

# Online Platform for Academic Writing Activity

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## Abstract

This study discusses the online platform design for academic writing learning needs in English education for college students. This design was based on prior research through interviews with 20 students and 2 lecturers supporting the Academic Writing. The need for online writing activities is the foundation. The results of this design provide a web of “Perpisa Academic Writing” (PAW). This platform provides space for student activities to produce academic writings. These activities include pre-writing, drafting, editing and revising and re-writing. Overall, this online activity was carried out as much as 30% of the overall academic writing process. Hopefully this platform can be tested in the field later.

**Keywords:** *online learning, online platform, Academic Writing, activity*

## Introduction

Academic writing ability is a requirement that must be fulfilled by students, especially final year students, because this ability is needed in academic communication, academic performance, and also to see academic achievement [1] and prerequisites for writing a final project [2]. Along with the times, the teaching of academic writing has been touched by technology. The domain of teaching writing is not only through face-to-face, but has been added to the domain of online writing instruction by creating a learning environment that involves technology. Technology can make it easier for students to write, send, and receive information [3]. In addition, students can use e-mail, power points, screen techniques and online discussions for writing assignments and consultations [4].

The development of research on academic writing learning continues. Some experts show that learning from online learning is better than face-to-face learning, and face-to-face and online learning are better than online learning [5] [6]. This learning model is known as blended learning, which combines face-to-face learning with online [7] [8] [9] [10] [11].

Academic writing learning using blended learning can provide opportunities and opportunities for students to produce good writing, because they can write and improve writing inside and outside the classroom, and lecturers can provide feedback anytime and anywhere. Several studies have proven that online learning can make a positive contribution to writing skills by applying Mobile Assisted Language Learning (MALL) [12], Massive Open Online Courses (MOOCs) [13] and E-mail [14]. Learning applications in the classroom can be adapted to the infrastructure and facilities available, for example by adapting the flex model [14]. The process of evaluating blended learning can be done through peer-review [15].

At various institutions in West Sumatra, blended learning in academic writing subjects has not received a positive response. This is due to the regulation of the number of face-to-face meetings sixteen times. Online meetings are sometimes not categorized in the formal learning process. The use of e-mails, edmodo, blogs is only limited to placing teaching material and sending assignments, while learning to write on their own from the process of determining topics, revising, editing, giving feedback, evaluating and evaluating is done traditionally, so that academic writing abilities and student writing motivation are still relatively low.

There are several problems can be identified as follows: (a). time limitations in academic writing classes make students unable to pass the writing process perfectly, (b). lack of feedback from classmates and lecturers in order to improve their writing, (c). The use of email in sending assignments has not been able to help the teaching process of academic writing, and (d). The evaluation process carried out by lecturers can only be done at the final process. For this reason, we need a learning model that can provide opportunities for students to produce academic writing through the writing process itself. This study aims to design a online Platform to support blended learning for academic writing.

**Method**

This study is a part of research design which proposed by Plomp & Nieveen [16]. This is a part of the prototype stage product development stage. It is the second phrase in research design. The first activity is designing a product. One of the product to conduct blended learning is online platform. The product design known as Prototype 1.

**Results and Discussion**

Prototype I describes the blended learning learning model for academic writing courses by combining two learning models; face to face and online. Other products related to this model are model books, textbooks and manuals for using online media. This study discusses on online part first as platform. The platform is called as Perpisa Academic Writing (PAW).

PAW is a model of academic writing learning without limitation of time and place. At any time students and lecturers can discuss with each other, revise and improve students' academic writing skills. This process takes place in real time by utilizing online features on the perpisa.com website. It is one of the models of blended learning. Basically this mixed learning system aims to overcome the limitations of space and face-to-face time in class. Before 1998 this was almost impossible because the Internet was not invented. In Indonesia, a learning system that empowers information technology is too late to be implemented.

There are currently no online learning sites or applications that focus on aspects of improving students' academic writing abilities in Indonesia. A number of software only provides learning media through private tutors. Even then related to certain subjects and have not discussed the process of total academic writing. Websites or similar applications in the world based on Windows like the new grammar provide a revision process of scientific writing in English, for Indonesian services are not available. This means that there are open spaces that have not yet been filled. This has become the significance of PAW by being an application that provides scientific writing learning not only for English but also Indonesian online and face to face.

Another advantage of the PAW model is that intelligence systems that process words and clauses are human intelligence, not artificial intelligence like translation application. The artificial intelligence system has not been able to process words and clauses contextually until now. This has become its own weakness. Human intelligence in processing language including in the interests of scientific authorship is clearly superior.

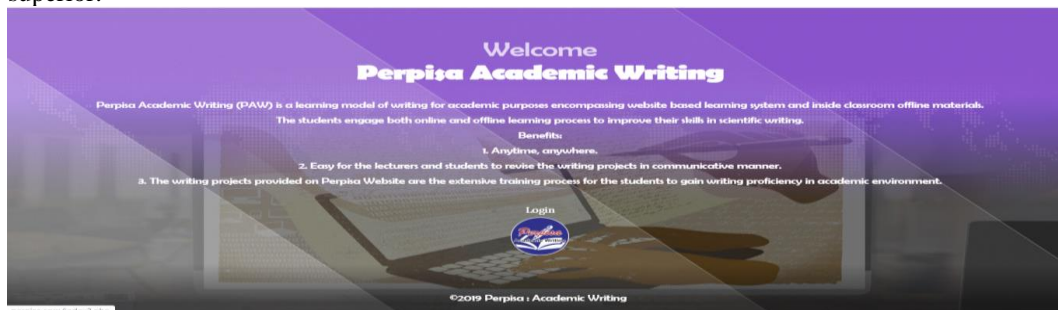


Fig.1 Welcoming Face of PAW

This part gives information about PAW and benefits of using it. By reading this screen, the user will know that PAW a learning model of writing for academic purposes encompassing website based learning system and inside classroom offline materials. The students engage both online and offline learning process to improve their skills in academic writing with some advantages. The are; it can use anytime, anywhere, easy for the lecturers and students to revise the writing projects in communicative manner, the writing projects provided on Perpisa Website are the extensive training process for the students to gain writing proficiency in academic environment.

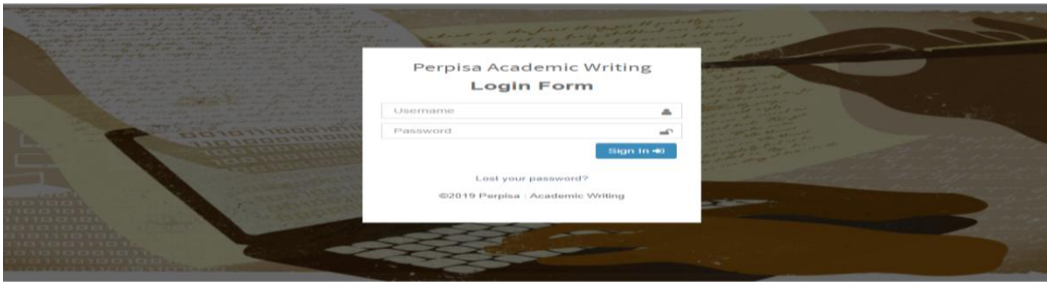


Fig.2. Login Form

PAW has three types of users; admin, lecturer and student. Admin is the person who manage and control of PAW. Admin’s function is to regulate and manage who participate in. Admin also makes aspects that are needed on the part of lecturers and students. Admin create all user and password. Admin area consists of home and master data.

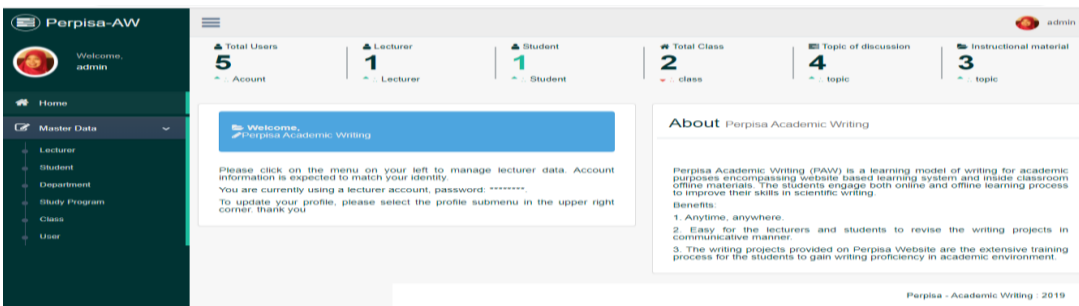


Fig.3. Admin

Then, Lecturer. In lecturer area, there are four; home, instructional material, Writing Process and assesment. Home shows all part in admin room. Then instructional material is place to put teaching material. Writing process is place for students to write their academic writing and discuss it.

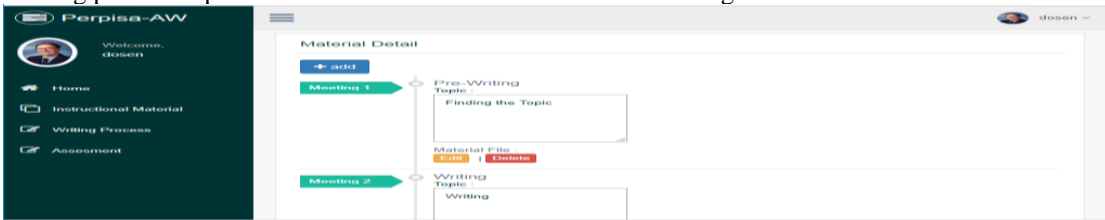


Fig 4. Material Detail

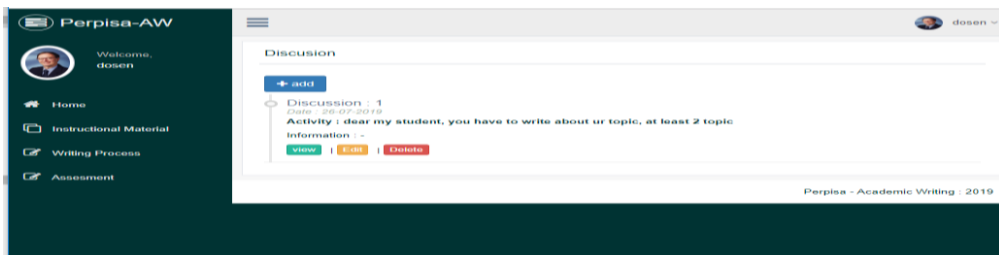


Fig.5. Discussion Space

The last is space for students. In this part, the student can read and download learning material. To conduct academic writing, they may write in writing process part. Then, in assessment, the may see their achievement in academic writing.

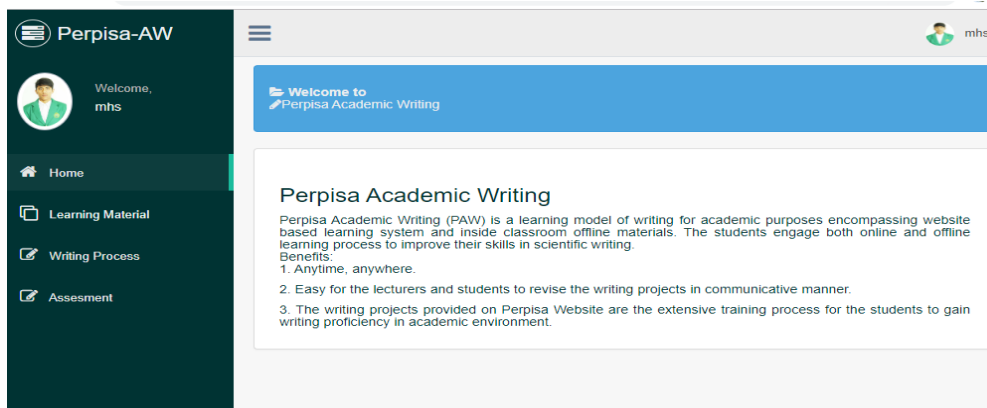


Fig.6. Space for students

The components in PAW will try in academic writing class by blending with traditional meeting. It will conduct for 6 meeting. The material will discuss in this platform are Doing research and searching international journal (2<sup>nd</sup> meeting), Writing Outline (7<sup>th</sup> meeting), Writing Background of The Problem (8<sup>th</sup> meeting), Writing References (12<sup>nd</sup> meeting), Revising and editing (13<sup>th</sup> meeting), Re-Writing (14<sup>th</sup> meeting). designing of model will be evaluated by self-evaluation and validated by expert before try in classroom.

## Conclusions

The online platform of PAW is kind of teaching innovation for academic writing. This is a first design to apply blended learning. It will evaluate and validate before try in classroom. By designing of online platform is hoped, the lecturer and students have enough time to write a quality academic writing.

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