STUDENTS' PERCEPTION TOWARD E-LEARNING EXPERIENCE ON WRITING SKILL DURING COVID-19 PANDEMIC

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Abstract

This research aims to examine students' perception towards e-learning experience on writing skills during the Covid-19 pandemic, specifically in the advance writing course. The qualitative design has been conducted with thirty participants at English Education Department Manado State University. They are chosen based on several criteria such as (1) participants are English students, (2) participants have studied advanced writing courses in an e-learning environment, and (3) participants have experience e-learning without internet access distraction during the e-learning process. The responses were collected through a modified online questionnaire which are later statistically interpreted. The finding leads to the conclusion that the majority of the participants had a positive perception toward e-learning experience on writing skills during the covid-19 pandemic in terms of the learning process, learning outcome, and learning evaluation, although there was minor disagreement by the few participants. It explicitly revealed that the e-learning activity could contribute to assist the learning needs such as comfortableness, flexibility, accessibility, interaction, easiness, and feedback. The overall discussion leads the researcher to suggest further researches on figuring out roles of learning communities and groups, and effective assessment and evaluation on online writing courses.

Keywords: E-Learning, Students' Perception, Writing Skill

Indtroduction

E-learning has been promoted widely for English Language Teaching (ELT). It has been used as an engaging way to learn English. E-learning provides several advantages for EFL activity such as flexibility and easiness. It supports the learning process through access to online learning and teaching resources and helps learners in learning more efficiently (Nassar, 2020). It provides an alternative to teaching techniques that empowers students to be more active learners. Furthermore, in the past few years, many studies have investigated the impacts of e-learning on language learning (Al-Fraihat et al, 2020). The significant thing is that instructors or lecturers can

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deliver the learning process more effectively, also be more innovative in utilizing for better learning outcomes.

E-learning known as a unifying term in the fields of online learning, web-based training, and technology-delivered instructions. As the world changes rapidly, the growing interest in developing e-learning has been accelerated by several stakeholders such as researchers, academicians, government, institutions, and industry, which also lays crucial role to help learning process (Almaiah, et al, 2020). In this case, it has become highly concerned by those sectors in adaptation to the current era.

Along with this trend, it has offered more options for nowadays education. For instance, institutions have recognized e-learning as an enormous upgrade in which learners should participate. It has been initiating various improvements in the forms and tools in higher education institutions. Those things are namely emails, blogs, wikis, e-portfolios, animation, video links, to social networking, like Yahoo Messenger, Facebook, Twitter, YouTube, Moodle, Edmodo, Yammer, and Schoology.

Despite this progressive development, entering the beginning of 2020, Coronavirus Disease 2019 (COVID-19) has surprisingly become an outbreak across the globe (BNPB, 2020). The outbreak made an urgency of the needs of e-learning (Moorhouse, 2020). The Minister of Education and Culture of the Republic of Indonesia has directed all educational institutions to conduct E-learning due to the increasing spread of the outbreak for protecting the health of educational stakeholders. All educational institutions have been forced to implement e-learning in a learning activity.

Regarding the current situation, research on e-learning carried out during a pandemic is very rarely found, especially in the English as Foreign Language (EFL) context which focusing on comprehending student's perception of writing skills, which is highly important to obtain a better insight on the phenomena of the pandemic. Perception is the process of interpreting and organizing sensation to produce a meaningful experience. Gaining the perception of learners in terms of experiencing e-learning in a writing classroom would be beneficial to contribute to the present study.

Within these thoughts above, it is interesting in investigating students' perception toward the implementation of e-learning for EFL writing skills during the Covid-19 pandemic.

1. E-Learning System Management

Regarding the term of e-learning, it was designed in 1998 by Jay Cross. Electronic learning or e-learning is a popular way of developing education by technological breakthroughs. It is an innovative approach for delivering a well-designed known as distance learning, online learning, web-based learning, blended learning and facilitated learning environment to anyone, anyplace, anytime (Dhawan, 2020; Traxler, J, 2018). Further, it is defined as the use of computer tools and the internet technologies to provide a broad range of solutions that enhances performance and knowledge for teaching and learning (Aljawarneh, S. A., 2020).

The learning strategies which combined new technologies and applications determined the process in higher education especially, as this aspect could support and enhance learning activity (Abu-Al-Aish, A, 2021). Moreover, there are possible factors that could influencing the acceptance namely system usability, lecturer's characteristics, system quality, information quality, and technical support (Taat & Francis, 2020). Although the challenges, e-learning still provides interaction and communication through a computer network that allows for collaborative learning in the form of group work as complement traditional classrooms, online learning or mixing the two modes.

Several factors could be significant in order to undergo the e-learning management in the pandemic situation such as tech-knowledge, high level of awareness by part-takers, high level of information technology assistance and support from officials (Alqahtani & Rajkhan, 2020). The system of e-learning has been received to be time and money saving for both students which providing online courses as well (Shahzad et al., 2020).

In addition, it is centralized individual support as well as flexible schedules which is more suitable (Dhawan, 2020). The environment supports high interaction and collaboration between teachers and students, which made the process of learning more comfortable, engaging, and enjoyable (Bataineh, et al, (2021). The promising improvements in the context of educational technology are service, cost, quality, and speed.

Based on these definitions, e-learning can be seen as a new strategy in the learning process through the utilizing of technology in an online system or platform which promotes empowering interaction for better improvement. A precise understanding of e-learning is highly substantial since the principal of its concept is to enhance while empowering the aspect such as interaction, flexibility, easiness, customizable, self-paced and independent learning. Accordingly, the facilitator should carefully utilize the usefulness of this learning concept. In an e-learning environment, lecturers or teachers must know how to teach using ICT. Thus, encouraging the understanding of pedagogical approaches to e-learning is necessarily required for successful e-learning.

2. Type of E-Learning

Typically, Anastasiades & Retalis (2001) explained three different types of e-learning which are fully online, blended (hybrid or blended learning), and web-based assistance. Firstly, fully e-learning is established with no physical contact between lecturer and learner, which works fully online by utilizing the internet and its technologies including tasks as well as materials. Different from the conventional one, it is a self-directed way that addresses the necessity, importance, learning way, capabilities, and purposes (Buzzetto-More, 2008).

Moreover, it is classified in two ways which are synchronous and asynchronous learning. In synchronous, it is conducted in real-time through live discussions by using an electronic platform. It means that participants can join even with different

places at the same time. However, a major disadvantage appears as well because it takes some time attendance, with various time zones that could make clash in the schedules. In other words, it creates communication and presentational challenges (Obasa, 2010).

3. Writing in the Context of EFL Activity

Generally, writing is an act of constructing concepts, thoughts, and ideas in a written text. Leo et al (2007) stated that "writing is a process of expressing ideas or thoughts in the word should be done our leisure". In similar, Mora-Flores (2009) also described it as a process of transferring ideas and experiences into written form. Within transferring process, several steps should be conducted so that writer can state his or her thoughts effectively.

Furthermore, according to Negari (2011), it is a complex activity covers cognitive and metacognitive process, for example, brainstorming, planning, outlying, organizing, drafting, and revising. In this case, a systematic process is important to deliver our thoughts or ideas well in a written text, specifically in EFL writing activity. Moreover, this emphasizes the ability to build analysis in a topic, by sharing personal meanings and writing courses. It means that a writer needs to have certain stages for creating their work. In line with these arguments, a suitable strategy in writing activity plays a crucial role to provide a systematic process to be followed.

In terms of reasoning the important aspects of writing towards learners, Barrass (2005) explained some of them as follows: (1) It allows learners to establish a proper understandable picture of what they observe. (2) Creativity and innovation would be improved as individuals write down their thought. Capturing this process could reflect their thoughts well. (3) It is crucial in terms of communicating purposes, for instance, evaluation, invitation, reports, etc.

Regarding the writing process, it has several steps to be done as follows:

1) Planning. First of all, analyzing the core problems is critical in the very first place. This includes the reader and the content goals which is known also as the pre-writing process by clustering and brainstorming.

2) Drafting. The next step is constructing the points of writing. In this section, the framework of writing content must be clearly stated with an initial description or elaboration of ideas from the planning part as a parameter of writing.

3) Editing. In this process, the editing process must be done to construct good writing. The process might be proofreading for language components such as structure, accuracy, punctuation, diction, grammar, etc. Also additional supportive resources to the analysis.

4) Final Version. The last process is related to the final review of the text which allows the writer to recheck the whole paragraph after a few times editing.

Research Method

According to Kothari (2004), a research design is a plan, a roadmap, and a blueprint strategy of investigation conceived to obtain answers to research questions; it is the heart of any study.

$$P = \frac{f}{N} \; X \; 100\%$$

This research was conducted in descriptive quantitative method. It involved collecting data to answer question concerning the current status of the subject of study ((Gay et al., 1992). It is the process of discovering knowledge by using numeral data as the instrument to find information about what was wanted to know, presented the data in the form of the numbers and statistic analyzing. In other words, descriptive quantitative is numeral related to statistic descriptive such as measuring scale, portrays graphic and variability in regard all of the data would be in numeral statistic and be analyzed descriptively. In the matter of students' perception, it is adapted from Muin & Amelia (2018) which examines students' perception in regards to the learning process, learning outcome, and evaluation.

The participants of this research are the students in English Education Department in the academic year 2020/2021 at the Faculty of Language and Arts Manado State University. For this research, the researcher will take 30 participants as participants of English students. The researcher will use the purposive sampling technique with volunteer recruitment based on some criteria such as (1) participants are English students, (2) participants have studied advance writing course in an e-learning environment, and (3) participants have experience e-learning without problem in internet access during the e-learning process.

In this research, the researcher adopted the items of the questionnaire by Muin & Amelia (2018), and modified it with the aim of this research with Likert Scale responses which are Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). There are two sections in the instrument namely (1) personal information (Demographic Questions), (2) main questionnaire. The data was collected by using the online form. Participants were given a link to directly fill the questions.

Moreover, in order to provide a clear description, the online questionnaire was analysed in the form of percentage formula. It means the participants' responses were classified into categories. Meanwhile, the result was further analysed descriptively based on the three indicators, which are learning process, learning outcome, and evaluation.

The percentage formula as follow (Sudijono, 2015):

P= Percentage
f = Total Response/Item
N = Total Respondents

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For the scaling categories for perception are as follow (Mulyani et all, 2021):

Percentage	Category
0 – 25 %	Very Negative
26 – 50 %	Negative
51 – 75 %	Positive
76 – 100 %	Very positive

Further, validity test was done to determine how well the collected data covered the actual area of investigation. In this research, content validity was used in order to know the validity of the instrument, which focused on how well the items represented the intended area. Pearson correlation formula by Microsoft Excel was applied manually, with the significance level of 5% (α = alpha = 0.05). There were 30 participants; meaning that N = 30 with df = N – 2 = 30 – 2 = 28. The researcher took of 28, so table acquired was 0,361. The result of validity test could be seen in the following table.

Item	R-Item	R-Table	Result
1	0.462311	0.361	Valid
2	0.741689	0.361	Valid
3	0.647742	0.361	Valid
4	0.386755	0.361	Valid
5	0.626847	0.361	Valid
6	0.684764	0.361	Valid
7	0.713375	0.361	Valid
8	0.704817	0.361	Valid
9	0.778636	0.361	Valid
10	0.453594	0.361	Valid
11	0.337674	0.361	Invalid
12	0.47739	0.361	Valid
13	0.604088	0.361	Valid
14	0.462311	0.361	Valid
15	0.670333	0.361	Valid
16	0.601386	0.361	Valid
17	0.656569	0.361	Valid
18	0.762823	0.361	Valid
19	1	0.361	Valid

From the table above, 18 items were valid because ritem> rtable, and 1 item was invalid. It means that there were 18 items that have being used in this research. Meanwhile, testing for reliability was important as it referred to the consistency across the parts of measuring instrument (Huck, 2007). The reliability test in this research used the Cronbach Alpha technique through Microsoft Excel. It was suggested that reliability should be equal to or above 0.60 (Straub et. al, 2004). Reliability test was undertaken with the result was 0.898762 which meant the instrument was reliable.

Result and Discussion

As thirty university students have participated in the questionnaire, the researchers have collected the data based on the instrument which is already being responded to. First of all, demographic information is shared initially to obtain general information in regards to the course process, specifically platforms, and activities. The learning platforms are mainly Google Classroom, Zoom Meeting, and LMS Amelia Website.

Furthermore, in terms of activities, the participants answered that those processes are constructing essays namely persuasive, descriptive, expository, narrative, and short story. In addition to these activities, they are guided with the writing steps, such as outlining, mapping and listing. Creating a presentation regarding the material is assigned by the lecturer for an explanation as well. It encourages in order providing relations to the progress of the material.

Eighteen valid statements have been responded to by the participants since one statement has proven invalid in the validity process previously. They are contributed as fully required in the criteria of participants and conducted by using the online form for distribution process to fulfil every specific item. The overall data result in the main section of the questionnaire indicated that the overall items have been successfully responded to in various feedbacks in regards to each statement. Each item was constructed by focusing on the research design in the very first place. Generally, most of the participants gave good responses which are proven by the highest number of the strongly agree and agree scale. Meanwhile, the numbers of disagree as well as strongly disagree scale showed less feedback. Therefore, this finding detailed is presented in the following diagram bar.
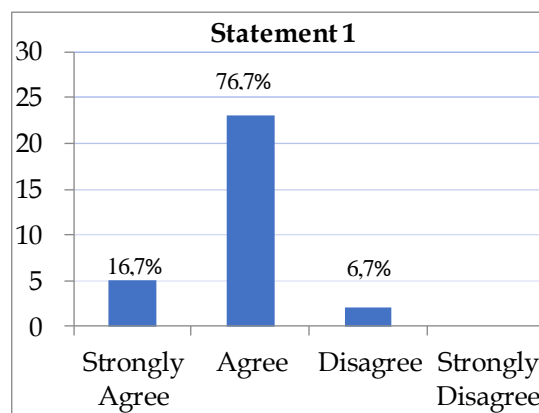

Figure 1
The e-learning navigation process is personally going well in advance writing course during the pandemic.

Based on figure one above, it could be seen that five (16, 7%) of the participants strongly agreed, twenty-three (76, 7%) participants agreed, and two (6, 7%) participants disagreed with statement one. It showed that most of the participants responded navigation process was generally run well.
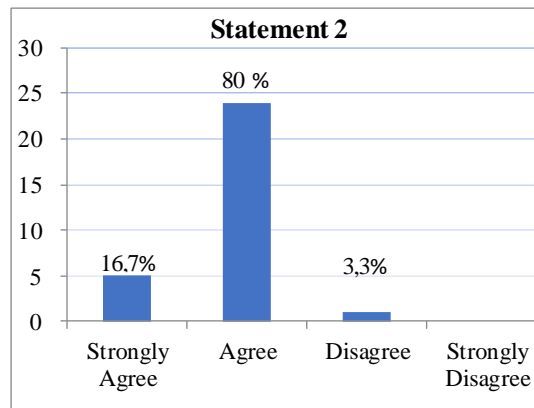
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Figure 2
The mechanisms of exercises or assignments are constructed in the advance writing course

The diagram above showed that five (16, 7%) of the participants strongly agreed, twenty-four (80%) of participants agreed, and one (3, 3%) of them disagreed with statement two. This result conveyed those exercises or assignments are explicitly constructed in the course.
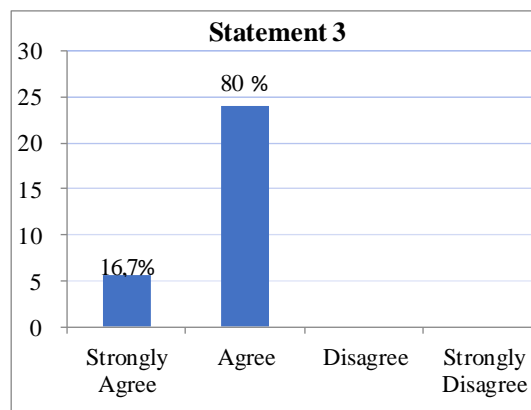

Figure 3
The exercises or assignments are constructed to strengthen the concepts that have been studied.

In the obtained result from figure three above, it showed that only two scales of responses which are six (20 %) of the participants strongly agreed, and twenty-four (80 %) of them agreed with statement three. It tells that exercises or assignments are provided to strengthen the concept of learning.
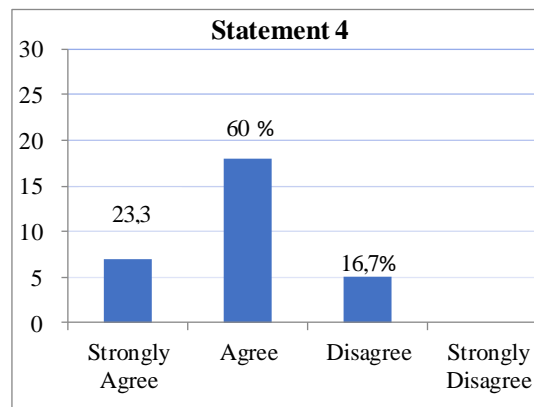
Statement 4

Figure 4
The process of receiving and sending exercises or assignments are easy

It could be pointed out in the figure above that seven (23, 3%) and eighteen (60 %) of the participants strongly agreed and agreed with the statement, while five (16, 7%) respectively disagreed. The result describes that most of the participants strongly agreed and agreed in regards to receiving and sending exercises or assignments that were run well.
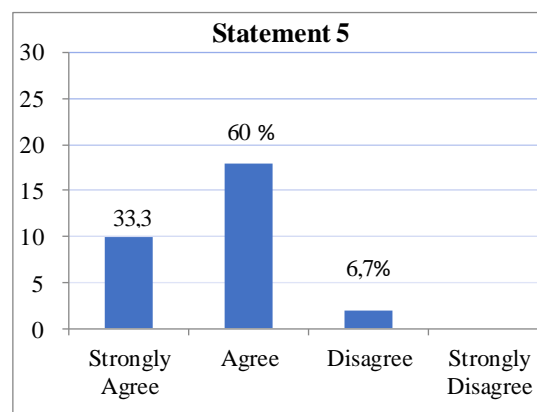
Statement 5

Figure 5
The e-learning process encourages independent learning actively

The result of figure five above shows that ten (33, 3%) of the participants strongly agreed, eighteen (60%) of them agreed, while two (6, 7%) disagreed with the statement. From the scale result, the e-learning process has positively urged participants to improve their independent learning.
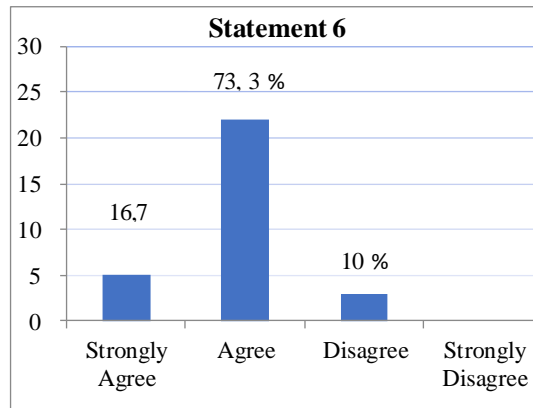
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Statement 6

Figure 6
The guideline of the e-learning process in the advance writing course is provided in the beginning.

From figure six, it could be seen that five (16, 7%) of the participants strongly agreed, twenty-two (73, 3%) participants agreed, and three (10%) participants disagreed with statement six. It pointed out that most of the participants were offered the guideline at the beginning of the course, which is strategically important.
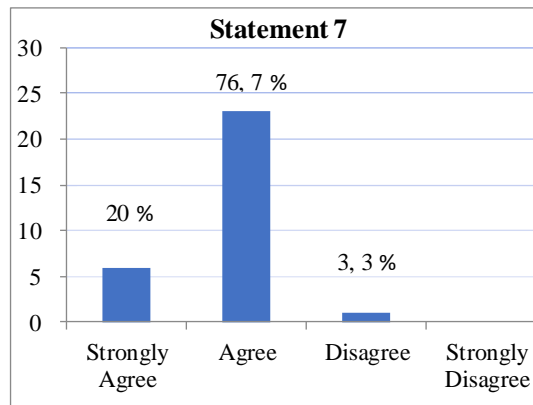
Statement 7

Figure 7
The scoring is conducted objectively

Based on the figure above, it could be seen that six (20%) of the participants strongly agreed, twenty-three (76, 7%) agreed and one (3, 3%) disagreed with the statement. As the scoring process was initially crucial for the learning outcome, the majority of responses shown good feedback about the objectivity.
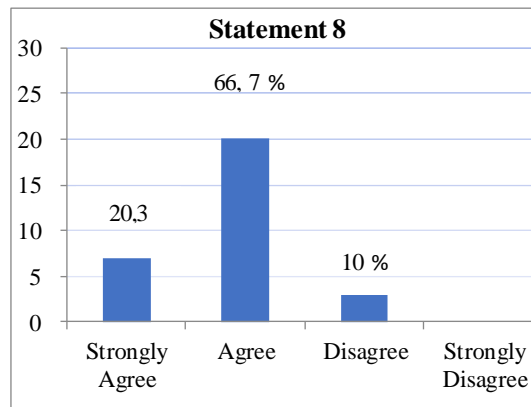
Statement 8

Figure 8
The e-learning application and platform can be used easily

Figure-eight showed that seven (23, 3%) of the participants strongly agreed, twenty (66, 7%) of them agreed, and three (10%) participants disagreed with the statement. The majority of the participants were confirmed that they can easily use the platform and application in the course activity.
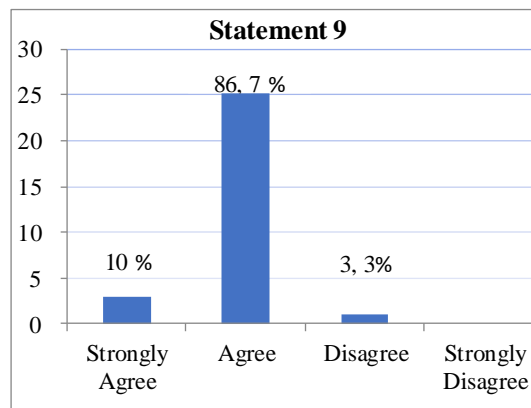
Statement 9

Figure 9
The used e-learning application is dependable in the teaching and learning of writing course.

As seen in figure nine above, the participants' responses showed that three (10%) strongly agreed, twenty-six (86, 7%) agreed and one (3, 3%) disagreed with the statement. By looking at the result, it can be described that the e-learning application was dependable in the activity.
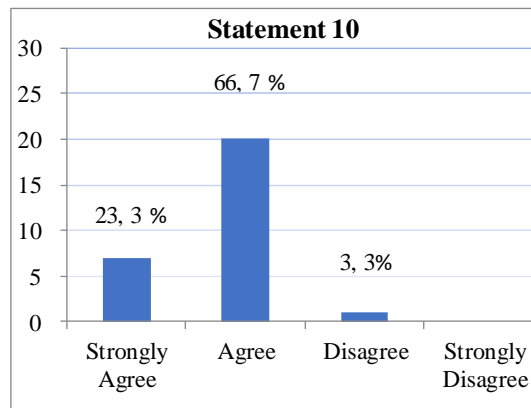
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Statement 10

Figure 10
The e-learning materials for writing course can be accessed easily

The obtained result shown that seven (23, 3%) strongly agreed, twenty (66, 7%) agreed, two (6, 7%) disagreed and one (3, 3%) strongly disagreed with the statement above. It showed various responses in a matter of material accessibility by the participants, with the majority of the feedback were clearly could access the materials while performing the learning process.
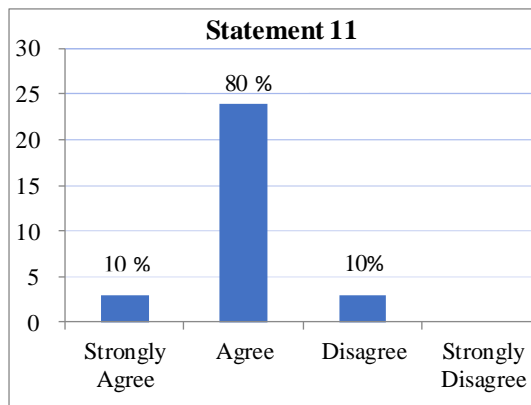
Statement 11

Figure 11
The lecturer(s) has (have) developed the scoring specifications

Figure eleven above showed that three (10 %) of the participants strongly agreed and twenty-four (80%) of participants agreed. Although there were three (10%) of them disagreed with statement eleven, the overall participants were responded that scoring specification concerning the frame of assessment.
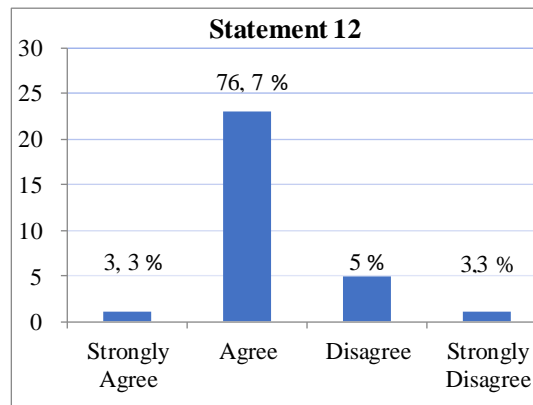
Statement 12

Figure 12
The e-learning socialization has been done before the lesson starts

Based on the result above, it could be seen that one (3, 3%) strongly agreed, twenty-three 76, 7%) agreed, five (16, 7%) disagreed and one (3, 3%) strongly disagreed with the statement twelve. It showed various responses regarding e-learning socialization on the course itself, with the majority of the feedback were done.
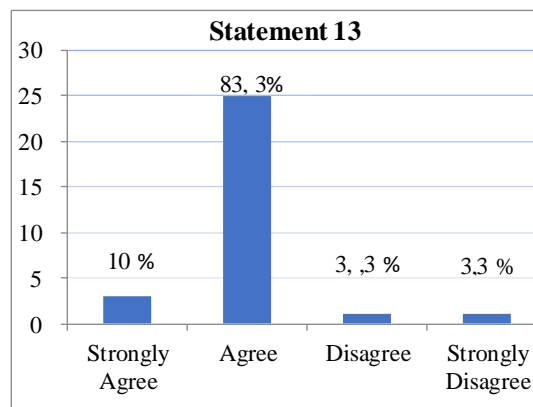
Statement 13

Figure 13
The students know how to use the e-learning platform

The figure above showed that three (10 %) and twenty-five (83, 3 %) of the participants strongly agreed and agreed with the statement. Meanwhile, one (3, 3%) disagreed, and one (3, 3%) respectively strongly disagreed. It describes that most of them strongly agreed and agreed in a matter of knowing how to use the e-learning platform.
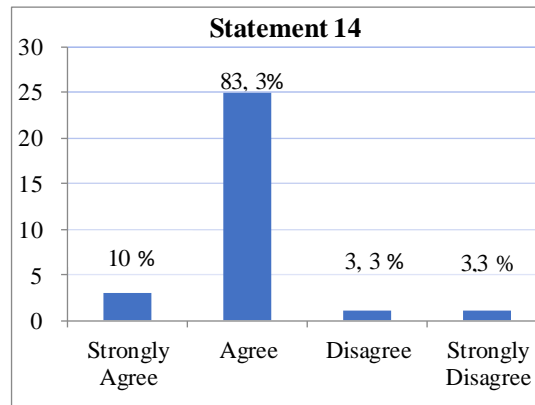
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Statement 14

Figure 14
E-learning provides the flexibility to study at a time convenient to the learner

The result of the figure above showed that six (20 %) and nineteen (63, 3 %) of the participants strongly agreed and agreed with the statement. Meanwhile, three (10 %) disagreed and two (6, 7%) respectively strongly disagreed. The majority of the participants were provided flexibility in the study activity which comfortably helps their time.
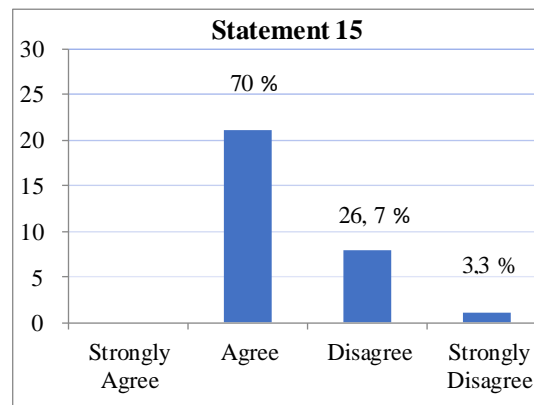
Statement 15

Figure 15
E-learning provides good interaction between peers and lecturer

The participants' responses in the figure above showed that that twenty-one (70%) of the participants agreed, eight (26, 7%) disagreed and one (3, 3%) strongly disagreed with the statement. As the interaction process was critical for the activity, the majority of responses shown good feedback about the interaction.
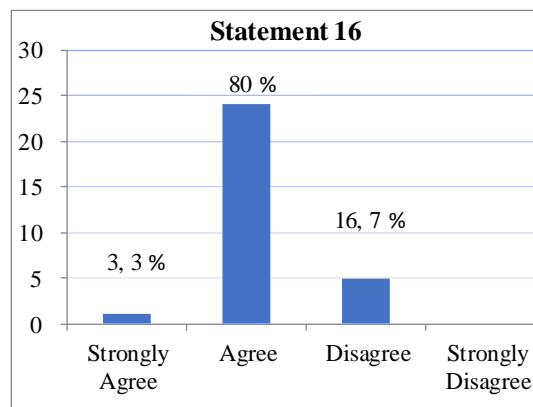
Statement 16

Figure 16
E-learning provides constructive feedback to the learner

From the figure above, it could be seen that one (3, 3%) of the participants strongly agreed, twenty-four (80%) participants agreed, and five (16, 7%) participants disagreed with the statement sixteen. It described that most of the participants were offered constructive feedback in the learning process in which is essentially important.

Statement 13

Figure 17
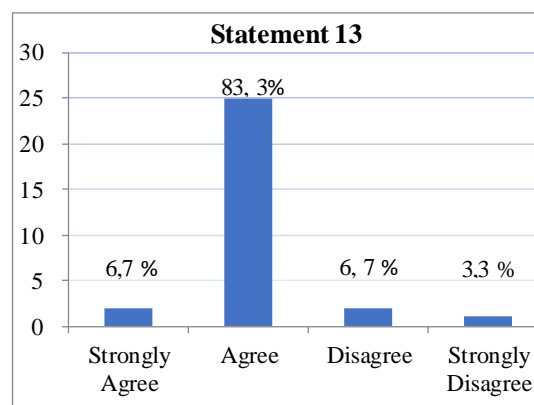**The students are satisfied with the e-learning quality given by the lecturer(s) in the course**

It can be seen in the figure above that two (6, 7%) and twenty-five (83, 3 %) of the participants strongly agreed and agreed with the statement. Meanwhile, two (6, 7%) and one (3, 3%) of them respectively disagreed and strongly disagreed. The majority of the participants were satisfied in regards to the quality of the course.
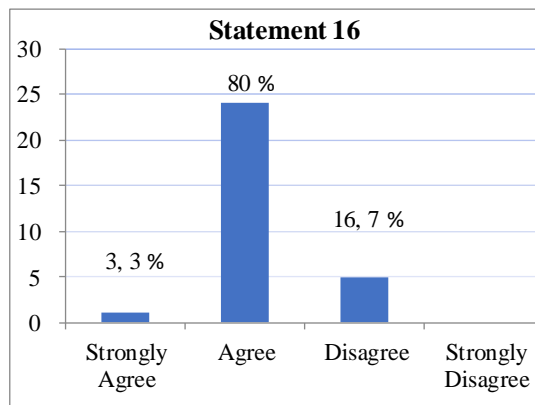
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Figure 18
The students are satisfied with learning outcomes in advance writing course

As seen in the last figure above, the participants' responses showed that seven (23, 3%) strongly agreed, twenty-one (70%) agreed and two (6, 7%) disagreed with the statement. By looking at the result, it can be described that the majority of participants were satisfied as well in terms of the overall outcome of e-learning in courses.

Further, the researcher discussed the obtained finding to analyze the previous result. The participants of this research were the students in English Education Department in the academic year 2020/2021 at the Faculty of Language and Arts Manado State University, as they have fulfilled the four selection criteria. (1) Participants are English students, (2) participants have studied the advance writing course in an e-learning environment, and (3) participants have experience e-learning without problem in internet access during the e-learning process.

First of all, the instrument was covered in demographic information such as platforms and activities, and main statements. It was the attempt of understanding the whole process in the very first place. General information revealed that learning platforms were mainly Google Classroom, Zoom Meeting, and Amelia Website. Apart from these platforms, the activities were involving constructing a presentation and essay namely persuasive, descriptive, expository, narrative, and short story, which guided with the writing steps, such as outlining, mapping and listing.

From the result above, the platforms and activities were conducted in two classifications of learning, synchronous and asynchronous learning. As stated by the experts (Obasa, 2010., Kocur & Kosc, 2009), the synchronous is arranged in real-time by lecturers as a facilitator of live discussions with learners in the learning process, also facilitated by electronic tools. This finding was proven by the presentation in the learning. Meanwhile, the asynchronous entangles self-paced learning which offers more flexibility to the learners than the synchronous learning approach. This flexibility provides various options, enabling them to learn at their own pace and time. The result was proven by the exercises and assignments through Google Classroom and Amelia Website learning.

The initial indication particularly demographic information is that both mechanisms have brought major positive processes towards the experience in the course. It can be seen by the majority of participants' perception in figure 1 with the scale of strongly agree and agree. It means that as expected theoretically, the application of e-learning in the advance writing has made the effective process, although the negative perception of experience remained occurred A brief implication could be

analyzed in this finding that combination of e-learning process must be critical in terms of creating better activity, especially in advance writing.

Furthermore, this research aimed to examine students' perception towards e-learning experience on writing skills during the Covid-19 pandemic. In regards to this objective, the main statement items have been formulated based on the research design which focuses on examining the perceptions in the learning process, learning outcome, and learning evaluation. These focus indicators were specified to establish the analysis descriptively. They were used to determine the perception of the participants. Moreover, it created a well-directed parameter on the perspective of the participants.

Based on the findings previously, the majority of the participants have good responses in the perspective of strongly agree and agree in each statement. Meanwhile, only a few responses in terms of disagreeing and strongly disagree. Despite the emerging of a new kind of learning way, it is firstly indicated positive perceptions towards e-learning experience on writing course which maintain as well improve their writing skill. Besides, the general agreement among participants showed the course was generally managed well even in the pandemic situation, as the participants have no options for the learning process.

Regarding the indicators of main statement items, they were adapted from Muin & Amelia (2018) analyzing the process, outcome, and evaluation in the context of e-learning activity. Therefore, these indicators are applied specifically towards the e-learning experience in an advance writing course within this study. The integration with the Likert scale was also being implemented in inquiring the perception toward in student experience.

1. E-Learning Process

The E-learning process ideally brought several advantages towards the learning process (Arkorful & Abaidoo, 2014). For instance, the flexibility of time and place, wide opportunities of interactions, the exchange and respect of different points of view, cost-effectiveness, and self-pacing. This section is analyzing perception in six statements that relate to the experience in the writing course. The first statement is in figure 1 (The e-learning navigation process is personally going well in advance writing course during a pandemic). The result showed that the highest responses were five (16, 7%) and twenty-three (76, 7%) on the scale of strongly agree and agree, with a total of twenty-eight participants. In line with the theoretical explanation, this indicates that the majority of participants have no obstacle to navigate the platform or application personally. In this case, this affects their learning process as the whole was run well, meaning positive perception in this navigation.

The second statement is in figure 2 (The mechanisms of exercises or assignments are constructed in advance writing course). The result indicates that with five (16, 7%) and twenty-four (80%) on a scale of strongly agree and agree, the exercises or assignments were strategically constructed in the course. By the proper construction, the e-learning process has been strengthening as expected theoretically, as the perception was proven positive explicitly.

Aligning with figure 2, the third statement in figure 3 was examined the concept (The exercises or assignments are constructed to strengthen the concepts that have been studied). The obtained result showed six (20 %) and twenty-four (80 %) strongly agreed and agree with the item. It conveyed a total positive perception in terms of exercises or assignments that were made to strengthen the learning concept. This indicates that this process was strengthening their writing skill well. In addition

to the concept, figure 4 (The process of receiving and sending exercises or assignments are easy) was focusing on the process of receiving and sending, by seven (23, 3%) and eighteen (60 %) strongly agreed and agree, while five (16, 7%) respectively disagree. As receiving and sending are crucial to keeping the process gone well, it indicates that there were no major issues in this activity. It means these items have a positive perception.

The fifth one is in figure 5 (The e-learning process encourages independent learning actively). As expected in the theoretical in advance, e-learning explicitly promotes self-paced learning in this case improvement of independent learning. The result showed positive perception with ten (33, 3%) and eighteen (60%) were strongly agreed and agree while two (6, 7%) disagree. It indicates that independent learning has been encouraged by the lecturer for better improvement in the course, even though disagreement still happened. Further, this response is connecting the approach by the platform and application at the beginning.

The last one is in figure 6 (The guideline of the e-learning process in an advance writing course is provided in the beginning). It was examined whether or not the guideline has been provided. The responses were five (16, 7%) and twenty-two (73, 3%) of scale strongly agree and agree, with minor three (10%) responses of disagree. Since the guideline of the learning process was critical to the whole activity, it indicates that the participants were offered the guideline at the beginning of the course, which helping them to adjust their learning properly.

The learning process plays a critical role to ensure the purpose of the course concept. Adjustment by instructor or lecture could make strategic improvement towards the students' capability. By looking at the indicator analysis above, the major positive perceptions are successfully proved in the overall process done well. The implication is learning mechanism determine the advantage of e-learning goals, especially for writing skill in the advance writing course. It means that the process stands as an initial foundation to learning sustainability.

2. E-Learning Outcome

E-learning promotes the outcome by offering various advanced tools. Ideally, the utilization of e-learning innovation would ensure better learning outcomes. This is a possible way to be achieved since the combination of the various way increase the instructor or lecturer creativity to the learning process. The significant thing is that teachers can deliver lessons more efficiently. Relating to this research, massive accessibility of materials supported by a good process as well as a mechanism could be achieved. As the analysis of the e-learning process proved major positive responses, the outcome could be the same as well.

The first statement is in figure 7 (The scoring is conducted objectively). The result showed positive perception with six (20%) and twenty-three (76, 7%) strongly agreed and agreed, while only one (3, 3%) disagreed with the statement. The scoring process reflects the measurement of participants' results in the learning activity, which assists them in terms of improvement. As scoring was initially crucial for the learning outcome, it indicates that assessment was done objectively towards the participants' skill and provide strategic feedback for them.

The second is in figure 8 (The e-learning application and platform can be used easily). It examined the perception of the easiness of the application and platform. The result showed majority perceptions were positive with seven (23, 3%) and twenty (66, 7%) strongly agree and agree, while three (10%) disagreed with the

statement. By a combination of Google Classroom, Zoom Meeting, and Amelia Website, they are brought major positive responses towards the easiness. Although minor responses still happened, it indicates that those platforms and applications keep dependable to help their learning outcome. Further, this creates usefulness made the obstacles to gain improvement are only a few issues.

In line with figure 8, the third one is in figure 9 (The used e-learning application is dependable in the teaching and learning of writing course). This part ensures the reliability of application in the course itself, which surely affects their outcome at the end of the learning activity. It is very technical but plays a big role as a whole, for instance, the comfortableness of participants. Meanwhile, making sure there is no problem with the teaching and learning outcome. The indication is that the outcome is determined by the usefulness of the application, as a bridge to learning and teaching especially advance writing courses.

The fourth is figure 10 (The e-learning materials for writing course can be accessed easily). E-learning mainly offers massive accessibility for the learners as learning support. Regarding this matter, the obtained finding showed positive perception towards the statement, with seven (23, 3%) and twenty (66, 7%) strongly agreed and agree, while two (6, 7%) and one (3, 3%) disagreed and strongly disagree. The majority of the feedback were clearly could access the materials. It indicates that accessibility is crucial to assist their improvement as well as a learning outcome.

The fifth statement is in figure 11 (The lecturer(s) has (have) developed the scoring specifications). About the learning outcome, scoring specification helps the parameter of outcome which should be achieved by participants. The finding showed that three (10 %) and twenty-four (80%) strongly agreed and agree, while three (10%) disagreed with the statement. The majority perceptions of participants are positive responses about scoring specifications concerning the frame of assessment. It indicates that the development scoring specification has guided their learning into good outcomes.

The last statement is in figure 12 (The e-learning socialization has been done before the lesson starts). Various responses in finding involve one (3, 3%) and twenty-three (76, 7%) strongly agreed and agree, while five (16, 7%) and one (3, 3%) disagreed and strongly disagree with the statement. Socialization of the e-learning process which works in the overall course is important to provide a good path towards e-learning outcomes. As the first step of conducting e-learning, it indicates that the majority have positive perceptions regarding e-learning socialization on the course itself. The establishment of this step would keep the goal of the learning be gained by the participants.

The learning outcome is the goal of the course concept. It takes several strategies by instructor or lecture to improve the students' skills. By referring to the indicator analysis above, the major positive perceptions are successfully proved in the overall outcome. The implication is learning outcome would be achieved with a clear scoring specification. E-learning can ensure that purpose by the adjustment especially for writing skills in the advance writing course. It means that the application of the learning style made good outcome to the learning sustainability.

3. E-Learning Evaluation

The e-learning evaluation stands as a strategic assessment of the whole process and outcome. By analyzing this indicator, the researcher could make additional

analyses towards the perception of the participants in the course. As the major positive perception proved at the learning process and learning outcome, the evaluation might enrich the analysis clearly which covering six items as well. By the access to advanced technology, this part is mainly focusing on the satisfaction of participants who perceive the quality. It means that the use of e-learning strategy could improve the quality of learning itself theoretically.

The first statement is in figure 13 (The students know how to use the e-learning platform). Performing a new learning environment might need adjustment by the participants. The finding shows a major positive perception in this statement. The responses involve three (10 %) and twenty-five (83, 3 %) strongly agreed and agree. Meanwhile, one (3, 3%) disagreed, and one (3, 3%) respectively strongly disagreed. It indicates that most of the participants have good knowledge in terms of knowledge to navigate the learning platform. Moreover, this one has shown there was no meaningful issue at all to the platform.

The second one is in figure 14 (E-learning provides the flexibility to study at a time convenient to the learner). In terms of flexibility, the result showed that six (20 %) and nineteen (63, 3 %) strongly agreed and agree while three (10 %) and two (6, 7%) respectively disagree and strongly disagree. It is important to the e-learning activity provides comfort environment to the learners in the very first place. It establishes an indication that the majority of the participants have positive perceptions with minor negative perceptions on this part. The flexibility has successfully offered convenience to their time of activity.

The third is the figure 15 (E-learning provides good interaction between peers also lecturer). Interaction in the e-learning activity is critical in order to keep the learning efficiently, also maintaining the comprehension of the material offered in the course. This part could made exchange of learning among learners. The majority of participant shows positive perceptions towards this statement with twenty one (70%) was agreed. Meanwhile, eight (26, 7%) and one (3, 3%) were disagree and strongly disagree. As interaction process was critical for the activity, it indicates that interaction still happened in the course even though there are minor negative perceptions of this part. In other words, interaction ensures the understanding of participants.

The fourth is the figure 16 (E-learning provides constructive feedback to the learner). The constructive feedback in the learning is essentially important. Each step of materials should be evaluated by constructive feedback by the instructor or lecturer. In this case, this part helps their improvement at every stage. The result shows major positive perceptions with one (3, 3%) and twenty-four (80%) strongly agreed and agree, while five (16, 7%) were disagree with the statement. It indicates that most of the participants have received feedback as a quick improvement to enhance their skills in the course.

The fifth is figure 17 (The students are satisfied with e-learning quality given by the lecturer(s) in advance writing course). Theoretically, e-learning provides strategic quality towards the result of learning, because it allows the facilitator or lecturer to combine several approaches in the process. Concerning this research, the result has shown that with synchronous and asynchronous collaboration. In this statement, there are two (6, 7%) and twenty-five (83, 3 %) of the participants strongly agreed and agreed, while two (6, 7%) and one (3, 3%) of them respectively disagreed and strongly disagreed. It indicates that e-learning has brought good

quality towards the experience in the advance writing course. In other words, they are satisfied with the whole learning activity.

The last one is figure 18 (The students are satisfied with learning outcomes in advance writing course). In line with the previous one which is e-learning quality, the satisfaction of learning outcome is added to complete the entire evaluation. The outcome is relating to the goal of the learning concept which assesses how the participant perceives the e-learning itself. The finding proved that majority have a positive perception, as shown with seven (23, 3%) and twenty-one (70%) strongly agreed and agree while two (6, 7%) were disagree with the statement. By looking at the result, as participants were satisfied in terms of the overall outcome of e-learning in courses, it indicates that the purpose, of course, has been achieved well even though minor negative perceptions still exist.

Regarding the implication of the analysis above, the success of e-learning activity especially in the advance writing course is determined by the collaboration of various e-learning approaches. It could be seen in the demographic information as well as a learning process, learning outcome, and learning evaluation. E-learning can strategically assist the participants' needs by several things, such as comfortableness, flexibility, accessibility, interaction, easiness, and feedback. By its mechanism and adjustment, the advantages have been utilized very well proven by major positive perceptions, although they are forced to conduct this kind of learning activity in the pandemic situation. For this reason, this research outcome has answered the question of what the participants perceive in regards to the three indicators

Conclusion

The results of this study conclude that the majority of the participants had a positive perception in e-learning experience on writing skills during the covid-19 pandemic in terms of the learning process, learning outcome, and learning evaluation, although there was minor disagreement by the few participants. In this case, e-learning has brought efficient learning in the advance writing course such as proper application and platform as well as good mechanism. It explicitly revealed that the e-learning activity could contribute to assist the learning needs involves comfortableness, flexibility, accessibility, interaction, easiness, and feedback.

The findings leads the researcher to suggest the other researcher improve the present study by extending the aspect of students' perception in the matter of writing course. An extension would enrich the specific research area for better understanding. Furthermore, the facilitators are expected to be able to apply an effective e-learning environment. Providing adequate infrastructure and presentation takes a critical role in the very first place, while learners must increase their knowledge in terms of e-learning understanding.

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