

TRANSFORMATION OF WRITING GUIDANCE SCHEME IN THE POST-PANDEMIC PERIOD: STUDENTS' VIEWPOINT

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Abstract: The Covid-19 pandemic has left many changes that have just made people aware of the importance of technology mastery, especially in terms of language learning. Learning writing skills, for example, has experienced a shift in the scheme of writing guidance from the practice of using paper to digital-based applications. Therefore, this study aims to investigate students' views on this shift in writing guidance scheme concerning the effectiveness of giving and responding feedback. This research was an interview study involving 4 students as participants whose perceptions were investigated through semi-structured interviews. The findings indicated that students had to adapt themselves in writing guidance scheme in the post-pandemic. Students stated that they were facilitated in responding to writing feedback asynchronously and could track their writing progress. Some opportunities for improvement were also identified, namely less time-consuming to check students' work. Further research are suggested to explore more about the lecturer's viewpoint on the transformation of writing guidance scheme in the post-pandemic.

Keywords: Post-Pandemic, Transformation, Writing Guidance

INTRODUCTION

The learning system has undergone many changes after the Covid-19 pandemic, including language learning. This is the impact of adjusting the learning system during a pandemic which demands changes (Churiyah, Sholikhah, Filianti, & Sakdiyyah, 2020; Onyema, et al., 2020) due to limitations that cannot be avoided for more than two years since the pandemic has been present. Through various evaluation processes, apart from the negative impacts caused by the pandemic, there were also many positive impacts that resulted in various innovations to be implemented continuously even in the post-pandemic period (Gyimah, 2022; Tan, Rudolph, Crawford, & Butler-Henderson, 2022). For example, some of the innovations still implemented today are the use of technology which is the basis for the development of learning instruments such as media, materials, methods, and assessments.

In learning language skills, the methods applied now have been highly developed and integrated with technology since the pandemic has indirectly forced all learning systems to rely entirely on the use of technology (Squire, 2022; Chick, et al., 2020; Winter, Costello, O'Brien, & Hickey, 2021). In writing skills, for example, there is a significant change in the writing guidance scheme. In the pre-pandemic period, many lecturers still depended on paper-based writing guidance because it made it easier for them to check students' writing and immediately provide feedback in the form of scribbles on the paper. In the post-pandemic period, however, this scheme shifted slightly to digital or application-based writing guidance

because the lecturers were getting used to the patterns they were working on during the pandemic which turned out to provide many conveniences.

Learning language skills is dominantly implemented using project-based learning methods (Essien, 2018; Poonpon, 2017), especially for speaking and writing skills as productive skills. Especially in learning writing skills, students need to do a lot of writing practice in the form of projects such as making simple sentences, paragraphs, essays, and other scientific writings. One of the main characteristics of implementing project-based learning is the role of the lecturer or teacher as a facilitator (Habók & Nagy, 2016; Nguyen, 2011; Holm, 2011; Bell, 2010) who monitors and directs students in working on projects so that they are in accordance with learning objectives. That way, the process of guidance and monitoring in learning writing skills using the project-based learning method becomes very crucial.

The guidance scheme for writing projects in the pre-pandemic period still depended on paper, so that a lot of paper was wasted to complete the project during the learning process in a certain period. In addition to the negative impact on the environment, this can also make it difficult for students to recap all of their guidance notes, so that the history of revisions made during the completion of the project is also vulnerable to being lost. As a consequence, students will find it difficult to track the progress they are working on if there is a need that requires them to check certain parts of the entire process.

During a pandemic that limited the movement of students and lecturers in the learning process, all aspects depended heavily on the use of technology. In learning writing skills, the most widely used technology is the review features (Ebadi & Rahimi, 2017; Hoang & Hoang, 2022; Ngui, Pang, Hiew, & Wah, 2020) available in Microsoft Word and other document reader applications such as Adobe Acrobat Reader. These features facilitate the review process in writing projects and store a history of revisions made to a document, so that each user can find out which parts need to be revised and track the revision process. Thus, the process of learning writing skills becomes more effective because of technological assistance that facilitates guidance activities so that it can help students produce quality written work.

There have been many previous studies that explored the use of technology in writing guidance schemes in learning writing skills. However, students' perceptions of changes in the writing guidance scheme from previously paper-based to digital-based in the post-pandemic period have not been revealed much. In this way, this study aims to investigate students' views on this shift in writing guidance scheme concerning the effectiveness of giving and responding feedback. The research question to raise is "how do the students perceive the shift in writing guidance scheme in the post-pandemic period?"

METHOD

This research was an interview study that focused on exploring students' perceptions of changes in writing guidance schemes before and after the pandemic. This approach was employed with the aim that the perceptions held by students could be revealed in a more comprehensive manner through in-depth interviews. Every question that was asked tried to explore their experiences while taking writing courses during the pandemic and now as well as their opinions on the writing guidance scheme that was applied.

Four students were involved as research participants who were selected through purposive sampling. They were selected based on several criteria that were deemed suitable for the research objectives, namely having good writing skills as indicated by their previous writing course scores, having taken all writing courses, and having taken writing courses during the pandemic. All of these participant criteria were determined so that the answers obtained from the interview questions were able to answer the research questions.

The research data was analyzed qualitatively using three stages of analysis popularized by Miles, Huberman, and Saldana (2014), namely data condensation, data display, and conclusion drawing and verification. Data validity or trustworthiness could also be fulfilled through a comparison of the answers submitted by each participant, so that the general perceptions concluded in this study were able to represent the answers of all students who took the courses.

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