. Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Coronavirus Disease (Covid-19) in PDF format signed by the Minister of Education and Culture Nadiem Makarim on March 24, 2020 which contains instructions on the process of learning from home through distance learning (online learning). Schools, where there are daily gatherings and interactions between teachers and students, can be a means of spreading Covid-19. So to protect school residents from exposure to Covid-19, various regions have established learning from home policies. The policy targets all levels of education, from preschool to tertiary institutions, both public and private. The home study policy is implemented while still involving educators and students through Distance Learning (PJJ). (Afip, 2020)

Learning during the Covid-19 pandemic has resulted in extraordinary changes in Indonesia, as if all levels were 'forced' to transform suddenly to adapt to learning from home through online media. This is certainly not an easy thing, because it is not fully ready. The problem in the world of education is that the learning process is not yet uniform, both the standard and the quality of the desired learning outcomes. This is certainly felt heavy by educators and students. Especially for educators, they are required to be creative in delivering material through online learning media. This needs to be

adjusted also to the level of education in its needs. The impact will cause physical and psychological (mental) pressure. Therefore, positive, creative and innovative thinking can help overcome various problems in the distance learning process by applying fun online learning media, resulting in quality learning outcomes. Distance learning using online media expects students to be able to participate in learning to the fullest (Jaelani et al, 2020).

The same thing is also felt by educators and students at IAIN Bengkulu that teaching and learning activities are carried out online. This change in the online learning system has been going on for a period of approximately two years or three semesters. Indeed, in this changing learning system, students are required to be more active and more independent in participating in accommodating their own learning needs. Although there are many obstacles that occur, students must be more creative in finding their own solutions.

B. Previous Studies

1. Fitra Suci Arista, Heru Kuswanto "Virtual Physics Laboratory Application Based on the Android Smartphone to Improve Learning Independence and Conceptual Understanding" (2018). The researcher concluded that The ViPhyLab application is a set of physics learning media, with virtual practicum in rotational dynamics materials as basis, developed in the Android operating system. A characteristic of the ViPhyLab application is that it could be operated in the smartphone

device and used at learning time at school or outside school. By the field testing results, they concluded that the ViPhyLab application could improve students' learning independence and conceptual understanding.

There is similarity found in this previous study with research that will be carried out by researcher. The similarity is that both of the researches are researching the independent learning of students who study online through e-learning platforms.

As for the differences found in this previous study compared to research conducted by the researcher, this previous study was conducted to improve students' learning independence and conceptual understanding of rotational dynamics after using the ViPhyLab application. It can be seen clearly that the use of e-learning application is different from the application use by the researcher. In addition, the research method used in this previous study (the R & D method) is also different from the method use by the researcher (qualitative method). Another difference is in this previous study the problem concerning difficulties in learning and doing activities of practice in rotational dynamics at school demands that students are independent in learning physics at home, while participants in the research conducted by researcher conducted online learning because they were forced by circumstances Covid-19 pandemic that does not allow face-to-face learning.

2. Prayekti “The Influence of Cognitive Learning Style and Learning Independence on the Students’ Learning Outcomes” (2018). The researcher findings are if the independent cognitive learning style is related to the students’ learning outcomes in Thermodynamic the value turns out to be 112. This means that independent cognitive style has insignificant influence on the Thermodynamic final exam scores. This is because of the range value of the independent cognitive style is at the value of between 23 and 25, which considered to be a low range. This finding proves that the cognitive learning styles had by the students of Physics Education of Indonesian Open University is a gift from the Lord GOD Almighty by putting different styles of learning to different human beings. Significantly, learning independent cognitive style strongly influenced the students’ learn ing outcomes in Thermodynamic Science course.

   There is similarity found in this previous study with research that will be carried out by researcher. The similarity is both of the researches are focus about students’ learning independence.

   The differences are in this study, it has been found that learning independence had the effect on student learning outcomes in Thermodynamic Science subjects courses, it has strongly influenced the students’ learning outcomes in Thermodynamic Science course. While the research that examine by the researcher has not found yet the final results of research related to students' learning independence

in online writing class using Zoom. In addition, in terms of the number of participants studied, this previous study collected more participants (127 participants) than the research conducted by the researcher. The data collection that will be carried out by researchers is through the WhatsApp application, while the researcher in this previous study collected data by meeting participants directly.

3. Maskur, Burhanuddin Tola, Maruf Akbar, "The Effect of the Students' Learning Independence, Social Intelligence, and English Reading Skills on Their Writing Skills of English Recount Texts" (2020). The researcher findings are the data was normally distributed. The requirements for hypothesis testing, the data were tested to see the normality of estimated errors, multicolliniarity, autocorrelation, Linearity and significance. The results showed that population is normally distributed; There is no multicollinearity between independent variables; There is no autocorrelation; and Liner and significance.

   There is similarity found in this previous study with research that will be carried out by researcher. The similarity is both of the researches are focus about students' learning independence on students' writing skill.

   The difference between this previous study and the research conducted by researchers can be seen from the number of research

samples taken by each researcher. The researcher chose a sample of 29 students while in related research, the researcher chose a research sample of 332 students. In addition, the types of research methods used are also different, researchers use qualitative methods while the method used by researchers in related research is the causal survey method.

So, based on the explanation above regarding the differences and similarities between the research that will be studied by researchers and previous research, the researcher considers that this research needs to be done to continue previous research where the results of previous studies have not found complete results related to student learning independence, especially in writing class.

Table 2.1 Previous Studies

No	Title	Method	Setting	Result
1.	Fitra Suci Arista, Heru Kuswanto "Virtual Physics Laboratory Application Based on the Android Smartphone to Improve Learning Independence and Conceptual Understanding" (2018)	The research was of the type known as R&D (Research & Development)	The respondents were students of Grade XI in IPA at a state high school, SMA Negeri 5, City of Pekanbaru, forty in number	Results of the research indicated that the ViPhyLab application could improve students' conceptual understanding. That finding showed that technology-based learning could improve students' conceptual understanding
2.	Prakyekti "The Influence of Cognitive Learning Style and Learning Independence on the Students' Learning Outcomes" (2018)	The study used a quantitative method.	The respondents were 127 students who took the PEFI4208 Thermodynamic course from different regions in the country (Yogyakarta, Purwokerto, Pontianak, Jember and Surabaya)	Significantly, the learning independence variable influenced the students' learning outcomes, and the value of significance of the independent cognitive style = 0,001 < α = 5%, so it can be concluded that independent cognitive style strongly influenced the students' learning outcomes in Thermodynamic Science course
3.	Maskur, Burhanuddin Tola, Maruf Akbar, "The Effect of the Students' Learning Independence, Social Intelligence, and English Reading Skills on Their Writing Skills of English Recount Texts" (2020).	The study used a causal survey method, by applying a path analysis technique to test the effect of exogenous variables on the endogenous variables.	The respondents of this research were all senior high school students in grade XI in Zone 2 in Depok District	Based on the analysis, it was found that the data was normally distributed. The requirements for hypothesis testing, the data were tested to see the normality of estimated errors, multicolliniarity, autocorrelation, Linearity and significance. The results showed that population is normally distributed; There is no multicollinearity between independent variables; There is no autocorrelation; and Liner and significance.

4.	**Nidia Faradis "Students' Learning Independence in Online Writing Class During Covid-19 Pandemic (A Study on English Department Students of IAIN Bengkulu)" (2021)**	**The researcher used a descriptive qualitative method.**	**The respondents were the fifth semester students of English department IAIN Bengkulu in academic year 2021 class E, there are 32 students consisting of 5 male and 27 female**	**The result of this research indicate that the students of class 5E of the English study program at IAIN Bengkulu were not independent in learning in online writing class because they only complied 2 of the 7 characteristics of being independent in learning. They were not able to properly cope with the problems they faced during independent study in online writing classes, because their way of solving problems is not in accordance with Thoha's (2012) statement, they only relied on their friends and the internet as a solution to increase their understanding of the learning material. Then the use of the e-learning platform as media of independent learning in online writing class has affected the learning independence of 5E class students of the English study program at IAIN Bengkulu during Covid-19 pandemic.**

Theoretical Framework

Online learning has become a wide-spread practice over the years as an integrated technology in education. Especially in this last two years, almost all levels of education have implemented this learning base, including at IAIN Bengkulu. One of the courses that students take in online learning is writing class. In responding to this, self- regulated online learners need to adapt to the learning settings and engage in the process of online learning to achieve the course goals. Indeed, there are many challenges that must be faced by students so that they gain a better understanding to comply their learning needs in writing class.

One of the challenges that students have to face is when they are required to study independently in this online writing class. This means that they have to put more effort into understanding the learning material, seek learning materials from other sources rather than relying solely on lecturers' gifts, and strengthen their desires and find their own motivation to learn.

In mediating this situation, students need the appropriate learning media, one was E-learning platforms such as WhatsApp, Zoom Meeting, YouTube, Telegram, etc. These e-learning platforms play an important role in online learning and can affect students' learning independence, especially in writing class. Therefore the researcher designed the chart below which briefly describes the organizing of the research.

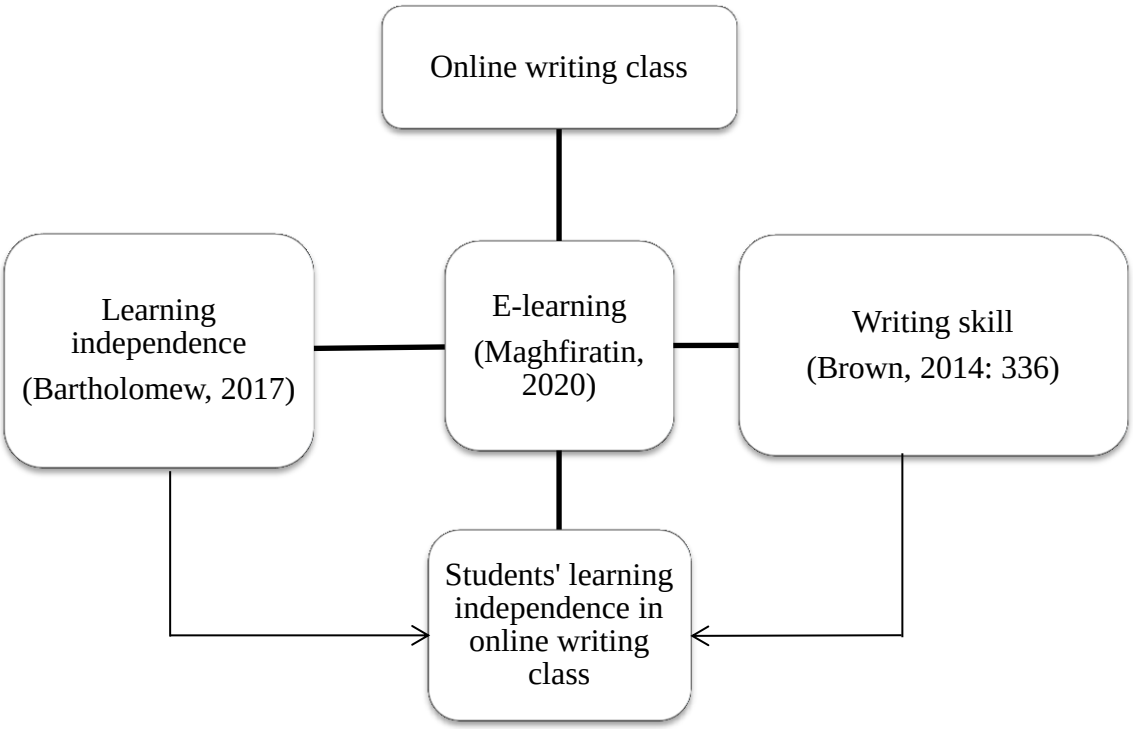

Figure 2.1 Theoretical Framework

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This research were applied a qualitative method. Qualitative method is a research that focuses on the *quality* of a particular activity that investigate the quality of relationships, activities, situations, or materials (Fraenkel, Wallen, & Hyun, 2012, p.426). Gay (2012, p.465) said that descriptive quantitative method is method that involves collecting data in order to answer question about the current status of the subject or topic of study. In this research, the use of method will focus on the students' learning independence in online writing class during Covid-19 outbreak by using zoom..

Then, Yin (2011, p.7-8) stated that qualitative research is a method that studying the meaning of people's life or real life condition, representing the views and perspectives of the people' contributing insights into existing or emerging concepts that may help to *explain* human social behavior, and striving to use *multiple sources of evidence* rather than relying on a single source alone. In doing this research, the researcher will describe the perspectives of the students' learning independence during Covid-19 outbreak.

From the explanation above, it can be conclude that the researcher were used qualitative research to describe the students' learning

independence in online writing class during Covid-19 outbreak by using zoom.

B. Setting of the Research

This research were conducted in the fifth semester of the academic year 2020/2021 within span of 42 days in October until December 2021 to be precise at the English Education Study Program IAIN Bengkulu which is located on Jl. Raden Fatah, Pagar Dewa Sub-district, Selebar District, Bengkulu City.

C. Respondent of the Research

The research respondents in this research were the fifth semester students of English education department IAIN Bengkulu in academic year 2021 consisting 5 classes, there are about 134 students including 96 female students and 38 male students as the population.

Class E students majoring in English at IAIN Bengkulu were students who selected by the researcher as respondents of the research because they were faced the learning process during the Covid-19 pandemic. The researcher has also conducted preliminary research and saw that the class that the researcher chose as the research subjects used the e-learning platforms as a learning media. Especially in the writing class, although there were other supporting applications such as WhatsApp, the Google Classroom application is the media they use most often during the teaching and learning process.

In this research the researcher will take only one class that was class E, it meant there were 32 students consisting of 5 male and 27 female. From the population the researcher was take 8 students' as respondents.

D. Research Instrument

In this study, the researcher used a qualitative method. The researcher used the interview method in collecting data through semi-structured technique because the researcher used a list question and also the researcher can ask additional questions to complete the topic. A semi-structured interview is an area where questions are prepared but the interviewer may add several questions that have not been prepared freely during the interview process, This type of interview also includes an outline of topics and questions prepared by the researcher (Stuckey, 2013).

In semi-structured interviews, the interviewer determines beforehand what topics will be attended to and what questions will be asked, though the definite structure develops over the course of the interview, allowing a certain amount of freedom to determine what topics will be covered and to what extent (Drever, 1995). The questions were formulated in an open-ended form to allow the interviewees to elaborate on his or her own meanings and realities (Magnusson & Marecek, 2015).

E. Data Collecting Technique

The researcher used semi-structural in-depth interview in this research. Semi-structural interview is the question is not only which had

been prepared, but can appear new questions during the question and answer. Semi-structural interview aims to get a detailed view of the interviewee.

The researcher used the in-depth interview type because it was tend to open and free so that the researcher can dig up complete and in-depth information about the research to be carried out without making the interviewee feel embarrassed or pressured to express their opinion when answering questions. Here the researcher used online interviews via WhatsApp.

The researcher was develop interview questions through an interview guide based on the book "Doing Interview-Based Qualitative Research: A Learner's Guide" by Magnusson and Marecek (2015) that are designed with the aim of making the interview more focused and the topics discussed are not too broad deviate from the research objectives. However the guidelines are not used rigidly, it is mean that during the interview the researcher can ask additional questions that arise in line with the responses of the subjects studied. This was done with the aim that researcher could found more in-depth problems and answers.

F. Trustworthiness of the Data

1. Triangulation

To make sure the validity of data in qualitative research the researcher will use *triangulation* of the data. Triangulation is multimode approach that conducted by the researcher in collecting the data in order

to get better understanding of research phenomena in order to get higher level of the truth (Rahardjo, 2019). It meant in triangulation we were combine some methods to measure phenomenon in different point of views or perspectives in order to check the data truth or information got by researcher from varies perspectives to reducebias happened in collecting and analyze the data. In this research, the researcher would do the following triangulation of data (Cresswel, 2018, p.185):

a) *Triangulation of Method*

Triangulation of method conducted by comparing information/data in different ways. In this research, researcher used interview and documentation to get the truth of informations. The researcher also used different informan to check the truth of information to get higher level of the truth.

b) *Triangulation of Data Sources*

In this case, the researcher explore the information by using some methods and sources of data. In this research, beside interview and observation, the researcher also used initial observations and screenshot. These different ways will result different data and then give different insights about the phenomenon that is being observed.

G. Technique of Data Analysis

In analyzing the data, the researcher applied the data analysis stages proposed by Miles and Huberman who proposes three stages of data

analysis, namely: (1) data reduction; (2) data display; and (3) drawing and verifying conclusion (Miles, Huberman, 2018, p.174).

a) Data reduction

Data reduction can occur continuously while analyzing the data. first, it occurs through editing, sharing, and summarizing data. Second, through programming and memory, such activities can find themes, collections, and patterns. Third, through conceptualization and understanding, because developing a concept from an abstract is one way to reduce data.

b) Data Display

Data display is a process for displaying data consisting of words, sentences, explanations, tables, and graphics so that the collected data can be controlled by the researcher as a basis for making conclusions. The view is a structured collection of information that can draw conclusions. In this study, researchers will use the narrative method in presenting data because the narrative method is the presentation of data commonly used in qualitative research.

c) Drawing and verifying conclusion

Reducing and displaying the data aim to help drawing conclusion. While drawing conclusions logically follows reduction and display of data. The conclusion is a procedure that can describe the contents of the data collected in the form of statements and have

concrete data. Draw conclusions starting from conclusions that are still subject to change and will still be resolved. From the data obtained, it is analyzed periodically and its validity is approved. With the triangulation method (ie agreeing and clarifying using various sources which focus on the existing process) in the same problem understood. In the end, valid conclusions can be reached.

The reason this analysis technique will be used by the researcher is because if the researcher has conducted an analysis of the answers interviewed during the interview, then if the interviewee's answer after being analyzed feels unsatisfactory afterwards the researcher will continue the question again to a certain stage so that data is obtained considered credible. In addition, the data analysis steps will be used because it makes it easier to understand the presentment of the data.

H. Research Procedure and Timeline

1. Research Procedure

a. Research Preparation

The researcher submitted several proposal titles by filling in the available title submission forms and then waiting for the title to be approved. when one of the proposal titles is approved, then the researcher begins to write a mini proposal as a condition for the issuance of the skipsi supervisor appointment letter and then submits the proposal.

b. Research Implementation

The researcher collected research data with the initial step of creating a WhatsApp conversation group containing a number of fifth semester students of IAIN Bengkulu majoring in English education who have been selected as research samples. The researcher then asked the students to answer the interviews regarding the research through the message fitur of WhatsApp to be investigate by the researcher.

c. Research Reporting

The researcher will compile a final research report in the form of a thesis and then take a thesis exam and get approval of the research results.

2. Research Timeline

Table 3.1 Research Timeline

No	Activities	Timeline Month										
		3	4	5	6	7	8	9	10	11	12	1
1.	Acc Thesis Proposal	√										
2.	Consult with the advisor 2		√	√								
3.	Consult with the advisor 1				√							
4.	Carry out the Proposal Seminar						√					
5.	Revision of the Proposal Seminar						√	√	√			
6.	Collect and analysis the data								√	√		
7.	Writing research report									√	√	
8.	Complete a comprehensive exam									√	√	
9.	Carry out the Thesis Exam										√	√
10.	Revision of the Thesis Exam										√	√

CHAPTER IV

FINDING AND DISCUSSION

This section present the result based on the research questions stated in the first chapter, they are: (1) How do students deal with obstacles related to learning independence issues in online writing class during Covid-19 pandemic? (2) What is the impact of using e-learning platforms as online learning media on students' learning independence during the Covid-19 pandemic at IAIN Bengkulu?

A. Findings

Before conducting the interview, the researcher asked for permission from the lecturer of Advanced Writing course in class 5E of the English Education Study Program IAIN Bengkulu. Interviews were conducted on Sunday, October 25 , 2021 to Monday, November 15, 2021. This interviews were conducted online through message fiture sent by students via the WhatApps application. Interviews were conducted to obtain the results of students' learning independence in online writing class during the Covid-19 pandemic.

a. Students' settlement in dealing obstacles related to learning independence

Based on the interviews of the eight students as the respondents, it known that that although there were a small number of students who have considered that online independent learning during the Covid-19 pandemic

is quite a good thing for them because it makes it easier for them to learn as stated by R4, but it has been considered less effective for most students. This has been illustrated by the interview answers of R3, R5, R6, R7, R8 in Q1, one of them (R3) stated that *"it is very ineffective because in online learning it is very difficult to understand the material given by the lecturer, especially when there is signal interference, sometimes the material explained by the lecturer is only partially heard and it is also difficult for us to practice it directly in online learning like this. Actually, this kind of learning model is very detrimental to us, because our writing skills are very difficult to develop if we are only given assignments without direct explanation and practice in the classroom"*

Most of the reasons for this happening were due to the many obstacles they faced while taking online writing courses. Some examples were the difficulty of got an internet signal and the difficulty of understanding the learning material as stated by R2 and R3 in Q5. However, the students of class 5E of the English Education Study Program at IAIN Bengkulu responded to this in various ways, one of which was to find solutions in dealing with these obstacles.

In addition, there were several things that affected the learning independence of students of class 5E English Education Study Program IAIN Bengkulu, such as the presence of their classmates and the use of e-learning platforms as their learning media in writing class. Certainly, in this case there were good and bad influences obtained by students. This

was revealed by the author based on the interview answers by R6 in Q2 and R3 in Q8.

Class 5E students of the English Education Study Program at IAIN Bengkulu were required to respond well to various things related to their independent learning, such as their responsibilities when things happen that are beyond their control and the things that affect their learning, or even when they are required to manage the best possible time in their learning. The completions of students in overcoming the obstacles they have faced related to learning independence in online writing class based on interviews are as follows:

1. **Repeating learning materials by relying on the internet related to the obstacle of hampered internet signal**

   When researcher interviewed students about the obstacles they faced, students not only mentioned the types of the obstacles but they also revealed the solutions they did to overcome these obstacles. For example when students reveal that their learning is hampered when the internet signal suddenly disappears, what they do is repeat the material they left behind. This can be seen in R3's statement:

   Q7: *"How do you deal with these obstacles?"*

   R3: *"Usually, when I respond to it, I reread the material given by the lecturer, besides that I also look for material related to it on the internet and then I read it again and again. And also I try to practice it"*

It can be seen in the statement above that in addition to rereading the material left behind, the students also tried to practiced the material they have learned. In addition, students were also looking for additional learning materials related to the material that is left behind. The learning materials they want to learn can be re-learn on the internet.

Students repeat learning on the internet by watching it on the YouTube application, this is considered to be able to make it easier for them to understand the material that is left behind due to hampered internet signals. A student (R2) revealed that:

Q7: *"How do you deal with these obstacles?"*

R1: *"For problems where the signal is lost during a google meet and some material is skipped, I usually take the initiative as I mentioned earlier, which is to take additional material on youtube"*

In addition, there are also students who repeat the learning that is left behind due to signal barriers by relying on a trusted website provided by the lecturer. So by opening the website, students can find learning materials that are left behind and study them again. This statement is based on the interview answer of one of the respondents, a more complete statement regarding the students' interview answers can be seen in Appendix I.

Relying on the internet as a form of settlement carried out by students to overcome the obstacles they face is not only due to signal barriers. However, this is also done by students as a form of their completion in completing assignments given by lecturers which are considered difficult for students. When answering the interview questions given by the researcher, R1 stated:

Q10: *"How do you solve the most difficult task the lecturer has ever given you, especially in writing class? Did someone else intervene in the completion of the task?"*

R1: *"Sometimes I ask about the assignments given by the lecturer with my friends and seniors then search it on the internet and read the points of my notes"*

It can be seen in the statement that searching the internet is one way for students to complete assignments from lecturers which they consider difficult tasks. However, not all students depend on the internet to complete tasks that are considered difficult given by the lecturer. Students also look for other ways to solve this problem, for example, by discussing with their classmates.

2. Discuss and collaborate with friends regarding difficulties in understanding the material and difficulties in doing assignments

There are seven characteristics of independent learning according to Thoha (1996), one of which is "to solve problems without any help from others when encountering problems". From this

statement, it can be interpreted that learning independence is a condition of independent learning activities not depending on others, having the will and being responsible for themselves in solving learning problems. Learning independence will be realized if students actively control everything they do, evaluate and then plan something deeper in the learning they are going through.

In interview questions addressed to students regarding the resolution of the obstacles they face during independent learning, most of the students' answers lead to interdependence with their classmates, namely students taking action to discuss with their classmates. In question number 7 one of the student's answers (R4) was:

Q7: *"How do you deal with these obstacles?"*

R4: *"If I get stuck, I usually ask a friend who understands better so I can reciprocate. Because I feel awkward to ask directly to the lecturer. It's different if I ask my friends, we can discuss together while asking to be taught too"*

Students feel awkward to ask the lecturer when he has difficulty understanding the material given by the lecturer so he turns to his classmate to ask about the learning material. Instead of just asking, the student also asked his friend to teach him the learning material until the material could be understood. A similar statement was also expressed by several other students, a more complete

statement regarding the students' interview answers can be seen in Appendix I.

In question number 10, students also said that when they had difficulty in doing the assignments given by the lecturer, they considered that no matter how difficult the task they got, if they were done through discussion, the task could be completed. Students consider this discussion as a "mutually beneficial cooperation".

The collaboration that has been intended by the students is to divide the tasks in doing the assignments given by the lecturer. For example, if there are 10 questions in an assignment, then they divide equally in doing the task depending on the number of students who have agreed to work together. If there are two students, the 10 questions are divided into two parts, so that each person will complete 5 questions. After the task is successfully completed, their answers will be put together, but the results of the tasks that have been done by their friends will be copied by editing the answers first using their own writing language. This has been done with the aim of lecturers not knowing that the results of the assignments they have collected are the result of collaboration.

The statement is based on the interview answer stated by R4 in Qustion number 10, namely *"There is interference from other people in doing the most difficult tasks given by the lecturer, especially the intervention of classmates. I call it mutually beneficial cooperation. So*

for example there are 10 questions and then the questions are solved by working together with friends, so each of them answers 5 questions so that the task can be completed quickly. But we also have to be good at changing the results of the assignment using our own language so that we don't get caught cheating and as much as possible, we don't cheat on all of our friends' answers"

By collaborating and discussing with friends, the difficulties they experience in doing the assignments given by the lecturer can be resolved more quickly. Students conduct discussions with their classmates through WhatsApp groups. This can be proven on the data below:

Q10: *"How do you solve the most difficult task the lecturer has ever given you, especially in writing class? Did someone else intervene in the completion of the task?"*

R3: *"Usually we discuss in groups, besides that we search on the internet to make it easier for us to answer them, even we often ask our seniors may they can help us. Regarding other people's interference, it seems that there is no such that thing, because we usually do the work individually, at least asking how to do it. I've never asked people to do assignments, because we won't know what the essence of the task is"*

By utilizing the Group Chat feature in the WhatsApp application, students have held discussions with their classmates about how to do tasks that are considered difficult. Apart from having discussions with their classmates, sometimes they have also asked their seniors and hoped that their seniors could help them. Class 5E students of the English Education Study Program at IAIN Bengkulu have admitted that they only ask questions about how to do tasks that they consider difficult and never ask others to do their work. This has been considered as an inappropriate choice because if they do they will not be able to understand the content or the essence of the result of the task.

3. **Managing time as best as possible regarding the obstacle of deadline for submission of assignments**

Based on the results of interviews with students of class 5E of the English Education Study Program IAIN Bengkulu, getting a date line for collecting writing assignments in conjunction with assignments in other courses is one of the events that is quite difficult for students to deal with. There are even students who state that this causes headaches, this can be proven by the following data:

Q13: *"How do you take responsibility for things that happen against your will, such as when you get assignments and the date line for collecting assignments simultaneously from other subject*

lecturers with assignments given by the lecturer in writing class?"

R4: *"This gives me a headache. I handled it in two ways, first I did the task that would be collected first and then I did the other task while listening to the song in a relaxed and didn't feel panicked. Then the second is that I complete the task with the help of my friend. In this condition I can see the effort my friends put in for me. Moreover, it is very difficult to find friends who have the same frequency as me when we are in the college. Then because I am in the 5th semester of college I find it increasingly difficult to make friends, everyone only cares about themselves"*

R4 said that he had overcome this condition in two ways, the first way was by managing time to complete the tasks one by one. Then the second way is by asking friends to help complete the task which is also carried out as a way to measure the magnitude of the effort of friends in helping face the difficulties they get.

This statement is supported by other statements from R3 and R8, they said that they must be smart in managing time. The solutions they do is do the task that is considered easier first and then do the next task that is considered more difficult. A more complete statement regarding the students' interview answers can be seen below:

Q13: *"How do you take responsibility for things that happen against your will, such as when you get assignments and the date line for collecting assignments simultaneously from other subject lecturers with assignments given by the lecturer in writing class?"*

R3: *"We have to be able to manage time, for example we try to finish the easier task first and then finish the more difficult task"*

R8: *"I finish the easy level task first, after the task is complete then I continue to complete the next task. I will try to complete the task even though the submission deadline is adjacent"*

There were also interview answers from other students which showed that the students of class 5E of the English Education Study Program IAIN Bengkulu were able to manage their time quite well. In question number 12 which contains questions related to student responsibilities in managing time, R2 stated that he was never late in submitting assignments given by the lecturer in the writing course. He is never late because he always writes assignments to be done in his notebook so that it will remind him to complete the assignments given by the lecturer so that he is not late to collect the assignments. A more complete statement regarding the students' interview answers can be seen in Appendix I.

In the same interview questions, there were also statements from other respondents which were not much different from the statements of the previous respondents. From this statement, it can be seen that the respondent's ability to manage time is quite good. This can be proven through the data below:

Q12: *"Have you ever been late in submitting assignments given by the lecturer? Mention the reason!"*

R8: *"Alhamdulillah it's never happened, I always collect my assignments on time"*

However, not all students who were selected by the researcher as interview respondents from class 5E of the English Education Study Program IAIN Bengkulu can manage their time well. It can be seen in the statement stated by R5 in Q13 that when he was in a condition where he had received the date line for collecting assignments for writing courses which coincided with assignments in other courses, what he did was to do the assignments in a hurry. Incase, it has caused the results of the tasks he done to be not optimal. This statement can be seen below:

Q13: *"How do you take responsibility for things that happen against your will, such as when you get assignments and the date line for collecting assignments simultaneously from other subject lecturers with assignments given by the lecturer in writing class?"*

R5: *"I completed the task in a bit of a hurry and made a lot of mistakes. Sometimes there are lecturers who don't tolerate me if I don't complete the task or even finish it late so that the results of my assignment become messy"*

On another question that refers to the ability of students to manage time in their independent learning in the online writing class, the researcher also received interview answers which showed that students of class 5E of the English Education Study Program IAIN Bengkulu were still bad at managing time. In interview question number 12, 6 out of 8 respondents admitted that they were overwhelmed in managing their time, which was indicated by the fact that they were often late in submitting assignments given by the lecturer in the online writing class. This is supported by the statement below:

Q12: *"Have you ever been late in submitting assignments given by the lecturer? Mention the reason!"*

R5: *"Yes, I was late in submitting assignment. The reason is that I forgot to do the task because I have to do another task that I have to collect as soon as possible. In addition, there are many other tasks that have piled up so that I forget to do the assignment. But in the end I still wrote in the comments column of the Google Classroom application"*

Their negligence in managing time which resulted in lateness in submitting assignments was accompanied by various reasons. A more complete statement regarding the students' interview answers

regarding the reasons mentioned below can be seen in Appendix I. The reasons they have mentioned are as follows:

1) Late because waiting for friends
2) Late due to internet signal problems
3) Late because there are too many tasks to pile up so confused to determine which task should be completed first
4) Late due to procrastination
5) Late because their brain can't think when doing assignments before approaching the task collection date line
6) Late because forgot to do the assignments
7) Late because lazy to do the assignments and then just start working on assignments in a hurry on the day of the assignment collection date line
8) Late because they prioritize extracurricular activities on college.

4. Fortify themselves to avoid the bad influence given by classmates

The existence of class mates of the students who have been selected by the researcher as research respondents who are students of class 5E of the English Education Study Program IAIN Bengkulu gives more or less influence on their learning independence. There were good influences and bad influences in this case, but the research respondents have overcome them by fortifying themselves to avoid the bad influences given by their friends.

The good effects obtained based on the results of the interviews were: (1) being influenced to be active and deep in asking questions when online writing class learning is in progress, (2) making lessons easier to understand because friends invite them to discuss, (3) difficult tasks can be done because being helped by friends, (4) being influenced to study more diligently, (5) giving each other encouragement and helping each other to do difficult tasks together, and (6) establishing solidarity between friends.

The bad influences given by classmates to research respondents were: (1) being influenced not to study seriously and responding to learning too casually, (2) playing more when learning compared to understanding learning, (3) mutual cheating when doing assignments given by the lecturer, (4) procrastinating doing assignments, (5) being lazy to do assignments because of following friends, (6) taking the Mid-Semester Examination or Final Semester Examination without studying first, (7) feeling disadvantaged by friends who only want results but do not participate in doing group assignments, and (7) being late for class absences. This can be proven in the interview data which can be seen in Appendix I.

Students of class 5E of the English Education Study Program IAIN Bengkulu have responded to this in various ways, one of the ways is to be wary of not affected by the behavior of friends when there were friends who are lazy in studying or in completing

assignments given by the lecturer. This is supported by the student statement below:

Q9: *"How do you deal with this? (Related to the good and bad influence that given by friends)"*

R3: *"I will accept their invitation to not to study when I will face UTS or UAS, but I keep studying without telling them or I can also politely decline their invitation"*

R4: *"I reacted it by not following lazy friends but I will follow diligent friends"*

R5: *"Sometimes I give cheats to friends, but once I felt very annoyed because our lecturer was not allowed us to copy paste from the internet and then suddenly a friend wanted to cheat my writing by copying and pasting it, so I did not allow the friend to cheat and I responded by saying that my task was not finished. Then I collect my assignments via WhatsApp in the seconds approaching the deadline"*

Based on the statements stated by some of the students above, it can be seen that as much as possible they have avoided openly or subtly friends who have a bad influence on their learning independence. There was a student who was annoyed with a friend who only wanted the results of the assignment without trying to do the task himself. Therefore, when his friend asked him to copy the results

of the tasks he had completed, he responded by not telling the truth about the results of his assignments. Indirectly he has tried to avoid the type of friend who is a bad influence that is cheating.

From the statement above, it can also be seen that there was student who politely refuse the invitation of their friends not to study before facing the Mid-Semester Examination/Final Semester Examination. In fact, he had also agreed to his friend's invitation, but he still studied before facing the Mid-Semester Examination / Final Semester Examination without telling his friends. In addition, there was also student who has neglected their friends who have a lazy nature and then hang out with their diligent classmates.

In addition, besides trying to fortify themselves, the students of class 5E of the English Education Study Program IAIN Bengkulu also tried to motivate themselves internally so that they can rediscover the desire to learn and avoid feeling lazy which has a bad effect on their independence in learning in online writing class.

b. The impact of using e-learning platforms as online learning media on students' learning independence

At the implementation level, online learning requires the support of mobile devices such as smartphones, tablets, laptops, and computers that can be used to access information anytime and anywhere. Various media can also be used to support the implementation of online learning. For example, virtual classes use e-learning platform services such as Google

Classroom, WhatsApp, Zoom Meeting, and so on. The use of media and mobile devices is expected to increase student interest in learning because conventional learning processes tend to be monotonous.

In the class 5E of the English Education Study Program IAIN Bengkulu, especially in the writing class, students have also taken advantage of the e-learning platform services as mentioned above. The e-learning platform services used by class 5E students of the English Education Study Program IAIN Bengkulu in the writing class were Google Classroom, Zoom Meeting, and WhatsApp as supporting media.

The lecturer of writing courses in class 5E of the English Education Study Program IAIN Bengkulu distributed teaching materials to students through these applications. The teaching materials that have been distributed were in the form of PowerPoint containing learning materials, audio, journals, articles, and videos containing learning materials from YouTube. Sometimes the lecturer also distributed document files containing learning materials given to students to be read and understood. After students read and understood the learning material, students were coordinated by the lecturer to make a summary based on the learning material that has been given. In fact, sometimes students were also instructed by lecturers to summarize the contents of learning materials from the audio or video.

Students were then instructed by the lecturer to wrote an essay after understanding the learning material in the form of document, audio, or video files. This can be seen in the following data:

Q3: *"What are the media and teaching materials provided by the lecturer to you in the writing class? And how do you operate it?"*

R3: *"As for the media, we usually use WhatsApp groups or usually Google classrooms, usually there are already given some kind of file and we were told to read and summarize and sometimes we were told to write an essay, even once we were told to watch a video and then we were told to summarize what was in it the video. For application, there is no special application"*

R4: *"So far, for the teaching materials given by the lecturers, there are powerpoints, journals and some are directly given during our Zoom meeting. For the operation itself it's not too difficult because when Zoom meeting take place, it is also directly taught and the instructions are complete"*

In the statement stated by R4 it can be seen that in addition to distributing PowerPoint and journals, the lecturer in writing subject in class 5E of the English Education Study Program of IAIN Bengkulu sometimes also conveys learning materials directly when learning is taking place through Zoom Meetings. A more complete statement regarding the students' interview answers can be seen in Appendix I.

The use of e-learning platforms has an influence on the learning independence of students in class 5E of the English Education Study Program IAIN Bengkulu. This was because they cannot interact directly with the lecturer and also because of the limitations in asked the lecturer during the learning process. This is supported by the following student statement:

Q2: *"What are the impacts of online learning using an e-learning platform on your learning independence during the covid-19 pandemic?"*

R2: "In my opinion, learning online using an e-learning platform has an influence on independence Because it can not interact directly with lecturers to ask questions when given assignments, there are indeed limitations, so it is required to study Independently"

The use of these learning platforms have had quite a good impact on 5E class students of the English Education Study Program at IAIN Bengkulu, such as making it easier for them to convey what they want to convey and simplifying their learning process during the Covid-19 pandemic. Through e-learning platform services, students can learn widely, can study with flexible study times, are cost-effective, and are easy to access. A more complete statement regarding the students' interview answers can be seen in appendix I.

While studying online using the e-learning platform services, students are required to be more active in teaching and learning activities in the writing class. This is good for them because it makes the students who are more creative and more independent in their studies. In addition, students also get lessons about new things that they did not know before, namely knowing how to use applications or e-learning platform services. Students also become more aware of technology and its use in the learning process. This is evidenced by the following interview data:

Q2: *"What is the impact of online learning using an e-learning platform on your learning independence during the covid-19 pandemic?"*

R3: *"In that case, of course, we were more technologically savvy than those who initially could not use it and did not even know what e-learning was and now we understand how to use it. In terms of independence, of course, we become more independent because we are required to understand what the material has been given by the teacher, also if it's online like this we do not join our classmates, like it or not, we have to be able to do the work without being able to ask or even cheating from our friends".*

Students become more independent because they are required by circumstances to be able to understand the learning materials provided by lecturers in conditions of online learning during the Covid-19 pandemic.

Class 5E students of the English Education Study Program IAIN Bengkulu also cannot study with their classmates face to face due to circumstances. Therefore, they have been led to be able to complete the assignments given by the lecturers to them without being able to ask questions and even without being able to copy the results of their classmates' assignments.

In addition to having a positive impact on the learning independence of class 5E students of the English Education Study Program IAIN Bengkulu, the use of e-learning platform services in online learning also has a negative impact. They are easily distracted by other things when learning online using e-learning platform services. They also have limitations in interacting with their lecturers and classmates. This can be seen in the statement of student interviews as follows:

Q2: *"What is the impact of online learning using an e-learning platform on your learning independence during the covid-19 pandemic?"*

R6: *"What is certain is that there are positive and negative influences, the positives are that we can learn widely, time is uncertain, costs are cheap and can be accessed easily. And the negative side is that sometimes there is a lack of internet signal that is bad so that the learning process is interrupted, cannot interact directly with lecturers, and understanding material is not very good, thus making us less enthusiastic in learning".*

This causes online learning activities through e-learning platform services to be disrupted and stop suddenly. This also makes it difficult to interact with lecturers so that they cannot understand the learning material well and they also feel lost in their enthusiasm for learning.

c. Documentation

Documentation of records of activities that have occurred can be in the form of writing or visually. In this study, the researcher used screenshot of WhatsApp messages as documentation. Researcher collected data by conducting interviews through the WhatsApp application using the message feature, then the results of the interviews in the form of WhatsApp messages were screenshots as a form of documentation. The documentation can be seen in Appendix II

B. Discussion

Based on the research findings presented by the researcher above, there are several components discussed in this study. This component consists of several students' obstacles of learning independence in online writing class during the Covid-19 pandemic, students' settlement in dealing the obstacles, and students' respond to the impact of using e-learning platforms as online learning media on student learning independence during the Covid-19 pandemic. The importance of this research is as a reference or to assist students of IAIN Bengkulu in order to become more independent students in learning. The following information is collected based on research' findings:

a. Students' settlement in dealing obstacles related to learning independence

The face-to-face learning model that is transformed into an online learning model during the Covid-19 pandemic certainly requires students in Indonesia to study independently. Indeed, students have to adapt to this condition, the same thing also happened to the students of class 5E English Education Study Program IAIN Bengkulu.

In conducting the online independent learning model, there were many obstacles faced by students of class 5E English Education Study Program IAIN Bengkulu during an online independent learning in writing class. Students have difficulty in practicing writing and understanding learning materials due to the many theories they have to learn. They also have difficulty in finding sources of learning materials from the internet. In addition, students have not been able to manage and divide their time as well as possible, causing their tasks and obligations to be neglected. These findings are quite similar with Maskur, et, al. (2020) about the causes of low student learning independence in writing skill due to the students did not have strong intention and motivation to write, had low study skills and had low control of cognitive, metacognitive and affective skills in writing.

This is also supported by other obstacles, such as the difficulty of accessing internet signals, which causes the lecturer's voice to stop suddenly while explaining learning materials through the e-learning

platform while online learning is taking place. The lecturer's voice also often falters when explaining the learning material so that it sounds unclear, the learning material is also difficult to understand.

Students of class 5E of the English Education Study Program at IAIN Bengkulu stated that these obstacles had a negative impact such as losing enthusiasm for learning, lack of socializing with classmates, and ineffective cooperation between friends in doing group assignments. This is because there are students who do not participate under the pretext of not being able to access the internet signal. Students cannot accept and understand the learning material clearly. They also often forget about the learning materials that have been studied and even experience a decrease in learning outcomes.

However, the obstacles faced by students of class 5E of the English Education Study Program IAIN Bengkulu also had a positive impact. Precisely the existence of these obstacles creates a greater sense of curiosity, creates a sense of active learning, and they can evaluate their own learning outcomes.

The obstacles that have been faced by class 5E students of the English Education Study Program IAIN Bengkulu are overcome in various ways, namely: (1) Repeating learning materials by relying on the internet related to signal barriers, (2) Discussing and collaborating with friends regarding difficulties in understanding material and difficulties in doing

assignments, (3) Manage time as well as possible related to deadlines for collecting assignments, and (4) Fortify themself to avoid bad influences given by classmates.

According to Thoha (1996), the characteristics of independence include the ability (1) to think critically, creatively, and innovatively, (2) not easily be influenced by others' opinions, (3) to not from or avoid problems, (4) to solve the problems by having a deep thought and consideration about it, (5) to solve problems without any help from others when encountering problems, (6) to not feel inferior when being different from others, and (7) to work hard with a good level of diligence and discipline and be responsible for all his action.

The findings showed that the students of class 5E English Education Study Program IAIN Bengkulu did not meet the first and fourth characteristics of independent learning according to Thoha (1996) to have the ability to think critically, creatively, and innovatively. When faced with something difficult, they deal with it the way most students do.

One of the cases is an occurence related to the difficulty of understanding learning material due to the difficulty of accessing internet signals which resulted in disruption of their learning activities, they only relied on friends and the internet as a solution to increase their understanding of the learning material. In general, almost all students will do the same thing even in various conditions both when studying online

and face to face. This does not show the ability to think creatively, critically, or innovatively. It is contrast with Bartholomew (2017) that learning independence is the ability of students to self-assess their own learning needs to do activities to ask and find out about things they want to know, learning independence combines understanding of what is unknown with an understanding of what activities need done to get the knowledge needed.

However, participants still face problems that come to them in the online independent learning process in writing class in a way that they believe in. Participants' actions show that they have met the third characteristic of independent learning according to Thoha (1996) to not from or avoid problems.

Participants get various good and bad influences from their classmates, even though they are not easily influenced by bad things from their friends. They only choose to be influenced by good things from their friends and stay away from bad influences. Although they admit that sometimes they are affected by bad things from their friends, they state that it happens because they feel tired of learning and it is not sustainable. It can be seen that they have the third ability which is in accordance with the statement of Thoha (1996) that the independent characteristic in learning is not easily influenced by others' opinions.

The students of class 5E of the English Education Study Program at IAIN Bengkulu have not been able to overcome their problems without involving other people when experiencing difficulties in independent study in writing class. They solve it by discussing and asking friends for help. They also don't have enough self-confidence to be different from their friends. Most of them had felt jealous, confused, disappointed, annoyed, inferior, and doubtful, but there was one participant who did not feel inferior to his classmates.

In addition, the participants also did not have a good level of responsibility, discipline, and hard work. Although there are some participants who have discipline ability, most of the participants neglect their responsibilities towards their obligations such as; cheating on the results of classmate assignments, being late in submitting assignments, forgetting and neglecting to do assignments, rushing, procrastinating, lazy to do assignments, and prioritizing other things. It is not in accordance with (Aini & Taman, 2012) that learning independence will be realized if students have control over personal awareness, motivation, competence, and skills that will be achieved. Students who can learn independently have greater potential to achieve high academic achievement because they can identify and choose their problems, plan activities, and submit results at the end of the activity. Learning independence that is owned by students makes it able to make decisions in the learning process so that it can account for the decisions taken.

These results also indicate that the students of class 5E English Education Study Program IAIN Bengkulu are not in accordance with Thoha's (2012) statement that the characteristics of independent learning include the ability to solve problems without any help from others when encountering problems (5), to not feel inferior when being different from others (6), and to work hard with a good level of diligence and discipline and be responsible for all his action (7).

b. The impact of using e-learning platforms as online learning media on students' learning independence

Independent learning online during the Covid-19 pandemic certainly requires learning media that can facilitate student learning activities. Therefore, the existence of various e-learning platforms as learning media is very helpful for students in accessing various things related to online independent learning. This finding is in line with a relevant study by Arista & Kuswanto (2018). The finding showed that the ViPhyLab which is also a form of e-learning platform is quite appropriate and quite good to use as learning media, according to experts' and users' evaluation.

In the online writing class, students of class 5E of the English Education Study Program at IAIN Bengkulu also use several e-learning platforms as their learning media, such as the Google Classroom application or the Zoom Meeting application as the main media and the WhatsApp application as a supporting medium. Online learning

independence makes them accustomed to using these applications so that it is not difficult for them to operate.

The use of e-learning platform services is used to share learning materials that will be studied and understood by students in online writing class. This makes it easier for lecturers and students to access learning materials. Materials shared by lecturers on the e-learning platform include audio, video, files, articles, and journals. Sometimes the use of e-learning platform services is also used to interact between students and lecturers in discussing learning materials through the video call feature. It was showed that students make good use of utilized the use of e-learning platform services as learning media in online writing class. It is in accordance with Howlett (2009) that online learning is "the use of electronic technology and media to deliver, support, and enhance both learning and teaching and involves communication between learners and teachers utilizing online content".

The use of the e-learning platform has several good and bad impacts on the independent learning of class 5E students of the IAIN Bengkulu English Education Study Program in online writing class. The good impacts they have felt are: (1) making them more creative and active, (2) being able to expand their learning space, (3) easy access to applications and learning materials because it doesn't cost a lot of money, (4) making it easier for them to express their opinions. even though they are far apart between their friends and lecturers, (5) train them to be more

independent in learning, (6) increase students' understanding of technology and its use, and (7) make it easier for students to convey what is conveyed.

The bad impact felt by the students of class 5E English Education Study Program IAIN Bengkulu due to the use of the e-learning platform as their learning medium is that they are easily distracted by other things. students also have limitations to interact and ask the lecturers. Due to server disturbances, students have difficulty accessing the application so that it interferes with their learning activities. Sometimes a good signal is also difficult to obtain so that learning activities stop suddenly and cause a lack of understanding of the material. In the end, students' enthusiasm and desire to learn were reduced.

Therefore, the use of e-learning platform services in online writing class has a considerable impact on the learning independence of 5E class students of the English Education Study Program IAIN Bengkulu. The impacts are in the form of positive impacts and negative impacts. However, students have tried to deal with this as wisely as possible.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter contains conclusions and suggestions from the research results that have been discussed in chapter IV.

A. Conclusion

Based on the findings of a study conducted at class 5E of the IAIN Bengkulu English Education Study Program, researchers can draw the following conclusions:

Students of class 5E of the English Education Study Program IAIN Bengkulu address the obstacles they must face while carrying out independent learning activities at online writing class in the same way that relies on friends and rely on the internet. This shows that they do not have the ability to be creative, innovative, and critical in overcoming problems.

Moreover, the obstacles faced by students while carrying out independent learning activities in the writing class were divided into several obstacles. First, they have too much theory to learn. This causes students to have difficulty in practicing writing and understanding learning materials. This is also due to the difficulty of accessing internet signals which cause the lecturer's voice to stop suddenly while explaining learning material through the e-learning platform while online learning is taking place. The lecturer's voice also often falters when explaining the learning material so that it sounds unclear, the learning material is also difficult to understand.

Second, students have difficulty in finding sources of learning materials from the internet. Third, students get too many assignments from lecturers so that students cannot manage and divide their time as well as possible. This causes their duties and obligations to be often neglected. Fourth, sometimes there is a feeling of laziness in learning and procrastination in completing assignments due to bad influences from classmates. This resulted in delays in collecting assignments and absent meetings in writing class.

Students of class 5E of the English Education Study Program IAIN Bengkulu overcome the obstacles faced in various ways, namely: (1) Repeating learning materials by relying on the internet related to signal barriers, (2) Discussing and collaborating with friends regarding difficulties in understanding the material and difficulties in doing assignments, (3) managing time as well as possible related to deadlines for collecting assignments, and (4) fortifying oneself to avoid the bad influence given by classmates.

Most of the students of class 5E of the English Education Study Program IAIN Bengkulu are not easily influenced by bad things given by their classmates which are one part of the obstacles they have to face in independent learning activities. The students of class 5E of the English Education Study Program at IAIN Bengkulu also still involve other people in solving the difficulties they face when studying in online writing class. Most of them feel inferior when they are different from their classmates. They also have a bad sense of responsibility, discipline, and hard work even though those are important things in independent learning.

The researcher concludes that the students of class 5E of the English Education Study Program at IAIN Bengkulu have not independent in learning because they only meet 2 of the 7 characteristics of being independent in learning. They are not able to properly cope with the problems they face during the independent study in online writing class.

The use of the e-learning platform as an independent learning medium in online writing class has a considerable influence on the learning independence of 5E class students of the English Education Study Program at IAIN Bengkulu. The use of the e-learning platform in independent learning has several good and bad impacts which also result in various good and bad things on the learning independence of students of class 5E English Education Study Program IAIN Bengkulu.

B. Suggestions

Based on the result of the research, the researcher would like to give some suggestions as a consideration, they are :

1. Suggestion for the students at English Education Study Program of IAIN Bengkulu

   Students should find more effective ways to solve the problems they face related to learning in order to reach the level of independent learning.

2. Suggestion for the lecturers at English Education Study Program of IAIN Bengkulu

Lecturers should encourage students to self-monitor by helping them expand their own learning, develop their responsibility, and increasing their motivation to be more independent in learning to see whether the strategies used by teachers are effective in achieving learning objectives.

3. Suggestion for the next researchers

This research is expected to be a reference for other researchers who conduct further research on online learning independence in order to get better research results.

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APPENDICES

Appendix I: The Results of Interviews with Students about Learning Independence in Online Writing Class during Covid-19 Pandemic.

Q1: *Bagaimana kondisi dan proses kegiatan belajar mengajar secara daring di kelas writing selama pandemik covid-19?*

"How are the conditions and the process of online teaching and learning activities in the writing class during the covid-19 pandemic?"

R1: *Menurut saya proses belajar secara daring tentang writing cukup bisa mengerti, secara pemberian materi mnrut saya terstruktur namun karena kondisi daring jadi dlm kegiatan belajar terhambat karena sinyal*

"In my opinion, the online learning process about writing is quite understandable, in my opinion the material is structured, but due to online conditions, learning activities are hampered because of signals"

R2: *Proses kegiatan belajar mengajarnya masih berjalan melalui platform e-learning yang sudah tersedia. Dalam mata kuliah writing ini biasanya pakek aplikasi google classroom dan google meet dan whatsapp kalau google meet sedang tidak memungkinkan untuk digunakan, dan saya masih menerima materi-materi dengan baik dan dosen saya juga masih bisa memberikan materi secara jelas dan bisa saya terima dengan baik. Biasanya dosen memberikan materi melalui google meet dan biasanya kami absen melalui whatsapp, tpi memang terdapat beberapa kendala dan keterbatasan dalam proses belajar mengajar melalui daring*

"The process of teaching and learning activities is still running through the e-learning platform that is already available. In this writing course, I usually use the google classroom application and google meet and whatsapp if google meet is not possible to use,

and I still receive the materials well and my lecturers can still provide material clearly and I can accept it well. Usually lecturers provide material through google meet and usually we are absent via whatsapp, but indeed there are some obstacles and limitations in the online teaching and learning process"

R3: *Menurut saya sangat kurang efektif karena dalam pembelajaran daring ini sangat susah untuk memahami materi yang diberikan dosen, apalagi kalau lagi gangguan sinyal, kadang materi yang dijelaskan dosen hanya terdengar sebagian dan juga kami sulit untuk mempraktekkan nya langsung di dalam pembelajaran daring seperti ini. Sebenarnya pembelajaran seperti sangat merugikan kami, karena kemampuan writing kami sangat sulit berkembang kalau hanya sebatas di kasih tugas saja tanpa penjelasan dan praktek langsung di dalam kelas*

"In my opinion, it is very ineffective because in online learning it is very difficult to understand the material given by the lecturer, especially when there is signal interference, sometimes the material explained by the lecturer is only partially heard and it is also difficult for us to practice it directly in online learning like this. Actually, learning like this is very detrimental to us, because our writing skills are very difficult to develop if we are only given assignments without direct explanation and practice in the classroom"

R4: *Ya lumayan lah kak 50 50. Bisa dibilang efektif karena menggunakan teknologi seperti Microsoft word yang mana lebih memudahkan kita dalam belajar. Akan tetapi buat materi yang lain yang harus di jelaskan secara berulang agak susah.*

"It's pretty good, 50 50. This can be said to be effective because it uses technology such as Microsoft Word which makes it easier for us to learn. However, for other materials that have to be explained repeatedly, it's a bit difficult"

R5: *Boleh jujur ya kak, menurut saya mau mata kuliah apa pun itu agak kurang efektif secara daring apalagi saat kondisi sinyal yang buruk sedangkan hanya sekedar dikirim materi menurut saya sangat tidak worth it. Tapi Alhamdullilah dapat dosen yang baik yang bisa menjelaskan dengan detail lewat Google meet dan Zoom meet walaupun terkadang terkendala sinyal Kami belajar melalui platform e-learning yang disediakan pihak sekolah, kami biasanya pake google classroom, Zoom meet, Google meet, semisal sedang gangguan sinyal kadang pake whatsapp atau aplikasi telegram sebagai aplikasi pengganti gitu kak. Guru kami kasih materi berbentuk ppt atau lainnya dan belajar disana kemudian guru menjelaskan, terus kegiatan lainnya seperti diskusi dan presentasi juga dilaksanakan disana kaya absen, tugas*

"To be honest, I think that any course is a bit less effective online, especially when the signal conditions are bad, while just sending material in my opinion is really not worth it. But Alhamdullilah we got good lecturers who can explain in detail through Google meet and Zoom meet even though sometimes there are signal problems. We learn through the e-learning platform provided by the college, we usually use Google Classroom, Zoom meet, Google meet, for example when there is signal interference sometimes use whatsapp or telegram application as a replacement application. Our teacher gives ppt or other material and learns there then the teacher explains, then other activities such as discussions and presentations are also carried out there, such as absences and assignments"

R6: *Kurang baik, kami belajarnya lewat platform e-learning yang udah disediakan pihak kampus, kami biasanya pale Google classroom dan Google Meet tapi kalau lagi gangguan disitu kadang pakai whatsapp sebagai aplikasi pengganti, dosen kami kasih materi pembelajarannya disana, terus kegiatan lain-lain juga dilaksankan disana kaya absen dan tugas*

"It's not good, we learn through the e-learning platform that has been provided by the college, we usually use Google Classroom and Google Meet but if we're having trouble there sometimes we use WhatsApp as a replacement application, our lecturers give the learning materials there, then other activities are also carried out there are like absences and assignments"

R7: S*ejauh ini kampus masih memberlakukan system daring untuk kegiatan belajar mengajar dan sebagai mahasiswa menurut saya kegiatan KBM kurang efektif, sebab ada mata kuliah yang tidak dapat di pelajari sebatas materi dan memerlukan praktek langsung*

"So far, the college still applies an online system for teaching and learning activities and as a student, in my opinion, teaching and learning activities are less effective, because there are courses that cannot be studied in terms of material and require hands-on practice"

R8: *Kalau menurut saya sih kak pembelajaran writing secara daring kurang maksimal, karena ada beberapa materi yang kurang saya pahami*

"In my opinion, online writing learning is not optimal, because there are some materials that I do not understand"

Q2: *Apa pengaruh belajar secara daring menggunakan platform e-learning terhadap kemandirian belajar kalian selama pandemic covid-19?*

"What is the impact of online learning using an e-learning platform on your learning independence during the covid-19 pandemic?"

R1: *Pengaruhnya gampang ke distract dengan hal lain untuk belajar sendiri kalo lewat platform e learning*

"The effect is easy to distract with other things for me to learn on my own through the e-learning platform"

R2: *Ya menurut saya memang belajar secara daring menggunakan platform e learning memiliki pengaruh terhadap kemandirian karena tidak bisa berinteraksi secara langsung dengan dosen untuk bertanya ketika di berikan tugas memang terdapat keterbatasan, sehingga tertuntut untuk belajar mandiri*

"In my opinion, learning online using an e-learning platform has an influence on independence because it cannot interact directly with lecturers to ask questions when given assignments, there are indeed limitations, so it is required to study independently"

R3: *Dalam hal itu tentu kami lebih paham teknologi dari yang awalnya tidak bisa menggunakan bahkan tidak tau apa ini e-learning dan sekarang kami sudah mengerti bagaimana menggunakannya. Dalam hal kemandirian tentu kami jadi lebih mandiri karena kami di tuntut harus paham apa saja materi yang telah diberikan guru, kan juga kalo daring gini kita tidak gabung dengan teman sekelas kita, yah mau tidak mau kita harus bisa mengerjakan tugas yang ada tanpa bisa bertanya atau bahkan mencontek dari temen kita*

"In that case, of course, we are more technologically savvy than those who initially couldn't use it and didn't even know what e-learning was and now we understand how to use it. In terms of independence, of course, we become more independent because we are required to understand what the material has been given by the teacher, also if it's online like this we don't join our classmates, like it or not, we have to be able to do the work without being able to ask or even cheating from our friends"

R4: *Jujur buat saya pribadi menggunakan platform e-learning terhadap kemandirian saya selama pandemic ini cukup berpengaruh besar. Karena satu sisi lebih memudahkan saya dalam menyampaikan apa yang saya ingin sampaikan. Contohnya menggunakan web*

"Honestly, for me personally, using the e-learning platform has had a big impact on my independence during this pandemic. Because one side makes it easier for me to convey what I want to convey. For example using the web"

R5: *Lumayan mengerti proses belajar berbasis internet dan sedikit mempermudah selama proses belajar mengajar selama pandemic covid-19 walau terkadang ada kendala susah diakses saat server sibuk namun dengan adanya E-learning dapat mempermudah guru memberikan materi*

"It's pretty easy to understand the internet-based learning process and make it a little easier during the teaching and learning process during the covid-19 pandemic, although sometimes there are obstacles that are difficult to access when the server is busy, but with e-learning it can make it easier for teachers to provide material"

R6: *Yang pastinya ada pengaruh positif dan negative, positifnya kita bisa belajar secara luas, waktu yang tidak menentu, biaya murah dan dapat diakses dengan mudah. Dan sisi negatifnya seperti kadang kala adanya keterbatasan internet sinyal yang buruk sehingga proses pembelajaran pun terputus, tidak bisa berinteraksi baik secara lamgsung dengan dosen, dan pemahanan materi yang sangat kurang baik sekali, sehingga membuat kami kurang semangat dalam belajar*

"What is certain is that there are positive and negative influences, the positives are that we can learn widely, time is uncertain, costs are cheap and can be accessed easily. And the negative side is that sometimes there is a lack of internet signal that is bad so that the learning process is interrupted, cannot interact directly with lecturers, and understanding material is not very good, thus making us less enthusiastic in learning"

R7: *Selama proses daring, siswa dituntut untuk lebih aktif dalam kegiatan belajar mengajar, namun adapun dampak negative nya adalah ada beberapa siswa yang memang perlu bimbingan secara lamgsung terhadap dosen agar materinya dapat diserap*

"During the online process, students are required to be more active in teaching and learning activities, but the negative impact is that there are some students who really need direct guidance to the lecturer so that the material can be absorbed"

R8: *Menjadikan diri saya lebih kreatif dalam belajar karena kita di tuntut untuk bisa dan mandiri, jadi mau tidak mau saya harus bisa*

"Makes me more creative in learning because we are required to be able and independent, so like it or not I have to be able to"

Q3: *Apa saja media dan bahan ajar yang diberikan dosen kepada anda di kelas menulis? Dan bagaimana Anda mengoperasikannya?*

"What are the media and teaching materials provided by the lecturer to you in the writing class? And how do you operate it?"

R1: *Biasanya bahan ajar nya dari dosen dan disampaikan secara step by step, tapi untuk saya pribadi biasa nya nontn YouTube sbagai sumber lainya*

"Usually the teaching materials are from the lecturer and delivered step by step, but for me personally, I usually watch YouTube as another source"

R2: *Medianya seperti powerpoint, dosen juga menyediakan bahan ajar menggunakan powerpoint, alhamdulillah mengoperasikannya sudah terbiasa dan sudah lancar*

"The media is like PowerPoint, the lecturer also provides teaching materials using powerpoint, in operating it I am used to it and fluent"

R3: *Kalo untuk media biasanya lebih banyak menggunakan whatsapp group atau biasanya Google classroom, biasanya disana sudah dikasih semacam file terus kami disuruh baca terus merangkum dan juga kadang di suruh buat essay, bahkan sekali kali kami di suruh nonton sebuah video terus disuruh merangkum apa saja isi dalam vidio tersebut. kalo untuk aplikasi khusus gak ada sih kak*

"As for the media, we usually use WhatsApp groups or usually Google classrooms, usually there are already given some kind of file and we were told to read and summarize and sometimes we were told to write an essay, even once we were told to watch a video and then we were told to summarize what was in it the video. For application, there is no special applicaton"

R4: *Sejauh ini buat bahan ajar yang di berikan oleh mam valis itu ada ppt, jurnal dan ada juga yang langsung diberikan waktu kita zoom meeting. Buat pengoprasiannya sendiri gak terlalu sulit karena waktu zoom itu juga langsung di ajarin. Dan buat petunjuk nya lengkap*

"So far, for the teaching materials given by the lecturers, there are powerpoints, journals and some are directly given during our Zoom meeting. For the operation itself it's not too difficult because when Zoom meeting take place, it is also directly taught and the instructions are complete"

R5: *Seperti power point, jurnal, artikel, audio, dan terkadang video referensi dari youtobe. Kemudian kami memahami nya bersama dengan cara berdiskusi dan menanyakan hal yang tidak diketahui kepada dosen*

"Such as PowerPoint, journals, articles, audio, and sometimes reference videos from YouTube. Then we understand it together by discussing and asking things that are not known to the lecturer"

R6: *Di kelas writing sebenarnya kami hanya menggunakan 2 media whatshapp dan Google Meet, kami mengoprasikannya sesuai apa yang diperintahkan dosen*

"In writing class, we actually only use 2 WhatsApp media and Google Meet, we operate it according to what the lecturer ordered"

R7: *Biasanya menggunakan media Zoom atau Google Meet*

"Usually use Zoom or Google Meet as media"

R8: *Sejauh ini kami belejar dengan mam valis via Google Meet, beliau memberikan materi dengan menggunakan PPT*

"So far, we have studied via Google Meet, the lecture provides material using PPT"

Q4: *Apakah kalian hanya mengandalkan bahan ajar pemberian dosen atau berinisiatif untuk mencari bahan ajar dari sumber lain?*

"Do you only rely on learning materials provided by lecturers or take the initiative to look for learning materials from other sources?"

R1: *Biasanya bahan ajarnya dari dosen dan disampaikan secara step by step, tapi untuk saya pribadi biasanya nonton YouTube sebagai sumber lainnya*

"Usually the teaching materials are from the lecturer and delivered step by step, but for me personally, I usually watch YouTube as another source"

R2: *Biasanya saya mengambil bahan ajar dari sumber youtube karena saya biasanya lebih mudah memahami materi melalui video-video yang ada di youtube, jadi biasanya sebagai tambahan saya mengambil dari youtube*

"Usually I take additional learning materials from youtube sources because it is usually easier for me to understand the material

through videos on youtube, so usually as an addition I take from youtube"

R3: *Biasanya sih kak hanya mengandalkan apa yang dosen berikan sih kak, tapi yah ada juga kadang-kadang kita belajar mandiri dari apa yang kita pahami misalnya hasil-hasil dari membaca, nah itu kadang kita aplikasikan ke dalam pembelajaran*

"Usually I only rely on what the lecturer gives, but sometimes I learn independently from what I understand, for example the results from reading, so sometimes I apply it in learning"

R4: *Kalo vara itu tergantung sulit atau tidaknya memahami bahan ajar yang diberikan dari dosen. Semisal di rasa belom cukup ya pasti cari sumber lain, gitu aja sih kak.*

"For me it depends on whether or not it is difficult to understand the teaching materials given by the lecturer. If I think it's not enough, I'll definitely look for other sources"

R5: *Ya kak terkadang ada beberapa materi yang tidak saya pahami dari materi yang diberikan dosen, maksudnya ada beberapa yang baru saya ketahui seperti istilah" dan pengertian yang harus benar" saya pahami jadi saya mencari referensi lain seperti YouTube atau mencari di website yang menyediakan materi materi tersebut*

"Sometimes there are some materials that I don't understand from the material given by the lecturer, I mean there are some that I just know such as terms and definitions that I really need to understand so I look for other references such as YouTube or search on websites that provide these materials"

R6: *Kalo untuk saat ini kami hanya mengandalkan pemberian bahan ajar dari dosen*

"For now, I only rely on learning materials given by the lecturer"

R7: *Tergantung materi kak,, biasanya dosen memberikan judul untuk pembuatan sebuah makalah dan kami disuruh untuk mencari dari berbagai sumber*

"It is depending on the material, usually when the lecturer gives a title for making a paper, and then we are told to look for it from various sources"

R8: *Saya pribadi untuk beberapa materi yang memang harus di pelajari secara mendalam akan saya cari di sumber lain seperti di internet, untuk penambahan wawasan pemahaman saya tentang meteri itu*

"Personally, for some material that must be studied in depth, I will look for other sources such as on the internet, to increase my understanding of the material."

Q5: *Apa saja kendala yang dihadapi oleh mahasiswa selama kegiatan belajar mandiri berlangsung khususnya di kelas menulis?*

"What are the obstacles faced by students during independent learning activities, especially in writing class?"

R1: *Dalam hal menyatakan struktur-struktur di dalam writing nya sih mbak sering keliru kalau belajar secara mandiri*

"Constrained in stating the structures in his writing, it is often wrong to study independently"

R2: *Kendalanya sih interaksi dengan dosen jadi terbatas dan terbatas juga untuk berdiskusi dengan teman2, dan masalah umum dan utama yaitu permasalahan sinyal yang membuat pembelajaran kadang terganggu*

"The problem is that interaction with lecturers is limited and limited to discussing with friends, and the general and main problem is the signal problem that sometimes interferes with learning"

R3: *Yang paling utama pastinya pemahaman materi sih kak, dan juga prakteknya. Karena kan dalam belajar writing kita harus banyak praktek sedangkan kalau belajar mandiri praktek nya otomatis terbatas dong. Dan juga kita tidak tau apakah tulisan kita sudah benar atau belum kak*

"The main obstacle is certainly constrained in understanding the material and also in practice. Because in learning to write, we have to practice a lot, whereas if we study independently our practice is automatically limited. And also we don't know whether our writing is correct or not"

R4: *Kalo di kelas writing sejauh ini masih ngepilah pilah mana yang bagian yang harus di tarok di awal paragraph dan mana yang cocok buat awal. Seta bingung nentuin judul teksnya kak*

"So far, we are constrained in sorting out which parts should be placed at the beginning of the paragraph and which ones are suitable for the beginning. And confused to determine the title of the text"

R5 *Kalo writing banyak di praktek kan kak bukan hanya sekedar materi yang harus dihapal, biasanya terkendala pada saat menerapkan atau praktiknya dikarenakan terlalu banyak teori namun balik lagi ke diri masing-masing mau atau tidaknya usaha untuk belajar dan usaha agar mengerti*

"Constrained when applying or practicing writing because there are too many theories but it depends on each of us whether we want or not to try to learn and try to understand"

R6: *Ya kendalanya itu tadi kak, kadang kala susah sinyal dan apa yang dijelaskan dosen melalui media Google meet suaranya teroutus, dan lagi lagi kami ketinggalan pembelajaran dan tidak memahaminya dengan baik kak*

"Constrained by difficult signals and the voice of the lecturer who explained the material through Google meet sounded unclear and

even stopped, and again we had to miss learning and didn't understand it well"

R7: *Terkadang terkendala dengan pemahaman sendiri kak, ada beberapa materi yang sulit untuk dipahami*

"Sometimes I am constrained by my own understanding because some of the material is difficult to understand"

R8: *Kendalanya kalau nyari sumber seperti di internet kadang ada beberapa kata yang sulit dipahami, jadi susah menelaah apa yang dimaksudnya kak*

"I constrained by understanding, such as having difficulty understanding some syllables when looking for sources on the internet, so I find it difficult to understand what is meant"

Q6*: Apakah kendala-kendala tersebut menimbulkan dampak yang buruk terhadap kegiatan belajar kalian? Sebutkan dampaknya!*

"Do these obstacles have a bad impact on your learning activities? Mention the impact!"

R1: *Dampaknya sering lupa aja mbak*

"The impact makes me often forget"

R2: *Iya ada sedikit dampak buruk, seperti kerjasama antar teman ketika ada tugas kelompok menjadi tidak efektif, contohnya ada anggota kelompok yang tidak berpatisipasi karena terkendala lokasi atau keberadaan yang jauh dan tidak ada sinyal atau susah sinyal, dampak lainnya ketika kehilangan sinyal saat proses pembelajaran melalui google meet ada beberapa materi yang tidak dapat diterima dengan jelas*

"Yes, there are some bad effects, such as cooperation between friends when a group task becomes ineffective, for example there are group members who do not participate because they are constrained by their location or far away and there is no signal or

difficult signal. Another impact is that when I lose my signal during the learning process through Google Meet, there are some materials that cannot be received clearly"

R3: *Tidak juga sih kak bahkan dengan belajar mandiri kami menjadi lebih sering belajar di luar jam kuliah ada beberapa dampak positif dari belajar mandiri seperti sekarang kak, seperti menimbulkan rasa giat belajar dan juga kita bisa mengevaluasi hasil belajar kita sendiri kalau untuk dampak negatifnya sih kurangnya sosialisasi, penurunan hasil belajar bahkan bisa putus sekolah*

"It does not really have a bad impact, even by studying independently we become more often studying outside of class hours. There are several positive impacts of independent learning, such as creating a sense of active learning and also we can evaluate our own learning outcomes. Then the negative impact is a lack of socializing, a decrease in learning outcomes, it can even lead to dropping out of college"

R4: *Kalo di kategorikan buruk enggak juga kak. Balik lagi ke pribadinya sih kak. Bahkan bisa di katakan adanya kendala itu buat kita jadi makin penasaran pengen tahu yang lebih besar dari like "ini gimana sih orang-orang bisa ngerti kok aku belum nemu caranya" makin kepo makin banyak tahu gitu sih kak*

"It is not really included in the bad category, depending on the personality of each student. Even with these obstacles, it can make us more curious and a greater sense of curiosity arises, such as thinking "how can people understand when I haven't found a way", so the more curious you are, the more you will know new things."

R5: *Alhamdullilah tidak terlalu berdampak kak untungnya dosen pengertian jadi dia akan menjelaskan secara langsung melalui Zoom atau Google meet secara detail kemudian kami diskusikan kembali bersama teman-temen yang lain*

"Alhamdullilah, it doesn't have much impact, luckily the lecturer is understanding so she will explain directly via Zoom or Google meet in detail then we will discuss it again with other friends"

R6: *Dampaknya, kurang semangat kak dalam belajar daring dan kurang dalam memahami materi yang disampaikan/diberikan pengajar*

"The impact makes me less enthusiastic in learning online and lacks in understanding the material presented/given by the lecturer"

R7: *Banyak dampak negatifnya, salah satunya materi yang kami cari tidak sesuai dengan RPS yang diberikan guru atau materinya melencang dari yang ditugaskan*

"There are many negative impacts, one of the impacts is that the material we are looking for does not match the RPS sheet given by the lecturer or even the assignments given are not in accordance with the learning material we are studying."

R8: -

Q7: *Bagaimana kalian menyikapi kendala-kendala tersebut?*

"How do you deal with these obstacles?"

R1: *Dengan mengulangi lagi materi yang disampaikan via YouTube. Dan mencatat poin-poinnya dengan cara bahasa kita sendiri yang bisa kita mengerti dengan mudah*

"By repeating the material presented via YouTube. And record the points in our own language that we can understand easily"

R2: *Kalau untuk permasalahan yang sinyal hilang saat sedang google meet dan materi ada yang ke skip, biasanya saya mengambil inisiatif seperti yg saya sebutkan tadi yaitu mengambil tambahan materi di youtube. Dan untuk masalah keterbatasan interaksi dengan teman biasanya saya mencoba untuk mengcover teman yang tidak bisa berpatisipasi lebih dikelompok*

"For problems where the signal is lost during a google meet and some material is skipped, I usually take the initiative as I mentioned earlier, which is to take additional material on youtube. And for the problem of limited interaction with friends, I usually try to cover friends who can't participate more in groups"

R3: *Biasanya sih kak kalo saya untuk menyikapi nya saya cari baca ulang materi yang diberikan oleh dosen di samping itu juga saya cari materi yang berkaitan dengan itu juga di internet kemudian saya baca berulang-ulang lagi kak. Dan juga saya coba untuk mempratekkannya*

"Usually, when I respond to it, I reread the material given by the lecturer, besides that I also look for material related to it on the internet and then I read it again and again. And also I try to practice it."

R4: *Nah kalau udah stuck biasanya vara sih nanya ke temen yang lebih paham jadi timbal balik juga kak. Soalnya kalo ke mam nya atau dosen nya langsungkan suka canggung. Beda sama teman bisa di diskusikan sama sama. Sekalian minta di ajarin juga*

"If it's stuck, I usually ask a friend who understands better so I can reciprocate. Because I feel awkward to ask directly to the lecturer. It's different if I ask my friends, we can discuss together while asking to be taught too"

R5: -

R6: *Kalo menurut saya sendiri kak, kalo kurang dalam memahami materi itu saya mencoba tenang untuk memahaminya lagi dengan belajar mandiri, sharing juga dengan teman samoai materi itu bisa saya pahami*

"Personally, if I don't understand the learning material, I try to calm down to understand it again by studying independently, and also sharing with friends until I can understand the learning material."

R7: *Biasanya dosen memberikan website yang terpercaya untuk mencari bahan kak, sering-sering konsultasi ke dosennya juga.*
"Usually lecturers provide a trusted website for us to find learning materials, and also often consult with lecturers"

R8: *Sharing ke teman aja sih kak, jadi kami diskusi bersama.*
"Just sharing with friends, so we discuss together"

Q8: *Apakah teman kelas mu memberikan pengaruh terhadap kemandirian belajar kalian di kelas menulis? Sebutkan pengaruh baik dan pengaruh buruk yang diberikan oleh teman kelas mu jika ada!*
"Do your classmates have an influence on your independent learning in writing class? Mention the good influence and bad influence given by your classmate!"

R1: *Gak ada sih mbk rata-rata kami sama dalam mengikuti bljr bersama-sama, mungkin lebih ke diskusi sih mbak. Pengaruh baiknya mungkin ketanggapan dalam bertanya, jadi nular ingin bertanya juga. Pengaruh buruknya sih ngaret absen*
"It does not influence to me, on average we are the same in participating in learning together, more like having a discussion. The good effect was that I was affected by their responsiveness to asking questions when learning activities were taking place, so I wanted to ask questions too. Meanwhile, the bad effect was that I was also affected by being late for class absences."

R2: *Iya berpengaruh. Pengaruh baiknya ya ada beberapa teman yang bisa di ajak berdiskusi tentang materi yang kurang dipahami jadi materi bisa lebih mudah dipahami, pengaruh buruknya ketika ada teman yang hanya ingin melihat hasil tanpa ikut berdiskusi, menurut saya hal itu hanya menguntungkan satu pihak*

"It's influential. The good effect is that there are some friends who can be discussed about material that I don't understand so the material can be more easily understood, the bad effect is when there are friends who just want to see the results without participating in the discussion, I think it's only beneficial for one party"

R3: *Iya sedikit banyak nya pasti ada kak. Misalnya saja kalo kita belum bisa memahami pelajaran yang diberikan dosen kita biasanya bertanya pada teman kelas kita, tapi dimasa pandemi sekarang kita dituntut untuk bisa menguasai materi tanpa harus bertanya pada temen kita, jadi kita bisa jadi lebih tertantang gitu kak. Untuk pengaruh baik nya banyak sih kak, mereka bisa membantu saya dalam mengerjakan tugas yang sulit , mereka juga bisa teman curhat bahkan.untuk dampak buruknya sejauh ini ga ada sih kak paling mereka mempengaruhi untuk tidak belajar pas ada UTS atau UAS*

"Yes, to a certain extent it has an effect. For example, if we can't understand the lessons given by our lecturers, we usually ask our classmates, but in the current pandemic we are required to be able to master the material without having to ask our friends, so we can be more challenged. The good effect is that they can help me with difficult tasks, they can also be friends to share stories with. While the bad impact so far is that they influence me not to study when approaching UTS or UAS"

R4: *Buat pengaruh baiknya ada kak pasti. Sama temen yang rajin kita jadi nantinya ikutan belajar, tapi ya memang benar semuanya tergantung temennya kak, gitu juga kalau temen nya ngerjain tugas ntar ntaran dan kita nya juga lagi posisi mager alias males jadi ikut ikutan juga deh mgerjain ntar-ntaram nunggu deadline.*

“There's a good influence, I'm sure. if we make friends with friends who are diligent, we will be influenced to study with them, but indeed it all depends on their friends, as well as if friends procrastinate in doing assignments and if by chance we are also in a lazy position, then we also become too involved in procrastinating assignments to near deadlines”

R5: *Ada kak tapi ya gitu ada pengaruh positif dan negatifnya gitu, kalo positifnya ya kita sama-sama bertukar pikiran dan terkadang ngerjain bareng kalo ada tugas tapi sisi negatifnya kalo keseringan ngerjain bareng suka ada yang baper kalo gak kita kasih contekan mana ada yang tinggal copas lagi*

“There are positive and negative influences, the positive effect is that we can exchange ideas and sometimes work on tasks together. But the negative effect is that if we work on assignments together too often, sometimes there are friends who feeling into it when we don't give cheats, besides that there are also friends who copy and paste our assignments arbitrarily”

R6: *Menurut saya tidak kak, tujuan kita kan sama-sama saling belajar dan memahami materi, jadi kita sama-sama focus pada tujuan yang sama, saling berdiskusi dan tidak memberikan pengaruh apapun. Pengaruh baiknya kak seperti, ngerjain tugas bareng gitu, saling beri semangat buat diskusi, ada yang gak paham tentang materi tersebut kita saling membantu dan berdiskusi bersama, kalo pengaruh buruknya yaa seperti kadang kala lebih banyak bermain-main ketimbang memahami pembelajaran, dan masa-masa seperti itu memang ada kak, karena kita sesekali jenuh untuk belajar dan*

“I don't think it has any effect, our goal is the same to learn and understand the material, and so we focus on the same goal, discuss each other and don't have any influence. The good effect is that we can encourage each other when doing assignments together and during discussions, then if there is material that we don't

understand we can help each other. While the bad effect is that sometimes we play more when we are learning than we understand the learning material. And the moments like that do exist, because once in a while we feel bored to learn."

R7: *Pengaruh positifnya ada beberapa teman yang berbagi materi untuk di pelajari. Seperti link jurnal edukasi, atau berbagi ebook. Dampak buruk kayaknya gak ada kak*

"The positive influence is that there are some friends who share material to learn, such as links to educational journals or sharing ebooks. While there are no bad effects."

R8: *kalo pengaruh baiknya lebih ke solidaritas kak, jadi kalo ada suatu permasalahan dalam belajar bisa di diskusikan bersama, nggak ada yang terlihat begitu ambisius dalam belajar. Kalo pengaruh buruknya lebih ke terlalu santuy dalam belajar kak*

"The good influence is more on solidarity, so if there is a problem in learning then we can discuss it together, no one seems so ambitious in learning. Then the bad influence is that we are too lounge in learning"

Q9: *Bagaimana kalian menyikapi hal tersebut? (terkait pengaruh baik dan buruk yang diberikan teman)*

"How do you deal with this? (Related to the good and bad influence that given by friends)"

R1: *Kami menyikapinya dengan tidak mengulangi itu lagi*

"We respond to it by not repeating it again"

R2: *Biasanya saya menanggapi teman yang hanya ingin melihat hasil saya abaikan dan tidak saya ambil untuk masuk ke kelompok diskusi*

"I respond to friends who just want to see the results of my assignments by ignoring them and I don't choose to join the discussion group"

R3: *Yah kalo mereka misalnya mengajak untuk tidak belajar waktu akan UTS atau UAS yah saya akan bilang iya pada mereka,tapi tanpa pengetahuan mereka kita harus tetap belajar,atau kita bisa juga tolak dengan halus.*

"I will accept their invitation not to study when I will face UTS or UAS, but without them knowing I have to keep studying or I can also politely decline their invitation"

R4: *Cara nyikapinya sih vara lebih ke balik ke diri masing-masing kak. Jangan terlalu di ikutin juga temen nya kalo males ya tapi di ikutin kalo temennya rajin gitu kak*

"I react by not following lazy friends but I will follow diligent friends"

R5: *Karena aku orangnya gak enakan jadi ya terkadang aku kasih aja, tapi ada sekali kesel banget kita ngetik gitu kan perhuruf gak dibolehin copas-copas di internet terus tiba-tiba ada yg mau tinggal copas ya aku ga kasih hehe terkadang aku jawab aja belum selesai, kumpul tugasnya kan via Whatsaap tu nah aku kirim nya detik-detik tenggang deadline*

"Sometimes I give cheats to friends, but once I felt very annoyed because I was not allowed to copy paste from the internet and then suddenly a friend wanted to copy my writing by copying and pasting my writing, so I did not allow the friend to cheat and I responded by saying that my task was not finished. Then I collect my assignments via WhatsApp in the seconds approaching the deadline"

R6: Saya *menyikapinya ya tergantung sama diri masing-masing kak, kejenuhan dalam belajar itu pasti ada tapi bukan berarti itu membuat patah semangat dalam belajar.*

"How to respond to it depends on each of us, boredom in learning is definitely there but that doesn't mean it discourages learning"

R7: -

R8: K*alo hesti sendiri sih kak nyikapinya lebih ke motivasi diri sendiri, kalo misalnya lagi males belajar ni, mikir aja gimana belajar itu muncul lagi kak ya motivasi diri secara internal gitu kak*
"I respond by motivating myself when I'm lazy to study"

Q10: *Bagaimana cara kalian meyelesaikan tugas yang paling sulit yang pernah diberikan dosen kepada kalian khusunya di kelas menulis? Adakah campur tangan orang lain dalam penyelesaian tugas tersebut?*
"How do you solve the most difficult task the lecturer has ever given you, especially in writing class? Did someone else intervene in the completion of the task?"

R1: *Tergantung tugasnya sih mbak, kalo individu kami kerjakan sendiri tapi sadikit nanya-nanya sama teman dan juga kating terus search internet, sama baca point point catatan saya mbak*
"Depending on what kind of task, if it's an individual task we do the task by ourselves. Sometimes I ask about the assignments given by the lecturer with my friends and seniors, then search it on the internet and read the points of my notes"

R2: *Kemaren kami menyelesaikannya dengan cara diskusi saja, biasanya tugas sesulit apapun klau dikerjakan dengan berdiskusi dan bertukar pikiran tugasnya bisa diselesaikan*
"We solve it by discussion only, because any difficult task if done by discussing and exchanging ideas the task can be completed"

R3: *Biasanya sih kak kami diskusi di grup sharing-sharing gitu, selain itu pastinya kami buka internet agar lebih memudahkan kami dalam menjawabnya bahkan kami sering bertanya sama kakak*

tingkat siapa tau mereka bisa membantu kami kan kalau untuk campur tangan orang lain gak kayanya kak, karena kami biasanya mengerjakan tugas itu sendiri-sendiri paling hanya sebatas nanya aja cara nya gitu kak, kalo sampai nyuruh orang untuk ngerjain gak pernah sih kak, kan kalau nyuruh orang nanttinya kita gak bakalan tau apa inti masalah dari tugas yang diberikan itu apa gitu kak

"Usually we discuss in groups, besides that we search on the internet to make it easier for us to answer them, even we often ask our seniors may they can help us. Regarding other people's interference, it seems that there is no such thing, because we usually do the work individually, at least asking how to do it. I've never asked people to do assignments, because we won't know what the essence of the task is"

R4: *Sejauh ini buat tugas palingan sulit itu ada campur tangannya dari orang lain terutama temen kelas pasti ada kak. Kerja sama saling untung lah vara suka nyebutnya kak. Jadi misalnya 10 soal dikerjakan berdua jadi masing-masing 5, di kerjain 3 masing-masing 3 gitu lah kak jadi bisa buat cepet dalam pengerjaaanya juga cuma ya harus pinter-pinter juga buat ngerubah sama bahasa kita biar gak keliatan banget copasnya dan kalo bisa ya jawaban temen ga semuanya di ambil.*

"Yes, there is interference from other people in doing the most difficult tasks given by the lecturer, especially the intervention of classmates. I call it mutually beneficial cooperation. So for example there are 10 questions and then the questions are solved by working together with friends, so each of them answers 5 questions so that the task can be completed quickly. But we also have to be good at changing the results of the assignment using our own language so that we don't get caught cheating and as much as possible, we don't cheat on all of our friends' answers"

R5: *Sejauh ini belum ada sih kak tugas yang terlalu berat jadi masih kebanyakan murni kita yang ngerjain ya walaupun terkadang minta bantuan sama temen ya paling bantuannya cuman nanya-nanya*

"So far there has been no task that is too difficult, so the tasks that are done are purely the result of our own efforts, although sometimes I ask for help from friends such as asking about the assignments"

R6: *Kalo untuk campur tangan orang lain belum kak, dan buat kami cara menyelesaikannya dengan diskusi bareng kak, disitu kami bisa menemukan jalan untuk cara mengerjakannya kak, dan itu memang harus betul-betul dipahami, mungkin kalo untuk campur tangan dari orang lain seperti tugas wawancara ya kak, karena kami membutuhkan narasumber untuk menyelesaikannya.*

"There has been no intervention from other people, then the way we solve it is by discussing it with friends. In this way we can find a way to complete the task given by the lecturer, it must really be understood. Then about interference from other people such as interview assignments, because we need sources to solve it"

R7: *Biasanya diskusi grup antar mahasiswa kak.*

"We usually have group discussions between students"

R8: *Sebenarnya kalau menurut hesti kak tugas tu gak ada yang sangat sulit, tergantung kita saja gimana niatnya dalam ngerjain tugas itu, kalo dirasa tugas tu levelnya tinggi bisa diskusi sama temen-temen kak*

"How to react to it depends on how we intend to do the task, if we think that the task is a high level we can discuss it with our friends"

Q11: *Apa yang kalian rasakan ketika kalian menemukan adanya ketidak samaan dengan sesama teman kelas mengenai hasil tugas yang*

telah kalian selesaikan atau bahkan mengenai materi pembelajaran di kelas menulis

"How do you feel when you find that there are dissimilarities with your classmates regarding the results of the assignments you have completed or even regarding the learning materials in the writing class?"

R1: *Biasanya sedikit ada rasa ragu-ragu sih mbak dengan jawaban kita sendiri maupun tugas atau dalam pembelajaran*

"Usually I feel a little doubtful about my own answers, both in assignments and in learning"

R2: *Perasaannya bingung yang mana jawaban yang tepat, terus makanya ngambil solusi dan keputusan untuk nanya langsung ke dosennya*

"I was confused about which answer was the right one, therefore I looked for a solution and decided to ask my lecturer"

R3: *Yah kalo saya biasa aja kak, walaupun temen-temen kita dapa hasil yang lebih bagus dari kira paling cemburu dikit sih, kan masalahnya hasil itu sesuai kemampuan kita masing-masing, kalau hasil kita lebih buruk dari teman kita berarti kita kurang belajar atau memahami materi yang di ajarkan guru selama ini maka dari itu kita harus lebih giat belajar lagi kak untuk menyamai bahkan melampaui hasil belajar dari teman kita*

"I don't feel anything, even though my friends get better results than me, I feel a little jealous. After all, the results we get are results that are in accordance with our own abilities. If our results are worse than our friends, it means that we study less or do not understand the material taught by the lecturer, therefore we must study harder to match and even exceed the learning outcomes of our friends."

R4: *Nah buat masalah hasil akhir tugas ini kalo vara ngerjainnya sendiri dan yakin sama percaya banget sama jawaban yang dibuat terus taunya hasilnya beda sama temen ya bodoamat aja sih kak soalnya vara yakin. Tapi kalo itu hasil contekan alias beda-beda hasil gitu vara suka bingung dan alhasil ya nyari jawaban sendiri juga sampe dirasa bener kak.*

"I did it myself and really believe in my own answer. I don't care if it turns out that the results are different from my friends' results because I feel confident. But if it's a cheat, sometimes I feel confused and finally I look for the answer myself until I feel my answer is right"

R5: *Terkadang agak minder kalo semisal hasil kerja teman-temen lebih bagus dari yang kita kerjakan tapi kayak ngerasa puas aja sih kalo tu tugas kita sendiri yang ngerjain jadi ilmunya nambah dong gak cuman nulis atau sekedar ngerjain*

"Sometimes I feel inferior when the results of my friends' assignments are better than my results, but I feel like I'm satisfied if the task is the result of my own efforts so my knowledge increases and not just writing or just doing"

R6: *Kayak kecewa gitu kak terus kayak gak percara diri gitu, tapi kan pendapat sama pemahaman orang itu beda-beda kak.*

"I feel disappointed and do not believe in myself, however, everyone's opinion and understanding is different"

R7: *Bertanya ke dosen dan melakukan diskusi, dengan diskusi dapat memecahkan masalah*

"I ask the lecturer and have a discussion, by discussion I can solve the problem"

R8: *Kadang suka kesel sih kak klo pendapat kita di tolak gtu atau gak sesuai sma temen yang lain. Saling tukar pendapat kak, misalnya hesti pendapat nya beda sama vera, pasti kami adu argument, tapi*

kami cari titik terangnya nah jadi pendapat dari hesti di ambil begitupun pendapat dari vera

"Sometimes I feel annoyed if our opinion is rejected or not in accordance with other friends. In that situation I usually exchange my opinions with my friends, even though there are arguments but we will look for the point so that our opinions can be equally accepted."

Q12: *Pernahkah kalian terlambat mengumpulkan tugas yang diberikan oleh dosen? Sebutkan alasannya!*

"Have you ever been late in submitting assignments given by the lecturer? Mention the reason!"

R1: *Pernah mbak, biasanya telat kalo mengumpulkannya secara kolektif mbak, karena nunggu teman ada yang belum selesai*

"I was late in collecting my assignments, usually I was late in collecting my assignments if the assignments were collected collectively. I'm late in collecting my assignments because I'm waiting for friends who haven't finished their assignments"

R2: *Alhamdulillah belum pernah terlambat ngumpul tugas karena setiap di kasih tugas di catat, ada buku catatannya yuk*

"Thank God I have never been late in submitting my assignments, because every time the lecturer gives me an assignment, I will write it down in my notebook"

R3: *Pastinya pernah lah kak. Penyebab utama sih biasanya pasto sinyal atau kadang lupa kalau lagi ada tugas teman-teman udah kumul semua saya baru buat, tapi kalau gini biasanya karena tugas sudah terlalau bnayak numpuk jadi gak tahu lagi yang mau dikerjain*

"I must have been late in submitting my assignment. The main reason is because the signal is hampered or because sometimes I forget to do my assignment so I just do my assignment when my friends have submitted the assignment. This happened because the assignments given by the lecturer were e xcessiveand then piled up so I was confused and didn't know which task to do"

R4: *Kalo buat pertanyaan yang ini mah jawabannya so pasti langganan kak haha. Karena ya sama kek jawaban yang di atas ya alasan nunggu deadline. Alias otak belum muter kalo belom deadline sama suka pake jurus system kebut sejam.*

"For this question, the answer is definitely I frequently late in collecting my assignments. The reason is because I am waiting for the deadline for submitting assignments and because my brain can't think if it's not close to the deadline so I do the assignments one day before the deadline."

R5: *Pernah kak, itu tugasnya dosen posting ke g class room nah deadline nya ada seminggu jado belum langsung dikerjain kebetulan juga ada tugas lain yang deadline nya cuman 1 hari jadi harus selesai sesegara mungkin dan ada tugas yang lebih numpuk eh tugasnnya yang deadlinenya satu minggu malah kelupaan di kerjain tapi tetap diserahkan di kolom komentar untuk kelas gitu kak*

"Yes, I was late in submitting assignment. The reason is that I forgot to do the task because I have to do another task that I have to collect as soon as possible. In addition, there are many other tasks that have piled up so that I forget to do the assignment. But in the end I still wrote in the comments column of the Google Classroom application"

R6: *Pernah kak, yang pertama karena sinyal yahh tiba-tiba hilang atau gangguan, yang kedua karena males dan lebih ngerjain tugas pas*

dihari deadline nya kak, jadinya terburu buru dan waktunya gak tekejar

"Yes, I was late in submitting assignments. The first reason is due to the sudden loss of signal. Then the second reason is because I'm lazy to do it and prefer to do assignments when the deadline comes, so I'm in a hurry and don't have enough time to finish it."

R7: *Pernah kak. Biasanya karena ada kegiatan di kampus atau acara keluarga.*

"Yes I have, because I did extracurricular activities on college or because I had to attend a family event"

R8: *Alhamdulillah sejauh ini gak pernah kak, hesti selalu kumpulkan tugas tepat waktu*

"Alhamdulillah it's never happened, I always collect my assignments on time"

Q13: *Bagaimana kalian mempertanggung jawabkan hal-hal yang terjadi diluar keinginan kalian seperti ketika mendapatkan tugas serta date line pengumpulan tugas secara bersamaan dari dosen mata kuliah lain dengan tugas yang diberikan oleh dosen di kelas menulis?*

"How do you take responsibility for things that happen against your will, such as when you get assignments and the date line for collecting assignments simultaneously from other subject lecturers with assignments given by the lecturer in writing class?"

R1: *Biasanya kami negosiasi dulu mbak dengan salah satu dosen yang bersangkutan untuk meminta tenggat waktu lagi ngumpulin date linenya. Kalau jalur negosiasi gagal mau tak mau dikerjakan dua-duanya mbak*

"Usually we negotiate with one of the lecturers concerned to ask for an additional deadline for submitting assignments. If the

negotiation method doesn't work, by perforce, we have to do the assignments at the same time”

R2: *Biasanya untuk tugas itu diberikan sesuai dengan jadwal matkul kan yuk, nah jadi gak ada yang bentrok, biasanya aku ngerjain yang mana yang akan dikumpulkan duluan, dan biasanya semua tugas bisa diselesaikan, kalau misal ada dosen yang ngasih tugas dan deadline nya serentak sama tugas lain, biasanya mintak waktu ke dosennya dan jelasin kalau sudah ada tugas di jam segitu*

“Usually the assignments given by the lecturer are adjusted to the course schedule, so there is no conflicting tasks. Usually I prioritize the tasks that will be collected first, and usually I can complete all the tasks. if there are lecturers who give assignments and deadlines along with other assignments, we usually ask the lecturer to give additional time and explain that there are other assignments at that time”

R3: *Yah kita harus pintar membagi waktu saja sih kak, misalnya kita berusaha menyelesaikan tugas yang lebih mudah dulu baru yang agak sulit kak, intinya sih pintar-pintar kita aja gimana ngatur waktu untuk ngerjainnya sih kak*

“We have to be able to manage time, for example we try to finish the easier task first and then finish the more difficult task”

R4: *Nah ini yang kadang suka bikin pusing, buat sakit kepala banget. Buat ngadepin masalah deadline yang tabrakan kayak gini vara ngatasinya ada dua pilihan kak, pertama kerjain dulu mana mana yang bener-bener mepet-mepet banget terus baru kerjain setelahnya, sambil bawa denger lagu santau gitu jangan panic, kalo panic malahan gajadi jadi nugas, nah yang kedua sambil di bantuin temen, lagi lagi disini bisa liat effort temen buat vara iyu besar banget kak. Apalagi temen kuliahkan jaranng banget bisa nemuin yang satu frekuensi sama bisa saling bantu. Karena udah*

semester 5 kek gini ngerasanya makin susah cari temen semuanya pada yang penting diri sendiri aja

"This gives me a headache. I handled it in two ways, first I did the task that would be collected first and then I did the other task while listening to the song in a relaxed and didn't feel panicked. Then the second is that I complete the task with the help of my friend. In this condition I can see the effort my friends put in for me. Moreover, it is very difficult to find friends who have the same frequency as me when we are in the college. Then because I am in the 5th semester of college I find it increasingly difficult to make friends, everyone only cares about themselves"

R5: *Ngerjain tugasnya agak tergesa-gesa dan banyak banget keliruan tapi kalo gak dikerjain atau terlambat terkadang ada dosen yang tidak ada toleransi jadi ya gitu hasilnya tugasnya agak ambur aduk*

"I completed the task in a bit of a hurry and made a lot of mistakes. Sometimes there are lecturers who don't tolerate me if I don't complete the task or even finish it late so that the results of my assignment become messy"

R6: *Kalo waktunya bersamaan dan itu jangka pendek, kami berdiskusi dulu kak sekelas gimana solusinya, lalu kami konsultasi diantara dua dosen itu kami pilih satu untuk dibicarakan lagi deadline nya agar bisa diperpanjang kak dan itu udah pernah kejadian ya, dan Alhamdulillah dosennya paham dan deadlinenya diperpanjang lagi.*

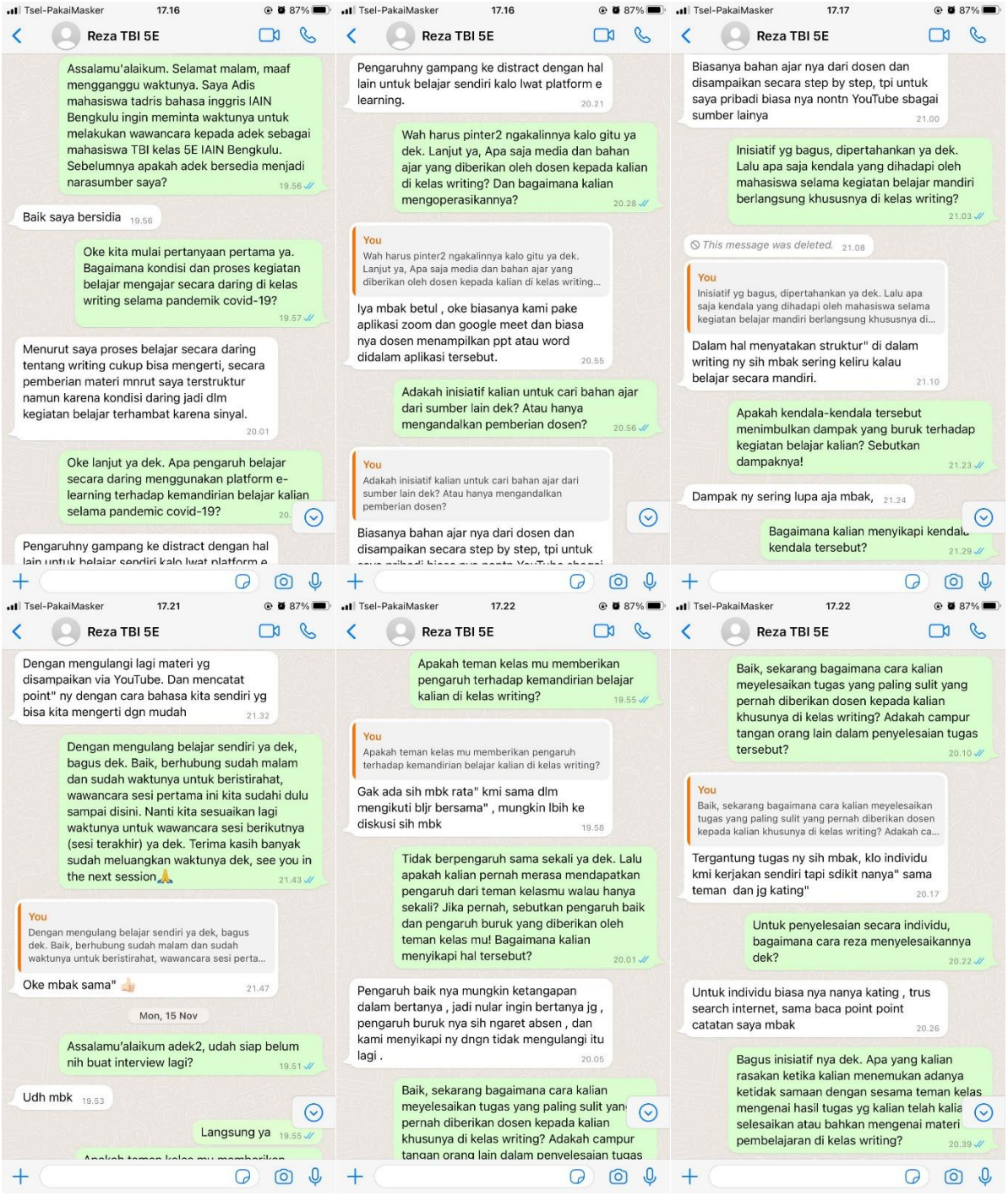
"If we get a deadline for collecting assignments simultaneously in the short term, my classmates and I discuss to find a solution. Then we consulted one of the two lecturers to discuss again about the deadline for submitting assignments so that it could be extended. This has happened before and Alhamdulillah, the lecturer understood and gave an extension of the deadline"

R7: *Konfirmasi ke dosen nya kak dan biasanya di beri waktu tambahan*
"We confirm to the lecturer and usually we are given additional time"

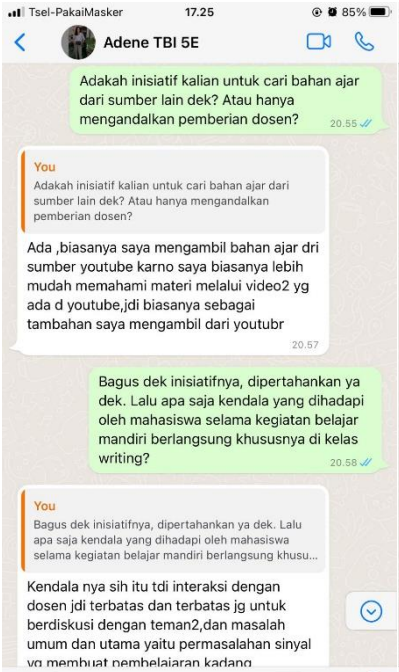
R8: *Untuk tugas yang waktunya bersamaan atau hampir bersamaan hesti dulu kan tugas yang kiranya levelnya mudah, setelah selesai tugas tersebut baru hesti buat tugas selanjutnya kalo untuk tugas hesti bakal berusaha selesaikan walaupun deadline nya mepet.*
"I finish the easy level task first, after the task is complete then I continue to complete the next task. I will try to complete the task even though the submission deadline is adjacent".

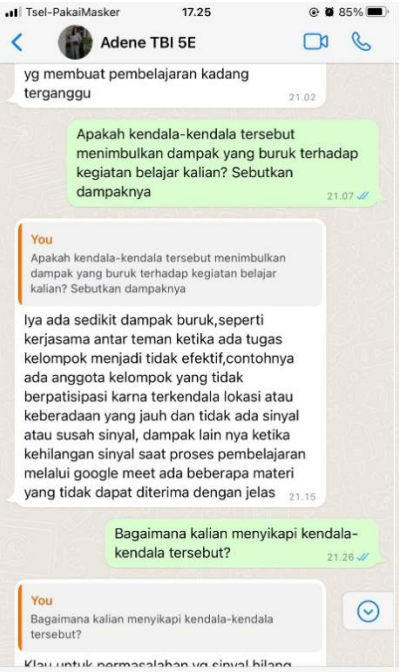
Appendix II: The Results of Interviews with Students about Learning Independence in Online Writing Class during Covid-19 Pandemic in the form of the screenshots of WhatsApp messages.

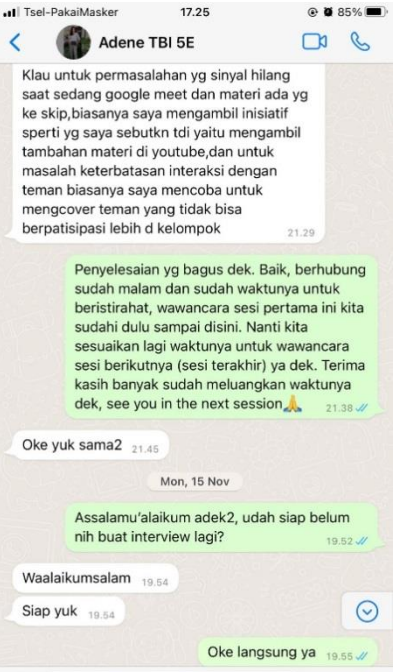
- Interviews screenshoot of R1

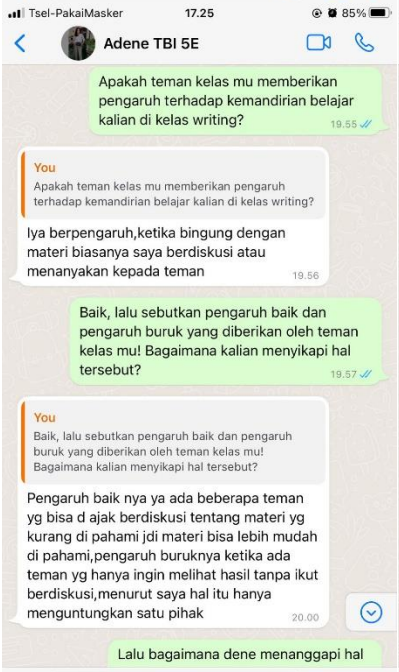


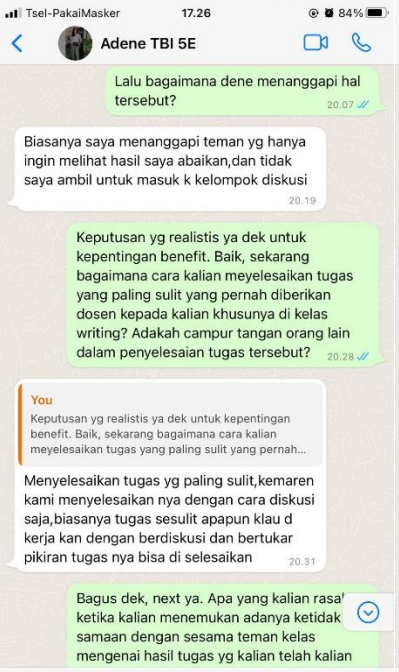
- Interviews screenshoot of R2

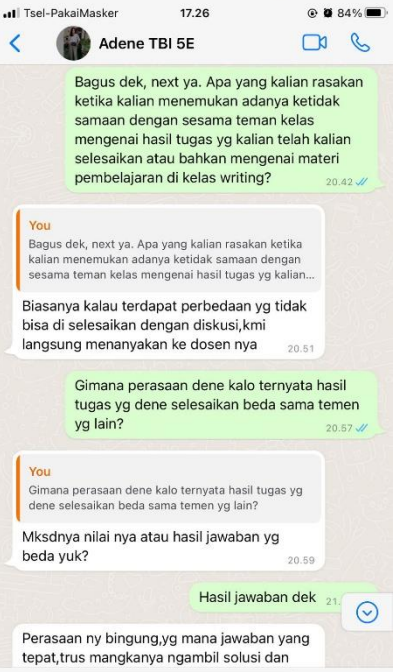

Tsel-PakaiMasker 17.25 85%
Adene TBI 5E
Adakah inisiatif kalian untuk cari bahan ajar dari sumber lain dek? Atau hanya mengandalkan pemberian dosen? 20.55
You
Adakah inisiatif kalian untuk cari bahan ajar dari sumber lain dek? Atau hanya mengandalkan pemberian dosen?
Ada ,biasanya saya mengambil bahan ajar dri sumber youtube karno saya biasanya lebih mudah memahami materi melalui video2 yg ada d youtube,jdi biasanya sebagai tambahan saya mengambil dari youtubr 20.57
Bagus dek inisiatifnya, dipertahankan ya dek. Lalu apa saja kendala yang dihadapi oleh mahasiswa selama kegiatan belajar mandiri berlangsung khususnya di kelas writing? 20.58
You
Bagus dek inisiatifnya, dipertahankan ya dek. Lalu apa saja kendala yang dihadapi oleh mahasiswa selama kegiatan belajar mandiri berlangsung khusu...
Kendala nya sih itu tdi interaksi dengan dosen jdi terbatas dan terbatas jg untuk berdiskusi dengan teman2,dan masalah umum dan utama yaitu permasalahan sinyal


Tsel-PakaiMasker 17.25 85%
Adene TBI 5E
yg membuat pembelajaran kadang terganggu 21.02
Apakah kendala-kendala tersebut menimbulkan dampak yang buruk terhadap kegiatan belajar kalian? Sebutkan dampaknya 21.07
You
Apakah kendala-kendala tersebut menimbulkan dampak yang buruk terhadap kegiatan belajar kalian? Sebutkan dampaknya
Iya ada sedikit dampak buruk,seperti kerjasama antar teman ketika ada tugas kelompok menjadi tidak efektif,contohnya ada anggota kelompok yang tidak berpatisipasi karna terkendala lokasi atau keberadaan yang jauh dan tidak ada sinyal atau susah sinyal, dampak lain nya ketika kehilangan sinyal saat proses pembelajaran melalui google meet ada beberapa materi yang tidak dapat diterima dengan jelas 21.15
Bagaimana kalian menyikapi kendala-kendala tersebut? 21.26
You
Bagaimana kalian menyikapi kendala-kendala tersebut?


Tsel-PakaiMasker 17.25 85%
Adene TBI 5E
Klau untuk permasalahan yg sinyal hilang saat sedang google meet dan materi ada yg ke skip,biasanya saya mengambil inisiatif sperti yg saya sebutkn tdi yaitu mengambil tambahan materi di youtube,dan untuk masalah keterbatasan interaksi dengan teman biasanya saya mencoba untuk mengcover teman yang tidak bisa berpatisipasi lebih d kelompok 21.29
Penyelesaian yg bagus dek. Baik, berhubung sudah malam dan sudah waktunya untuk beristirahat, wawancara sesi pertama ini kita sudahi dulu sampai disini. Nanti kita sesuaikan lagi waktunya untuk wawancara sesi berikutnya (sesi terakhir) ya dek. Terima kasih banyak sudah meluangkan waktunya dek, see you in the next session🙏 21.38
Oke yuk sama2 21.45
Mon, 15 Nov
Assalamu'alaikum adek2, udah siap belum nih buat interview lagi? 19.52
Waalaikumsalam 19.54
Siap yuk 19.54
Oke langsung ya 19.55


Tsel-PakaiMasker 17.25 85%
Adene TBI 5E
Apakah teman kelas mu memberikan pengaruh terhadap kemandirian belajar kalian di kelas writing? 19.55
You
Apakah teman kelas mu memberikan pengaruh terhadap kemandirian belajar kalian di kelas writing?
Iya berpengaruh,ketika bingung dengan materi biasanya saya berdiskusi atau menanyakan kepada teman 19.56
Baik, lalu sebutkan pengaruh baik dan pengaruh buruk yang diberikan oleh teman kelas mu! Bagaimana kalian menyikapi hal tersebut? 19.57
You
Baik, lalu sebutkan pengaruh baik dan pengaruh buruk yang diberikan oleh teman kelas mu! Bagaimana kalian menyikapi hal tersebut?
Pengaruh baik nya ya ada beberapa teman yg bisa d ajak berdiskusi tentang materi yg kurang di pahami jdi materi bisa lebih mudah di pahami,pengaruh buruknya ketika ada teman yg hanya ingin melihat hasil tanpa ikut berdiskusi,menurut saya hal itu hanya menguntungkan satu pihak 20.00
Lalu bagaimana dene menanggapi hal


Tsel-PakaiMasker 17.26 84%
Adene TBI 5E
Lalu bagaimana dene menanggapi hal tersebut? 20.07
Biasanya saya menanggapi teman yg hanya ingin melihat hasil saya abaikan,dan tidak saya ambil untuk masuk k kelompok diskusi 20.19
Keputusan yg realistis ya dek untuk kepentingan benefit. Baik, sekarang bagaimana cara kalian meyelesaikan tugas yang paling sulit yang pernah diberikan dosen kepada kalian khusunya di kelas writing? Adakah campur tangan orang lain dalam penyelesaian tugas tersebut? 20.28
You
Keputusan yg realistis ya dek untuk kepentingan benefit. Baik, sekarang bagaimana cara kalian meyelesaikan tugas yang paling sulit yang pernah...
Menyelesaikan tugas yg paling sulit,kemaren kami menyelesaikan nya dengan cara diskusi saja,biasanya tugas sesulit apapun klau d kerja kan dengan berdiskusi dan bertukar pikiran tugas nya bisa di selesaikan 20.31
Bagus dek, next ya. Apa yang kalian rasa ketika kalian menemukan adanya ketidak samaan dengan sesama teman kelas mengenai hasil tugas yg kalian telah kalian


Tsel-PakaiMasker 17.26 84%
Adene TBI 5E
Bagus dek, next ya. Apa yang kalian rasakan ketika kalian menemukan adanya ketidak samaan dengan sesama teman kelas mengenai hasil tugas yg kalian telah kalian selesaikan atau bahkan mengenai materi pembelajaran di kelas writing? 20.42
You
Bagus dek, next ya. Apa yang kalian rasakan ketika kalian menemukan adanya ketidak samaan dengan sesama teman kelas mengenai hasil tugas yg kalian...
Biasanya kalau terdapat perbedaan yg tidak bisa di selesaikan dengan diskusi,kmi langsung menanyakan ke dosen nya 20.51
Gimana perasaan dene kalo ternyata hasil tugas yg dene selesaikan beda sama temen yg lain? 20.57
You
Gimana perasaan dene kalo ternyata hasil tugas yg dene selesaikan beda sama temen yg lain?
Mksdnya nilai nya atau hasil jawaban yg beda yuk? 20.59
Hasil jawaban dek 21.
Perasaan ny bingung,yg mana jawaban yang tepat,trus mangkanya ngambil solusi dan

- Interviews screenshoot of R3

Tsel-PakaiMasker 17.40 81%

Joerdi TBI 5E

Banyak dampak negatif nya,salah satu nya materi yang kami cari tidak sesuai dengan rps yang di berikan guru 22.19

Atau materinya melenceng dari yang di tugas kan 22.19

Jadi dampaknya menimbulkan kesulitan dalam mencari materi sebagai bahan belajar ya dek. Bagaimana kalian menyikapi kendala-kendala tersebut? 22.22

Pasra pada Tuhan yang maha kuasa kak 22.22

22.22

Hahahahaa astaga dek dek 22.23

Becanda kak,biasanya dosen memberikan website yang terpercaya untuk mencari bahan kak 22.23

Sering sering konsultasi ke dosen nya juga

Tsel-PakaiMasker 17.40 80%

Joerdi TBI 5E

Nice, solusi yg tepat dek. Baik, berhubung sudah malam dan sudah waktunya untuk beristirahat, wawancara sesi pertama ini kita sudahi dulu sampai disini. Nanti kita sesuaikan lagi waktunya untuk wawancara sesi berikutnya (sesi terakhir) ya dek. Terima kasih banyak sudah meluangkan waktunya dek, see you in the next session🙏 22.27

Ok kak,my pleasure. 22.36

Mon, 15 Nov

Assalamu'alaikum adek2, udah siap belum nih buat interview lagi? 19.51

Ok kak 20.56

Oke langsung ya 21.08

Apakah teman kelas mu memberikan pengaruh terhadap kemandirian belajar kalian di kelas writing? 21.08

Mungkin maksudnya kk pengaruh suasana kelasnya ,untuk suasana kelas tidak memiliki pengaruh yang besar terhadap kemandirian belajar.sebab biasanya saya dan teman saya di berikan tugas kelompok. 21.24

Faktor yang paling berpengaruh adalah

Tsel-PakaiMasker 17.40 80%

Joerdi TBI 5E

Faktor yang paling berpengaruh adalah tugas individu dari dosen 21.24

Berarti pengaruhnya sedikit ya dek. Lalu walaupun hanya sedikit berpengaruh, sebutkan pengaruh baik dan pengaruh buruk yang diberikan oleh teman kelas mu! Bagaimana kalian menyikapi hal tersebut? 21.34

Bentar kak, kemandirian belajar ini dalam konteks belajar yang kek gimana ya? 21.37

Maksudnya yang kk maksud 21.37

Belajar secara mandiri dek, yg menyelesaikan tugas2 dan cari tambahan materi sendiri seperti itu udah termasuk ciri2 belajar mandiri dek. 21.42

Pengaruh positif nya,ada beberapa temen yang berbagi materi untuk di pelajari. 21.47

Seperti link jurnal edukasi,atau berbagi e book 21.47

Lalu adakah pengaruh buruknya dek? 21.

Kayak nya ngak ada kak 21.58

Tsel-PakaiMasker 17.41 80%

Joerdi TBI 5E

Baik, sekarang bagaimana cara kalian meyelesaikan tugas yang paling sulit yang pernah diberikan dosen kepada kalian khusunya di kelas writing? Adakah campur tangan orang lain dalam penyelesaian tugas tersebut? 21.58

Biasanya diskusi grub kak 22.16

Antar mahasiswa 22.16

Lanjut ya, Apa yang kalian rasakan ketika kalian menemukan adanya ketidak samaan dengan sesama teman kelas mengenai hasil tugas yg kalian telah kalian selesaikan atau bahkan mengenai materi pembelajaran di kelas writing? 22.22

Maaf ka ketiduran😅 23.32

You
Lanjut ya, Apa yang kalian rasakan ketika kalian menemukan adanya ketidak samaan dengan sesama teman kelas mengenai hasil tugas yg kalian telah k...

Bertanya ke dosen,dan melakukan diskusi kak 23.33

Tue, 16 Nov

Joerdi TBI 5E

Tsel-PakaiMasker 17.41 80%

Joerdi TBI 5E

Joerdi TBI 5E
Maaf ka ketiduran😅

Haha iyo dkpp dek ayuk jg ketiduran 07.38

Joerdi TBI 5E
Bertanya ke dosen,dan melakukan diskusi kak

Oke, apa yg jordi rasakan di situasi seperti itu? 07.38

Dengan diskusi dapat membantu memecahkan masalah 09.25

09.25

Oke lanjut ya dek, Pernahkah kalian terlambat mengumpulkan tugas yang diberikan oleh dosen? Sebutkan alasannya! 11.

Pernah kak, biasanya karena ada kegiatan di kampus atau acara keluarga 11.07

Tsel-PakaiMasker 17.41 80%

Joerdi TBI 5E

09.25

Oke lanjut ya dek, Pernahkah kalian terlambat mengumpulkan tugas yang diberikan oleh dosen? Sebutkan alasannya! 11.03

Pernah kak, biasanya karena ada kegiatan di kampus atau acara keluarga 11.07

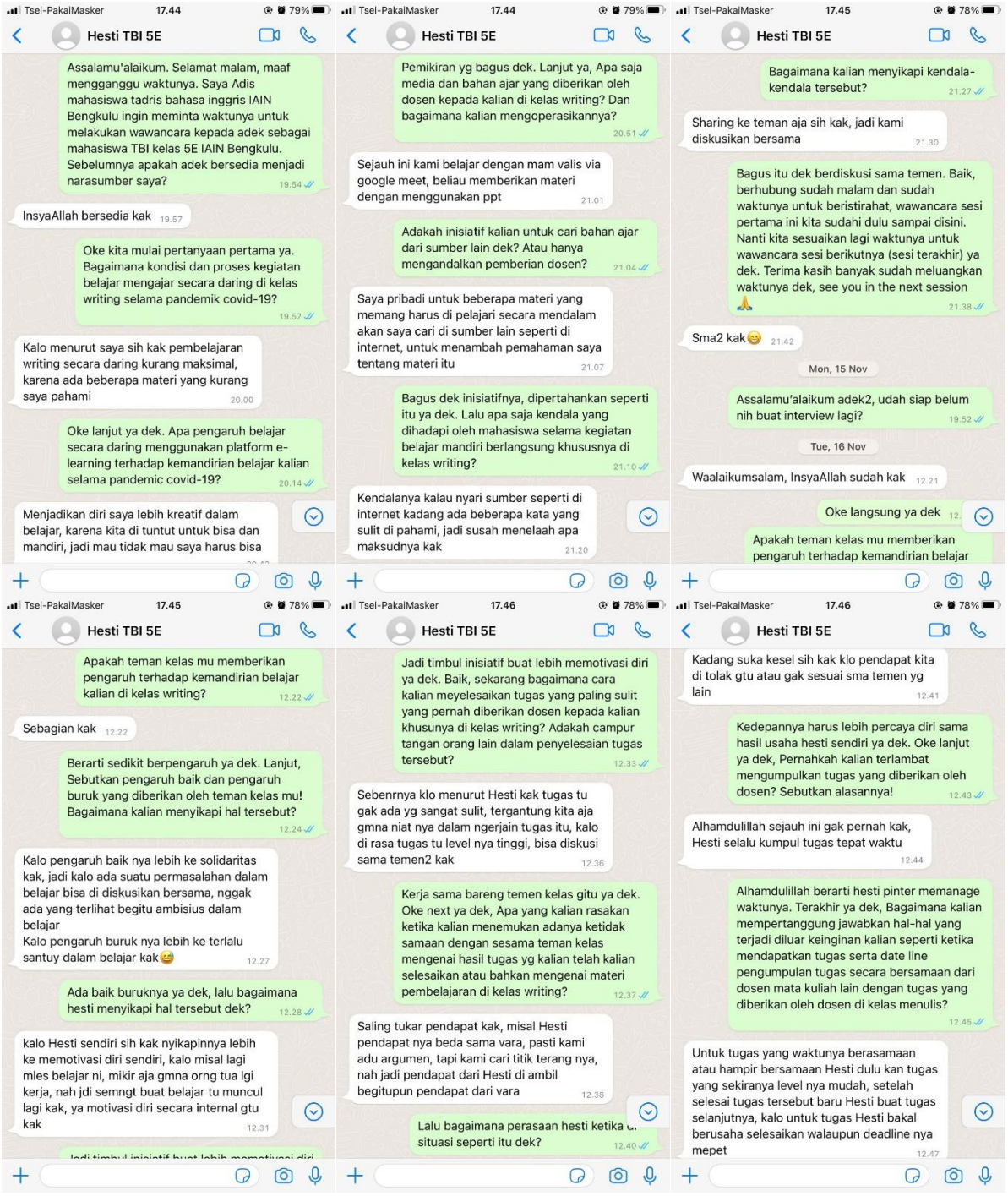
Terakhir ya, Bagaimana kalian mempertanggung jawabkan hal-hal yang terjadi diluar keinginan kalian seperti ketika mendapatkan tugas serta date line pengumpulan tugas secara bersamaan dari dosen mata kuliah lain dengan tugas yang diberikan oleh dosen di kelas menulis? 12.16

You
Terakhir ya, Bagaimana kalian mempertanggung jawabkan hal-hal yang terjadi diluar keinginan kalian seperti ketika mendapatkan tugas serta date line p...

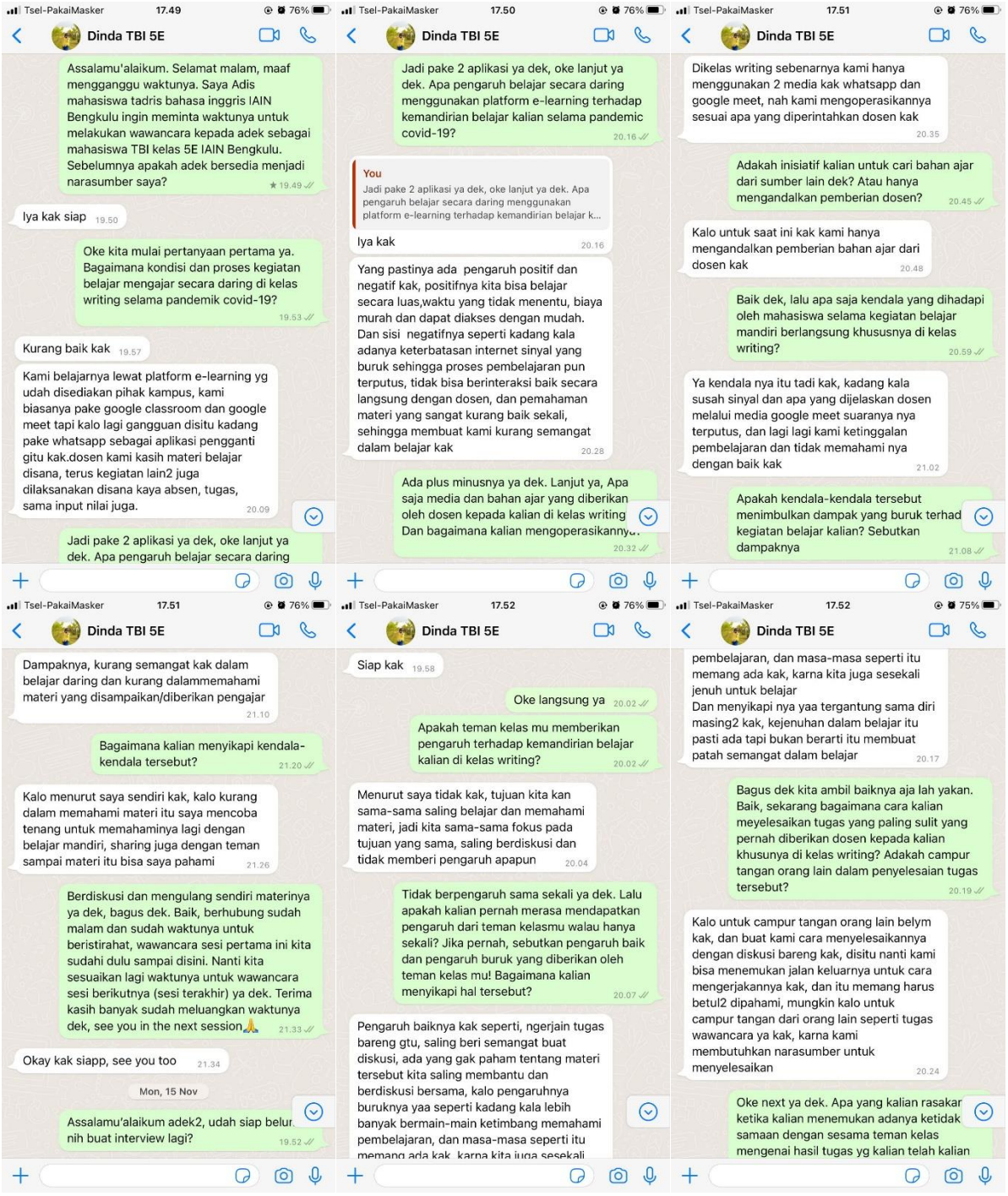
Konfirmasi ke dosen nya kak 12.26

Biasanya di beri waktu tambahan 12.26

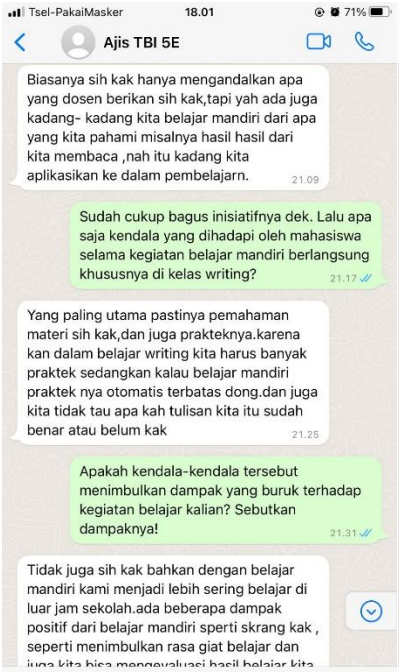
- Interviews screenshoot of R4

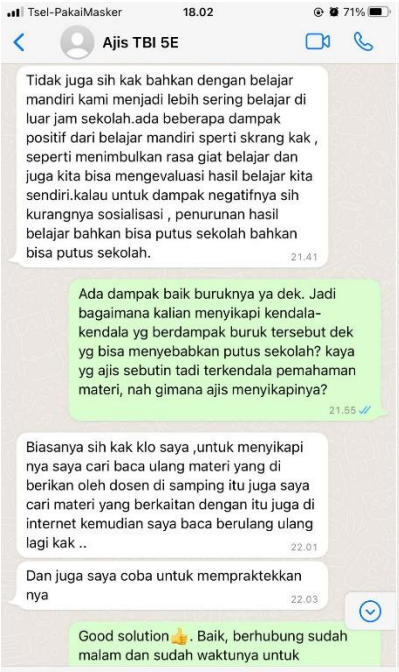


- Interviews screenshoot of R5

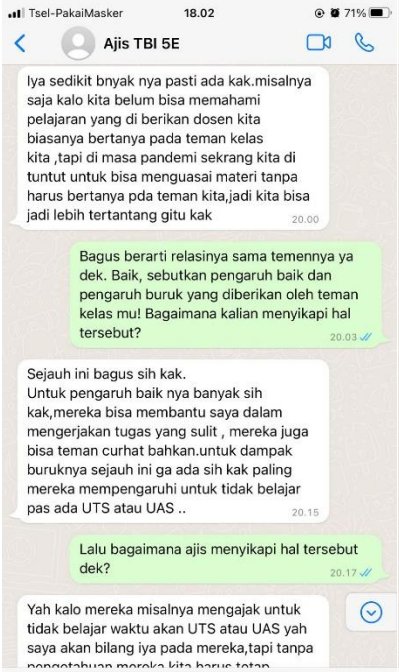


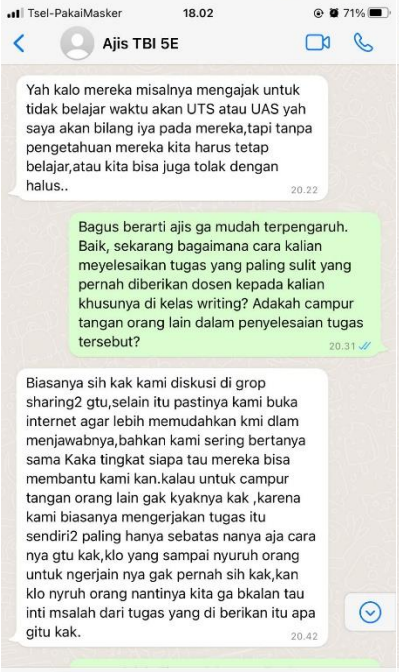
- Interviews screenshoot of R6

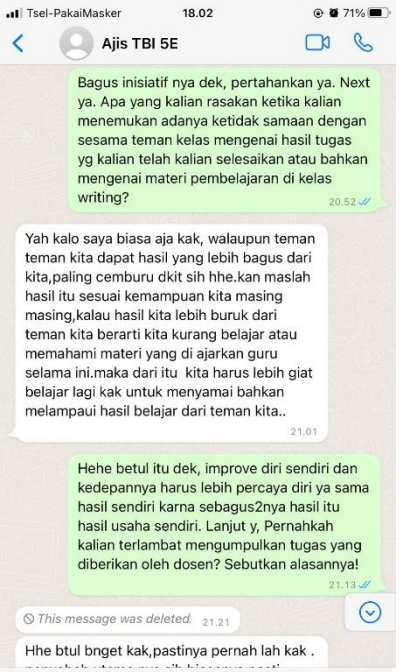

Tsel-PakaiMasker 18.01 71%
Ajis TBI 5E
Biasanya sih kak hanya mengandalkan apa yang dosen berikan sih kak,tapi yah ada juga kadang- kadang kita belajar mandiri dari apa yang kita pahami misalnya hasil hasil dari kita membaca ,nah itu kadang kita aplikasikan ke dalam pembelajarn. 21.09
Sudah cukup bagus inisiatifnya dek. Lalu apa saja kendala yang dihadapi oleh mahasiswa selama kegiatan belajar mandiri berlangsung khususnya di kelas writing? 21.17
Yang paling utama pastinya pemahaman materi sih kak,dan juga prakteknya.karena kan dalam belajar writing kita harus banyak praktek sedangkan kalau belajar mandiri praktek nya otomatis terbatas dong.dan juga kita tidak tau apa kah tulisan kita itu sudah benar atau belum kak 21.25
Apakah kendala-kendala tersebut menimbulkan dampak yang buruk terhadap kegiatan belajar kalian? Sebutkan dampaknya! 21.31
Tidak juga sih kak bahkan dengan belajar mandiri kami menjadi lebih sering belajar di luar jam sekolah.ada beberapa dampak positif dari belajar mandiri sperti skrang kak , seperti menimbulkan rasa giat belajar dan

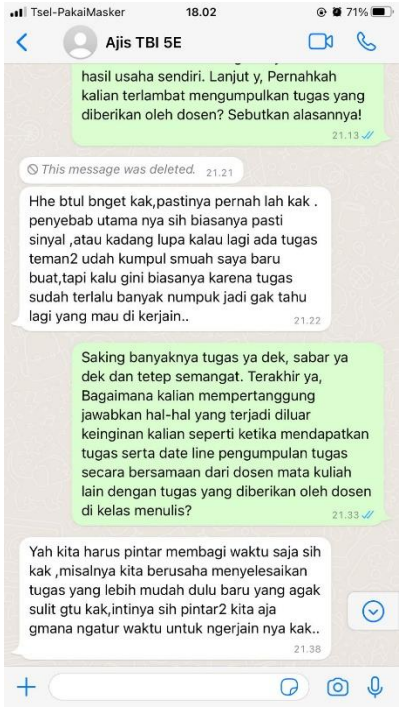

Tsel-PakaiMasker 18.02 71%
Ajis TBI 5E
Tidak juga sih kak bahkan dengan belajar mandiri kami menjadi lebih sering belajar di luar jam sekolah.ada beberapa dampak positif dari belajar mandiri sperti skrang kak , seperti menimbulkan rasa giat belajar dan juga kita bisa mengevaluasi hasil belajar kita sendiri.kalau untuk dampak negatifnya sih kurangnya sosialisasi , penurunan hasil belajar bahkan bisa putus sekolah bahkan bisa putus sekolah. 21.41
Ada dampak baik buruknya ya dek. Jadi bagaimana kalian menyikapi kendala-kendala yg berdampak buruk tersebut dek yg bisa menyebabkan putus sekolah? kaya yg ajis sebutin tadi terkendala pemahaman materi, nah gimana ajis menyikapinya? 21.55
Biasanya sih kak klo saya ,untuk menyikapi nya saya cari baca ulang materi yang di berikan oleh dosen di samping itu juga saya cari materi yang berkaitan dengan itu juga di internet kemudian saya baca berulang ulang lagi kak .. 22.01
Dan juga saya coba untuk mempraktekkan nya 22.03
Good solution👍. Baik, berhubung sudah malam dan sudah waktunya untuk

Tsel-PakaiMasker 18.02 71%
Ajis TBI 5E
Good solution👍. Baik, berhubung sudah malam dan sudah waktunya untuk beristirahat, wawancara sesi pertama ini kita sudahi dulu sampai disini. Nanti kita sesuaikan lagi waktunya untuk wawancara sesi berikutnya (sesi terakhir) ya dek. Terima kasih banyak sudah meluangkan waktunya dek, see you in the next session🙏 22.06
Ok siap yuk 22.07
Mon, 15 Nov
Assalamu'alaikum adek2, udah siap belum nih buat interview lagi? 19.51
Siap kak 19.53
Langsung ya 19.54
Apakah teman kelas mu memberikan pengaruh terhadap kemandirian belajar kalian di kelas writing? 19.54
Iya sedikit bnyak nya pasti ada kak.misalnya saja kalo kita belum bisa memahami pelajaran yang di berikan dosen kita biasanya bertanya pada teman kelas kita ,tapi di masa pandemi sekrang kita di tuntut untuk bisa menguasai materi tanpa harus bertanya pda teman kita,jadi kita bisa

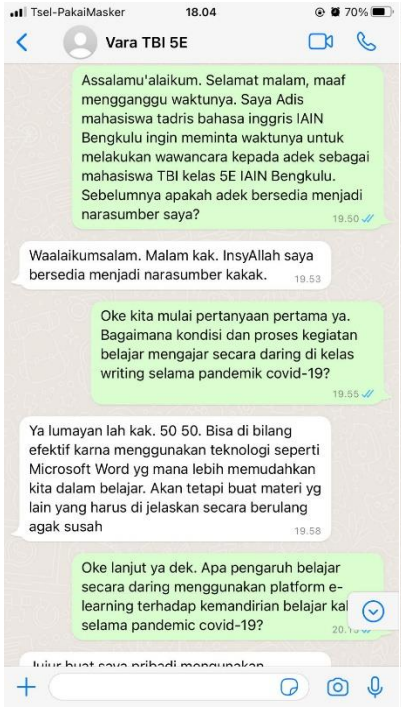

Tsel-PakaiMasker 18.02 71%
Ajis TBI 5E
Iya sedikit bnyak nya pasti ada kak.misalnya saja kalo kita belum bisa memahami pelajaran yang di berikan dosen kita biasanya bertanya pada teman kelas kita ,tapi di masa pandemi sekrang kita di tuntut untuk bisa menguasai materi tanpa harus bertanya pda teman kita,jadi kita bisa jadi lebih tertantang gitu kak 20.00
Bagus berarti relasinya sama temennya ya dek. Baik, sebutkan pengaruh baik dan pengaruh buruk yang diberikan oleh teman kelas mu! Bagaimana kalian menyikapi hal tersebut? 20.03
Sejauh ini bagus sih kak.
Untuk pengaruh baik nya banyak sih kak,mereka bisa membantu saya dalam mengerjakan tugas yang sulit , mereka juga bisa teman curhat bahkan.untuk dampak buruknya sejauh ini ga ada sih kak paling mereka mempengaruhi untuk tidak belajar pas ada UTS atau UAS .. 20.15
Lalu bagaimana ajis menyikapi hal tersebut dek? 20.17
Yah kalo mereka misalnya mengajak untuk tidak belajar waktu akan UTS atau UAS yah saya akan bilang iya pada mereka,tapi tanpa

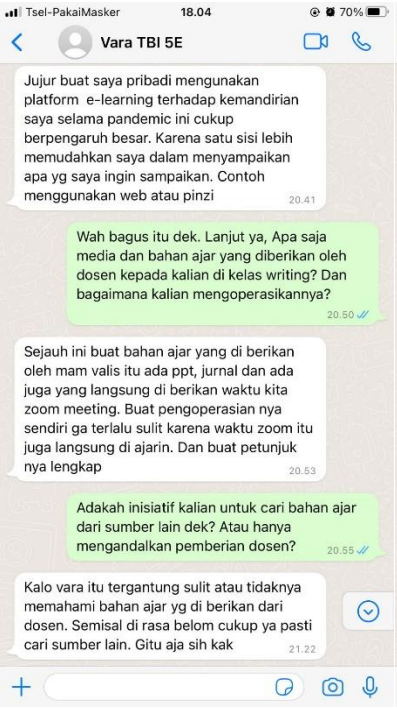

Tsel-PakaiMasker 18.02 71%
Ajis TBI 5E
Yah kalo mereka misalnya mengajak untuk tidak belajar waktu akan UTS atau UAS yah saya akan bilang iya pada mereka,tapi tanpa pengetahuan mereka kita harus tetap belajar,atau kita bisa juga tolak dengan halus.. 20.22
Bagus berarti ajis ga mudah terpengaruh. Baik, sekarang bagaimana cara kalian meyelesaikan tugas yang paling sulit yang pernah diberikan dosen kepada kalian khusunya di kelas writing? Adakah campur tangan orang lain dalam penyelesaian tugas tersebut? 20.31
Biasanya sih kak kami diskusi di grop sharing2 gtu,selain itu pastinya kami buka internet agar lebih memudahkan kmi dlam menjawabnya,bahkan kami sering bertanya sama Kaka tingkat siapa tau mereka bisa membantu kami kan.kalau untuk campur tangan orang lain gak kyaknya kak ,karena kami biasanya mengerjakan tugas itu sendiri2 paling hanya sebatas nanya aja cara nya gtu kak,klo yang sampai nyuruh orang untuk ngerjain nya gak pernah sih kak,kan klo nyruh orang nantinya kita ga bkalan tau inti msalah dari tugas yang di berikan itu apa gitu kak. 20.42

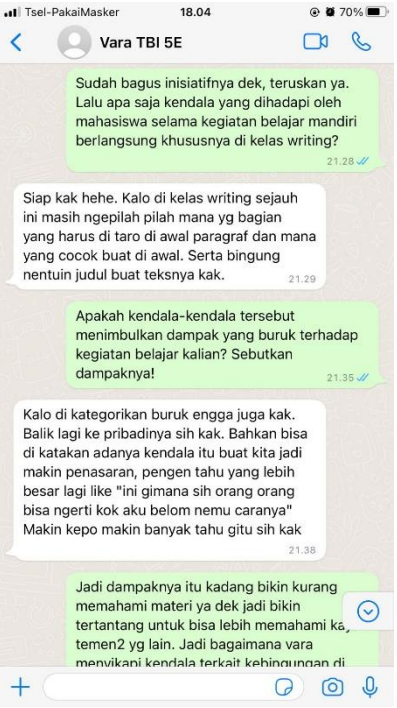

Tsel-PakaiMasker 18.02 71%
Ajis TBI 5E
Bagus inisiatif nya dek, pertahankan ya. Next ya. Apa yang kalian rasakan ketika kalian menemukan adanya ketidak samaan dengan sesama teman kelas mengenai hasil tugas yg kalian telah kalian selesaikan atau bahkan mengenai materi pembelajaran di kelas writing? 20.52
Yah kalo saya biasa aja kak, walaupun teman teman kita dapat hasil yang lebih bagus dari kita,paling cemburu dkit sih hhe.kan maslah hasil itu sesuai kemampuan kita masing masing,kalau hasil kita lebih buruk dari teman kita berarti kita kurang belajar atau memahami materi yang di ajarkan guru selama ini.maka dari itu kita harus lebih giat belajar lagi kak untuk menyamai bahkan melampaui hasil belajar dari teman kita.. 21.01
Hehe betul itu dek, improve diri sendiri dan kedepannya harus lebih percaya diri ya sama hasil sendiri karna sebagus2nya hasil itu hasil usaha sendiri. Lanjut y, Pernahkah kalian terlambat mengumpulkan tugas yang diberikan oleh dosen? Sebutkan alasannya! 21.13
This message was deleted. 21.21
Hhe btul bnget kak,pastinya pernah lah kak .

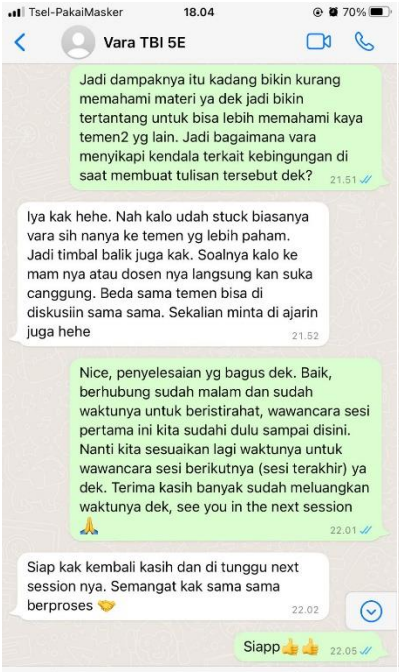


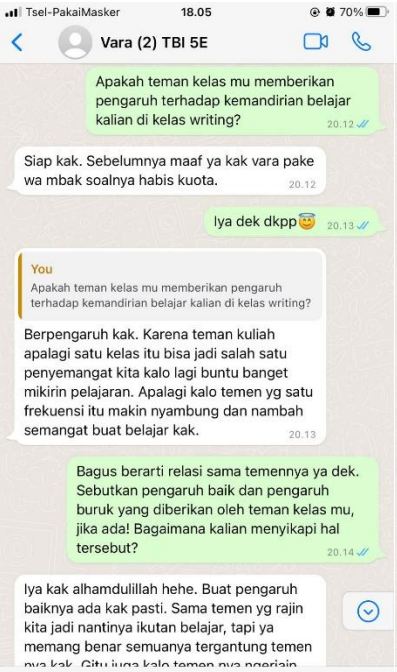
- Interviews screenshoot of R7

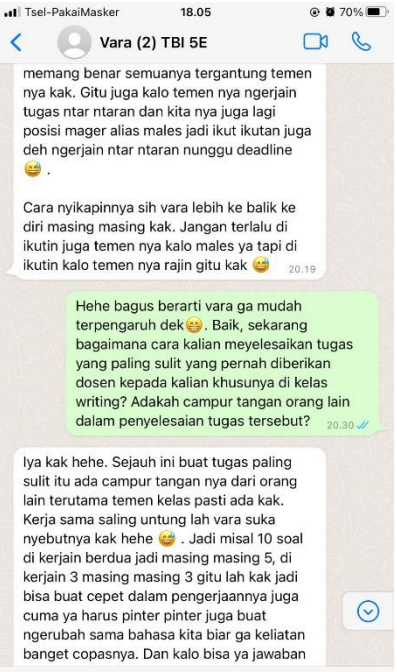


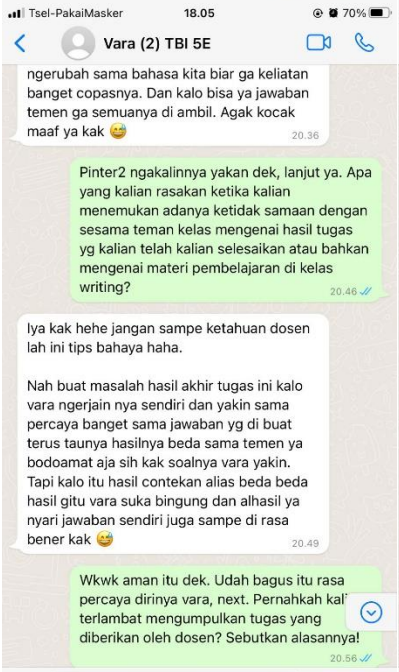


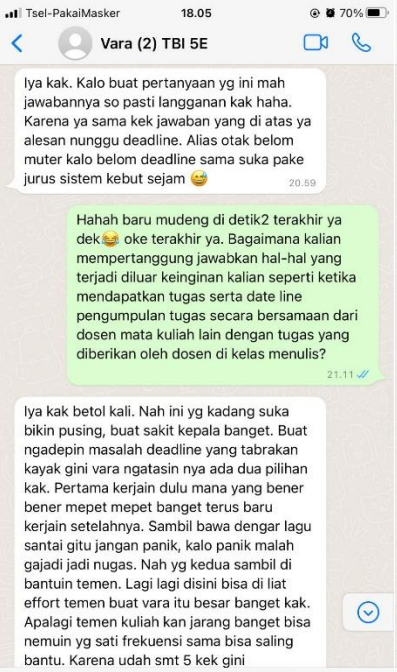


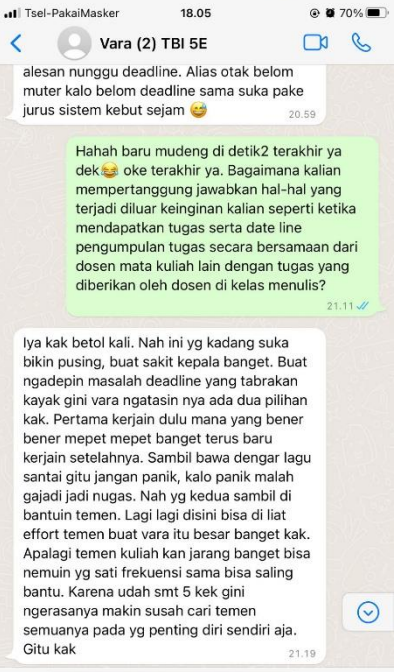

Tsel-PakaiMasker 18.04 70%
Vara TBI 5E
Jadi dampaknya itu kadang bikin kurang memahami materi ya dek jadi bikin tertantang untuk bisa lebih memahami kaya temen2 yg lain. Jadi bagaimana vara menyikapi kendala terkait kebingungan di saat membuat tulisan tersebut dek? 21.51
Iya kak hehe. Nah kalo udah stuck biasanya vara sih nanya ke temen yg lebih paham. Jadi timbal balik juga kak. Soalnya kalo ke mam nya atau dosen nya langsung kan suka canggung. Beda sama temen bisa di diskusiin sama sama. Sekalian minta di ajarin juga hehe 21.52
Nice, penyelesaian yg bagus dek. Baik, berhubung sudah malam dan sudah waktunya untuk beristirahat, wawancara sesi pertama ini kita sudahi dulu sampai disini. Nanti kita sesuaikan lagi waktunya untuk wawancara sesi berikutnya (sesi terakhir) ya dek. Terima kasih banyak sudah meluangkan waktunya dek, see you in the next session 🙏 22.01
Siap kak kembali kasih dan di tunggu next session nya. Semangat kak sama sama berproses 🤝 22.02
Siapp👍👍 22.05


Tsel-PakaiMasker 18.05 70%
Vara (2) TBI 5E
Apakah teman kelas mu memberikan pengaruh terhadap kemandirian belajar kalian di kelas writing? 20.12
Siap kak. Sebelumnya maaf ya kak vara pake wa mbak soalnya habis kuota. 20.12
Iya dek dkpp😇 20.13
You
Apakah teman kelas mu memberikan pengaruh terhadap kemandirian belajar kalian di kelas writing?
Berpengaruh kak. Karena teman kuliah apalagi satu kelas itu bisa jadi salah satu penyemangat kita kalo lagi buntu banget mikirin pelajaran. Apalagi kalo temen yg satu frekuensi itu makin nyambung dan nambah semangat buat belajar kak. 20.13
Bagus berarti relasi sama temennya ya dek. Sebutkan pengaruh baik dan pengaruh buruk yang diberikan oleh teman kelas mu, jika ada! Bagaimana kalian menyikapi hal tersebut? 20.14
Iya kak alhamdulillah hehe. Buat pengaruh baiknya ada kak pasti. Sama temen yg rajin kita jadi nantinya ikutan belajar, tapi ya memang benar semuanya tergantung temen

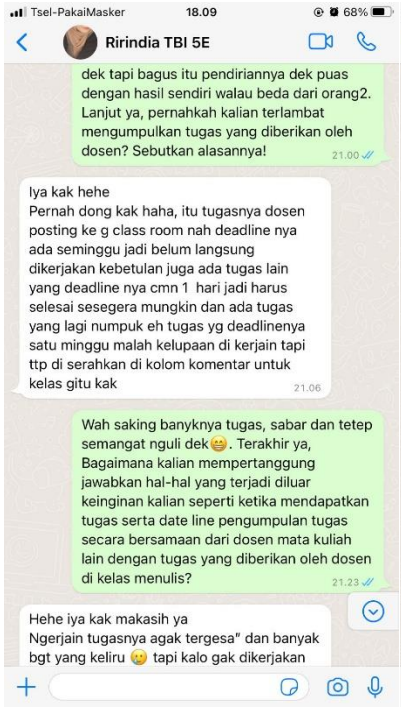

Tsel-PakaiMasker 18.05 70%
Vara (2) TBI 5E
memang benar semuanya tergantung temen nya kak. Gitu juga kalo temen nya ngerjain tugas ntar ntaran dan kita nya juga lagi posisi mager alias males jadi ikut ikutan juga deh ngerjain ntar ntaran nunggu deadline 😅.
Cara nyikapinnya sih vara lebih ke balik ke diri masing masing kak. Jangan terlalu di ikutin juga temen nya kalo males ya tapi di ikutin kalo temen nya rajin gitu kak 😅 20.19
Hehe bagus berarti vara ga mudah terpengaruh dek😄. Baik, sekarang bagaimana cara kalian meyelesaikan tugas yang paling sulit yang pernah diberikan dosen kepada kalian khusunya di kelas writing? Adakah campur tangan orang lain dalam penyelesaian tugas tersebut? 20.30
Iya kak hehe. Sejauh ini buat tugas paling sulit itu ada campur tangan nya dari orang lain terutama temen kelas pasti ada kak. Kerja sama saling untung lah vara suka nyebutnya kak hehe 😅 . Jadi misal 10 soal di kerjain berdua jadi masing masing 5, di kerjain 3 masing masing 3 gitu lah kak jadi bisa buat cepet dalam pengerjaannya juga cuma ya harus pinter pinter juga buat ngerubah sama bahasa kita biar ga keliatan banget copasnya. Dan kalo bisa ya jawaban

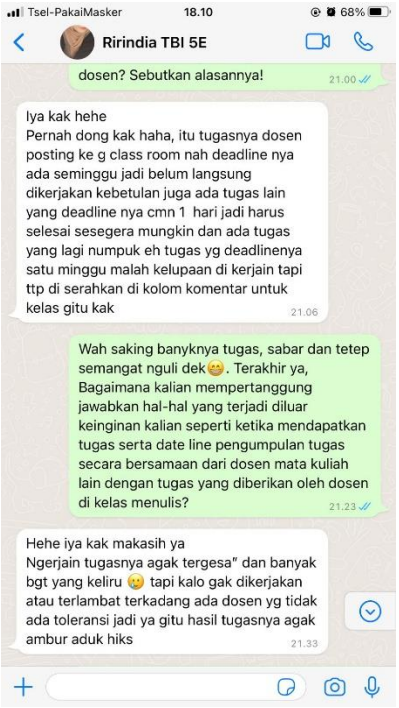

Tsel-PakaiMasker 18.05 70%
Vara (2) TBI 5E
ngerubah sama bahasa kita biar ga keliatan banget copasnya. Dan kalo bisa ya jawaban temen ga semuanya di ambil. Agak kocak maaf ya kak 😅 20.36
Pinter2 ngakalinnya yakan dek, lanjut ya. Apa yang kalian rasakan ketika kalian menemukan adanya ketidak samaan dengan sesama teman kelas mengenai hasil tugas yg kalian telah kalian selesaikan atau bahkan mengenai materi pembelajaran di kelas writing? 20.46
Iya kak hehe jangan sampe ketahuan dosen lah ini tips bahaya haha.
Nah buat masalah hasil akhir tugas ini kalo vara ngerjain nya sendiri dan yakin sama percaya banget sama jawaban yg di buat terus taunya hasilnya beda sama temen ya bodoamat aja sih kak soalnya vara yakin. Tapi kalo itu hasil contekan alias beda beda hasil gitu vara suka bingung dan alhasil ya nyari jawaban sendiri juga sampe di rasa bener kak 😅 20.49
Wkwk aman itu dek. Udah bagus itu rasa percaya dirinya vara, next. Pernahkah kal terlambat mengumpulkan tugas yang diberikan oleh dosen? Sebutkan alasannya! 20.56


Tsel-PakaiMasker 18.05 70%
Vara (2) TBI 5E
Iya kak. Kalo buat pertanyaan yg ini mah jawabannya so pasti langganan kak haha. Karena ya sama kek jawaban yang di atas ya alesan nunggu deadline. Alias otak belom muter kalo belom deadline sama suka pake jurus sistem kebut sejam 😅 20.59
Hahah baru mudeng di detik2 terakhir ya dek😂 oke terakhir ya. Bagaimana kalian mempertanggung jawabkan hal-hal yang terjadi diluar keinginan kalian seperti ketika mendapatkan tugas serta date line pengumpulan tugas secara bersamaan dari dosen mata kuliah lain dengan tugas yang diberikan oleh dosen di kelas menulis? 21.11
Iya kak betol kali. Nah ini yg kadang suka bikin pusing, buat sakit kepala banget. Buat ngadepin masalah deadline yang tabrakan kayak gini vara ngatasin nya ada dua pilihan kak. Pertama kerjain dulu mana yang bener bener mepet mepet banget terus baru kerjain setelahnya. Sambil bawa dengar lagu santai gitu jangan panik, kalo panik malah gajadi jadi nugas. Nah yg kedua sambil di bantuin temen. Lagi lagi disini bisa di liat effort temen buat vara itu besar banget kak. Apalagi temen kuliah kan jarang banget bisa nemuin yg sati frekuensi sama bisa saling bantu. Karena udah smt 5 kek gini


Tsel-PakaiMasker 18.05 70%
Vara (2) TBI 5E
alesan nunggu deadline. Alias otak belom muter kalo belom deadline sama suka pake jurus sistem kebut sejam 😅 20.59
Hahah baru mudeng di detik2 terakhir ya dek😂 oke terakhir ya. Bagaimana kalian mempertanggung jawabkan hal-hal yang terjadi diluar keinginan kalian seperti ketika mendapatkan tugas serta date line pengumpulan tugas secara bersamaan dari dosen mata kuliah lain dengan tugas yang diberikan oleh dosen di kelas menulis? 21.11
Iya kak betol kali. Nah ini yg kadang suka bikin pusing, buat sakit kepala banget. Buat ngadepin masalah deadline yang tabrakan kayak gini vara ngatasin nya ada dua pilihan kak. Pertama kerjain dulu mana yang bener bener mepet mepet banget terus baru kerjain setelahnya. Sambil bawa dengar lagu santai gitu jangan panik, kalo panik malah gajadi jadi nugas. Nah yg kedua sambil di bantuin temen. Lagi lagi disini bisa di liat effort temen buat vara itu besar banget kak. Apalagi temen kuliah kan jarang banget bisa nemuin yg sati frekuensi sama bisa saling bantu. Karena udah smt 5 kek gini ngerasanya makin susah cari temen semuanya pada yg penting diri sendiri aja. Gitu kak 21.19

- Interviews screenshoot of R8


Tsel-PakaiMasker
18.09
68%
Ririndia TBI 5E
dek tapi bagus itu pendiriannya dek puas dengan hasil sendiri walau beda dari orang2. Lanjut ya, pernahkah kalian terlambat mengumpulkan tugas yang diberikan oleh dosen? Sebutkan alasannya!
21.00
Iya kak hehe
Pernah dong kak haha, itu tugasnya dosen posting ke g class room nah deadline nya ada seminggu jadi belum langsung dikerjakan kebetulan juga ada tugas lain yang deadline nya cmn 1 hari jadi harus selesai sesegera mungkin dan ada tugas yang lagi numpuk eh tugas yg deadlinenya satu minggu malah kelupaan di kerjain tapi ttp di serahkan di kolom komentar untuk kelas gitu kak
21.06
Wah saking banyknya tugas, sabar dan tetep semangat nguli dek😄. Terakhir ya, Bagaimana kalian mempertanggung jawabkan hal-hal yang terjadi diluar keinginan kalian seperti ketika mendapatkan tugas serta date line pengumpulan tugas secara bersamaan dari dosen mata kuliah lain dengan tugas yang diberikan oleh dosen di kelas menulis?
21.23
Hehe iya kak makasih ya
Ngerjain tugasnya agak tergesa" dan banyak bgt yang keliru 😕 tapi kalo gak dikerjakan


Tsel-PakaiMasker
18.10
68%
Ririndia TBI 5E
dosen? Sebutkan alasannya!
21.00
Iya kak hehe
Pernah dong kak haha, itu tugasnya dosen posting ke g class room nah deadline nya ada seminggu jadi belum langsung dikerjakan kebetulan juga ada tugas lain yang deadline nya cmn 1 hari jadi harus selesai sesegera mungkin dan ada tugas yang lagi numpuk eh tugas yg deadlinenya satu minggu malah kelupaan di kerjain tapi ttp di serahkan di kolom komentar untuk kelas gitu kak
21.06
Wah saking banyknya tugas, sabar dan tetep semangat nguli dek😄. Terakhir ya, Bagaimana kalian mempertanggung jawabkan hal-hal yang terjadi diluar keinginan kalian seperti ketika mendapatkan tugas serta date line pengumpulan tugas secara bersamaan dari dosen mata kuliah lain dengan tugas yang diberikan oleh dosen di kelas menulis?
21.23
Hehe iya kak makasih ya
Ngerjain tugasnya agak tergesa" dan banyak bgt yang keliru 😕 tapi kalo gak dikerjakan atau terlambat terkadang ada dosen yg tidak ada toleransi jadi ya gitu hasil tugasnya agak ambur aduk hiks
21.33

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SURAT PENUNJUKAN PEMBIMBING SKRIPSI

Nomor : 659 /In.11/F.II/PP.009/ 03/2021

Dalam rangka membantu penyelesaian tugas akhir mahasiswa, Dekan Fakultas Tarbiyah dan Tadrisinstitut Agama Islam Negeri (IAIN) Bengkulu dengan ini menunjuk Bapak/Ibu dosen:

No	Nama-NIP	Jabatan	Mahasiswa/NIM	Prodi	Judul
1	Arif Rahman Hakim, Ph.D. 199012150320151007	P I	Nidia Faradis 1711230127	TBI	An Analysis of Students' Learning Independence in Online Writing Class during Covid-19 Pandemic by Using Zoom at the Third Semester Students IAIN Bengkulu
2	Anita, M.Hum. 199008142019032011	P II			

Untuk membimbing, menuntun, mengarahkan, dan mempersiapkan hal-hal yang berkaitan dengan penyusunan draf skripsi, penelitian,hingga persiapan sidang munaqasyah bagi mahasiswa yang nama yang tertera di atas.

Demikianlah surat penunjukan ini dibuat untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di : Bengkulu
Pada Tanggal : 25 Maret 2021
Dekan,

ZUBAEDI

Tembusan:
1. Wakil Rektor
2. Dosen yang bersangkutan
3. Mahasiswa yang bersangkutan
4. Arsip

KEMENTERIAN AGAMA RI
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS
Alamat : JL. Raden Fatah Pagar Dewa telp (0736) 51276, Fax (0736) 5117 Bengkulu

SURAT PERMOHONAN PERUBAHAN JUDUL SKRIPSI

Hal : Permohonan Perubahan Judul Skripsi
Lamp : -

Kepada Yth. Ketua Prodi
Tadris Bahasa Inggris
IAIN Bengkulu

Dengan hormat,
Saya yang bertanda tangan di bawah ini:

Nama	: Nidia Faradis
NIM	: 1711230127
Jurusan/Prodi	: Tadris Bahasa Inggris
Fakultas	: Tarbiyah dan Tadris

Ingin mengajukan perubahan judul skripsi dikarenakan saran dari pembimbing saya dan atas persetujuan pembimbing saya.
Adapun judul saya sebelumnya adalah: Students' Learning Independence in Online Writing Class during Covid-19 Pandemic by Using Zoom Meeting Application (A Study on English Department Students of IAIN Bengkulu)
Menjadi : Students' Learning Independence in Online Writing Class during Covid-19 Pandemic (A Study on English Department Students of IAIN Bengkulu)
Atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Bengkulu, 2021

Disetujui oleh,

Pembimbing I,

M. Arif Rahman Hakim, Ph.D
NIP.199012152015031007

Pembimbing II,

Anita M. Hum
NIP.199008142019032011

Diketahui oleh,
Ketua Prodi TBI

Feny Martina, M.Pd.
NIP. 198703242015032002

MENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) BENGKULU
FAKULTAS TARBIYAH DAN TADRIS
Alamat : JL.Raden Fatah Pagar Dewa Telp.(0736)15276, 51171 Fax (0736)511171 Bengkulu

PENGESAHAN PENYEMINAR PROPOSAL SKRIPSI

Proposal skripsi atas nama : Nidia Faradis, NIM : 1711230127, yang berjudul **"Students' Learning Independence in Online Writing Class During Covid-19 Pandemic by Using Zoom Meeting Application (*A Study on English Departmentt Students' of IAIN Bengkulu*)"** Telah diseminarkan oleh tim penyeminar pada:

Hari/Tanggal : Rabu, 18 Agustus 2021

Pukul : 09.00 s/d selesai

Dari proposal skripsi tersebut telah diberikan sesuai saran-saran tim penyeminar dan pembimbing skripsi, oleh karena itu sudah layak untuk diberikan surat penelitian(SK Penelitian)

Bengkulu, Oct 6, 2021

Penyeminar I	Penyeminar II
Dr. Syamsul Rizal, M.Pd	**Zelvia Liska Afriani, M. Pd**
NIP. 196901291999031001	**NIP. 199404202018012003**

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Website:www.iainbengkulu.ac.id

Nomor : 4574/ In.11/F.II/TL.00/10/2021 23 Oktober 2021
Lampiran : 1 (satu) Exp Proposal
Perihal : **Mohon izin penelitian**

Kepada Yth,
Ketua Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Tadris IAIN Bengkulu

Di –
Bengkulu

Assalamu'alaikum Warahmatullah Wabarakatuh.

Untuk keperluan skripsi mahasiswa, bersama ini kami mohon bantuan Bapak/ibu untuk mengizinkan nama di bawah ini untuk melakukan penelitian guna melengkapi data penulisan skripsi yang berjudul *"**Students' Learning Independence in Online Writing Class during Covid-19 Pandemic by Using Zoom Meeting Application**"*

Nama	:	Nidia Faradis
NIM	:	1711230127
Prodi	:	Tadris Bahasa Inggris
Tempat Penelitian	:	Prodi Tadris Bahasa Inggris Fakultas Tarbiyah dan Tadris IAIN Bengkulu
Waktu Penelitian	:	21 Oktober s/d 02 Desember 2021

Demikian permohonan ini kami sampaikan, atas bantuan dan kerjasamanya diucapkan terima kasih.

Wassalamu'alaikum Warahmatullah Wabarakatuh.

Plt. Dekan,

Zubaedi

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SURAT KETERANGAN

Bengkulu, 09 Desember 2021

Nomor : -
Lampiran : 1 (satu) Bukti Penelitian
Perihal : **Surat Selesai Penelitian di Prodi TBI**

Dengan Hormat,
Yang bertanda tangan di bawah ini:
Nama : Feny Martina, M.Pd
NIP : 198703242015032002
Pangkat Golongan : Lektor (III/c)
Jabatan : Ketua Prodi Tadris Bahasa Inggris

Menerangkan dengan sesungguhnya bahwa;
Nama : Nidia Faradis
NIM : 1711230127
Asal Perguruan Tinggi : Institut Agama Islam Negeri (IAIN) Bengkulu
Jurusan : Tarbiyah
Fakultas : Tarbiyah Tadris Bahasa Inggris

Dengan ini telah selesai melakukan penelitian di prodi Tadris Bahasa Inggris, mulai 21 Oktober s/d 02 Desember 2021 dengan judul **"Students' Learning Independence In Online Writing Class During Covid-19 Pandemic By Using Zoom Meeting Aplication."** Demikian surat keterangan ini dibuat untuk dapat digunakan sebagaimana semestinya.

Mengetahui
Ketua Prodi TBI

Feny Martina, M.Pd.
NIP. 198703242015032002

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Kepada Yth.
1. Dr. Nurlaili,M.Pd.I. (Ketua)
2. Sepri Yunarman, M.Si. (Sekretaris)
3. Dr.H. Ali Akbarjono, M.Pd. (Penguji Utama)
4. Anita, M.Hum. (Penguji II)

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Assalamu'alaikum Wr. Wb.
Dengan Hormat,
Bersama ini kami mengharapkan Bapak/Ibu untuk menjadi Penguji Skripsi Mahasiswa pada:

Hari/Tanggal : Rabu, 12 Januari 2022
Waktu : 08.00 sampai selesai
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Wassalamu'alaikum Wr. Wb.

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Dekan,

Mus Mulyadi