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## The Students' Perception on Writing Project of Short Story during Covid-19 Pandemic

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### Abstract

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 online learning in Covid-19 pandemic. Point to that, the implementation of online learning faced so many problems, not only for teacher and parents, but for students itself. The extreme condition in pandemic make them traumatic and stressful, and one way that believed to reduce stress is through writing. For that reason, this study is trying to investigate: (1) students' perception on a writing project of short story during covid-19 pandemic, (2) the problem faced by the students in writing project of short story during covid-19 pandemic, (3) the most problem faced by the students in writing project of short story during covid-19. This study applying qualitative design to capture the implementation of writing project of short story. Observation, documentation, questionnaire, and interview were carried out to get the data. The subject are students. The result showed that the writing project of short story applied in online class of SMA Negeri 2 Lubuklinggau, especially in eleventh grade is in the level good. The students had written short story in pandemic of Covid-19. The topic of the short story were oral interview. Furthermore, relating to the washback of writing project, it has been confirmed by the students that its implementation can improves the student's English learning achievement in writing skill. On the other hand, students also faces some difficulties in writing project of short story.

Keywords: Perception, Writing, Short Story, Covid-19 Pandemic.

### Introduction,

A pandemic is a disease that is spreading simultaneously in numerous countries throughout the world (Roxby, 2020). This predicament has had an impact on a variety of industries, including education. Nadiem Makarim, Indonesia's Minister of Education and Culture, issued a Circular Note instructing schools and other universities, including senior high schools, to temporarily halt traditional teaching and learning activities. He stated that the lessons would be delivered via online learning from the comfort of one's own home.

One of the most relevant and potential challenges is online learning. This program had a lot of issues. Teachers and students should follow the government's decision to allow teachers and students to work and learn from home. Since the pandemic of the Corona virus, students have had to adapt to a new manner of learning. They are unable to attend school due to a health issue. And the problem is exacerbated in Indonesia, where students in particular areas are unable to continue the learning process due to a lack of internet access in their location. They also lack the necessary means to follow

the learning process, such as a laptop or a smartphone. This makes it harder for students to participate in online learning. Furthermore, when their parents' state is not conducive to learning.

Listening, reading, speaking, and writing are the four basic abilities to master in the English language. The importance of writing in the learning process cannot be overstated. However, there are some difficulties that students face when attempting to perfect this skill. It's perhaps the hardest skill in language learning to perfect. It is not only tough to comprehend, but also more challenging than other skills. According to Cole and Feng (2010), kids will consider writing to be more challenging than listening and reading. Furthermore, according to Nesambar, Saratha, and The (2001), writing is the skill in which most students are least proficient while learning a new language.

Based on the research background, there are three research questions: (1) What are students' perception on writing project of short story during covid-19 pandemic? (2) What are the problem faced by the students in writing project of short story during covid-19 pandemic? (3) What is the most problem faced by the students in writing project of short story during covid-19?. In order to answer the research question, a qualitative method was employed. The respondent of this research were three students of SMAN 2 Lubuklinggau in eleven grade 2020/2021 academic years. The interview was the method employed by the researcher to acquire data. The researcher employed a standardized open-ended interview to collect data because the goal of this study is to learn about students' perceptions of four different sorts of situations. Topics and issues have been decided utilizing standardized open-ended interviews.

The study's main finding was that students had a positive perception toward writing short stories. Students can improve their vocabulary, practice grammar, develop creative thinking, and improve their spelling by writing short stories. Students must use their imagination to come up with ideas for English short stories. Students, on the other hand, could write a short story based on their imagination and write about their feelings. Writing, according to Tuan (2010), can help students enhance their creativity.

### **Research Methodology,**

This study employed descriptive qualitative methods to evaluate the students' perceptions of the rewards and challenges of writing English short stories. The researcher used a qualitative research approach because she wanted to find out what students thought about the study's findings. According to Cresswell (2012), qualitative research is used to investigate a topic in order to learn more about the phenomenon of the study and to go deeper into the participants' views. The qualitative research approach is an empirical investigation that investigates a current phenomenon inside its real-life environment where the boundaries between phenomenon and context are not immediately obvious and multiple sources of information are used (Yin, 2009: 18).

Qualitative research appropriately seeks answers by analyzing numerous social environments and the groups or individuals who inhabit these settings, according to Berg and Lune (2014, p.8). The

researcher can obtain detailed information and a variety of responses from multiple individuals utilizing qualitative research. According to Lambert (2012), qualitative descriptive is used to examine, describe, and summarize unique participant experiences. Because the outcome is about describing the participants' opinions in terms of their experiences with certain phenomena, the researcher employed descriptive qualitative methods. And this strategy is fit for today's phenomenon, when kids in the Covid-19 epidemic should pursue online learning.

Three students from SMAN 2 Lubuklinggu in the academic years 2020/2021 participated in this study. Fildzah, Nadya, and Qonita were among the pseudonyms used to modify the name. Three volunteers for this study were chosen based on certain qualities. For starters, these students should have written more than four English stories. Second, three applicants for participation should have more English short story than the others. Following that, two of the three participants should publish their experiences on blogs or social networking sites.

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When researching people's perceptions of meaning in their daily lives, qualitative interviewing is a good choice. Interviewing is a technique for discovering information about feelings, thoughts, and intentions that we can't see immediately. The researcher conducted the interview in Bahasa Indonesia because it was the participants' first language. The researcher then utilized a cellphone to capture the interview's outcome. In the interview procedure, you'll need a notepad, pen, and recorder, which will help you collect data more accurately. The data was then analyzed as the final phase. For data analysis, the researcher undertook transcription, member verification, and coding

## **Findings and Discussion,**

### **Findings**

The students' perceptions in this study are centered on their involvement, accessibility, materials, and assignment delivery in a short story writing project that is tailored to their requirements and circumstances. These elements are required to change students' perceptions of writing projects during the Covid-19 pandemic. In this study, students' perceptions were found to be very essential in determining the success of teaching and learning. Because perception encompasses a wide range of internal and external knowledge. Each kid has a unique set of abilities and personality traits. Students' qualities must be considered because they can have an impact on the course and learning.

Writing an English short story had four advantages. Fildzah, Nadya, and Qonita, three of the participants, identified four benefits: expanding vocabulary, practicing grammar, developing creative thinking, and improving spelling. The initial benefit of writing an English short tale for those three participants, Fildzah, Nadya, and Qonita, was to improve vocabulary. One of the advantages of creating an English short tale, according to Fildzah, is that it helps increase vocabulary. Because she frequently found and used terminology while writing, Nadya believes that writing will help her remember it. Qonita also stated that if a new language is introduced, it will be simple to remember, which allows me to understand what it means.

Al-Shourafa (2012) suggested that writing can improve students' grammar, spelling, and vocabulary skills, as well as their language acquisition with words, sentences, and other writing features, allowing them to successfully articulate their ideas. According to Santosa (2017), knowing and using good writing approaches can help pupils improve their vocabulary, grammar, and pronunciation. The second advantage of using an English short story, as indicated by two participants, was the opportunity to practice grammar. Fildzah verified that tenses are commonly used in English short stories, particularly the past tense, which I can study and understand. Nadya verified that the sentence I produced when she first wrote a short narrative in English was random and difficult to understand. Furthermore, AlShourafa (2012) suggested that writing can improve students' grammar and vocabulary skills, as well as their language learning with words, sentences, and other writing features, allowing them to successfully articulate their ideas.

Fildzah, Nadya, and Qonita all agreed that a third benefit of writing English short stories was the development of creative thinking. According to Fildzah, creating an English short tale should entail innovative thinking. Nadya highlighted it since she can examine all of the concepts when she has some challenges or has some extra time. Students must consider the plot of the story when writing an English short story, according to Qonita. According to Tuan (2010), creative thinking might assist students in brainstorming ideas before writing an English short story (as cited in Spaventa, 2000, p.168). Thinking, remembering, reasoning, feeling intrigued, investigating, and freedom of expression are all skills that can be improved, according to Wang (2012). As a result, writing an English short story might help you strengthen your creative thinking skills.

The participant's final benefit is that it can improve spelling when writing an English short story by Qonita. Qonita stated that the first benefit she noticed from writing an English short tale was that it helped her improve her spelling. It's because she always consults an online dictionary if she is unsure about a word's correct spelling. Al-Shourafa (2012) suggested that writing can improve students' grammar, spelling, and vocabulary skills, as well as their language acquisition with words, sentences, and other writing features, allowing them to successfully articulate their ideas.

Traditional learning has long emphasized the importance of student participation, particularly when such education is based on constructivist and social learning theories. Because of technical constraints, distance learners have traditionally studied more independently. Since the advent of

learning, more emphasis has been placed on involvement. It is commonly acknowledged that increasing learning engagement is crucial. It is clear that students' participation has been conceived in a variety of ways when composing the short story. The data showed that each student has a unique set of abilities and personality traits. It needed for evaluating the effectiveness of teaching and learning. Students' perceptions encompass a wide range of internal and external knowledge. The students' qualities need to be considered because they have an impact on the course and learning.

## **Discussion**

The most popular type of literary text is short stories. Before the teacher asks students to write a short story, the teacher gives them some knowledge about short stories and how to write them, such as the main elements of a short narrative including theme and premise, background or exposition, story spine (plot, characters, climax), conflict or crisis, context and setting (time period). And then about premise, which is defined as a statement or concept that serves as the foundation for a logical argument. It functions as a container for the substance of the story's true structure. In a single phrase, the premise establishes the plot. So, the students know what occurs to the characters as a result of the story's activities.

Finishing the story, selecting proper vocabulary, and writing the right sentence are three obstacles noted by participants. The initial challenge in using English short story writing was stated by two participants, Fildzah and Nadya, as being students' inability to finish the piece. Fildzah said that expressing the idea and developing the tale was the most difficult aspect of writing an English short story. During the drafting of an English short tale, Nadya remarked that the inspiration had vanished and that she had run out of ideas for how to continue the plot. Nadya admitted that the story's ending does not always match her expectations. Fildzah agreed with the previous statement.

Students desire to write short tales that will capture the interest of readers, hence Martha and Wendra (2016) described difficulty in generating stories as students wanting to write short stories that will capture the attention of readers. A second challenge in producing an English short story was a lack of vocabulary. Fildzah agreed that it is difficult if one does not know the vocabulary, particularly the word used in the novel. Qonita brought it up since even if one word is misspelled or written incorrectly, it might change the meaning of the lexicon. According to Huy (2015), students should avoid grammatical faults, punctuation errors, and a lack of vocabulary in their writing.

According to Olinghouse and Wilson (2013), students should plan and write the correct words to represent what they write in each of these procedures. The third most challenging aspect of creating an English short tale is coming up with the correct sentence. Dewi admitted that she struggles with grammar and is unable to construct the correct sentence. Nadya, she should double-check her grammar because it was poor. Qonita revealed with the perception that she used Google Translate

when she was unsure about how to handle the grammar. According to Albawi and Younes (2015), grammar is one of the most common writing flaws among students.

### **Conclusion and Suggestion**

The conclusion of this study were based on students' perceptions about how to write an English short Story. Participants who were writing English short stories argued that there were a number of advantages and challenges to writing English short stories. Furthermore, in order to gather deep data, those outcomes from the participants might be viewed from the interview results. The first goal was to demonstrate the advantages of producing an English short narrative. Three participants agreed that creating an English short story has some advantages in terms of assisting students with their English writing.

Three participants agreed that creating an English short story has some advantages in terms of assisting students with their English writing. Participants indicated that writing an English short tale can help them improve their vocabulary, practice their grammar, promote creative thinking, and improve their spelling. The second goal is to learn about the difficulties in writing an English short narrative. According to the participants, there are four challenges in writing an English short tale. Students struggled to finish the story, select proper terminology, and construct the correct phrase when writing an English short story.

The researcher makes some research-related recommendations based on the outcomes of this study. The suggestions are aimed at both students and teachers. The researcher encourages students to compose English short stories on a regular basis. Furthermore, the researcher advises students to devote time to writing an English short story. As a result, students can increase their writing abilities. Students can learn about the rewards and challenges of creating an English short story based on the findings of this study. Knowing the advantages and disadvantages, the researcher advises students to use writing English short stories to develop their writing skills, because English short stories are a simple approach to apply writing skills, and students can prepare well to solve difficulties if they use short stories.

Also, for the teachers. The teachers can learn about the rewards and challenges of writing an English short story based on the findings of this study. Knowing the advantages and disadvantages of utilizing English short stories, the researcher advises teachers to choose English short stories that are appropriate for their students. The researcher advises teachers to teach students how to write an English short story. Next, for the researchers. As a result of the study, future scholars will have a better understanding of the advantages and obstacles of creating an English short story. After that, the researcher advises other researchers to expand on this research by employing a different method. Furthermore, the researcher suggests that future researchers include more people in such studies.

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