
Online Writing Class at English Department of UIN Prof. K.H. Saifuddin Zuhri: The Implementation and the Students' Perceptions

Sinta Sekarini, Desi Wijayanti Ma'rufah

English Education Study Program, UIN Prof. K.H. Saifuddin Zuhri, Purwokerto
sintasekarini45@gmail.com

Abstract

The world is currently experiencing turmoil over the outbreak of the global pandemic Covid-19. To anticipate the transmission of the virus, the government has imposed an education policy for schools and universities to stop the offline learning process, and all activities are carried out online. Based on Circular No.002 of 2020 UIN Prof. K.H. Saifuddin Zuhri Purwokerto which explains that UIN Prof. K.H. Saifuddin Zuhri Purwokerto also implements online learning for all majors and all courses. Therefore, this study aims to analyse the use of e-learning in online writing class and students' perceptions of online writing class at the English Department of UIN Prof. K.H. Saifuddin Zuhri Purwokerto. This research used qualitative descriptive analysis method. The data that used is qualitative data and supported by quantitative data. Qualitative data is obtained from the result of interview, observation, and documentation. While the quantitative data is obtained from questionnaire. The interview was done with interviewing a lecturer of writing class. The researcher did the observation four times through online by joining online writing class of UIN Prof. K.H. Saifuddin Zuhri Purwokerto. Questionnaires were also given to students to analyse how their perception of the use of e-learning in an online writing class. Questionnaires were given to 2-TBI A and 4-TBI B students using Google Form. From the questionnaire, 44 student responses were obtained. The results of this research show that the online writing classes in UIN Prof. K.H. Saifuddin Zuhri Purwokerto used Google Classroom to submitting and correcting the students' assignments, Google Meet for virtual classes, Telegram for discussions, and ECLASS for distributing the lecture materials. Then, students felt hard to understand the material and lack to understand the teacher's instructions. Furthermore, the result showed that most of the students responded positively to the strategies of the teacher in the online writing class.

Keywords: Students' Perception, Online Writing Class, Writing Skill.

INTRODUCTION

The spread of the corona virus (Covid-19) has presented its own challenges for educational institution in Indonesia. To anticipate the transmission of the virus, the governments has issued policies such as lockdown, social distancing, physical distancing, and large-scale social restrictions. This condition requires people to stay at home, work, study, and worship at home. As a result of this policy, the education sector such as schools and universities stopped the face-to-

face learning process. As a substitute, the learning process is carried out online which can be implemented from each students' home.

Schools can be a means to spread Covid-19, since there are assembly activities and teacher-student interaction every day. To protect school residents from exposure to Covid-19, several regions have introduced home learning guidelines. These policies range from preschool education to higher education, both public and private. The home learning policy is implemented while still involving educators and students through distance learning.

Several universities in Indonesia also implement the policy of learning from home by introducing distance learning. All activities are carried out online to prevent the spread of the Covid-19 virus. According to *kompasiana.com* (kompasiana.com, 2020), the industrial revolution 4.0 facilitates the online connection to be able to carry out virtual learning activities such as social networks and access information quickly. One of the steps to take advantage of information technology and networks in the development of learning systems in higher education amid the Covid-19 pandemic is the online teaching system. This online lecture is also known as e-learning.

The letter "e" in e-learning is an abbreviation of the word "electronic", it will combine all educational activities carried out by individuals or groups working online or offline, synchronously or asynchronously through networked or standalone computers and other electronic devices (Chitra & Raj, 2018). E-learning refers to electronic learning is any learning that is enabled electronically (Abbad, Morris, & Nahlik, 2009). E-learning is distance learning that utilizes computer technology, computer networks, and internet. E-learning allows learners to learn via computer in their respective places without having to physically go to class. In its application, the E-learning learning process requires students to learn independently following the path set by the teacher. In e-learning, teachers do not just upload learning materials that can be accessed online by students, but teachers also carry out evaluations, establish communication, and manage other aspects of learning.

The application of distance learning also does not necessarily run smoothly. The non-smoothness of the internet network, the limited costs for accessing the internet, and the limited time for parents to accompany their children while participating in distance learning are the obstacles that many people feel due to the existence of this distance learning (Kaltengpos.co, 2020). Besides, teachers and students must be able to adapt to online teaching and learning applications, or it could also because the teaching methods for each subject are different. One of

them is an English course that is different from other courses. This is because teaching English requires material abilities such as speaking, reading, listening and writing.

In addition to reading, listening and speaking, writing become an important and challenging skill in language learning. Writing has always been part of the English curriculum. However, it can be used for a variety of purposes, from simply "helping" the teaching of grammar to an independent core curriculum where mastering the ability to write effectively is considered the primary goal of students (Harmer, 2004). According to Nunan (2003), writing is a physical and mental act. Writing is the physical act of carrying out words or ideas to several media, and then writing is a mental work of creating ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to the reader. Writing skills are very important to be mastered by students because they will provide many benefits in today's global era. In educational aspect, writing is needed for students to produce academic writing. Students must be able to write well to make good academic writing by considering aspects of writing such as content, grammar, word choice, syntax, etc. There are several problems that many students face in their writing.

Writing skills are obtained through the learning process. Writing skills can be possessed by all students if they receive guidance and practice in writing. In addition, the teacher's role is also very important in training and guiding students to write well. Improvement of the teacher is also very necessary so that errors or difficulties faced by students can be overcome, so that students' writing skills can be improved. A teacher must be able to stimulate students' thinking and creativity in expressing their feelings and opinions both in writing.

The research of students' perception of online writing has been conducted by previous researchers. The most research analysed about students' perceptions of online media used in writing activities. In particular, they discussed online writing using WhatsApp in paragraph writing class (Ma'ruf, Fadilah, Basofi, & Akmal, 2019), the use of social media in the process of teaching and learning at writing class (Sakkir, Rahman, & Salija, 2016), and three different online writing activities using forum, blog, and wiki (Miyazoe & Anderson, 2010). However, the previous research conducted in traditional (offline) class, in which online media was included in the learning process. This is of course different from the situation during a pandemic like now. This pandemic has caused all learning to be carried out online using e-learning.

Based on the previous research, Circular No. 002 of 2020 UIN Prof. K.H. Saifuddin Zuhri Purwokerto and interviewing one of students of UIN Prof. K.H. Saifuddin Zuhri Purwokerto which explains that UIN Prof. K.H. Saifuddin Zuhri Purwokerto also implements online learning for all majors and all courses, the objective of this research is to describe the use of e-learning in online writing class and the students' perception of online writing classes at the English Department of UIN Prof. K.H. Saifuddin Zuhri Purwokerto.

1. Perception

Essentially, perception is the process of evaluating a person for a particular object. Perception is the process of understanding or giving meaning to information about a stimulus. Stimulus is obtained from the process of sensing objects, events, or relationships between symptoms which are then processed by the brain. Slameto (2003) states that perception is a process that involves the entry of messages or information in the human brain through the senses. Perception is the process of human thinking about certain phenomenon (Walgito, 2003). It can be concluded that perception is the process of human thinking about certain phenomenon after they get stimulus through the senses of organ. It is the individual's way of looking at, interpreting, concluding, and give a reaction to an object obtained through the process of sensing, organizing, and interpreting the object.

2. Teaching Writing

a. Definition of Writing

Writing is one of the language skills that is always placed last after the ability to listen, speak, and read. Although it is always written last, it does not mean writing is an unimportant ability. According to Nunan (2003), writing is a physical and mental act. Writing is the physical act of carrying out words or ideas to several media, and then writing is a mental work of creating ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to the reader. Writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English. However, it can be used for a variety of purposes, ranging from being merely a 'backup' for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners (Harmer, 2004). Writing is a communication means or delivering messages to

others in writing which is manifested in the form of a series of symbols or graphic symbols that can be understood by the author and understood by the readers.

b. Process of Writing

- 1) Prewriting: Prewriting sets the stage for what the writer wants to write about, talking with a colleague and sharing ideas are key elements to the prewriting stage.
- 2) Drafting: Drafting is a series of stages during which the student concentrates on getting ideas on paper.
- 3) Revising: Revising is making changes based on feedback from the teacher or other students during conferences.
- 4) Editing: Editing is the stage of the writing process that gives a piece of writing its polish and correctness. Students correct spelling, punctuation, and grammar in preparation for publication.
- 5) Publish: Publishing can take on many forms: reading a piece aloud, making a book, typing the paper, and using digital tools.

c. Teaching Writing Strategies

Lawton in Sarode (2018) define, “teaching strategy is a generalized plan for a lesson(s) which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy”. Beckman in Nasution (2017) states a strategy is a tool, plan, or method used to complete a task. So, strategies are plans that teachers make to achieve learning goals before teaching. Teaching strategy refers to the methods used to help students learn the required course content and be able to formulate achievable goals in the future. Crowl et al in Fajriah et al (2019) proposed 10 characteristics of teaching strategies applied by effective teachers, namely:

- 1) Starting each new lesson by previewing the last lesson.
- 2) Starting the objectives of the lesson before the teaching learning process.
- 3) Transferring new material gradually.
- 4) Giving clear instructions and explanations.
- 5) Providing much time for students to practice.
- 6) Giving numerous questions.
- 7) Conducting warming up activities.
- 8) Giving feedback and correction.

- 9) Providing explicit instruction for seatwork.
- 10) Carrying out test weekly and monthly

3. Online Writing Course

a. E-Learning

The letter “e” in e-learning stands for the word “electronic”, it would incorporate all educational activities that are carried out by individuals or groups working online or offline, synchronously or asynchronously via networked or standalone computers and other electronic devices (Chitra & Raj, 2018). E-learning refers to electronic learning is any learning that is enabled electronically (Abbad, Morris, & Nahlik, 2009). The term e-learning comprises a lot more than online learning, virtual learning, distributed learning, networked or web-based learning. E-learning is a learning process that uses computers, networks, teaching software equipped with communication, monitoring and evaluation facilities. E-learning can also be called knowledge and skills network transfer, which provides education to a large number of recipients at the same time or at different times. The introduction of computers is the basis of this revolution. Over time, we have become addicted to smartphones, tablets, etc. These devices now occupy an important position in classroom learning. Books are gradually being replaced by electronic educational materials such as CDs or flash drives. Knowledge can also be shared over the Internet, which can be accessed 24 hours a day, 7 days a week, anytime, anywhere (The Economic Times, 2020).

b. Components of E-Learning

There are some component of e-learning include e-learning contents, e-tutoring, collaborating learning and virtual classroom (Beatrice, 2011).

- 1) *E-learning contents*. E-learning contents include simple learning resources, interactive e-lesson, electronic simulation and job aids.
- 2) *E-tutoring*. E-tutoring comprises all the activities of a teacher that support a learner in constructively and actively dealing with the learning environment.
- 3) *Collaborative learning*. Collaborative activities range from discussion and knowledge-sharing to working together on a common project. Social software, such as chats, discussions forums and blogs, are used for online collaboration among learners.

- 4) *Virtual classroom.* A virtual classroom is an e-learning event where an instructor teaches remotely and in real time to a group of learners using a combination of material (e.g. PowerPoint slides, audio or video materials).

c. *The Use of E-Learning*

E-learning is considered a new advance in the field of education, allowing learning to develop regardless of space and time constraints. The use of e-learning in education is definitely inseparable from the benefits and problems. According to Rohmah (2011), there are several benefits of e-learning including:

- 1) Up learning time and reduce learning costs.
- 2) E-learning promotes interaction between students and materials.
- 3) Students can share the learning materials at any time and repeatedly. In this case, students can further strengthen their mastery of the learning materials.

Based on Alawamleh et al (2020), here are the problems that students face when taking online classes, some of which include:

- 1) Lack of motivation and understanding of the material.
- 2) The decrease in communication levels between the students and their instructors.
- 3) Increased feeling of isolation caused by online classes.

With the online class there are also obstacles experienced by teachers and students. According to Adiyanto (2020), these obstacles are:

- 1) Uncertainty is high, especially in the first week of online lectures.
- 2) Online lectures are not as effective as face-to-face lectures because there are more technical problems.
- 3) Class conditions that are more difficult to monitor.
- 4) Limited expression in teaching and learning interactions.
- 5) Multiple roles while at home.

d. *Teaching Writing Online*

The current sudden adoption of online learning systems during pandemic is a shock to educators and students. The effectiveness of online writing learning can be obtained if the educators have good creativity in managing the online learning system and are able

to adapt to students by creating learning that is adapted to existing conditions. Here are some examples of the way of teaching writing online based on Ariesta (2020):

1) Using Video

Video is one of technology's products which presents constant movement of sophisticated images, moving pictures and animated pictures, or moving texts accompanied by audio or sounds effect (Rivai, Arniz, & Mujadidi, 2017). Video is used to allow students to better understand the materials and to help students to be easier in giving example step by step in writing.

2) Small Group Discussion

This way enables students to actively participate in teaching activities. Students can also express their opinions and share their thoughts with their friends as a group.

3) Using Picture

By using picture in the teaching-learning process, it can make the students pay attention to the classroom activity and students can understand what is explained in the picture, so students can be motivated to improve their writing skills.

4) Imaginary

By using imaginary strategies, students can improve their thinking and imagination. Students can write according to their imagination.

e. Google Classroom

Google classroom is an application that permits the creation of classrooms in the internet. In addition, google classroom is also a means of distributing assignments, submitting assignments and even assessing submitted assignments. Teachers are able to create a class within Google Classroom, provide their students with an add code or invite them via email, and quickly start communicating with students about class information, assignments, and documents (Keeler & Miller, 2015). Teachers can exchange student success summaries with their parents, and the latter can get automatic email summaries of class updates and student assignments (Korman, 2020). This application can be used on smart phone where both lecturer and students can download it freely and log in easily. The lecturer only need to create a class and share the class

code to the students to let them to join with the class created. Through this application, students can submit their assignment, revise their assignment, and also check their scores given by the lecturer. It also has some benefits such as paperless, can be accessed anywhere and everywhere as long as there is internet connection and from any devices, to communicate between lecturer and students, to give feedback to students, and personalized learning. Google classroom application makes it easier for lecturer to handle students work. It is really beneficial for both lectures and students, because it is easy and simple to use (Ridho, Sawitri, & Amatulloh, 2019).

f. *Google Meet*

Google Meet, also known as Google Hangouts Meet, is built to let dozens of people join the same virtual meeting, and speak or share video with each other from anywhere with internet access (John, 2020). Now, anyone with a Google Account can create online meetings with up to 100 attendees and hold meetings that are up to 60 minutes long per meeting. Businesses, schools and other organizations can take advantage of a variety of advanced features, including online meetings/classes with up to 250 internal or external attendees and broadcast via live stream to up to 100,000 audiences in a domain (GoogleApps, 2020). Google Meet has a feature that can be displayed on the web, Android, and iOS applications. In addition, the Google Meet application has a unique and functional interface with a light and fast size, prioritizing more efficient management so that it is easy for all users to use and follow (Juniartini & Rasna, 2020).

g. *Telegram*

Telegram is a cross-platform cloud-based instant messaging, video calling, and VoIP service. Telegram are available for Android, iOS, Windows Phone, Windows, macOS and GNU/Linux (Wikipedia, 2020). In addition, Telegram provides 'Secret Chats' that offer end-to-end encryption, leave no trace on the company's servers, and let users to set Snapchat-esque self-destruct timers on messages that range from two seconds to one week. There's also the ability to check the security of your Secret Chats using an image that serves as an encryption key. By comparing encryption key to a friend's, users can effectively verify that their conversation is secure and less vulnerable to man-in-the-middle attacks (Hamburger, 2020). When used as a learning media, Telegram is

a transmission tool for distributing learning content. Learning content can be in the form of text, audio, or video (Rinasih, 2015).

METHOD

Participants

The participants in this study are students of English Department in UIN Prof. K.H. Saifuddin Zuhri Purwokerto from the second semester (2-TBI A) and fourth semester (4-TBI B).

Data Collection

This research used qualitative descriptive analysis method. Qualitative research is an umbrella term for a wide variety of approaches to and methods for the study of natural social life (Saldana, 2011). The data that used is qualitative data and supported by quantitative data. Qualitative data is obtained from the result of interview, observation, and documentation. While the quantitative data is obtained from questionnaire. This research was intended to analyse the use of e-learning in online writing class and students' perception of online writing class at the English Department of UIN Prof. K.H. Saifuddin Zuhri Purwokerto. In collecting the data, the researchers used semi-structured interview. This type of interview is included in the in-depth interview category, where in its implementation it is freer when compared to structured interviews (Sugiyono, 2017). The interview was done with interviewing a lecturer of writing class to gain the data regarding the strategy that used by the lecturer in online writing class. This research used non-participant observation. The researcher was not directly involved in teaching and learning process, but only as the observer. The researcher did the observation through online by joining the online writing class of English Department of UIN Prof. K.H. Saifuddin Zuhri Purwokerto. The researchers also used questionnaire for supporting the result of interview. Questionnaire is a technique of collecting data that is done by giving some questions or statements to respondent (Sugiyono, 2010). This research used a close-ended questionnaire. Closed questions help respondents to answer questions quickly, and also make it easier for researchers to analyse data on all the questionnaires that have been collected (Sugiyono, 2017). This questionnaire aims to identify and analyze students' perceptions of online writing class at English Department of UIN Prof. K.H. Saifuddin Zuhri Purwokerto. The data analyzed in a major theme about strategy that used in e-learning process. The questionnaire consists of 16 questions. Five questions for students' perception of the use of e-Learning and eleven questions for students' perception of the teacher strategy in teaching writing through online. The questionnaire was made in the form of a Google Form, then distributed it to

2-TBI A and 4-TBI B students. Because the questionnaire is closed-ended type, students only need to choose one of the answers that are already available. From the questionnaire, 44 student responses were obtained. In this research, the researcher used data analysis techniques according to Miles and Huberman, there are data reduction, data display, and conclusion drawing/verification. After did interview with the writing lecturer, giving questionnaire to students, observation and documentation, the researcher selected data that is important and needed in the research. It provides a clear picture and make it easier for researchers to do further data collection, and look for it if necessary. Then for the data display, this research used narration from interview, table and description from the result of questionnaire, and description from observation and documentation. After doing data reduction and data display, then conclusions can be drawn from the research that has been done.

FINDINGS AND DISCUSSION

1. The Use of E-Learning in Online Writing Class

a. Online learning applications for e-learning

According to interviews and observations, it was found that in an online writing class, the teacher used ECLASS which is a site or academic information system from UIN Prof. K.H. Saifuddin Zuhri Purwokerto, Google Meet, Telegram, and Google Classroom. All of these applications are used because each application has their respective functions according to their needs.

The teacher used Google Meet application for virtual classes because it provides a facility where teachers can share screens. Google Meet allows users to hold meetings on the go, conduct virtual teaching and learning activities and training classes, remote interviews, and much more. Google Meet has features that can be used to make calls high quality videos for groups of up to 250 people (Juniartini & Rasna, 2020). The teacher can show the power point she wants to show and explain to her students, the teacher can also share the video she wants to show and the students can listen to the video shared by the teacher through Google Meet.

Telegram allows users to send text messages, voice messages and communicate in groups (Ramadhan & Wibawa, 2018). Telegram used for conducting online classes through discussions and sharing information related to online writing classes. Starting

from providing class schedule information, student attendance information, sharing links for meetings, learning processes through discussions, and also file sharing.

Google Classroom is a closed app that only allows invited students to join Google Classroom using a specific code. Teachers can exchange student success summaries with their parents, and parents can receive automated email summaries of class updates and student assignments (Korman, 2020). The teacher used Google Classroom to distribute and correct students' assignments. The Google Classroom app makes it easy for teachers to manage student work. It is very useful for lessons and students, as it is easy and simple to use (Ridho, Sawitri, & Amatulloh, 2019).

b. Strategy in teaching writing through online

In implementing E-learning during the Covid-19 pandemic, teachers are required to create the right strategy for learning that is carried out indirectly. Beckman in Nasution (2017) states a strategy is a tool, plan, or method used to complete a task. Teachers must have steps to implement e-learning so that learning objectives are achieved. Based on observations, the strategy used by the teacher in teaching writing through online class can be described as follow:

- 1) The teacher reviews the material that has been taught at the previous meeting and reviews student assignments (giving feedback and correcting).
- 2) The teacher explains the lesson plan that will be carried out.
- 3) Explain the material step by step and clearly.
- 4) The teacher provides opportunities for students to participate in expressing their own opinions, responding to questions, agreeing or even opposing other opinions.
- 5) The teacher sometimes held games to eliminate boredom and change the mood of students in the learning process.
- 6) The teacher rarely set students in pairs/group.
- 7) The teacher explains the conclusions and provides feedback in the end of the lesson.

This finding supports Crowl et al in Fajriah et al (2019) about the characteristics of teaching strategies that the appropriate strategies to present new learning content is in a way that engages learners, makes connections to previous learning, presents content at an understandable and easy-to-learn speed, and provides learners the

opportunity to master the content of the lesson through the process of analysis, application and practice.

c. *The obstacles during online writing class*

Based on the data obtained, the teacher encountered several obstacles during the online writing class. The obvious obstacle is internet network access or signal. Not all regions in Indonesia have good internet connection infrastructure. The instability of the internet connection, both from students and from teachers make the message of communication conveyed from teacher to students and vice versa becomes unclear in some areas. Sometimes makes the delivery of material from the teacher and students' responses late or intermittent. So there are messages lost in the communication process. Adiyanto (2020) states that online lectures are not as effective as face-to-face lectures because there are more technical problems. Technical problems such as intermittent sound and video lead to poor learning efficiency and students are unable to absorb the information conveyed by the teacher as a whole.

The next problem is the teacher also cannot be sure whether the students really focus on the teacher's explanation or not. This supports Adiyanto (2020) that online class conditions are more difficult to monitor. The teacher cannot definitely ensure that students pay attention or at least read the explanations and discussions given by the teacher. Often activities in the home environment cause quite a lot of distraction for students. These distractions are very diverse, ranging from sound distractions, visual distractions and many others that cause students to be unable to focus on learning.

Furthermore, the teacher still does not understand how students solve problems such as when students do not understand the material. This is in line with Adiyanto (2020) that states one of the obstacles during online learning was limited expression in teaching and learning interactions. Usually when in offline classes, students can still ask each other directly with friends around their seats. However, in online classes, students rarely ask questions. This causes the learning process cannot take place interactively.

2. Students' perception of the use of e-learning

The questionnaires had distributed to 2-TBI A and 4-TBI B students using Google Form. From the questionnaire, 44 student responses were obtained. There are five questions that

are intended to find out how students' perception of the use of e-learning in an online writing class. Responses to those questions can be seen below:

44 jawaban

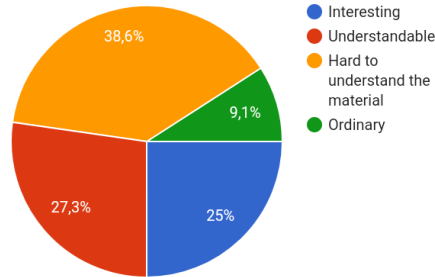


Figure 1: The students' opinion of the implementation of online writing class

According to the result, 38.6% of the students answered that in the implementation of online writing class, they found it was hard to understand the material. While 27.3% answered understandable, 25% answered interesting, and 9.1% answered ordinary. This finding is in line with a study conducted by Alawamleh et al (2020) which showed that when taking online classes, students lack of motivation and understanding of the materials. So the students' understanding of teaching materials during online learning has deteriorated. The material presented in the classroom makes students easier to comprehend the material than online learning, and that material could be absorbed based on methods of teaching through online learning and network (Taradisa, Jarmita, & Emalfida, 2020).

44 jawaban

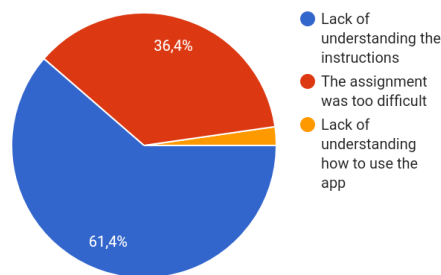


Figure 2: Difficulties during online writing class

The results of the questionnaire also showed that students found it difficult to understand the teacher's instructions during online writing classes. It seen that were 61,4% of the students answered that they lack of understanding the instructions. It was related to Alawamleh et al (2020) which states that online learning has a negative impact on communication between teachers and students because the interaction between teacher and

students has become more difficult. This can be caused by the internet connection, which is sometimes unstable and even the network is bad. So that students also find it difficult to follow online learning and cause some information to be missed.

44 jawaban

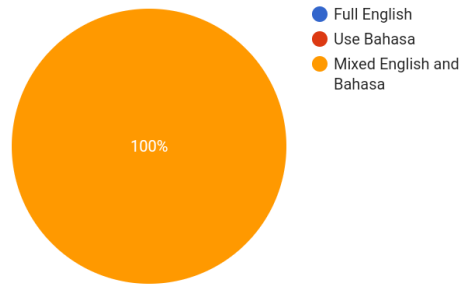


Figure 3: Teacher used English during online writing class

Picture 3 showed that 100% students agree that the teacher used a mixture of English and Indonesian in the teaching process. The teacher mixes explanations with Indonesian because not all students are fluent in English. If students find it difficult to understand the teacher's explanation who uses full English when teaching, it will have an impact on the absorption of information provided by the teacher.

44 jawaban

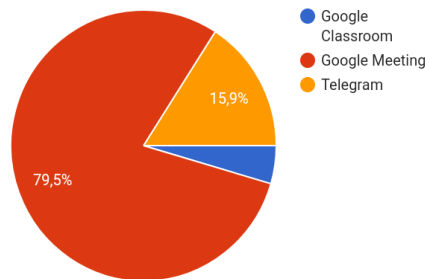


Figure 4: Online application that often used in E-Learning

The results show that 79.5% of students answered Google Meet as an application that is often used in online writing classes. Google Meet application has a unique and functional interface with a light and fast size, prioritizing more efficient management so that it is easy for all users to use and follow (Juniartini & Rasna, 2020). The teacher can show the power point she wants to show and explain to her students, share the video she wants to show and the students can listen to the video shared by the teacher through Google Meet.

44 jawaban

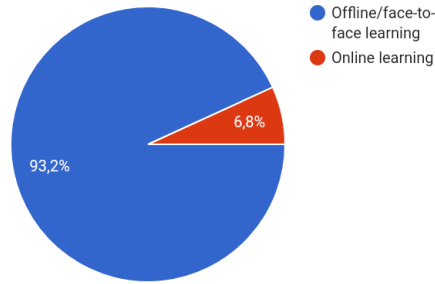


Figure 5: Students' opinions about a more effective class for writing class

The research finding showed 93.2% students agreed that offline learning is more effective for writing class. This is because through online learning, students felt hard to understand the material and lack to understand the teacher's instructions.

From the questionnaire, there are eleven questions that are intended to find out how students' perception of teacher's strategies in an online writing class. Responses to those questions can be seen in the table below:

Table 1. Questionnaire data about students' perception of the strategy in e-learning process

Strategies	Percentage of Frequency			
	Always	Often	Sometimes	Never
Teacher explains material and activities that will be carried out.	72,7%	20,5%	6,8%	-
Teacher used understandable instructions.	32,6%	39,5%	20,9%	7%
Students are required to find lecture material independently.	15,6%	15,6%	51,1%	17,8%
The teacher dominates conversation in the class.	37,8%	37,8%	24,4%	-
The teacher provides opportunities for students to express their opinions.	53,3%	33,3%	13,3%	-
The teacher encourages students to develop their ideas in writing.	53,3%	37,8%	8,9%	-
Teacher provides a variety learning activities.	13,6%	45,5%	38,6%	2,3%
Teacher set students in pairs/group.	4,4%	26,7%	66,7%	2,2%
The application used is in accordance with the strategy that adopted by the teacher.	26,7%	60%	11,1%	2,2%
The subject matter is conveyed well and clearly.	31,8%	54,5%	13,6%	-

The teacher explains the conclusions and provides feedback in the end of the lesson.	66,7%	26,7%	6,7%	-
--	-------	-------	------	---

From the questionnaire given related to teaching strategies, it can be seen that most of students give positive response to the of teacher's strategies in online writing class. It can be concluded that the teaching strategies used by teachers in the teaching process based on Crowl et al's theory in (Fajriah, Gani, & Samad, 2019) have been implemented well. For the first, *starting the objectives of the lesson before the teaching learning process*, more than a half of students (72,7%) answered the teacher always explains material and activities that will be carried out. Based on observations, the teacher reviews the material that has been taught at the previous meeting, reviews student assignments and explains the lesson plan that will be carried out. The lesson plan is used as a guide for teachers in order to achieve higher learning goals in a more systematic and planned way. Second, *giving clear instructions and explanations*, most students (39,5%) agreed that the teacher often used understandable instructions. In giving instructions, the teacher divides and explains the materials into small parts to make it easier for students to master in a short time. The teacher also provides a variety of examples for students to understand the material easily. For the third, *students are required to find lecture material independently*, more than a half of students (51,1 %) answered sometimes. This is because the teacher often distributes the materials at the beginning of the class. Students only need to read and understand the content of the handouts and do not need to search for themselves. Then, *the teacher dominates conversation in the class*, equal number of students chose always and often (37,8% for each). Based on interviews, with the implementation of online classes, teachers still do not believe that students can find and study lecture material on their own. The teacher still explains the material in full to ensure students can absorb the material as expected. For the fifth item, *the teacher provides opportunities for students to express their opinions*, 53,3% answered always. During the writing class, the teacher provides opportunities for students to participate in expressing their own opinions, responding to questions, agreeing or even opposing other opinions. Then, *providing much time for students to practice*, more than a half (53,3%) students answered the teacher always encourages students to develop their ideas in writing. In the learning process, teachers always provide opportunities for students to give examples or practice the material being studied and then provide feedback or corrections to their ideas. With this, students can develop their ideas in writing. 45,5% students agreed that teacher often *provides a variety learning activities*. Based on observations, the teacher held a variety of learning to eliminate boredom and change the mood of students in the learning process. One of them is

inserting a game during the learning process. The games held are also games related to the material being studied. This is so that students can receive the teaching materials provided by the teacher, focus their attention, so that students can always be active and reduce their boredom during class. Eighth, *providing explicit instruction for seat work*, majority students (66,7%) agreed that the teacher rarely set students in pairs/group. Sometimes teacher forms discussion groups, so that students give more and develop their ideas in the task. For example, the teacher gives a topic, then students are asked to develop their ideas regarding the topic in groups or in pairs. The existence of discussion groups is also intended so that students can provide feedback and correct mistakes in each other's assignments. For the ninth, students agreed that *the application used are often in accordance with the strategy that adopted by the teacher* (60%). Based on information from interviews, in an online writing class, the teacher used Google Meet for virtual class, Telegram for discussion, Google Classroom to submitting and correcting the students' assignments, and ECLASS for distributing lecture materials. Then, more than a half of students (54,5%) agreed that *the subject matter often conveyed well and clearly*. This is evidenced based on the student portfolios that have been obtained, most of them have met the teacher's expectations. For the last, *giving feedback and correction*, majority students (66,7%) agreed that the teacher always explains the conclusions and provides feedback in the end of the lesson.

CONCLUSION

The objective of this research was to describe the use of e-learning in online writing classes and students' perception of online writing classes at the English Department of UIN Prof. K.H. Saifuddin Zuhri Purwokerto. After conducting research through interviews, questionnaires, observations and documentation, the online writing classes in UIN Prof. K.H. Saifuddin Zuhri Purwokerto are implemented through Google Classroom, Google Meet, Telegram and ECLASS. Google Classroom to submitting and correcting the students' assignments, Google Meet for virtual classes, Telegram for discussions, and ECLASS for distributing the lecture materials.

According to the data obtained, the teacher felt that the instability of the internet connection, both from students and from teachers make the message of communication conveyed from teacher to students and vice versa becomes unclear in some areas. In addition, the teacher is also difficult to monitor students and does not understand how students solve problems such as when they do not understand the material. This is in line with the result that students felt hard to understand the

material and lack to understand the teacher's instructions. Furthermore, the result showed that most of the students responded positively to the strategies of the teacher in the online writing class. It can be concluded that the teaching strategies used by teachers in the teaching process have been well implemented.

REFERENCES

- Abbad, M. M., Morris, D., & Nahlik, C. d. (2009). Looking under the Bonnet: Factors Affecting Student Adoption of E-Learning Systems in Jordan. *International Review of Research in Open and Distance Learning* Vol.10 Number 2.
- Adiyanto, W. (2020). Memahami Hambatan Dosen dan Mahasiswa dalam Perkuliahan Online: Fenomena Antisipasi Penyebaran Virus Covid-19. *Interaksi: Jurnal Ilmu Komunikasi* Vol. 9, No. 1.
- Alawamleh, M., Al-Twait, L. M., & Al-Saht, G. R. (2020). The Effect of Online Learning on Communication between Instructors and Students During Covid-19 Pandemic. *Asian Education and Development Studies*.
- Ariesta, M. L. (2020). Teaching Writing Online Strategies During Covid-19 Pandemic. *LangEdu Journal Universitas Islam Malang*.
- Beatrice, G. (2011). *E-Learning Methodologies: A guide for Designing and Developing E-Learning Course*. Rome: FAO.
- Chitra, A. P., & Raj, M. A. (2018). E-Learning. *Journal of Applied and Advanced Research*.
- Fajriah, N., Gani, S. A., & Samad, I. A. (2019). Students' Perceptions Toward Teacher's Teaching Strategies, Personal Competence, and School Facilities . *English Education Journal*.
- GoogleApps. (2020, November 29). Cara membuat konferensi video dengan Google Meet. Retrieved from Google Meet: <https://apps.google.com/intl/id/meet/how-it-works/>
- Hamburger, E. (2020, November 29). Why Telegram has become the hottest messaging app in the world. Retrieved from THEVERGE: <https://www.theverge.com/2014/2/25/5445864/telegram-messenger-hottest-app-in-the-world>.
- Harmer, J. (2004). *How to Teach Writing*. Harlow: Pearson Education Limited.

- John, S. (2020, November 29). 'What is Google Meet?': A guide to Google's video-chatting service, including pricing options and how to join a meeting. Retrieved from Business Insider: <https://www.businessinsider.com/what-is-google-meet?r=US&IR=T>
- Juniartini, N., & Rasna, I. (2020). Pemanfaatan Aplikasi Google Meet dalam Keterampilan Menyimak dan Berbicara untuk Pembelajaran Bahasa pada Masa Pandemi Covid-19. *Jurnal Pendidikan dan Pembelajaran Bahasa Indonesia Vol.9 No.2*, 134-141.
- Keeler, A., & Miller, L. (2015). *50 Things You Can Do With Google Classroom*. San Diego: Dave Burgess Consulting Inc.
- Korman, C. (2020). *Google Classroom for Teachers 2020. A Complete Guide to Learn Everything You Need to Know for Your Classroom Management*.
- Nasution, W. N. (2017). *Strategi Pembelajaran*. Medan: Perdana Publisher.
- Nunan, D. (2003). Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill.
- Nunan, D. (2003). *Practical English Language Teaching*. New York: McGraw-Hill.
- Ramadhan, F., & Wibawa, S. C. (2018). Pengembangan Media Pembelajaran Interaktif Matematika dengan Bot Api Media Sosial Telegram di Akademi Farmasi Surabaya. *IT - EDU. Volume 02 Nomor 02*.
- Ridho, D. M., Sawitri, I. D., & Amatulloh, N. A. (2019). Students' Perception Toward Google Classroom Application in EFL Classroom. *Seminar Nasional Pendidikan, FKIP UNMA 2019*.
- Rifandy, J. (2020, November 29). Apa itu Telegram dan Apa Saja Fitur Telegram Versi Terbaru. Retrieved from Pressburner.com: <https://www.pressburner.com/apa-itu-telegram/>
- Rinasih. (2015). Pemanfaatan Aplikasi Mobile Telegram Sebagai Media Pembelajaran Program Kejar Paket C. *Seminar Nasional Teknologi Pendidikan* (p. 597). Malang: Program Studi Teknologi Pendidikan Universitas Negeri Malang.
- Rivai, I. M., Arniz, E. A., & Mujadidi, S. (2017). The Effectiveness of Using Video on Students' Writing Ability in Teaching Descriptive Text (A Case Study At Tenth Grade Of Smk Pasundan 1 Kota Serang). *The Journal of English Language Studies Vol. 02, No. 02*.
- Rohmah, L. (2011). Konsep E-Learning dan Aplikasinya pada Lembaga Pendidikan Islam. *Jurnal An Nûr, Vol I. No. 1*.
- Saldana, J. (2011). *Fundamentals of Qualitative Research*. New York: Oxford University Press.

Sarode, R. D. (2018). Teaching Strategies, Styles and Qualities of a Teacher: A Review for Valuable Higher Education. *International Journal of Current Engineering and Scientific Research* Vol.5.

The Economic Times. (2020, November 24). Definition of E-Learning. Retrieved from The Economic Times: <https://economictimes.indiatimes.com/definition/e-learning>

Walgito, B. (2003). *Pengantar Psikologi Umum*. Yogyakarta: ANDI.

Wikipedia. (2020, November 29). Telegram (Software). Retrieved from Wikipedia The Free Encyclopedia: [https://en.wikipedia.org/wiki/Telegram_\(software\)](https://en.wikipedia.org/wiki/Telegram_(software)).