

**STUDENTS' SELF-EFFICACY IN USING ONLINE PLATFORMS IN
ENGLISH WRITING**

THESIS

Submitted by

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SURAT PERNYATAAN KEASLIAN

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Students' Self-Efficacy in Using Online Platforms in English Learning

adalah benar-benar karya saya, kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan di dalamnya, maka akan sepenuhnya menjadi tanggungjawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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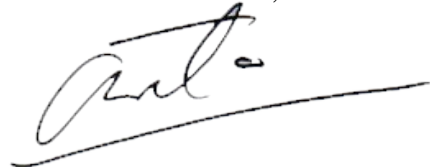
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Finally, I understand my thesis has been far from perfect. Yet, despite this research's flaws, shortcomings, and my limited ability, I have a little expectation it will be beneficial to students and lecturers in English Teaching Education Department. And, I hope to receive comments and suggestions in order to mitigate its flaws and increase my knowledge in academic writing experience.

Banda Aceh, 6 August 2024

The Researcher,



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ABSTRACT

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In English Writing

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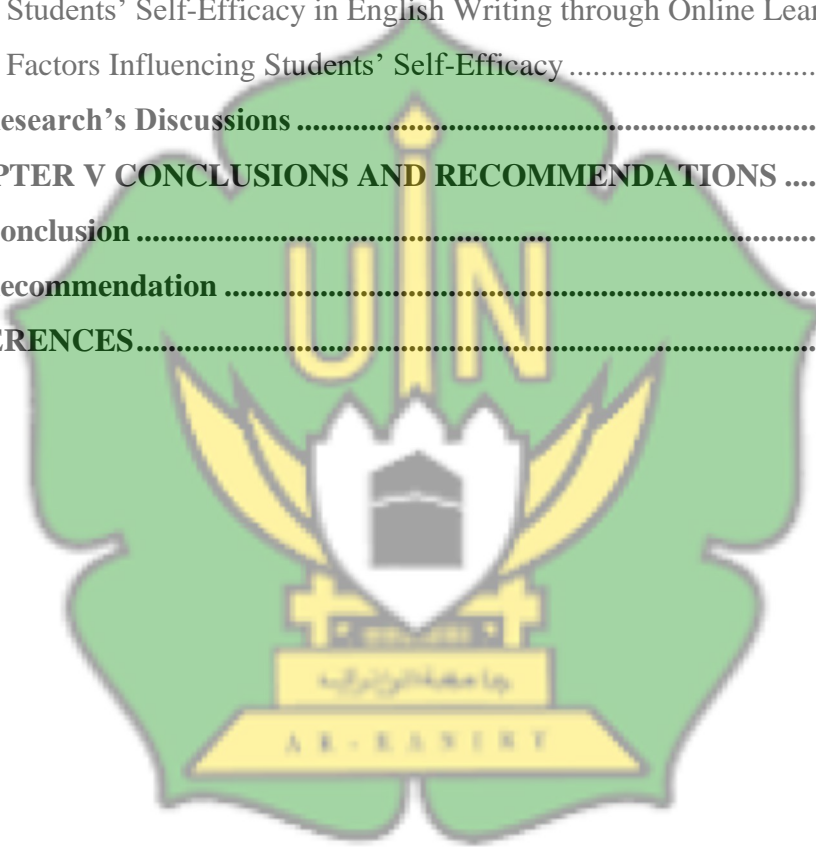
Keywords : *Self-Efficacy, Online Platforms, Online Learning, English Writing, Grounded Theory*

This research explores students' self-efficacy in using online platforms in English writing during lockdown era which students was giving mandatory to hold learning activity at home. In order to understand what happens to students' self-efficacy in using online platforms in English writing and what factors that influence their self-efficacy, this research uses qualitative method with grounded theory approach, and the data is collected through semi-structured interview. The researcher determines using small subject-sampled, therefore, the participants for this research are four EFL students, selected through snowball sampling. The research's findings unfold three major aspects to describe students' self-efficacy in English writing through online learning, which are: 1) students' attitude toward English writing and online learning, 2) students' judgement about themselves, and 3) students' initiative in helping themselves in English writing class. Consequently, students' self-efficacy subtract from the three aspects can be addressed in both positive and negative mood. As for factors influencing students' self-efficacy, three points is also simplified in the findings: 1) Comparison between past experience and present event, 2) dissatisfaction with lecturers given feedback, and 3) students' interest in technology.

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CHAPTER I

INTRODUCTION

A. Background of Study

According to Brown (2004), in language teaching, experts believed that writing was mainly a convention for recording speech and supporting grammatical and lexical features of the language. Writing is indeed considered the most difficult among the four basic skills in learning English. Vadia and Ciptaningrum (2020) claim that a writer needs to follow through complicated steps to produce a high-quality written product. Hammer (2003), as cited in Vadia and Ciptaningrum (2020), lays out the steps required to produce high-quality writing, such as planning, drafting, editing, and creating a final version. This whole writing procedure would need feedback, comments, and suggestions from the instructors.

Despite being considered challenging, writing is a productive skill considered one of the indicators of academic achievement (Vadia & Ciptaningrum, 2020). At university levels, especially within the context of English language teaching (ELT) in Indonesia, writing courses usually serve as the core courses. Usually, English lecturers would simply teach steps to write in English in classrooms. However, the COVID-19 pandemic has not become anything but abruptly brought about various limitations, such as lockdowns, physical building closures, and the now-too-familiar notion of working from home (Kabir et al., 2021). Likewise, the current pandemic has restrained in-person classroom activities, and online learning has become the solution for most (if not all)

university students worldwide (Kelly & Columbus, 2020). In this sense, university lecturers have widely used various online learning platforms (Gay & Sofyan, 2017; Vadia & Ciptaningrum, 2020).

The term “online platform” refers to online services enabling people to do various online activities (OECD, 2019). According to OECD (2019), these online platforms can include marketplaces, payment systems, app stores, communications tools, and much more. These online platforms connect people through the internet with online platforms, such as Google Classroom, Canvas, Edmodo, Quipper, or Khan Academy, have provided avenues for many English as a Foreign Language (EFL) learners to continue learning English writing despite the dire situations (OECD, 2019; Cakrawati, 2017), especially during Covid-19 pandemic where in-person learning opportunities have been somewhat limited.

Hence, the online platforms that EFL learners use need to be assessed to see if they play a role in helping students perform better. The self-efficacy theory seems appropriate for evaluating the effectiveness of using online platforms for learning English writing. According to Bandura (1997), self-efficacy is understood as a person’s belief about one’s ability to produce a specific performance affecting life or is additionally described as people’s beliefs when they are given a task and able to pursue their achievement.

Much research has been conducted to investigate self-efficacy related to learning language skills. For instance, Almarwaey (2017) utilized the theory of self-efficacy to explain the effectiveness of students' learning the English

language by using social media. The result of this study, which included 286 participants from Umm Al-Qura University (UQU) in Mekah, shows that social media has promoted effective English language learning.

Another similar research was conducted by Tai (2016). The findings show that the instructional approach, collaborative writing instruction, effectively increased the learners' writing performances and affected the inherent structures of the learners' self-efficacy from theoretical to pedagogical perspectives, with the learners' writing self-efficacy beliefs being transformed by the instruction and becoming consistent.

Nonetheless, some interesting findings were reported by Yantraprakorn et al. (2018). Their research explores why certain highly efficacious learners failed in an online foreign language course according to Bandura's theory of self-efficacy. The findings show that some factors could lower online learners' self-efficacy and cause concern about their decision to withdraw from a program.

The existing literature has shown positive connections between writing self-efficacy and students' performance. Nevertheless, little research, particularly within the context of Indonesia, has been conducted to investigate students' self-efficacy toward learning writing through various online learning platforms, so we lack an understanding of whether students' self-efficacy on online learning platforms contributes to their English writing performance. In order to fill this void, this present study is conducted to analyze the self-efficacies of English

student-teachers who have been forced to use various online platforms for learning English writing.

B. Research Question

This study seeks to answer the following research questions:

1. What happens to students' self-efficacy when learning English writing through online platforms?
2. If online platforms do influence their self-efficacy, what factors might have caused such influence?

C. Research Aims

Therefore, the aims of this study are

1. to describe what happens to students' self-efficacy when learning English writing through online platforms.
2. to find out the factors influencing the students' self-efficacy when learning English writing through various online platforms.

D. Significance of The Study

This study is expected to be practically and theoretically beneficial for the following stakeholders:

1. EFL Students

This study is conducted to help EFL students realize the influence of their self-efficacy on their academic performance.

2. EFL Teachers

The result of this study is expected to provide English writing teachers with a kind of reflective opportunity about what influences students' self-efficacy in learning through online platforms and what their self-efficacy can inform about pedagogical choices for teaching using online media. Thus, teachers can motivate students with low self-efficacy to learn through any platform in the future.

3. Other Researchers

This study is far from perfect. I am aware that this study has some limitations. Yet, I hope this study contributes an additional understanding that others can learn to enrich their knowledge and be helpful to subsequent researchers investigating similar topics.

4. The Institution

In order to support students learning through online platforms regarding the COVID-19 situation, the institution needs to know what kind of difficulties the students face according to their self-efficacy in learning. I

hope the institution will fully consider the importance of students' self-efficacy to their academic achievements when making policies.

E. Research Terminology

Below, I provide brief definitions for the following operational keywords to avoid misunderstanding.

1. *Students' Self-Efficacy*

The term "self-efficacy", coined by Bandura (1994), refers to a personal judgment of "how well a person is able to accomplish courses of action which is required to deal with prospective situations." According to Bandura (1997), people may develop self-perceptions of the ability, which become influential to the purposes they pursue and to the control they exercise in their environments. Hence, Tai (2016) asserts that two aspects need to be acknowledged when students have participated in learning activities; (1) their self-perceptions of their own capabilities for handling a specific task (competence) and (2) their self-perceptions of their control of environmental factors that may influence their learning (confidence).

In addition to the previous explanation, students' self-efficacy refers to students' reflection and assumption on how they run through the occasion to reach the final goal. Later, that sort of assumption and reflection can affect students' decisions on how much effort they will give

for the task, how confident they will be to experience the state, and so on (Dinther et al., 2011).

2. Online Platforms

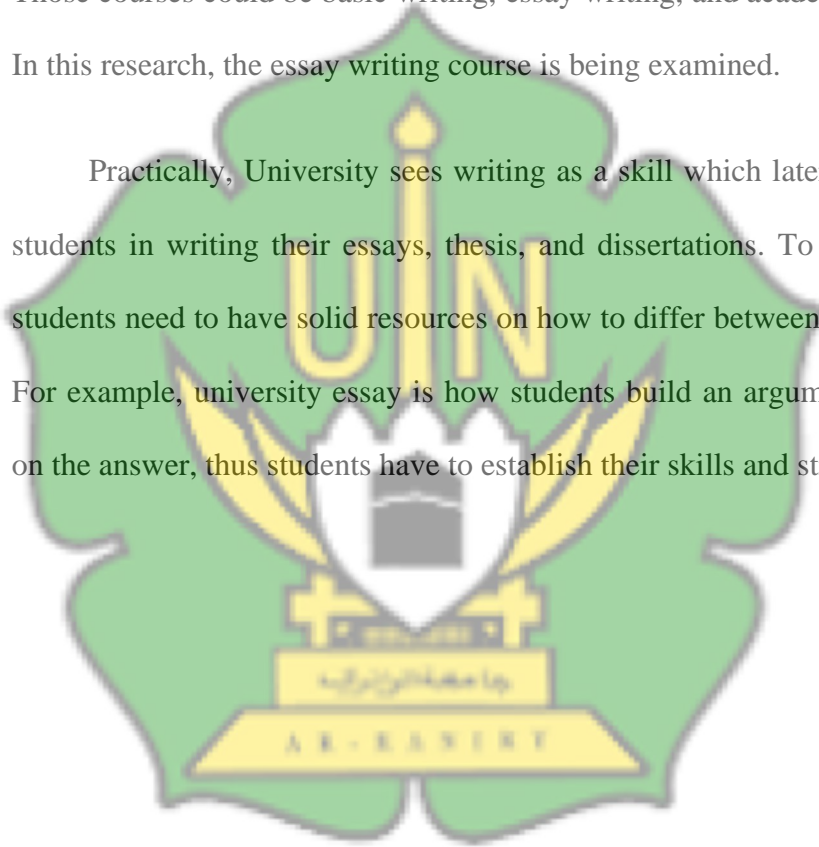
Online platforms have been described as services used widely on the internet. The services include marketplaces, search engines, social media, communications services, payment systems, etc. Some online platforms such as social media (*Twitter, Instagram, Tiktok, Youtube*, and so on) and search engines (*Google, Bing, Yahoo, etc.*) offer entertainment and informational agenda and educational ones. Thus, the online platform used to help students learn, basically invented for educational purposes, is classified as communications services, such as *Google Classroom, Canvas, Google Meet, Zoom*, and much more. The four online learning platforms mentioned before are the most commonly used by English Language Education students studying from home.

3. English Writing

Javed et al. (2013) stated that writing is perceived as a rather difficult skill for foreign language students as it happens for the native speaker as well. Stated by Muniruzzaman and Afrin (2024) that the obstructions mostly experienced by English learners in writing skills are their lack of knowledge to use topic sentences and academical statements, their inability to arrange coherence and cohesion, lexical resurces, and grammatical constructions. Therefore, Braine and Yorozu (1998), cited in

Javed et al. (2013), mentioned that writing skills must have a well-structured way of presenting thoughts in an organized and planned manner. That, writing is seen as a must-have skill for every university student because it is considered an academic achievement (Vadia & Ciptaningrum, 2020). Several writing courses are included in the university syllabus. Those courses could be basic writing, essay writing, and academic writing. In this research, the essay writing course is being examined.

Practically, University sees writing as a skill which later helps their students in writing their essays, thesis, and dissertations. To write them, students need to have solid resources on how to differ between those tasks. For example, university essay is how students build an argument to work on the answer, thus students have to establish their skills and strategies.



CHAPTER II

LITERATURE REVIEW

This chapter covers the literature review of this research, including the area of students' self-efficacy, online platforms, and English writing.

A. Students' Self-Efficacy

1. *Definition of Self-Efficacy*

The term “self-efficacy” was brought by Albert Bandura almost in every research he conducted. Bandura (1994) believes self-efficacy shapes how people think, feel, behave, and motivate themselves. Thus, self-efficacy refers to people's views or beliefs on how well they can accomplish sets of activities required to deal with possible situations (Bandura, 1982). Alqurashi (2016) claimed that the theory of efficacy is possible to influence a person to pursue their desired outcomes fervently.

Regarding the description above, the term “students' self-efficacy” is also known as “an academic self-efficacy,” which is explained as students' beliefs about how well they are able to successfully work on their academic tasks or to pursue their learning goals at predetermined levels (Basith, Syahputra, & Ichwanto, 2020). Therefore, Bandura (1986) exposed that academic self-efficacy also refers to the students' perception related to how well they are in accomplishing assignments given by the teachers in the class.

2. Sources in Self-Efficacy

Moreover, Bandura (1997) stated that self-efficacy requirements are based on four major sources of information which are:

a. Performance accomplishments (called inactive mastery experience)

This first source of information is important as it is related to students' previous successful experiences. The situation in which students have experienced the same success has strong efficacy expectations that suggest lessening the negative effect of failure (Bandura, 1997).

b. Vicarious experience

This source does not depend on students' previous successful moments; instead, they evaluate people's performance successfully. According to Bandura (1997), students cause themselves to believe if people are able to successfully go through it, they at least have to be able to improve their performances.

c. Verbal persuasion

This source depends on students' encouragement and feedback (Alqurashi, 2016). Practically, it means self-efficacy is able to be powered by someone who learner believes can give reliable comments about what learner is capable or not capable of (Maddux, 2009).

d. Physiological states

The physiological states may have a direct effect on students' self-efficacy. When people examine stress and anxiety, they rely on their physiological states. Then, according to Bandura (1997), students could possibly have higher self-efficacy if they are not enduring negative sensations.

3. *The Role of Self-Efficacy in Performance*

The role of self-efficacy in performance is to make students believe that they are able to achieve the tasks given. So if they have formed the desired outcome, they will be encouraged and motivated to improve a particular action (Hashemnejad et al., 2014). Yet, self-efficacy is not understood as skills, motives, desires, or needs for controlling the situation (Maddux, 2009). Stevenson (2015) stated that self-efficacy is rather a role in how people believe about themselves, whether they will successfully reach the final resolution or not.

As stated by Cherry (2024), there is a distinctive rope between self-efficacy and performance. People with high self-efficacy tend to have an interest in every activity, they also have stronger commitment to engage in their interests activities, they do not setback and move on from disappointments quickly, and they urge to master the challenging tasks. Therefore, people with high self-efficacy give the best performance to the task and outcomes. On the other hand, people with poor self –efficacy settled for less. They do not take any challenging problems, they do not hold personal confidence, and they focus on the failing and negative

outcomes. And in the end, people with poor self efficacy do not have higher performance given to finish the tasks and problems.

B. Online Platforms

1. Definition of Online Platforms

The term online platform refers to a public-facing Internet web page, web application, or digital application, including a social network, ads network, or search engine which sells advertisements straightforwardly to sponsors. The online platform also provides a hosting service that stores public information. This term has been widely known as a range of services accessible on the internet, including search engines, creative contents outlets, social media, communication services, e-learning, etcetera (OECD, 2019).

However, those platforms have different functional purposes. For instance, search engines that people usually use to find information on the internet are examples of widely used search engines: Google, Yahoo!, Bing, and Internet Explorer. Search engines are different from social media, which are invented as tools for people to interact with each other. They simply can create, share, and exchange content and pieces of information. Examples of social media are Facebook, Twitter, Instagram, Youtube, TikTok, etc.

Likewise, communication services also have different purposes from the two platforms before. Communication services focus on the communicational

function used to communicate through media that offers wireless networks, video-conferencing, and voice-delivering (Insee, 2016).

For students, in this COVID-19 situation, the online platform has distributed them to learn through e-learning. However, over the last few years, learning through the online platform or widely acknowledged as e-learning has actually held students' interest. It happens because the progress in the technology itself has influenced the enhancement in teaching-learning systems. Hence, an online learning platform (e-learning platform) is considered as a collective set of interactive online services (communication services) that are available on the internet which require teachers, students, and others to be involved in education with tools, information, and resources to maintain and improve education delivery and management (SAP Litmos, 2020). Examples of online learning platforms which teachers and students commonly use include *google classroom*, *canvas*, *google meet*, and *zoom*.

2. Types of Online Learning Platforms

Whittemore (2019) stated that six online learning platforms are based on the website and application. She claimed it is vital to understand those types because they can help you to achieve your goals.

The first type is learning destination sites. This type is a shared website that deals with courses from many different providers (Whittemore, 2019). Learning destination sites enable you to compose your course using an authoring

tool or learning management system (LMS) and upload or link the course to the site. Common learning destination sites are *Udacity, Udemy, Coursera, and edX*.

The second type is the traditional learning management system which provides the fundamental functionality for improving and hosting an online course. It gives teachers as course designers the authority to control the course, store them, maintain learning profiles, notify progress and grades, and serve other simple functionalities fundamental for online classes (Whittemore, 2019). There are many LMS, such as *Ed Microlearning, Grovo, Blue LMS, etc.*

The third type is an open-source learning management system. It is much like the traditional LMS. Whittemore (2019) stated on her website that they are usually free of charge and can be customized. Common open-source learning platforms are *Sakai, Open edX, and Moodle*.

The fourth type of online learning platform is modern learning management solutions. This type is the improvement of traditional LMS, which now provides well-documented and a new wave of modern solutions. The modern learning management system focuses on learner experience and specific pedagogies that cannot be assisted in traditional LMS (Whittemore, 2019). These include *NovoEd, Google Classroom, Totara, Canvas, etc.*

The fifth type is learning management ecosystems. This type merges the best-of-breed “point” solutions into one platform. According to Whittemore (2019), the name of a few features, which are course authoring software, adaptive learning engines, eCommerce sites, assessment tools, and learning content

management solutions, are organized and displayed to the learner as one solution. The University of Notre Dame's Nexus platform is an example of a learning management ecosystem.

The last type is a costume-built learning platform. This type offers a solution for you to build all or most of the technology you need from the very beginning by focusing on providing business, learner, and pedagogy. This type is considered the most expensive. A good reference for building a learning platform is *HBX*, a custom platform built for *Harvard Business School* to provide sophisticated business certificate courses (Whittemore, 2019).

These six types of online learning platforms are upgraded versions of each other. Hence, the benefits these six types of platforms offer are similar. Zounek and Sudicky (2013) claimed that unlimited access to learners' knowledge and information is a major benefit. Another benefit is flexibility which refers to the internet principle of "anywhere" and "anytime." Thus, learners are free to personalize their learning schedule to visit a study unit.

Nevertheless, the flexibility is based on teachers' general guidelines and deadlines. Last but not least, the benefit is the adventure that is able to be experienced by teachers and learners when it comes to sharing information and contributing to many topics and projects. Learners can easily work in group-based environments, and teachers can deliver direct feedback on their opinions and solutions. However, the decision to use these online platforms is made considering teachers' and students' competence, tools, resources, and money.

C. English Writing

Writing is an important skill to be mastered in learning a language. It is also part of language performances. Writing also can be a measurement of one's ability to dominate language. Nevertheless, writing is a complicated activity that requires a writer's communicative skills, which is difficult to improve without sophisticated experience, especially in the EFL context. Thus, four written performance categories reflect the range of written production (Brown, 2004), (1) *imitative*, (2) *intensive (controlled)*, (3) *responsive*, and (4) *extensive*

Imitative means students should learn to write letters, words, punctuation, and short sentences. A learner should read and copy the passage to get the correct order of the words (Ketabi, 2015). *Intensive (controlled)* means students are expected to be able to write appropriate vocabulary within an ambience, like idioms and correct grammatical features (Brown, 2004). *Responsive* refers to students who require showing at a limited discourse level, connecting sentences into a paragraph, and creating logically connected sequences of two or more paragraphs. Brown (2004), as cited in Fatimah and Yusuf (2019), mentioned that responsiveness is connected with writers' creative responses to the pedagogical or assessment framework task. *Extensive* indicates mastering all writing strategies for all purposes, up to the length of an essay, a major research project report, a thesis, and much more.

1. *Genres in Writing*

There are three genres in writing according to Brown (2004). The first genre is *academic writing*, including *papers, general subject reports, compositions, short-answer test responses, theses, essays, and dissertations*. Academic writing, according to Gabi (2022), is a process of discovering a particular topic or subject using evidence-based perspective. Academic writing provide a writer to present as not only a receptor of knowledge, but also a creator of knowledge. Therefore, Kozak (2020) believes as to serve a written expression to public, an academic writer must give the understandable approach for their audiences,

The second genre is *job-related writing*, such as *messages, letters, emails, memos, schedules, labels, announcements, and job evaluations*. Job-related writing is needed for communication purpose to complete job-related task (Moxley & Gerdes, 2023).

The last genre is *personal writing*, for instance, *greeting cards, invitations, emails, notes, shopping lists, reminders, financial documents, personal journals, stories, poetry, etc*

2. *Strategies in Writing*

Strategy is one of keys to master writing skill, and brainstorming is one of strategies that is popular among second language learner. There are

several techniques in brainstorming such as mind mapping and free writing (Omidvari & Abedianpour, 2018).

Mind mapping techniques in writing skill aims to enhance students' focus and creativity (Agustina, 2020), also according to her, mind mapping helps students in improving the understanding toward the topic. Like mind mapping, freewriting is conducted to help students focus, specifically, in the task of writing. Freewriting makes students' engaged to the writing task and makes the writing environment comfortable for them (Park, 2020). In addition to mindmapping, self-regulated learning (SRL) also one of strategies that helps students in mastering their writing skill performance.

SLR is acknowledged as a process in which writing learners display, monitor, and control their cognitive, emotional, and behavioral efforts while planning the relevant strategies and assessing the results (Inan-Karagul & Seker, 2021). This strategy was raised by Bandura around 1980s and had its relation to self-efficacy. Several previous studies listed in Umamah et al. (2022) show simmlar outcomes for self-regulated learning in writing which is the strategy has affected students' writing performance and achievement.

D. Previous Studies

In the previous chapter, I referred to a few studies related to this research variable. I will discuss a few more related studies to situate this present study in the current body of knowledge.

Bruning et al. (2013) analyzed writing self-efficacy in two studies. The first study involved middle school students who completed the Self-Efficacy for Writing Scale (SEWS) questionnaire along with the Writing Habits and Beliefs Survey (WHBS). The second study collected data from two high schools. This research offered three factors: self-efficacy for writing ideation, writing conventions, and writing regulation. The result revealed writing ideation, in which the process is helping you to find ideas through steps like brainstorming, and self-regulation self-efficacy to be remarkably more robust and related to liking writing than conventions self-efficacy but less connected than conventions self-efficacy to SWA scores. However, three dimensions of writing self-efficacy appeared to be positively connected to self-reported writing performance. Also, the three dimensions of writing self-efficacy for students in more advanced English/language art classes were claimed to be at their high levels in further analyses. To sum up, the research's findings supported multifactor models of writing self-efficacy and the utility of a closer relation between self-efficacy measures and the domains being assessed.

Later, Ramos-Villagras et al. (2018) conducted a study measuring university students' writing self-efficacy and assessing its psychometric properties. The students' writing self-efficacy was assessed with three different Spanish-translated questionnaires, the Self-Efficacy for Writing Scale (SEWS), the General Self-Efficacy Scale, and the Self-Efficacy for Writing. The results showed that SEWS keeps the students' dimensionality in the Spanish version, structured by ideation, writing conventions, and writing self-regulation. The

correlations between SEWS and Self-Efficacy for Writing are higher than those with the General Self-Efficacy Scale, although the two correlations are also considered high. This study also narrated that men have higher values on SEWS and its two dimensions, ideation and conventions.

Next, Bailey and Lee (2021) investigate whether social networking for language learning (SNLL) helps students practice second language (L2) writing on online platforms such as social media such as Facebook. This research suggests active participation in social networking would result in better language outputs. Later, the highlight of this study will be the participants' interactions when participating on social media. While self-efficacy and task value are two motivational factors taken in the context of SNLL. The participants are 203 students engaged in a six-week SNLL program to research task value, self-efficacy, and participation. Implementing a meditation model shows that self-efficacy mediates the relationship between task value and participation. It means the increasing levels of self-efficacy elaborate the relationship between the value SNLL gives to language learning goals and participation in L2 class Facebook groups.

Sriwiyanti et al. (2021) has conducted a significant research relating to self-efficacy and student engagement in online learning during pandemic. Aiming to portray student engagement in online learning during pandemic, the study adopted qualitative method with a literature review approach to help in gaining the outcomes. Also, this study explores the role of self-efficacy toward students

engagement in online learning. Mainly, the data used for this study gained from journals, books, and legislation studied systemically and described descriptively. The result revealed that self-efficacy is the essence variable influencing students engagement in online learning, and consequently, improving students self-efficacy in academical activity helps their participation and attitudes towards the online learning environment.

Among the latest journal about writing skill and self-efficacy is conducted by Zhang and Zhang (2024). The study's goal is to explore the relationship among writing self-efficacy, writing strategies for self-regulated learning (SRL), and writing achievement in L2 students by adopting latent profile analysis and path analysis. The study took place in China with 391 two universities' students as a subject sampled. The participants were asked to respond to the Writing Strategies for Self-Regulated Learning Questionnaire, Genre-Based L2 Writing Self-Efficacy, and write an argumentative essay with a given prompt. Using latent profile analyses, the researcher discovers three profiles of writing self-efficacy which are *low on all self-effocacy, average on all self-efficacy, and high on all self-efficacy*. And then, discovered through ANOVA and Welch's tests that the three profiles are remarkably distinct in writing self-efficacy, SRL writing strategies, and writing achievement. Additionally, the study also uses path analyses to show differences in the predictive effects between variables.

The variables used in the previous literature are similar to what I researched; the contrast between those research studies and this research is the

method, the participants, and where they take place. Most of the previous study regarding self-efficacy would dig into the measurement of self-efficacy using the quantitative method. The researchers calculated students' self-efficacy with the Generalized Self-Efficacy Scale, Self-Efficacy for Writing Scale (SEWS), etc. Nonetheless, in this study, I use qualitative research method and semi-structured interviews to collect data about students' self-efficacy in using online platforms (e-learning) for English writing.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

This is a qualitative study in which I interview the participants using semi-structured interviews to know what happens to their self-efficacy towards their experience and what factors influence their self-efficacy in the English Writing course using an online platform. Patton (2015), as cited in Grambow (2020), emphasized the qualitative method is served to control the complexities of social constructs.

While there are choices in designing a qualitative study, this research uses a grounded theory approach. According to Creswell (2018), “grounded theory is one of qualitative approach in which the researcher derives a general, abstract theory of a process, action, or interaction grounded in the views of participants in a study” (p. 329). Based on Creswell's statement, it can be inferred that grounded theory was built from the participant's experiences through the event. Charmaz (2006), as cited in Thornberg (2012), stated that her constructivist GT looks into the researcher's interaction with the field and the participants to discover the theory, not that discovery was based on assuming the data. Starting from the Charmaz's claim, the constructivist GT is later used as the research design of this study because I believe her claim about constructivist GT is well-suited to help me finish this research.

B. Research Participants

Participants required for qualitative research is aimed to acknowledge the underlying variable taken for the research (Humphreys et al., 2021). Choosing a sample in a large population is acknowledged as sampling; it collects information about the whole population but examines only a small part of it (Kabir, 2016). Snowball sampling is a convenient method of selecting subject and takes a little time because it refers to chain referral in which the rest of the samples are linked to the first sample (Naderifar et al., 2017). Hence, according to Naderifar et al. (2017), snowball sampling helps gather access to the target population. Despite using snowball sampling, I narrow the participants into several criteria, which are an EFL/ESL and a student who have taken writing class using online platforms.

I determined to use a small number of samples to wish they could represent their experience of using online platforms in English writing, and for the participants and my convenience environment, I decided to interview female participants. For that reason, the participants for this research are four female students. Later, I construct the theory of the variable based upon their data. Furthermore, according to Corbin and Strauss (2015), as cited by Andrew (2022), the number of participants for the research is flexible formulated on how they are able to reach a well saturated theory. On one occasion, choosing less than four could be enough since I interview the participants twice to get a good coding.

As for the participants' background, besides their academical criteria that I pursued, they are different to each other. Thus, I put them in aliases in quoting

their interview. I disguised them with Pia, Anna, Nur, and Siti. Pia and Anna is two female students domiciled in Banda Aceh, while Nur was studying in Banda Aceh, she is from Sigli, and Siti is from Langsa even though she spends her life back and forth between Banda Aceh and Langsa.

C. Method of Data Collection

In collecting the data, I used a semi-structured interview. Semi-structured interviews may help me know the participants' self-efficacy experiences; I prepared several key questions that helped explore the defined experiences modeled based on several studies related to self-efficacy and grounded theory. This grounded theory research depends only on the interview results and automatically becomes the first and primary data collection method that provides key information to construct codes for building theory (Corbin & Strauss, 2015). In other words, the interview helps me assess the nature of students' self-efficacy.

For this research, I interviewed four female participants at different times. Each participant took around 20 to 30 minutes to answer all of the questions, I assume they spent one to two minutes solving one question.

I began the interview following the appointment date and place that have been made with each participant. They chose different places and nuance in attending the interview session. For the first round interview, I met one of the four participants in hospital's café at noon and the rest in the café during lunch. The interview started with introduction between me and the participants, I tried to make the environment casual without setting as if it is a formal meeting. I spent

five to ten minutes melting the tension. As the participants felt comfortable, I included the interview questions one by one after having their permission to be recorded. Because the interview was set to be semi-structured interview, I listened to their long answers while guiding them to reach the point that I needed for the research.

Because there is a possibility for occurring second round interview, I notified the participants and asked for their time. Having their consent, I took the second interview during the lack of the data that I found from the first interview to put it into the coding. Half of the participants were interviewed through whatsapp calling and the rest of the participants were taken place in the regional library. For the second interview, I only asked them several questions that I needed to dig the depth information. Therefore, it only took 10 to 12 minutes for them to answer.

D. Data Analysis

After collecting the first round of interviews, my first actions are to listen to the tape recording, transcribe the interview data, and then read through the whole written transcription. Creswell (2013) suggested that by reading the transcript to gain an in-depth understanding of the findings, the researcher must identify specific phrases or sentences that are categorized as the key to the experience. Next, I developed codings and clustered them into themes. Then, I integrated the identified themes into an in-depth, thorough phenomenon description. After collecting the data, I engaged in open coding, collecting the analytical memo, axial coding, theoretical sampling, and closed by selective

coding. Following Grambow (2020), this step brought new themes and code by emerging the data, which then informs the next data process. Theoretical sampling could gather new data or review existing data from a new theoretical perspective (Hernandez, 2009; Grambow, 2020).

I used analytical memo to help between the interview data and creation codes. It is considered a written analysis record, including the findings of Grounded Theory research analysis (Corbin & Strauss, 2008; Mohajan & Mohajan, 2022). Charmaz (2006) claimed memo might be about anything written throughout the life of a research study, such as events, cases, categories, or relationships among them.

In this research to jump into the first step, open coding or known as well as initial coding or line-by-line coding, I used the help from a specific tool named *Delvetool*. The tool helps me break through the coding and create an analytical memo to close what I am missing in my interview. After coding the data into the open coding, I begin with axial coding, in which I compare codes categorized in the first open coding. In this axial coding, I need to find the connection between codes, and later, I submit the same codes under sub-categories, also I can take memos when I find something missing from the data. From the axial coding then I move to do theoretical sampling because there is some gaps I can find in the data; after that I come back again to proceed the open coding and axial coding for the new theoretical sampling that I have found through interviewing the subject for

the second time. Last, I finished the data analysis by creating a core category or selective coding. However, the selective coding was an option.



CHAPTER IV

DISCUSSION AND RESULTS

This chapter addresses answering the research questions of what happens to students' self-efficacy and what factors influence their self-efficacy. After interviewing 4 students, I conducted the analysis using the help of *Delvetool* and developed some theories as the possible answers for the two research question; students' self-efficacy and factors that influence their efficacy.

A. Research's Findings

In this sub-title, I explore the theme I have from the data. The theme came up after analyzing the data based on my perspective and comparing it to make several codes that can be the leading theme.

1. Students' Self-Efficacy in English Writing through Online Learning

Based on the interview data, I developed three major aspects related to Students' Self-efficacy. The three major aspects are *students' attitudes toward English writing and online learning, students' judgement about themselves, and syudents' initiative in helping themselves in English writing class*. The discussion of these three aspects is as follows:

a. Students' attitude toward English writing and online learning

Several major findings are identified in this aspect, such as insecurity and fear, difficulty, and motivation and demotivation.

1) Insecurity and fear

Students talk about insecurities and fear in participating in English writing class using online platforms because they could not actively participate in building the class atmosphere, also they are afraid to participate because they believe they did not master English writing yet, at that time. The following interview from Pia (exerpt 1) and Anna (exerpt 2) exemplified these findings.

Excerpt 1

“I think I am not confident to be actively participated in online platform learning, not just for English writing but for all the classes. I am lack of confident so I cannot actively participate. So, ehm, I just like listen and not asking or answering the lecturer’s questions. I am not confident for that.”

Excerpt 2

“I am a little bit scared because I don’t really master writing and the learning process is not really going well because the lecturer not everytime join the class.”

2) Difficulties

The students also faced some difficulties during participating in online learning class. They said it relates to the lecturers’ skill in mastering technology. They also stated that the signal interruption is holding them up in joining the

learning process. I quoted it in the following excerpt by Anna (excerpt 3) and Siti (excerpt 4)

Excerpt 3

“I think I have a lot of difficulties while using online platform in English writing classes, because I think that it's about the lecturer itself like there is a lot of lecturer that don't know how to use technology so it's hard for us to learn it. One of my lecturers, he didn't know about the electronic at all, so it's hard for us to learn it”

Excerpt 4

“Of course, I have ever came across any difficulties when using online platforms, such as bad network, then sometimes I felt bored because I only sat in front of the screen and I can't talk with my friends clearly.”

3) Motivations and Demotivations

Besides insecurities, fears, and difficulties, the students talk also about their motivation to join online learning. First motivation mentioned by Pia (excerpt 5), was that at that time the world was facing a pandemic and it was spread across the country, hence like it or not, they are forced to join the side with participating in learning activity using online platforms.

Exerpt 5

“I would say it is because Covid-19 pandemic. If it didn’t happen in the worldwide especially Indonesia or in Aceh. If it didn’t spread too fast, we will not even try wanting to use an online platform or online learning.”

Other motivation is they still hold onto the perspective of the importance on writing skill in learning English. This motivation, which I quoted in the following excerpt, came up from Nur (exerpt 6).

Exerpt 6

“I think English writing class is needed for all students in English department because it is one of the important skills in learning english and by learning english writing we can write well and we can learn grammatical structure such as tenses, sentence structure, part of speech,...”

Some of them may gain motivation, but there are some who hit by demotivation because the pandemic nuance, but this demotivation is also occurred because their laziness in learning. I quote Anna’s (exerpt 7) and Nur’s (exerpt 8) sayings on the later interview exerpt.

Exerpt 7

“...Because its hard in pandemic because we are lack of motivation from the students...”

Exerpt 8

“Eee... I'm not sure about my competent in taking english writing class using online platform because I really lack of motivation, so it's hard for me to learn because I don't have motivation and I just don't want to learn so I am so lazy at that time.”

The students' attitudes on learning English writing using online platforms vary quite a lot, as you can see. It is hard to say because neither they stated the attitudes using negative mood nor positive mood

b. Students' Judgement about themselves

In these two following excerpts, Siti (exerpt 9) and Pia (exerpt 10) answered the question with quite similar mood and from this we could see students' personal judgements are related to self-enhancement values which are power and achievement (Sousa et al., 2012; Barni et al., 2019).

Exerpt 9

“...Well, I am not going to judge myself but I am just in the middle. I am not that smart or fool at writing so... I am just in the middle.”

Exerpt 10

“I am not sure how competent I am at that time, but at the end of the class I got a good score for the course.

Lining to the skill component, it seems like the students did not show a greater skill for writing, along with that to the knowledge component, it seems like they did not specify their knowledge to be related for their future life. In this point, there is possible correlation between personal values and their confidence, the lower value of knowledge later be seen as the students' insecurities (Ait, 2014).

c. Students' initiative in helping themselves in English writing class

The platforms used for learning English writing at that time revolved around *Canvas, Google Classroom, Zoom, Whatsapp, and Plotagon*. Those are the platforms that are designed by the academic affairs and lecturers, according to Nur (exerpt 11) and Pia (exerpt 12).

Exerpt 11

“...my teacher using Zoom and Google Classroom too for the class.”

Exerpt 12

“We used some platforms during the pandemic such as Whatsapp, Zoom, and Google Classroom.”

But rather than stuck to the given platforms, the students had an initiative to use other platforms that could help them in writing class. Their preference in choosing the platform is quite limited as well, because rather than choosing the platform to enhance their understanding about the writing skills, they chose the

platforms which help them in writing the essay. The two platforms mentioned by Pia (Exerpt 13) and Siti (exerpt 14) in the interview is QuillBot and Grammarly.

Exerpt 13

“I don’t know it is an online platform or not but for increasing my writing better, I use QuillBot and Grammarly. This is not from our lecturer but I thought this can increase my writing skill.”

Exerpt 14

“I think, I have another platforms that I use, that is QuillBot. I don't know if it is a platform for learning but I think it really help me to write something because if I get blank to propose something so I can use that app. So, I think it help me to get me better writing.”

2. Factors Influencing Students’ Self-Efficacy

Individuals’ perceptions of their self-efficacy can be shaped and sustained by four major sources, including past performance, vicarious experience, verbal persuasion, and physiological state (Bandura, 1997; Akmal 2022). Therefore, I built the factors based on the four major sources and bound them to the students’ data interview that was conducted using *Delvetool*.

a. Comparison between past experience and present event

Students’ tend to make a comparison between two or more classes that they had been taken in the previous semester. They will compare about anything

related, such as the class atmosphere, the lecturer, and their peers. The comparison influences their efficacy through performing in class. As this comparison is revealed when I asked them about the previous writing class, and this is what Nur (excerpt 15) answered.

Excerpt 15

“When I took basic writing and essay writing, I really enjoyed and was happy to face these classes. However when I took academic writing, it made me bored because the style of the teacher is, I don't know how to say, but it made me bored and he also made us confused with the material. “

b. Dissatisfaction with the lecturers given feedback

The dissatisfaction comes when students' do not get what they expect from specific events. The feeling can appear from the subject related to the taken course, including themselves. However, in the two following excerpts, Pia's (excerpt 16) and Siti's (excerpt 17) dissatisfaction comes from the lack of feedback from their lecturers or the feedback coming late at the end of the semester.

Excerpt 16

“...I think, the lecturer gave us the feedback but not in every meeting. She just gave a feedback at the end of the class after the final. So, I think, I don't need it anymore because I think I can be better at

writing if my lecturer just give feedbacks after I wrote so I can learn it from my fault and change it. But the lecturer didn't do it.”

Exerpt 17

“But there is one thing that makes me didn’t feel satisfied with this class, it was because the lecturer didn’t check the work or give any feedbacks in every meeting. She checked it after we did the final test. I think at that time it’s useless because we had done the final test already and before that we didn’t know which mistake we made for our writing.”

c. Students’ interests in technology

The pandemic has forced students’ all over the world to familiar with technology. It also becomes one of the factors that influence students’ self-efficacy. As the students’ interest in technology grows, they actively engage in familiarizing themselves with it and set personal challenges to master the master the technology, enhancing their overall learning experience. Anna (exerpt 18), Siti (exerpt 19), and Nur (exerpt 20) conveyed their feeling regarding the new experienced in using technology for online learning.

Exerpt 18

“To be honest, at the first time, I just familiar with WhatsApp Group but day by day I learned to use Zoom and Google Classroom. So, I think it didn't need much time to learn.”

Exerpt 19

“Of course, at the beginning of the semester, I would try harder to take the online classes to satisfy myself with the best achievement. This means I could get the best score at the end of the classes or semester even though sometimes I don’t really get it...”

Exerpt 20

“...You know, there is a challenge when using online platforms and sometimes I can do it by myself and sometimes my friends not and then at the other time my friends can do that but I can’t do it...”

B. Research’s Discussions

This research revealed that what happens to students’ self-efficacy is related to the factors influencing it. Thus, the answers to the first and second questions are related. Based on the data interview, what happens to students’ self-efficacy is revealed in three main aspects which are students’ attitude towards the English writing and online learning, students’ judgements about themselves, and students’ initiative in helping themselves in English writing class. These three aspects conclude that students tend to leading the learning process negatively because they conveyed attitudes such, insecurity and fear, difficulties, and motivation and demotivation. Negative mood in self-efficacy could lead students

to experience lower self-efficacy (Medrano, 2016). In discussing what happens to students' self-efficacy also stands an aspect which affects students' self-efficacy during online learning; students' initiative in helping themselves in English writing class. This aspect mentions how they used platforms other than those given to them to help them in writing class. It is considered positive, and a positive mood derives high self-efficacy (Medrano, 2016). In spite of closer similarity in research's variables by Zhang and Zhang (2024), there is a significant wording used by them in the findings. They used the word *low on all self-efficacy*, *average on all self-efficacy*, and *high on all self-efficacy* to describe students' writing self-efficacy. It can be derived from the research's analysis focusing on profile analyses.

The four major sources influencing self-efficacy are taken to lead the answer for the second research question related to online platforms that influence students' self-efficacy. Indeed, online platforms do influence students' self-efficacy, and this is shown in the data interview for the first research question, which stated that they were experiencing insecurity and fear. The factors related to online platforms are comparison between experiences, dissatisfaction with the feedback, and students' interest in technology. In comparison between experiences, students' compare between their past experience using online platforms in learning writing and their present experience. They are comparing the lecturer's style in learning using online platforms.

As for the dissatisfaction with the feedback, students' highlighted about the feedback that was given late by the lecturer when they learn English writing

using online platforms. For the last point is students' interest in technology, in which students' may open to challenge themselves to taste new experiences in using online platforms or technology. Hence, the findings in Sriwiyanti et al. (2021) implies about the role of self-efficacy that influence students' engagement in online learning. The result of this study explains that the improvement of students' self-efficacy related to their participation and attitude toward online learning. This result can be associated to the second research question's findings which talks about factors influencing students' self-efficacy which later convey the role of self-efficacy on students' engagement in online learning.

Based on the discussion above, thus, a conclusion can be drawn that the answers to the first and second research questions in this research are related. Students may or may not have negative and positive moods in self-efficacy for learning English writing using online platforms and these categories bind the two moods, creating factors for students' self-efficacy in using online platforms.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter covers the conclusions about the research and recommendations from the researcher.

A. Conclusions

Since WHO declared the massive spread of Covid-19 and its status as a pandemic, the students all over the world have no choice but to keep participating in learning activity with the new media as the provider to connect through online activity (Sari & Oktaviani, 2021). Therefore, using online platforms to keep participating in learning activity was increasingly recognized eventough it is not new in the 21st century.

This study aims to examine the students' self-efficacy in using online platforms in English writing and the factors influencing students' self efficacy if online platforms do influence their self-efficacy. The answers to both research questions are extracted from four research's participant interview. Based on the analysis of the data using grounded theory in which the researcher built their own theory, it indicates that:

1. Students' self-efficacy is not considered lower or higher, but students self-efficacy mood from the points students' attitude toward English writing and online learning and how students value themselves during the learning process can be read as negative. Students conveyed their insecurity, fear, demotivation and laziness, and they did not consider

themselves competent enough to master writing skills. The negative moods such as demotivation and laziness, according to the students, come because of the pandemic environment. While simultaneously, there is quite a small number viewed as positive, including motivation and students' initiation. Students concerning writing skill is needed for the future used is more likely to read as motivation. Addition to that, part of them also tried to help themselves by using other platforms for gaining their understanding in writing. Moreover, the points made up for this research question also relating to the second research question.

2. The second research question talks about factors that influence students' self-efficacy in learning English writing in using online platforms, in which the categories created are comparison between past experiences and present event, dissatisfaction in late feedback given by the lecturer, and lastly, technology has awaken students' interest to familiarize themselves with it.

B. Recommendations

I would like to offer several recommendations arising from the variable investigated in this research:

1. For Future Researchers

I believes this research filled with flaws and limitations. Because of the small number of participants and research design using grounded theory, which is considered biased, the researcher would like to recommend that the next

researcher consider using a large number of participants and a quantitative research design to scale self-efficacy. It is best to collaborate a variety of instrument to examine self-efficacy and its link to online platforms.

2. For Lecturers

The researcher could not say this research gives a big impact to the future teaching and learning activity, but there are few recommendation that the researcher would prefer to highlight which are, many various online learning platforms can be used by the lecturers to expand the experience and knowledge about online teaching-learning activity, and the teaching methodes applied during online learning can be different to face-to-face learning.

3. For Institution

The researcher suggest the stakeholders in the intitution to give such care about lecturers' difficulty in completing their teaching activity and students' problems in participating in online learning activity. It is the stakeholders responsibility to maintain the issues surrounding around the lecturers and students and the researcher propose the institution to create a better enviroment and rule for both students and lecturers relating to the used of online platforms.

4. For students

The findings of this study discover the students' self-efficacy in using online platforms in learning English writing. According to the findings, the researcher hope the students can rise their awareness to be provide more attention

to something new relating to their studies. I also hope, the students can prepare themselves by learning the basic knowledge before face the course and become more aware in studying the latest technology, including online platforms using for teaching-learning activity.



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APPENDICES

Appendix A

Appointment Letter of Supervisor



KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY Banda Aceh
NOMOR : B-2978/Un.08/FTK/Kp.07.6/04/2024

TENTANG:
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA

DENGAN RAHMAT TUHAN YANG MAHA ESA

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY Banda Aceh

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh maka dipandang perlu menunjuk Pembimbing skripsi;
b. bahwa yang namanya tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing skripsi Mahasiswa;
c. bahwa berdasarkan pertimbangan sebagaimana dimaksud dalam huruf a dan huruf b, perlu menetapkan Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh.
- Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Presiden Nomor 74 Tahun 2012, tentang perubahan atas peraturan pemerintah RI Nomor 23 Tahun 2005 tentang pengelolaan keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden Nomor 64 Tahun 2013, tentang perubahan Institusi Agama Islam negeri Ar-Raniry Banda Aceh Menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 44 Tahun 2022, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Agama Nomor 14 Tahun 2022, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Depag RI;
10. Keputusan Menteri Keuangan Nomor 293/Kmk.05/2011, tentang penetapan institusi agama Islam Negeri UIN Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang menerapkan Pengelolaan Badan Layanan Umum;
11. Surat Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, Tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh.
- MEMUTUSKAN
- Menetapkan : Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh tentang Pembimbing Skripsi Mahasiswa
- KESATU : Mencabut Keputusan Dekan FTK UIN Ar-Raniry No: B-994/Un.08/FTK/Kp.07.6/01/2023
- KEDUA : Menunjuk Saudara :
1. Syarifah Dahliana, M.Ag., M.Ed., Ph.D Sebagai Pembimbing pertama
2. Faishal, M.A., Ph.D Sebagai Pembimbing kedua
- Untuk membimbing Skripsi
- Nama : Nurul Fuaida
NIM : 170203087
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Self-Efficacy in Using Online Platforms in English Writing
- KETIGA : Kepada pembimbing yang tercantum namanya diatas diberikan honorarium sesuai dengan peraturan perundang-undangan yang berlaku;
- KEEMPAT : Pembiayaan akibat keputusan ini dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor SP DIPA-025.04.2.423925/2024 Tanggal 24 November 2023 Tahun Anggaran 2024;
- KELIMA : Surat Keputusan ini berlaku selama enam bulan sejak ditetapkan;
- KEENAM : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan bahwa segala sesuatu akan dirubah dan diperbaiki kembali sebagaimana mestinya, apabila kemudian hari ternyata terdapat kekeliruan dalam Surat Keputusan ini.

Ditetapkan di : Banda Aceh
Pada tanggal : 02 April 2024
Dekan,


Safrul Muluk

Tembusan

1. Sekjen Kementerian Agama RI di Jakarta;
2. Dipen Pendidikan Islam Kementerian Agama RI di Jakarta;
3. Direktur Perguruan Tinggi Agama Islam Kementerian Agama RI di Jakarta;
4. Kantor Pelayanan Perbendaharaan Negara (KPPN), di Banda Aceh;
5. Rektor UIN Ar-Raniry di Banda Aceh
6. Kepala Bagian Keuangan dan Akuntansi UIN Ar-Raniry Banda Aceh;
7. Yang bersangkutan;
8. Arsip.



Appendix B

Interview Questions

To answer and reach the aims of this study, I conduct a semi-structured interview in which I sit and individually interview four students as the participants, one-by-one. As for the interview, I prepare 20 questions that I assume could cover to answer the research questions and to build a theory about students' self-efficacy.

1. Were you taking English writing class using online platforms in Pandemic?
What kind of platforms were you using?
2. How was English writing to your like? Did you think you could catch up any given learning materials at that time using online platforms?
3. Did you have any supports to take online class (facilities)? If so, how did you use the facilities to support you in taking English writing class using online platforms?
4. When you took English writing class using online platforms, were you familiar with the platforms?
5. Have you ever try using other online platforms in learning? If so, will you think taking English writing using certain platforms would help you with the subject any better? How?
6. How would you describe your reaction when you know you will follow the English writing class using online platforms?

7. How would you describe your friends' reaction about taking English writing subject using online platforms? Did their reaction affect you in any kind of emotion?
8. Would you think you would do better than any other friends, at that time, in using online platforms for English writing?
9. What is your opinion about learning using online platforms at that time when you first learn that the class would be run using the platforms?
10. What was your first action you took at that time when you know you were going to take English writing class through online platforms?
11. Have you ever thought, at that time, that you will try harder in taking online class situation in a result you will satisfy yourself with the best achievement?
How would you describe your satisfaction with the class?
12. Have you ever crossed any difficulties while using online platforms in English writing class?
13. Have you considered asking your teacher's help if you have any difficulties?
14. What could be different about taking English writing class through online platforms and offline class?
15. How online platforms impact your experience in learning English writing at that time?
16. Would you think that taking your English writing class using online platforms has helped your writing ability?
17. What is your opinion while taking English writing class using online platforms? How competent would you say you are?

18. How confident were you actively participating in the class using online platforms?
19. What motivates you in taking English writing class using online platforms?
20. What else would you like to address about taking English writing using online platforms? Your preparation and your experience.



AUTOBIOGRAPHY

1. Name : Nurul Fuaida
2. Place/Date of Birth : Lhokseumawe, 29 Januari 2000
3. Gender : Female
4. Nationality : Indonesia
5. Religion : Islam
6. Marital Status : Single
7. Occupation : Student
8. Address : Jl. Lamreung, Desa Menasah Papeun,
Kecamatan Krueng Barona Jaya, Aceh Besar
9. Email : 170203087@student.ar-raniry.ac.id
10. The Parents
 - a. Father : Tarmizi Ahmad
 - b. Mother : Rosmaniar
 - c. Address : Jl. Kenari, Lr. Pustu, Gg. PPTQ, Desa Banda
Masen, Banda Sakti, Lhokseumawe
11. Educational Background
 - a. Primary Education : MIN 3 Lhokseumawe (2005 – 2011)
 - b. Secondary Education : MTSN 1 Lhokseumawe (2011 – 2014)
 - c. Higher Education : MAN 1 Lhokseumawe (2014 – 2017)