Students' Perceptions of Using Online Learning Environment in Writing Class During Pandemic Covid-19

Nurhasanah, Bambang Sulistyo

Universitas Baturaja, South Sumatera, Indonesia

*Corresponding email: nurhasanah@fkip.unbara.ac.id

Abstract: Student's Perception of Using Online Learning Environment in Writing Class During Pandemic Covid-19. Objective: This study aims to analyses students' perception of using online learning in writing class during pandemic covid 19. **Methods:** The method used in this research is descriptive The subject of this research was 51 students of English Education Study Progra which only took in semester 2 and 4. **Findings:** The result of this research in indicator of students' participation with mean score 3,68 in high category. In indicator effect of online learning with mean score 3,67 in high category. In indicator teacher's role as facilitator with mean score 3,61 in medium category. In indicator of social context with mean score 3,72 in high category. **Conclusion:** Majority of students agree that in pandemic situation online learning is a facility that can be used in learning process especially in writing class.

Keywords: perception, online learning, writing class.

Abstrak: Student's Perception of Using Online Learning Environment in Writing Class During Pandemic Covid-19. Tujuan: Tujuan penelitian ini adalah menganalisis persepsi mahasiswa tentang penggunaan pembelajaran online di kelas menulis pada pandemi covid 19. Metode: Metode penelitian ini menggunakan metode deskriptif kuantitatif. Subjek penelitian ini adalah 51 mahasiswa Program Studi Pendidikan Bahasa Inggris yang terdiri dari mahasiswa semester 2 dan semester 4. Temuan: Hasil penelitian pada indikator partisipasi mahasiswa dengan rerata skor 3,68 pada kategori tinggi. Pada indikator pengaruh pembelajaran online dengan rerata skor 3,67 termasuk dalam kategori tinggi. Pada indikator peran guru sebagai fasilitator dengan rerata skor 3,61 pada kategori sedang. Pada indikator konteks sosial dengan rerata skor 3,72 termasuk dalam kategori tinggi. Kesimpulan: mayoritas siswa setuju bahwa dalam situasi pandemi, pembelajaran online merupakan fasilitas yang dapat digunakan dalam proses pembelajaran khususnya di kelas menulis.

Kata kunci: persepsi, pembelajaran online, kelas menulis.

To cite this article:

INTRODUCTION

One of the aims of learning English is to develop the ability to communicate. The ability involves the four skills there are listening, speaking, reading and writing. One of the skills that are as the most difficult and complicated to be learned is writing because writing needs hard thinking to produce ideas, words, sentences, paragraph, and composition. According to Dalman (Nyoman, 2020) writing is a communication activity in the form of delivering messages or information to others by using written language as a tool or media. At the same time, Ngampornchai (2016) give recommendation that the e-learning platform may need to be mobile-friendly to accommodate students who may access online lessons using their smartphones.

Since students are considered as digital natives and people nowadays live in a technology and media-driven environment, they are expected to be familiar with skills related to information, media, and technology such as accessing and evaluating information, using and managing information, analyzing media, creating media products, and applying technology effectively (Partnership for 21st Century Learning, 2009). The concept of 21st century education suggests teachers to develop their instruction to ensure their students meet the requirement of 21st century skills. According to Suherdi (Vina Nurviyani et al., 2020), the relevant knowledge are expected to establish students' skills for competitive career and good life, skills for lifelong learning and creative innovation, and skills for literacy, information, media, and technology.

Traditional learning models, originally using a whiteboard and markers, as well as material presentation focus only on the print media such as diktat, module, hand out, textbooks, magazines, and the newspaper. But since covid 19 pandemic happen teachers face big challenges in teaching their students and survive in this situation. Most educational institutes have shifted to online learning activity to keep the academic activities going. In order to continue learning process in educational institutions, our education system has resorted to online mode of learning by using electronic media learning such as internet, computer or mobile device. According to Valensko & Bozhok (2014) online programs often take advantage of a number of emerging technologies to make keeping in touch and effectively communicating ideas easier and more efficient than ever before and students may find themselves using interactive videos, e-mail, and discussion boards to complete their lessons. In the application of education in any condition, it is an application of multicultural education somewhere (Pratiwi et al, 2020).

Online learning can help students in learning English, especially writing comprehension. Chiu, Chiu & Chang (Gulbir Singh et al., 2020) stated that online learning for the purpose of this study is defined as learning which takes place via web browser on the internet and extranet. Online learning allows students to learn the course materials are available online and students interact with their teacher through online communication tools. Online learning is changing the way teaching and learning is taking place on university. Online learning has increased flexibility in meeting the needs of students for learning, independent of time, place or circumstances, and to be a solution for increasing demand for lifelong learning. There are a lot of online learning educational tools which are accessible for both students and teachers such as whatssapp, google classroom, google form, edmodo, zoom meeting, email, etc. Those online learning platforms will help student and teacher in learning process.

The use of internet technology has evolved tremendously in education. Online courses that can or cannot provide interaction between teacher and student become the most common form of qualitative education. Further, Internet technologies can transform teaching and

learning processes by offering educators and students alternative solutions in the allocation of the latest information, access to virtually unlimited resources and opportunities for real-world communication, collaboration and competition (Abdullahi et al., 2014).

The student has different perception of online learning in the learning process. Mulyana (Idris & Ema, 2020) stated that perception is internal process enable us to choose, organize, and intrepret the stimuli from environment, those process can influence our manner. The student has different perception of online learning in the learning process. The students' perception was positive because online learning can help the students more focus on writing. The student also has flexible time to do their assignment. Whereas students' perception was negative because they felt too relaxed to do assignments from their lecturer. Sometimes bad signal conditions and need more cost to buy a quota, and also the student sometimes confused with the material being taught because not face to face directly. There is also research which present of finding that positive response of using online learning as mention by Laxmi Mustika Cakrawati (2017) with title Students' Perception on the Use of Online Learning Platforms in EFL class.

As describes that some benefits of using online learning mentioned by the students. They think that the materials provided through online learning can improve their understanding towards the lesson taught by the teachers. They also argue that the use of online learning can help them in practicing their language skills. The students feel that online learning platforms can motivate student to learn more. By integrating technology, they do not feel bored and experience new learning atmosphere. Based on the description and statement above, the writer did a research concerning about Students' Perception of Using Online Learning Class During Pandemic Covid 19.

■ **METHODS**

In this research the researcher used descriptive method. The population of this research is the students of English Education Study Program at Baturaja University. This research used purposive sampling technique. For this reserach, the researcher only took in semester 2 and 4 because there is no writing course in semester 6 and 8. The data of this study is collecting by a questionnaire. In this research, questionnaire used to get the data from the respondents and to measure students' perception of online learning in writing class. The first section contained 4 demographic addressing the following general data regarding the students. These 4 questions were asked on an open ended scale. The questions were asked with multiple choice answers provided. The second section in the questionnaire was focused on students' perceptions of using online learning as learning media in writing class. Second section devide into four others parts, each of four parts consist of 10 items. The questionnaire shared through google form to the student. To obtain the information about students' perception the researcher adopted questionnaire by Soh, Lim, Yee, ying, &Yin (2018). The questionnaire is ready made questionnaire. The questionnaire consists of 44 items structured into two sections such as students' demographic information and students' perceptions. To obtain the information about students' perception the researcher adopted questionnaire by Soh, Lim, Yee, ying, &Yin (2018). To investigate students' perception of using online learning in writing class, the researcher administered a questionnaire.

In this research, the researcher collected the data by using questionnaire. The data analyzed in descriptive approach. Then, the researcher presented the data in the form of description. To investigate students' perception of using online learning as a learning media in writing class, the researcher administered a questionnaire. The

researcher used descriptive statistics. The data obtain from the questionnaire analyzed by using SPSS program.

■ **RESULT AND DISCUSSIONS**

The Result of Students' Perception in General

Based on the result in this study, the researcher found that majority of the students perception of English Education Study Program at Baturaja University were agree toward online learning in writing class. It could be seen from the percentage of the student perception with Mean score (M =3,67) in high category level. It mean that students' perception were positive.

The Result of Students' Perception in Each Indicator of Questionnaire Participation of Students

From the result finding, it was found that participation of students had use online learning in writing. It could be seen from the frequency distribution of students' perception on the participation of students had use online learning in writing in statement 1, 2, 3, 4, 5, 6, 7, 8, 9, 10.

Based on the data above, it could be seen from average of 51 students they answered "agree" with Mean score (M =3,68), it was in high category. It means that students perception in participation of students were positive. We could see that online learning increased students

Table 1. The result of questionnaire participation of student

Number of Question	Frequency & Percentage					Mean	St.d	Level Intrepretation	Perception
	SD	D	N	A	SA				
1	1 (2%)	0 (0%)	14 (27.5%)	24 (47.1%)	12 (23.5%)	3.90	0.83	High	Positive
2	0 (0%)	1 (2%)	19 (37.3%)	25 (49%)	6 (11.8%)	3.71	0.70	High	Positive
3	0 (0%)	2 (3.9%)	15 (29.4%)	25 (49%)	9 (17.6%)	3.80	0.77	High	Positive
4	12 (23.5%)	6 (11.8%)	10 (19.6%)	19 (37.3%)	4 (7.8%)	3.2	1.33	Medium	Neutral
5	1 (2%)	0 (0%)	13 (25.5%)	26 (51%)	11 (21.6%)	3.90	0.80	High	Positive
6	0 (0%)	2 (3.9%)	17 (33.3%)	24 (47.1%)	8 (15.7%)	3.75	0.77	High	Positive
7	9 (17,6%)	8 (15.7%)	7 (13.7%)	18 (35.3%)	9 (17.6%)	3.4	1.38	Medium	Neutral
8	1 (2%)	4 (7.8%)	20 (39.2%)	18 (35.3%)	8 (15.7%)	3.55	0.92	High	Positive
9	0 (0%)	3 (5.9%)	15 (29.4%)	23 (45.1%)	10 (19.6%)	3.78	0.83	High	Positive
10	0 (0%)	2 (3.9%)	13 (25.5%)	27 (52.9%)	9 (17.6%)	3,84	0.75	High	Positive

participation in writing comprehension. They were as follows: (1) "Sharing knowledge on online learning tools would strengthen the tie between students and peers" (statement number 1, which

24 students (47,1%) they answered "agree" with that statement). (2) "Online learning tools enhanced opportunities to interact and collaborate, to share content and ideas"

(statement number 2, which 25 students (49%) they answered "agree" with that statement). (3) "Online learning tools provide students with opportunities to reflect on their experiences, posing contradictions, addressing misconceptions with their peers" (statement number 3, which 25 students (49%) they answered "agree" with that statement). (4) "Online learning tools can assist students through interacting with peers, thus improve their writing skills" (statement number 4, which 19 students (37,3%) they answered "agree" with that statement). (5) "Students share educational and training expertise with peers by giving or receiving feedbacks" (statement number 5, which 26 students (51%) they answered "agree" with that statement). (6) "Online learning tools capture students' attention and participation between peers" (statement number 6, which 24 students (47,1%) they answered "agree" with that statement). (7) "Online learning tools can increase students' proficiency in writing skills" (statement number 7, which 18 students (35,3%) they

answered "agree" with that statement). (8) "Online learning tools create acceptance among diverse viewpoints" (statement number 8, which 20 students (39,2%) they answered "neutral" with that statement). (9) "Online learning tools encourage students to share their creativity in writing and developing solutions between peers" (statement number 9, which 23 students (45,1%) they answered "agree" with that statement). (10) "Online learning tools are strong indicators of collaborative work and interaction amongst student" (statement number 10, which 27 students (52,9%) they answered "agree" with that statement).

Effect of Online Learning

From the result finding, it was found that effect of online learning for students in learning English especially writing. It could be seen from the frequency distribution of students' perception on the effect of online learning in statement 11, 12, 13, 14, 15, 16, 17, 18, 19, and 20.

Table 2. The Result of Questionnaire Effect of Online Learning

Number of Question	Frequency & Percentage					Mean	St.d	Level Intrepretation	Perception
	SD	D	N	A	SA				
11	2 (3,9%)	0 (0%)	17 (33,3%)	23 (45,1%)	9 (17,6%)	3,73	0,89	High	Positive
12	1 (2%)	1 (2%)	17 (33,3%)	27 (52,9%)	5 (9,8%)	3,67	0,76	High	Positive
13	9 (17,6%)	8 (15,7%)	10 (19,6%)	18 (35,3%)	6 (11,8%)	3,10	1,30	Medium	Neutral
14	0 (0%)	3 (5,9%)	14 (27,5%)	26 (51%)	8 (15,7%)	3,76	0,79	High	Positive
15	0 (0%)	2 (3,9%)	15 (29,4%)	26 (51%)	8 (15,7%)	3,78	0,75	High	Positive
16	1 (2%)	1 (2%)	16 (31,4%)	25 (49%)	8 (15,7%)	3,75	0,82	High	Positive
17	1 (2%)	0 (0%)	13 (25,5%)	26 (51%)	11 (21,6%)	3,90	0,80	High	Positive
18	9 (17,6%)	9 (17,6%)	8 (15,7%)	20 (39,2%)	5 (9,8%)	3,30	1,30	Medium	Neutral
19	0 (0%)	2 (3,9%)	13 (25,5%)	27 (52,9%)	9 (17,6%)	3,84	0,75	High	Positive
20	0 (0%)	2 (3,9%)	11 (21,6%)	29 (56,9%)	9 (17,6%)	3,88	0,73	High	Positive

They were as follows (11) "Online learning tools challenge students to apply the information, thus allowing them to evaluate their critical thinking skills and improve their writing skill" (statement number 11, which 23 students (45,1%) they answered "agree" with that statement). (12) "Online learning tools give motivation, promote communicative competence and have a significant role in improving students' writing skills" (statement number 12, which 27 students (52,9%) they answered "agree" with that statement). (13) "Students get very absorbed in the competitive aspects of online learning tools" (statement number 13, which 18 students (35,3%) they answered "agree" with that statement). (14) "Online learning tools help students to make and sustain the effort of learning" (statement number 14, which 26 students (51%) they answered "agree" with that statement). (15) "The use of innovative online learning tools can increase enthusiasm and reinforce previously presented didactic information" (statement number 15, which 26 students (51%) they answered "agree" with that statement). (16) "Students feeling unmotivated when the teacher restricted their free choice activity in the classroom environment" (statement number 16, which 25 students (49%) they answered "agree" with that statement). (17) "Online learning tools validate students' efforts and increase their confidence" (statement number 17, which 26 students (51%) they answered "agree" with that statement). (18) "Online learning tools generate lower levels of anxiety and improved performance compared to pen-and-paper" (statement number 18, which 20 students (39,2%) they answered "agree" with that statement). (19) "Optional learning tasks on online learning tools are largely intended to engage students in higher order thinking skills" (statement number 19, which 27 students (52,9%) they answered "agree" with that statement). (20)

"Motivating elements in online learning tools such as challenges and rewards increase student motivation for voluntary writing" (statement number 20, which 29 students (56,9%) they answered "agree" with that statement).

Based on the data above, it could be seen from average of 51 students they answered "agree" with Mean score (M =3,67) which means it was in high category. It means that students perception in effect of online learning were positive, because some of students agree and also disagree that online learning affected for students mental development in positive way.

Teacher's Role as Facilitator

From the result finding, it was found that number of students perception of teacher's role as facilitator toward the use online learning in writing class. It could be seen in statement 21, 22, 23, 24, 25, 26, 27, 28, 29, and 30.

They were as follows (21) "Teachers play the role of considering the advantages of online learning tools to capture students' attention, lower students' stress and give students the chance for real communication" (statement number 21, which 31 students (60,8%) they answered "agree" with that statement). (22) "Teachers introduce students to new ideas, grammar and knowledge to improve students' writing skills via online learning tools" (statement number 22, which 14 students (27,5%) they answered "neutral" with that statement). (23) "Teachers need to consider which elements in online learning tools are suitable to use" (statement number 13, which 30 students (58,8%) they answered "agree" with that statement). (24) "Teachers create quizzes, exams and discussion in an innovative way can improve writing skills of students" (statement number 24, which 25 students (49%) they answered "agree" with that statement). (25) "The teacher and peer facilitator

Table 3. The Result of Questionnaire Teacher's Role as Facilitator

Number of Question	Frequency & Percentage					Mean	St.d	Level Interpretation	Perception
	SD	D	N	A	SA				
21	0 (0%)	2 (3.9%)	13 (25.5%)	31 (60.8%)	5 (9.8%)	3.76	0.68	High	Positive
22	7 (13.7%)	11 (21.6%)	14 (27.5%)	12 (23.5%)	7 (13.7%)	3.02	1.25	Medium	Neutral
23	0 (0%)	1 (2%)	10 (19.6%)	30 (58.8%)	10 (19.6%)	3.96	0.69	High	Positive
24	1 (2%)	0 (0%)	17 (33.3%)	25 (49%)	8 (15.7%)	3.76	0.79	High	Positive
25	0 (0%)	1 (2%)	10 (19.6%)	28 (54.9%)	12 (23.5%)	4	0.72	High	Positive
26	1 (2%)	0 (0%)	15 (29.4%)	20 (39.2%)	15 (29.4%)	3.94	0.88	High	Positive
27	0 (0%)	2 (3.9%)	17 (33.3%)	26 (51%)	6 (11.8%)	3.71	0.72	High	Positive
28	9 (17.6%)	9 (17.6%)	8 (15.7%)	21 (41.2%)	4 (7.8%)	3.04	1.28	Medium	Neutral
29	0 (0%)	1 (2%)	13 (25.5%)	25 (49%)	12 (23.5%)	3.94	0.75	High	Positive
30	14 (27.5%)	4 (7.8%)	11 (21.6%)	20 (39.2%)	2 (3.9%)	3	1.31	Medium	Neutral

play the role of editor and provided both positive and negative feedback to student writing tasks" (statement number 25, which 28 students (54,9%) they answered "agree" with that statement). (26) "Teachers provide as many similar social contexts as possible for learners and offer sufficient information for them to draw up the writing purpose" (statement number 26, which 20 students (39,2%) they answered "agree" with that statement). (27) "Teachers developed a series of voluntary writing activities that paralleled those offered in online learning tools could improve students' writing skills" (statement number 27, which 26 students (51%) they answered "agree" with that statement). (28) "Peer facilitators provide guidance and direction to students when they face difficulties in learning" (statement number 18, which 21 students (41,2%) they answered "agree" with that statement). (29) "Teachers develops activities that provide students with opportunities to share module relevant information via online learning tools to enhance their writing skills" (statement number 29, which 25 students (49%) they answered "agree" with that statement). (30) "Teachers ensure all students can access and are supported in using the online interactive learning environment" (statement number 30, which 20 students (39,2%) they answered "agree" with that statement).

Based on the data above, it could be seen from average of 51 students they answered "agree" with Mean score (M =3,61) it was in medium category. It means that students perception in teacher's role as facilitator were neutral with the role of teacher's as facilitator when using online learning in learning process especially in writing comprehension.

Social Context

From the result finding, it was found that students' perception had use online learning in social context aspect. It could be seen in statement 31, 32, 33, 34, 35, 36, 37, 38, 39,40.

Table 4. The Result of Questionnaire Social Context

Number of Question	Frequency & Percentage					Mean	St.d	Level Interpret ation	Perceptio n
	SD	D	N	A	SA				
31	0 (0%)	2 (3.9%)	14 (27.5%)	26 (51%)	9 (17.6%)	3.82	0.76	High	Positive
32	0 (0%)	3 (5.9%)	14 (27.5%)	26 (51%)	8 (15.7%)	3.76	0.79	High	Positive
33	1 (2)	0 (0%)	15 (29.4%)	27 (52.9%)	8 (15.7%)	3.80	0.77	High	Positive
34	0 (0%)	1 (2%)	10 (19.6%)	29 (56.9%)	11 (21.6%)	3.98	0.70	High	Positive
35	7 (13.7%)	12 (23.5%)	11 (21.6%)	18 (35.3%)	3 (5.9%)	2.96	1.18	Medium	Neutral
36	0 (0%)	1 (2%)	13 (25.5%)	25 (49%)	12 (23.5%)	3.94	0.75	High	Positive
37	0 (0%)	1 (2%)	15 (59.24%)	26 (51%)	9 (17.6%)	3.84	0.73	High	Positive
38	9 (17.6%)	10 (19.6%)	7 (13.7%)	20 (39.2%)	5 (9.8%)	3.3	1.31	Medium	Neutral
39	1 (2%)	0 (0%)	9 (17.6%)	29 (56.9%)	12 (23.5%)	4	0.77	High	Positive
40	0 (0%)	1 (2%)	15 (29.4%)	26 (51%)	9 (17.6%)	3.84	0.73	High	Positive

They were as follows (31) "The design of online learning tools in order to set students learning in an authentic environment" (statement number 31, which 26 students (51%) they answered "agree" with that statement). (32) "Online learning tools create a challenging constructively competitive atmosphere that facilitates interaction among students" (statement number 32, which 26 students (51%) they answered "agree" with that statement). (33) "Students engaged in a form of experiential learning in a place where they are educated via online learning tools" (statement number 33, which 27 students (52,9%) they answered "agree" with that statement). (34) "Online learning tools encourage students to help each other and keep to answer their peers' questions very quickly" (statement number 34, which 29 students (56,9%) they answered "agree" with that statement). (35) "Good writing skills occurs in socio cultural organized activities on online learning tools" (statement number 35, which 18 students (35,3%) they answered "agree" with that statement). (36) "The social environment of online learning tools sends clear messages to improve their writing skills" (statement number 36, which 25 students (49%) they answered "agree" with that statement). (37) "The teacher provides an active audience for the student writer by confirming their understanding of the text to enhance student's writing skills" (statement number 37, which 26 students (51%) they answered "agree" with that statement). (38) "Students are motivated to be active participants in collaboratively improve their writing skills" (statement number 38, which 20 students (39,2%) they answered "agree" with that statement). (39) "Online learning tools emphasize critical issues as meaningful learning" (statement number 39, which 29 students (56,9%) they answered "agree" with that statement). (40) "Online learning tools can foster shared space or situational understanding between students" (statement number 40, which 26 students (51%) they answered "agree" with that statement).

Based on the data above, it could be seen from average of 51 students they answered "agree" with Mean score (M =3,72) it was in

high category. It means that students perception were positive. In social context aspect online learning useful to encourage students to write, because students were more likely to retain and describe information related to their social context.

Based on the findings in this study, the writer found that majority of the students were agree using online learning as learning media in writing class during pandemic covid 19. Student' perception of using online learninG in writing class during pandemic covid can be categorized into positive perception. This category is strengthened by the result of mean score in each category. The result of indicator students' participation with mean score 3,68 in high category. In indicator effect of online learning with mean score 3,67 in high category. In indicator teacher's role as facilitator with mean score 3,61 in medium category. In indicator of social context with mean score 3,72 in high category. Considering the Mean score of the data analysis, it can be concluded that students regard online learni that can used in the learning process at university especially in writing class.

The questionnaire results revealed that majority of the students agreed that online learning tools increased active participation amongst students as it provided a learning media for students to work on writing tasks. Additionally, the results show that online learning improves the mental development of students, as most students agreed because it encouraged critical thinking, give motivation and increased their writing competence.

Furthermore, the highest percentage of student or seemed to agree with the role of teacher's as facilitators when using online learning tools throughout the entire learning process of improving writing skills. The result show high category of perception the use of online learning in social context. Majority of the students agree that social context was important to take into consideration as it encouraged students to write because it included the use of their background

knowledge, facilitated interaction amongst the students. Students were more likely to retain and describe information related to their social context. To sum up, online learning in writing class can be used in learning process.

Overall, students provide a relatively good perception of the online learning process. Almost all students understand how to operate an online platform and are willing to begiven online learning. It was also found that students who do online learning while working get advantages because in online learning, they can acces anywhere. However, not a few students also complained about the difficulty in understanding the material because the lecturers' delivery method was not acceptable to them. Lack of interaction between lecturers and students is caused by many factors, one of which is network and quotas. Another finding was that online learning made it easier for students to interact and discuss with lecturers or fellow students, not only during learning even outside of learning hours. The results of the research (Gray & DiLoreto, 2016) are data shows the effect of mediation, that when students interact with each other they improve their learning either consciously or unconsciously.

■ **CONCLUSIONS**

Based on the result of the data analysis, the researcher concluded that majority of students were agree using online learning in writing class during pandemic covid 19. We could seen from the result of questionnaire, student's writing skill can be enhanced because online learning can assist students to interact with teacher ro lecture and enable them to learn more online resources.Based on the data thefrequency of students used online learning, it could be seen from average of 51 students they answered "agree" with Mean score (M = 3,67) in category of highlevel. Which means that students' perception were positive toward using of online learning.It means that students

agree in pandemic covid 19, online learning important for them in learning process especially in learning English to increase their writing achievement.

The result in this research give a contribution to the developing of teaching and learning English as a foreign language. The result of the study hoped that the students increase their ability. The students need to enrich their knowledge experiences in learning process by using online learning. They also need to increase their motivation and interest to learn especially in writing subject. In other word the result of this study could give contribution to the students in helping them using online learning as learning media in writing class. The researcher hopes that the result of this study can be useful for the lecture. Therefore the lecturer especially who instruct writing subject, it can become the input for them to teach t writing subject. The lecturer in university may use online learning as learning media in writing class to increase student's ability.

■ REFERENCES

Abd. Syakur, Sugirin, & Widiarni. (2020). The effectiveness of english learning media through google classroom in higher education. Britain International of Linguistics Arts and Education (BIoLAE) Journal, 2(1), 475–483.

Abdullahi, S., Ransom, E. N., & Kardam, M. S. (2014). The Significant of Internet Technology to Education and Students in Acquiring Quality Education. International Letters of Social and Humanistic Sciences, 32(1), 145–153.

Ahmadi, M. R. (2018). The Use of Technology in English Language Learning: A Literature Review. International Journal of Research in English Education (IJREE), 3(2), 115–125.

Cakrawati, L. M. (2017). Students' Perceptions on the Use of Online Learning Platforms in EFL Classroom. *English Language Teaching and Technology Journal (ELT-Tech Journal*, *1*(1), 22–30.

Daniels, M. M., Sarte, E., & Cruz, J. D. (2019). Students' perception on e-learning: a basis for the development of elearning framework in higher education institutions. *The International Conference on Information Technology and Digital Applications*(pp. 1-7).

Febrianto, P. T., Mas'udah, S., & Megasari, L. A. (2020). Implementation of online learning during the covid-19 pandemic on madura island, indonesia. International Journal of Learning, Teaching and Educational Research, 19(8), 233–254.

Gray, J. A., & DiLoreto, M. (2016). The Effects of Student Engagement, Student Satisfaction, and Perceived Learning in Online Learning Environments This. *NCPEA International Journal of Educational Leadership Preparation*, *11*(1), 98–119

Haynes, J., & Zacarian, D. (2010). *Teaching English Language Learners Across the Content Areas*. Alexandria, Va: ASCD.

Ilyasa, F., Rahmayanti, H., Muzani, M., Ichsan, I. Z., & Suhono, S. (2020). Environmental Education for Prevent Disaster: A Survey of Students Knowledge in Beginning New Normal of COVID-19. *International Journal on Advanced Science, Education, and Religion*, *3*(2), 1-8.

Latar, Idris Moh & Ema, R. (2020). Analysis Perception of Teacher's Physical Education Model Based on Creativity and Indenpendency. *International Journal of Education, Information Technology and Others (IJEIT)*, 3(2), 262-269.

Kane, T. S. (2009) *The Oxford Essential Guide to Writing*. New York: Oxford University Press, Inc.

Neda Muhammadi, et.al., (2011). *Effect of E-learning on Language Learning*. Procedia Computer Science, p.465

Ngampornchai, A., & Adams, J. (2016). Students' acceptance and readiness for E-learning in Northeastern Thailand. *International Journal of Educational Technology in Higher Education*, 1-13.

Nurviyani, V., Suherdi, D., & Lukmana, I. (2020). Developing Students Reading Skill Through Making Multimodal Inferences. *English Review: Journal of English Education*, *8*(2), 11.

Pratiwi, D., Widayati, A., & Efendi, R. (2020). The Implementation of Multicultural Education in Economic Learning. *International Journal of Multicultural and Multireligious Understanding*, 7(11), 112-118.

Singh, G., Bhatnagar, V., Gupta, R., & Kumar, G. (2020). Exploration Of E-Learning Vs Traditional Learning In India. *Humanities & Social Sciences Reviews*, *8*(2), 69–76.

Soh, O.-K., Lim, L.-A. D., Yee, L. Y., Ying, L. K., & Yin, L. L. (2018). A Review on the Students' Perceptions of Online Learning Tools in Improving English Writing Skills. *International Journal of Academic Research in Progressive Education and Development*, *7*(4).

Vlassenko, L., & Bozhok, N. (2014). *Advantages and Disadvantages of Distance Learning*. National University of Food Technologies, Ukraine.

V. Arkorful, & N. Abaidoo. The role of e-learning, advantages and disadvantages of its adoption in higher education. *International Journal of Instructional Technology and Distance Learning*, 12(1), pp.29-42. 2015.

Yuningsih, N., & Novarita, N. (2020). Writing An Analytical Exposition Text Through Cooperative Script Strategy. *ETERNAL (English Teaching Journal)*, *11*(2).