



Students' Perception of the Online English Writing Learning Process

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Abstract

Pinpointing on how students perceive online writing learning process profoundly capitalizes teachers with valuable feedbacks on their pedagogical practices. This study employed the quantitative research approach by undertaking a survey as the research instrument to find out students' perception on Narrative writing leaning. Through the use of a closed-ended questionnaire, the data were gathered from one hundred eighty-seven (187) students in the eleventh and twelfth grades in one of Senior High School in Kuningan, West Java. It was discovered that English writing online learning had a variety of responses in three categories. Based on the analysis of the data, it was revealed that students' perceptions of the process of learning English writing online were positive in the participation category (70.5%), neutral in the accessibility category (44.7%), and positive in the material and assignment delivery category (60.2%). It is concluded that respondents struggling with English writing narrative online learning feasibly overcome these difficulties by rereading the summary, thus becoming more independent, and taking greater responsibility for each of their duties.

Keywords: Perception; Online leaning; Writing

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1. INTRODUCTION

Online learning, in particular, is education making use of internet-based technology. In these circumstances, apart from students' needs to be ready to learn how to utilize the technology used in their particular institutions, educators are required to have technical abilities in the field of technology to be able to teach them online (Rifiyanti, 2020). Online education is successful when there is a strong internet connection, learning software, digital literacy, and access to technology.

Furthermore, English is the most commonly spoken language outside of its native country. All students in Indonesia are requisite to master it as their first foreign language. Consequently, learning it as a foreign language is much more difficult than studying it as a native language (Sari & Suhono, 2017). Schools encourage them to become proficient in four language skills: speaking, listening, reading, and writing. Senior high school pupils should achieve, in fact writing proficiency as a productive skill. Writing is the process of putting ideas or substance into a group of words that have meaning (Firmansyah, 2017). The ability to process, synthesize, arrange, and convert thoughts into a reading text makes writing one of the productive abilities, (Pingan & Said, 2019). It is a task involving expressing an idea in written form using letters or numbers to give it a clear meaning.

There will be a variety of students' perspectives on this issue entailing the online learning. Perception is, then, the knowledge of an item, an event, or a connection gained through the summarization and interpretation of information (Agung, Surtika, & OP, 2020). The next step is perception development, a stage of the whole action process enabling us to customize our actions to the environment we live in. students' perceptions in this case can be characterized as beliefs forming in response to experiences requiring modification (Michotte, 2019).

There have been numerous studies concentrating on how students perceive the implementation of online learning. However, there is still a lack of focus on how students view the online learning experience, centring on the language skills that students need to master, including English writing. In fact, even at the sentence level, pupils frequently lack the necessary writing skills. In order to teach children the most fundamental structures and write in English clearly, the teacher must start from scratch at the sentence level (Friatin, 2018). Writing entails producing or developing a text. Like speaking, writing calls for language production. Additionally, it was found that due to a number of challenges they encountered, students' perceptions of online learning were not favourable (Nasution & Ahmad, 2020) and students encountered three hurdles when learning online (Octaberlina & Muslimin, 2020).

In this study, the research is intended to find out the Students' Perceptions toward the Process of English Writing Online Learning?". The aim of this study is to understand students' perceptions of

three aspects of the English writing online learning process: participation, accessibility, material, and assignment delivery, accordingly. Through the use of this technology in a system known as online learning, efforts may be made to enhance the quality of education alongside technological advancements and the infrastructure that supports them. Online education is a technique that enables students to learn in more depth and variety. Through the resources offered by this system, students are not constrained by time, place, or distance when learning. More various learning materials are being used, including visual, audio, and motion materials in addition to spoken ones (Munir, 2009). He added that an online learning system based on the web is implemented by online distance learning. The supply of the learning materials to students (delivery content), who must consult the design, is the first step in the online distance learning paradigm. Online distance learning differs fundamentally from traditional face-to-face learning models.

There are several characteristics of the online learning system summarized by Warsita (2011), among other things, in general, teachers and students are separate in that in online learning the presence of the teacher can be replaced by learning media. Physically, the teacher and students are not in the same room to start learning. Also, It is independent learning process; during the implementation of online learning students are required to be more independent in understanding the material presented, and how they can set schedules and get out of their comfort zone while inside the house.

The supply of autonomous instructional materials in digital format can be considered as one of the characteristics of online learning from some of the aforementioned arguments. The information is then kept in a computer system. This implies that instructors and students can access it from any location at any time. Subsequently, it has something to do with Students' Perceptions: the process of gathering, recognizing, and interpreting sensory data into a summary and knowledge of the environment is called perception (Alizamar & Couto, 2016). The term "perception" can also refer to a person's senses of hearing, feeling, tasting, and smelling. In other words, perception is something that a person has a personal experience with. They also outlined the concept of perception, which is the term for a person's capacity to recognize, categorize, concentrate their thoughts on, and interpret something. A person's perspective on something that plays a part in their lives and may have an impact is known as their perception.

Then, Agung, Surikanti & Quinones (2020) discovered a number of elements relating to how students view the online learning process. These factors include (1) Students' perspectives of their engagement in online learning are one of the fundamental features that must be taken into account.

This is to gauge the level of student enthusiasm for the use of online learning.; (2) Online learning accessibility: To provide a seamless learning experience, accessibility is a crucial component of the ongoing adoption of online learning; (3) Resources & Assignment

Students will notice and feel the teacher's delivery of the information and the way he or she assigns homework during the online learning process, which will result in varied student perceptions. According to the description given above, student perception is the student's point of view when drawing conclusions from and interpreting information in order to develop attitudes about various occurrences that occur.

Pertaining to the students' participation, engagement or involvement, this refers to a student's active engagement in a teaching and learning activity as demonstrated by their actions and attitudes inside the classroom. Students that engage in the learning process properly will learn best. There are four categories of student behaviour in the classroom: full integration, engagement in context, marginal integration, and silent observation (Liu, 2001). With complete integration, students actively participate in class discussions and are aware of what they should and shouldn't say (Abdullah, Bakar, & Mahbob, 2012). Besides, their participation is usually spontaneous and occurs naturally (Abidin, 2007).

Regarding with the accessibility, it is the fact that The existence of the internet is crucial to online learning. Internet access, devices like laptops and smartphones, online application tools like chatrooms (communication rooms) or video conferencing such as zoom and google meet, or it can take the form of other applications that store videos and let students watch them, like YouTube, are all prerequisites for online learning. Learning institutions run by the Ministry of Education and Culture as well as by businesses like Quippers and Ruang Guru. Scale & Coper (2009) stated that accessibility in regard to e-learning (such as virtual learning environments, digital repositories, multimedia, online portals, and discussion boards) is understood as ensuring that students are not restricted from accessing technology or information and experience. technology supplied based on their impairment (a mismatch between the needs of the learner and the education offered).

Accessibility according to Agung, et. al. (2020) involves the general conditions of student accessibility to take part in online learning which consists of unstable connections, such conditions are common, at least the development of infrastructure and public facilities is limited, availability of internet data/quota which is also a weakness in online learning., use of cell phones and laptops and limitations of each student's cell phone facilities (ram capacity, phone features and performance). Thus, it can draw the conclusion that when using online learning, students' accessibility must be taken into account. The online teaching and learning process will proceed

smoothly and in accordance with the learning objectives that have been established by the teacher thanks to the students' easy accessibility.

In line with Material and Assignment Delivery. It is the fact that Online learning provides numerous options for sharing information and uploading papers in a variety of formats. It also includes some elements that support and uphold the teaching and learning process. Since it is a web-based system, no additional software needs to be installed, and once the content has been uploaded, users can access it whenever they want. In this sense, a wide range of e-learning methods can be developed thanks to the many technological instruments that are currently available (Coman, Tiru, Schmitz, Stanciu & Bularca, 2020). Several components are considered in Material and Assignment Delivery according to Agung, et.al. (2020) including Comprehensive material, the material provided in online learning can be understood easily or even difficult for students., the relevance of the material, the suitability of the material with the subjects presented in online learning., Question discussion and answer session., Feedback, the relevance of the task to the material. and Comprehensive Direction.

Such elaborated facets of online learning, is then, to facilitate the learning writing. It is argued that the ability to process, produce, arrange, and convert thoughts into a reading text makes writing one of the productive abilities (Pingan & Said, 2019). People can convey their ideas and thoughts on paper or in other written forms by employing writing. According to Suhaedi (2015), writing engages both the left (rational) and right (emotional) hemispheres of the brain (logic). Planning, outlining, grammar, editing, rewriting, research, and punctuation are all right brain writing processes. While left brain tasks involve zeal, impulsivity, feelings, colours, inventiveness, passion, novel things, and delight.

2. METHODOLOGY

Finding out how students perceive about learning English writing online during the COVID-19 pandemic was the goal of this study. By looking at a sample of a population, survey research aims to quantitatively define the patterns, attitudes, or opinions of that population (Creswell, 2014). A questionnaire or interview may contain a number of statements or questions called items that are used in survey design to gauge respondents' self-reports. Glasow (2005) claimed that whereas written surveys are known as questionnaires, verbal surveys are frequently referred to as interviews. So, written surveys using questionnaires are the sorts of surveys used in this study.

The population in this study were all students who had studied writing narrative text in online learning in English subjects at one of Senior High School in Kuningan grade XI and XII academic

year of 2021-2022, totalling 750 students. The distribution of values was calculated using 187 samples collected by the researcher using proportionate stratified random sampling.

There are two kinds of questionnaires; closed and open questionnaire. This study used close-ended questionnaire to determine students' reactions about their perceptions of the online learning process during the COVID-19 pandemic. In a closed questionnaire, possible answers are mentioned in the questionnaire or schedule and the respondent or researcher ticks the category best describing the respondent's answer (Ary et al., 2010; Ermawati, 2020).

In order to measure the validity and accuracy the data, the researcher conducted a survey to gain the data. The researcher used Google form for the online questionnaire. Furthermore, the researcher modified the questionnaire compiled by Agung, et. al. (2020). A questionnaire statement related to high school students' perceptions about the online learning process of writing Narrative text in the midst of the Covid-19 pandemic was formulated. The 5 likert scale was used, namely strongly disagree (SD), disagree (D), neutral (N), agree (A), and strongly agree (SA)

Table 1. Questionnaire of Students Perception of the online English Writing Learning Process

No	Statement	SD	D	NA	A	SA
Students' Perception of their Participation in Online Learning						
1	Online learning is very fun for me because I can use and learn more about technology. Through English writing online learning, my technology and information skills have improved.					
2	Learning online is a challenge in itself for me because I have to learn more by reading lots of references to complete writting narrative text assignments					
3	Online learning has trained me to be more responsible and independent with my writting narrative text assignments					
4	The biggest problem I face during online learning is the internet signal. Sometimes I have to be absent from online learning because of the bad internet signal. However, I can read the summary.					
Students' Perception of Accessibility in Online Learning						

5	Sometimes I can't take some online classes because of my limited internet data.
6	My phone's memory space is limited whereas every teacher has a different e-learning app which should be downloaded.
Students' Perception of Material and Assignment Delivery	
7	I have difficulty understanding the material of writing narrative text and the assignment given by the teacher.
8	Writing material for narrative text can be easier to understand with online learning than offline learning.
9	The material presented in the narrative text is very interesting, making it easier for me to understand and more enthusiastic
10	Online learning can improve my narrative text writing skills

Both positive and negative statements might be found in the questionnaire. Favourable questions are those that support or support the study object, whereas unfavourable questions are those that do not support or do not favour the research object. There are two unfavourable statements about accessibility, three positive statements and one positive statement about the way that students perceive their participation, and three positive statements and one positive statement about how the information and assignments are delivered. This can be seen in Table 2.

Table 2. Questionnaire Grid

Variable	Number of Questions		Total of Questions
	Favorable	Unfavorable	
Students' Perception of their Participation	1,2, 3	4	4
Acessibility	-	5,6	2
Material and assignment delivery	8,9,10	7	4
Total	6	4	10

This study concentrated on three primary issues: student participation, accessibility, material delivery, and assignment due dates. As a result, the questions are organized by the main subject. The survey was created using Google Forms and had closed-ended questions.

Sugiyono (2009) claims that the Likert Scale was utilized in the questionnaire. To make the statements well understood by all responders, they were written in Indonesian. The examination of the data involves various steps: (1) Organizing and preparing the data for analysis in the form of a questionnaire in the form of a google form link distributed to participants; (2) The data were processed using Microsoft Excel 2013. The data obtained and processed from the google form were presented in the form of tables or diagrams to determine the tendency of students' perception toward the process of English writing online learning; (3) The calculation of questionnaire after the gained data, the researcher analysed and counted it with the formula according to Sugiyono (2012, p. 136). Calculation of Questionnaire; Favourable with item value: Strongly Disagree (1), Disagree (2), Neutral (3), Agree (4), Strongly agree (5). Unfavourable with item value: Strongly Disagree (5), Disagree (4), Neutral (3), Agree (2), Strongly agree (1).

Furthermore, to determine the interpretation results, calculation was carried out by giving a value/score to each answer to the questions: (1) Maximum value (Y), The maximum value is based on the highest answer score multiplied by the number of respondents and then multiplied by the number of questionnaires. Maximum value = 5 x number of respondents x number of questionnaires; (2) Minimum value (X), The minimum score is based on the lowest answer score multiplied by the number of respondents and then multiplied by the number of questionnaires. Minimum value = 1 x number of respondents x number of questionnaires. The Final completion is Index Formula $\% = \frac{\text{Total Score}}{Y} \times 10$. The following criteria for interpretation of scores based on intervals as attached in Table 3.

Table 3. The Intervals

0 – 20%	= Highly negative
21 – 40%	= Negative
41 – 60%	= Neutral
61 – 80%	= Positive
81 – 100%	= Highly positive

3. FINDINGS

This chapter consists of the findings and discussions of the collected data to cover the result of Students' perceptions toward the process of English writing online learning. Due to the Covid-19

epidemic, the students in this study's XI and XII grade classes at one of Senior High School in Kuningan had been engaging in online learning, including English lessons, and composing narrative texts for the past year. The goal of this study was to find out how students perceived about three parts of the online English writing learning process: involvement, accessibility, content, and assignment delivery. 187 students from various classes contributed to the study's findings.

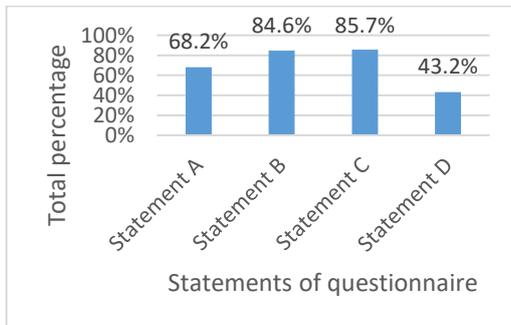


Chart 1. Students' perception for participation category

Based on Chart 1, The statement C that online learning had taught them to be more responsible and independent with their assignments received the highest score in the category of students' perceptions of their participation (85.7%), and the statement D that the biggest issue they encountered during online learning was the internet signal received the lowest score (43.2%). They might need to miss online classes due to poor internet signals. They could read the summary, though. According to the statistics, it was possibly shown that the average student perception of the online English writing learning process in the first area, namely participation, was 70.5%, suggesting that it met the criteria for a favourable perception.

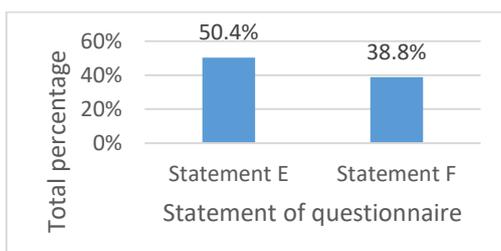


Chart 2. Students' perception for accessibility category

Referring to Chart 2, the statement E about occasionally being unable to participate in some online courses due to data limitations received the highest rating (50.4%), and the statement F about their phone's memory space being constrained while each teacher had a different e-learning app that should be downloaded received the lowest rating (38.8%). Thus, it could be deduced that the average student perception of the accessibility of the online English writing learning process in the second category was obtained by 44.6%, indicating that it belonged to the neutral criteria.

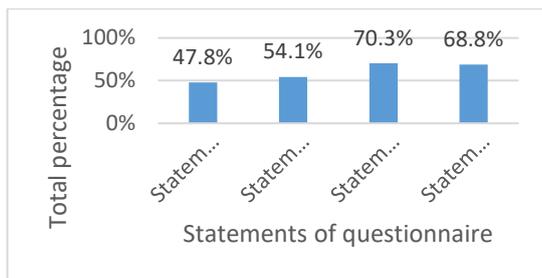


Chart 3. Material and assignment delivery category

On the basis of Chart 3, the statement I that the material presented in the narrative text was very interesting, making it easier for them to understand and more enthusiastic (70.3%), having received the highest score in the category of students' perception of the material and assignment delivery, and the statement G that they had difficulty understanding the material of writing narrative text and the assignment given by the teacher received the lowest score (47.8%). Based on the data, the third area, including the delivery of materials and assignments, had an average proportion of students who perceived positive about the process of learning English writing online of 60.2%, meeting the standards for a favourable opinion.

4. DISCUSSION

The research revealed that respondents' opinions of the online learning process were of variety. However, the majority of survey participants gave good feedbacks on the online learning environment. This study discovered that the majority of students expressed good impressions of the online English writing learning experience. The findings in this study showed that most participants found online learning highly enjoyable and a great way to learn more about technology, helping them improve their information and technology abilities. While mobile e-learning enabled users to access through mobile devices, online learning platforms allowed them to access information on personal computers (Kattoua, Al-Lozy, & Allowward, 2016).

The majority of respondents also concurred that the challenges of reading additional sources to fulfil the assignments assigned by the teacher were risen with online learning. Most students perceived that they were trained to be more responsible and autonomous with their tasks by learning to produce narrative text online. This was corroborated by the research conducted by Sajatmojo (2021), claiming that online learning also transformed students into the major learning object rather than just online listeners or spectators. Students were likely to become self-reliant and accountable for their learning.

However, learning to produce narrative prose online was fraught with difficulties, one of which was a poor internet signal. Referring to the findings of this study in questionnaire analysis, the

majority of the students were still able to read summaries of the narrative text material even though they encountered these challenges.

The highest received score was neutral, on the basis of the findings in the analysis of student views in the second category, namely students' perceptions related to their accessibility in English writing online learning. The majority of respondents said that it was the fact that online learning during the COVID-19 pandemic actually demanded a lot of internet data quota in order to access online classes, so online learning to produce narrative texts was hampered owing to the limited data quota. Rifiyanti (2020) argued that learners during COVID-19 had a significant demand for internet access in order to participate in the online classroom, conduct information searches, complete assignments, and other activities.

As online learning necessitated a significant amount of memory space to download different online learning programs, it was reported that respondents had difficulties in the form of extremely little mobile memory space. Oneyrna et al. (2020) asserted that the main obstacles to online learning during the COVID-19 pandemic school closures were a lack of digital literacy, restrictive school policies, the digital division, inadequate electricity, inaccessibility and unavailability, network problems, inadequate facilities, a lack of funding, resistance to change, etc. It might be stated that the second category, accessibility, which was part of the neutral criteria, best describing how students perceived about learning writing narrative prose in this study.

Students' perceptions of how the teacher presented the content and the assignments as learning writing narrative, it was revealed that the highest received score was Agree. The majority of respondents stated that the teacher's delivery of the materials for producing narrative texts was very engaging and might increase students' comprehension and enthusiasm for online learning. Students' opinions of online learning were positive; therefore, it feasibly increased motivation, making it simpler to understand the subject matter, and boosted readiness for taking remedial action (Rifiyanti, 2020).

Students also perceived that online education could help them become better writers of narrative materials. This was in line with Irawati's research (2021). She found that students perceived online learning resulted in easier learning and more beneficial for their online learning in writing classes. It might be said that online learning was perceived favourably by students in terms of the content and assignment delivery in English writing.

With the removal of physical obstacles, learning in a classroom environment in online learning was made more accessible for everyone. Other benefits of online learning included the

ability for teachers and students to interact and communicate with one another very effectively in that students could interact and communicate with one another directly, and teachers could easily provide information to students in the form of images and videos. Moreover, students could download these teaching resources as well, encouraging greater participation from them in observing and learning from the teacher's materials.

Thus, the respondents showed positive attitudes of the Covid-19 pandemic-related online English writing learning procedure. Despite the fact that this was their first time to get engaged in online learning, they ran into some issues. Poor internet signal, a data cap to access online classes, and a mobile phone memory cap were issues as online learning necessitated a large enough memory space to download numerous online learning programs. However, most students could easily overcome these issues so as to avoid missing class. Eventually, students' perceptions about learning to write English online during the COVID-19 epidemic were favourable and possibly into practical.

5. CONCLUSION

It is inferred that the majority of students concur with the claims made in the questionnaire used for this study. Thus, students have a favourable perceptions of online English writing instruction for learning to write narrative prose. As a matter of fact, in online learning, students may run into issues, such as having a limited data allotment for accessing the class and a limited amount of mobile memory for downloading any applications or data. However, these barriers can still be tackled by the respondents themselves, thus they are not particularly profound barriers.

As a result, it is possible to draw the conclusion that students have a favourable sense of their involvement in receiving materials and assignments while learning to write English narrative text online. Students' perceptions of accessibility, however, are indifferent because they are still able to handle it on their own way. The majority of respondents do not experience major accessibility issues possibly impeding the process of learning English writing online. Hence, they can profoundly participate in online English writing instruction.

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