



SNAP TO READ

## STUDENTS' PERCEPTIONS ON USING E-LEARNING IN EFL ACADEMIC WRITING CLASS

**Ima Fitriyah, Iga Meidyka Putri**

*English Education Department, Faculty of Tarbiyah, IAIN Kediri  
ima.fitriyah@yahoo.com, igradykaputri@gmail.com*

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### **Abstract:**

*This study aims to describe the students' perception on using E-learning in Academic Writing. 71 students of English Department fourth semester in academic year 2019/2020 had taken a part in this study. Descriptive quantitative survey research was used with closed-ended form questionnaires as the instrument. The result of this research revealed that the use of E-learning in Academic Writing of English Department students of IAIN Kediri was not new for students. Students' perceptions on using E-learning in Academic Writing was divided into three categories. The categories are student's behavior on using E-learning in Academic Writing, students' perceptions about E-learning operational and students' perceptions about practicing Academic Writing using E-learning. The result showed positive responses from the respondents. Somehow, they disagree that the use of E-learning in Academic Writing could make them more confident, discipline and enjoy learning. It is because of the internet connection and misunderstanding with the teacher's instruction. It can be said that E-learning restricted students' interactions with the lecturer and their classmates. The research finding can be used as the evaluation for English language teaching in general.*

**Keywords:** *E-Learning, English Academic Writing, Perception,*

COVID-19 has contributed to worldwide closure of schools. Around 1.2 billion children are out of the classroom worldwide. As a consequence, curriculum has significantly improved with a distinctive spike in e-learning, which includes teaching on digital platforms remotely. Study shows that online learning has proven to improve knowledge acquisition and take less time (Arkorful & Abaidoo, 2014) which means that there could be improvements triggered by coronavirus. Although countries vary at COVID-19 outbreak rates, more than 1.2 billion children worldwide have school closures as a result of the pandemic in 186 countries (World Economic Forum, April 2020). With this abrupt change out of school in many parts of the world, others question if online schooling would continue after the pandemic, and how such a move will affect the global education sector.

Since mid-March 2020, all of Indonesian schools and universities must be closed and must implement online learning. This is quite a challenge for both teachers and students. Therefore, the use of e-learning has become commonplace among educators and students. The challenge of using e-learning well applies in all fields of science, including foreign language learning. Learning a foreign language, English, requires special ways because it is related to language skills, it is not enough only to convey a theory about language. Reading, listening, speaking, and writing need specific treatment to be applied well in the classroom.

The so-called pedagogical strategies are those productive training schemes, focused on the teaching tasks and features of the learners, determining the appropriate learning materials, methods of teaching and techniques. As e-learning is used for English instruction, it radically affects pedagogical methods. English education has dominated teacher-centered methods in Indonesia over the past 30 years, concentrating on teaching grammar and reciting words. As a result, students either received a ranking or a diploma. Most of them were unable to speak or write correctly in English. E-learning will concentrate pedagogically on learners, promote language comprehension and enhance auditory awareness and capacity to articulate

themselves, so that learners will master English as easily as possible. The learning of language is not based on grammar or incorrect methods, but on consistent student instruction. This is the pedagogical e-learning approach (Cai, 2012).

English academic writing as a compulsory subject is challenged to be taught fully online. Of course, lecturers and students have their views on the application of e-learning for academic writing courses, which skills are not easily acquired, even if the meeting is in person in the class. This study aims to explore how students view the use of e-learning in academic writing classes during this pandemic.

In this century, e-learning became widely available, as learning patterns moved from conventional to more student-centered learning. It has not only improved schooling in the classroom (Arkorful & Abaidoo, 2014), but has also helped solving the issue of time and distance between teachers and students. Online collaboration has become essential, meaning that research is no longer limited to the classroom. Specialized instructional applications, like e-learning (Doculan, 2016), 3D immersive laboratory, virtual reality and smartphone games (Chuang & Su, 2012), will complement the teaching support to accommodate students' diverse types of learning. (Abbad et al., 2009) described e-learning in its widest context as any learning that is electronically accessible. E-learning covers more than delivering purely online classes in some concepts.

The idea of e-learning at the university emerged after a number of international internships and a number of on-line lessons and software implementations for the development of teaching initiatives (Benta et al., 2014). The use of online education, including connectivity, student engagement, community growth and better access to information, has many advantages. Oblinger and Hawkins (2005) suggested, that e-learning has moved from a structured online course to a technology course that offers some or more independent of the permanent time and place. E-learning is also defined by the European Commission (2001) as using emerging digital

technology and internet to enhance learning content by promoting access to Services and equipment as well as remote contacts and cooperation. Six e-learning elements were provided by Brown and Voltz (2005): action, scenarios, input, distribution, meaning and effect. These elements originate from a student experience perspective thus keeping the larger networks into account. Contribute to this experience and be affected by it.

E-learning is a common concept used to describe the various ways of learning in which, both in time and space, students and lecturers are isolated from each other and interact with each other using the information technology and equipment available. E-learning is any instruction given on a computer that has the following characteristics, (Clark and Mayer 2008): 1) Contains material related to the learning function. 2) Using instructional approaches to assist learning, such as examples or practice exercises. 3) To deliver the content and processes, it uses a range of media elements; 4) Develop new knowledge and skills linked to enhanced organizational skills. Therefore, the aim of e-learning is to create transferable skills and abilities.

Wahono (2008) mentions two styles or methods of providing e-learning, such as synchronous e-learning and asynchronous e-learning. Synchronous means at once or at the same time incriminating web-based contact between students and teachers. For example, the classroom is either online or is typically named as virtual classroom. Students may connect in actual or virtual classrooms, both students and teachers through an instant message, chat, audio, video, and other. Returning to the previously mentioned sources, students may take advantage of this form of practice, including the opportunity to track or monitor learning experiences, constant tracking and correction, opportunities to interact internationally and communicate with students and the opportunity to personalize training with each other.

The following are the electronic media which are used in synchronous learning and used to create a complete, rich learning environment along with a sense of community between the participants: a) Audio conferences: the conversation between learners and teachers in real time. This method

tends to prevent the need to pay large amounts for telephone calls. In order to make audio conferencing feasible, electronic means such as Skype, or other voice via web protocols may be used. This approach allows for voice dialogue among participants and teachers, just as it is done in the classroom. b) Chat: this allows for text and graphics knowledge exchange. It also allows students to ask questions and gain input in real time during lectures. c) Video conferencing: Video conferencing allows real time, as well as in traditional classes, to communicate with teachers and learners. The students will see their teachers live like in the traditional classroom by way of video conferencing. The chance to see the teacher in 'real time' will build a sense of learning and belonging. d) Data sharing: users have the option to work together from multiple places at the same time on applications. In this room, students can collaborate on projects and presentations in classes. Sharing software takes place if a web document, such as Google Document, operates just like Microsoft Word is made, and all parties involved in the learning process are entitled to edit privileges, so that they can apply ideas to the paper. As such, delegated participants can add and modify the generated documents (Obasa et al., 2013) asynchronous platform is realised on Modular Object Oriented Dynamic Learning Environment (MOODLE).

Asynchronous, on the other hand, allows students to complete the web-based training at their own location without the teacher's live instruction. This form provides learners with interaction through message boards, bulletin boards, and discussion forums. There are also benefits of this method of e-learning, such as: accessible just in time for instant learning and reference, simplicity of access from anywhere at any time, ability to reach an infinite number of workers at the same time, uniformity of content and cost output once.

Asynchronous learning gives users the ability to readily access the knowledge and knowledge they need to make learning process simpler and efficient (McGreal & Elliott, 2004; Obasa et al., 2013) asynchronous platform is realised on Modular Object Oriented Dynamic Learning Environment

(MOODLE). The methods used for this sort of platforms include: a) Database: these are archives of instructional and learning materials that are freely accessible to participants at any time, i.e. Data bases should be ordered and configured so that tutors / providers should monitor their content. This supports students who do not do enough homework or who do not have time to do homework themselves. A website offers access to freely accessible tools for students to select from. b) Record libraries: record libraries help participants to follow their research and keep up-to - date with how much progress they have achieved at any specific time. Provided that asynchronous research is autonomous, students may theoretically experience very lengthy interruptions in their studies, but access to a library facility ensures that they would be forced to 'rest' at a certain moment so they will quickly restart their study at a later date. This versatility keeps us from solving what has already been done. c) E-books: downloadable books for entrants of the study. You will download and read these e-books offline. E-books are an alternative to other teaching and learning programs. d) Forums: these allow members to communicate freely and to exchange ideas. The method also provides students with the ability to communicate concerns and to gain support and encouragement from fellow students and teachers. e) Correspondence (e-mail): encourages members to exchange course content. It also allows learners regular contact with others and with teachers. The only possible concern is that direct feedback is not expected, as in the case of chat learning and face-to - face classroom interactions. f) Audio streaming: audio delivery includes pre-recorded presentations, interviews with consultants, or sound bites related to the report. Audio materials are available and can be used if and when necessary by students. g) Uploading of video: as with audio streaming, video streaming includes the downloading, during experiments, of recordings with previously produced content. If the required permits exist, videos can be accessed and viewed many times before the student knows the materials entirely. This method also encourages teachers to explain technical difficulties effectively to the students. h) Web logs (blogs): Web

logs allow ideas and feedback to be disseminated. Blogs are often used as a board of notices; i.e. for distributing information and alerts to students.

i) Connections on websites: this approach creates a way for users to access additional resources on external websites.

Regarded to teaching writing, some studies have recently explored e-learning's usefulness in teaching writing (C. A. Brown et al., 2007). Most of these studies focus on Edmodo's applications, example of e-learning platform, improve the writing skills of high school or secondary students (Tsiakyrودي, 2018) and found that the writing skills of these students after using this technology were improved. Purnawarman, Susilawati, and Sudayana (Purnawarman et al., 2016) found similar results, noting that students are more active in learning, people can work as well in the community and improve their writing quality. But they find it a challenge for teachers implementing Edmodo in collective teaching (group works) as the students seem to rely on one another to upload draft writings; it was proposed to test each other out in Edmodo.

Regarding five aspects of writing, Yusuf et al. (2018) studied the impact of using e-learning on five aspects of the writing of narrative texts, including material, structure, grammar, vocabulary and mechanics. In addition to progress in all areas of writing from pre-test to post-test, the findings have represented the highest growth in quality and grammar. Hosseinpour et al. (2019) reveal that it was possible to integrate e-learning (mobile application) into essay writing class successfully. Students' score improves in the term of vocabulary, organization and mechanics but not in the term of grammar and content since they do not gain sufficient feedback during the online. The qualitative analysis also proved that majority of the students had positive opinions and perceived it as an innovative, engaging and helpful activity.

However, multiple studies with contrasting findings have shown that several students have had disagreeable encounters with the use of E-learning as they study English (Ali, 2015). They feel that the key purpose of using the website is to receive guidance and announcements from teachers (Cakrawati,

2017), because they have already been given directions by their teachers. The importance of Internet connections and servers, notebooks or cell phones resulted in more negative answers to the use of this online learning network. All students have no right and the internet limit can be pricey (Al-Maini, 2013; Yusuf et al., 2018). Other challenges in using e-learning were related to problems with Internet bandwidth (Biggs, 1999; Stockwell, 2008), students' confusion in using the application and incompatibility of smartphone applications (Purnawarman et. al., 2016).

Nguyen (2015) defined that good at writing makes the students gets many advantages. Firstly, writing is the best way to help expanding students' skill of using vocabulary and grammar. Secondly, writing is crucial tool to support other skills. If students have good writing ability, they can speak and read the text effectively. Thirdly, writing is a way to transmit thought or ideas to the other people. Wihastyanang and Latief (2018) mentioned that giving e-feedback to the students' writing can be challenging since the students have different learning style. The experimental study indicated that e-learning is ineffective caused by the differences of students' learning style and it suggested that the first thing to do before the implementation of e-feedback is to provide good facilities and infrastructure (Wihastyanang and Latief, 2018).

Accordingly, can academic writing students of English department of IAIN Kediri be taught effectively by using e-learning during this pandemic? This question can be answered by revealing students' perception on the use of e-learning in academic writing course. This research tried to answer a question regarded to the use of e-learning in English academic writing; what are the students' perceptions on using e-learning in academic writing of English Department Students of IAIN Kediri? The result of the study implies on how the future academic writing class be arranged by the instructors or the policy makers although it is fully online.



## METHODS

This research employed quantitative approach based on the aim of the research. The aim of this study is to investigate the students' perceptions on using E-Learning in academic writing of English Department Students of IAIN Kediri. The population of this research consists of the students of English Department. The subject of the study is the students of the fourth semester of English Department Students of IAIN Kediri in academic year 2020/2021. The questionnaire was shared randomly to all of the fourth semester students. All the participants are males and females with the age around 20-22.

The instrument used in this research is intended to produce accurate data regarding students' perception on using e-learning in academic writing class. In this study, the instrument used Likert scale. It is basically a scale used to represent people's opinions and attitudes to a topic or subject matter. The Likert scale ranges from 1) strongly disagree, 2) disagree, 3) agree, to 4) strongly agree. It uses psychometric testing to measure students' beliefs, attitudes, and opinions of e-learning in Academic writing. In data collection, the researcher adapted and modified the questionnaire from Alsubaie and Ashuraidah (2017). The questionnaire was 30 statements and divided into four categories; 3 general information revealing students' period on using e-learning and e-learning platform, 7 statements students' perception and behavior on the use of e-learning in academic writing, 8 statements about 12 statements on students' perception on the operational of e-learning in academic writing and students' perception on the practicing of academic writing in e-learning. The expert validation on the questionnaire was gained before it was distributed to the students. The instrument was distributed to the students via google form. The initial target of this research was 100 participants, however the participants were 71 both male and female (17 males and 54 females) who have filled out the questionnaires online.

## FINDINGS

The data findings of students' perception on using e-learning in Academic writing are divided into four categories. The first category is students' general information, the next is students' perception and behavior on using e-learning in Academic writing, the third category is about e-learning operational and the fourth category is the students' perceptions when practicing Academic writing in e-learning. It is found that 86% of the students have used internet more than 10 years. It means they have been familiar with the use of internet. Applications sharing (Google Classroom) as the highest platform was chosen by 85.9% respondents. The second platform is message (e-mail), 52.1% of respondents chose this platform. The third is video streaming of the lecturers' record, and it has been chosen by 42.3% of respondents. This result shows that students need feedback in writing learning process.

### Students' Perception and Behavior on using E-learning in Academic Writing

The students gave their perception toward 7 statements on using e-learning in Academic writing class.

Table 1. Students' perception and behavior on using E-learning in Academic writing

| No. | Statements  | 1<br>(SD) | 2<br>(D) | 3<br>(A) | 4<br>(SA) | $\bar{X}$ |
|-----|---|-----------|----------|----------|-----------|-----------|
| 4   | E-learning gives me more time to explore learning source  | 9.9%      | 15.5%    | 50.7%    | 23.9%     | 19.7%     |
| 5   | E-learning improves my motivation to learn                | 11.3%     | 33.8%    | 40.8%    | 14.1%     | 23.95%    |
| 6   | E-learning helps me to be more independent in my learning | 5.6%      | 31%      | 40.8%    | 22.5%     | 26.75%    |
| 7   | Online task improves my discipline                        | 9.9%      | 49.3%    | 22.5%    | 18.3%     | 20.40%    |

|    |   |       |       |       |       |        |
|----|---|-------|-------|-------|-------|--------|
| 8  | E-learning improves my confidence in expressing ideas and opinion | 12.7% | 23.9% | 39.4% | 23.9% | 23.9%  |
| 9  | E-learning makes learning more enjoyable                          | 18.3% | 35.2% | 33.8% | 12.7% | 26.05% |
| 10 | E-learning improves my interactions with friends and the teacher  | 22.5% | 60.6% | 11.3% | 5.6%  | 16.9%  |

This category revealed students' behavior on using e-learning in Academic Writing. Out of 71 respondents, 50.7% students agree and 23.9% students strongly agree that e-learning gives students more time to explore learning source. That the e-learning improves their motivation to learn is not proven well which 33.8% students disagree and not too different number of students, 40.8%, agree. That e-learning helps students to be more independent in their learning, 40.8% agree and 22,5% strongly disagree, while only 31% of them disagree. Therefore, most of respondents agree that students feel more independent learning trough e-learning process.

For other statements that online task improves their discipline, most of participants, 49.3% disagree. The next statement is that e-learning makes learning more enjoyable have not much different in two agreements, 35.2% or 25 of participants disagree and 33.8% agree. For last statement, it is shocking when 60.6% of respondents disagree that e-learning improves their interactions with friends and teacher. Moreover 22.5% strongly disagree. Students need the presence of the lecturer and their friends in order to learn best.

### **Students' Perceptions about E-learning Operational**

The students give their perception toward 8 statements about e-learning operational listed on the questionnaire.

Table 2. Students' Perceptions about E-learning Operational

| No. | Statements   | 1 (SD) | 2 (D) | 3 (A) | 4 (SA) | $\bar{X}$ |
|-----|--|--------|-------|-------|--------|-----------|
| 11  | I have the technology to access the web-module                         | 8.5%   | 28.2% | 47.9% | 15.5%  | 21.85%    |
| 12  | I have time to access the online materials                             | 5.6%   | 15.5% | 62%   | 16.9%  | 16.2%     |
| 13  | I know how to access the materials provided online by the teacher      | 4.2%   | 16.9% | 57.7% | 21.1%  | 19%       |
| 14  | The language of the module is easy to understand                       | 9.9%   | 45.1% | 39.4% | 5.6%   | 24.65%    |
| 15  | The teacher's online instructions are easy to understand               | 15.5%  | 50.7% | 28.2% | 5.6%   | 21.85%    |
| 16  | E-learning spends cost a lot   | 7%     | 42.3% | 36.6% | 14.1%  | 25%       |
| 17  | Internet connections is a problem for me                               | 15.5%  | 8.5%  | 23.9% | 52.1%  | 19.7%     |
| 18  | The online forums ease my interactions with classmates and the teacher | 14.1%  | 46.5% | 33.8% | 5.6%   | 23.95%    |

It is presented the result of second subscale, namely students' perceptions toward e-learning operational. For the first statement in this subscale, 47.9% students agree, 15.5% strongly agree, but 28.2% disagree and 8.5% strongly disagree that they have technology to access the web module, some of the students are getting difficulty to access the material trough e-learning. The next statement is that the language of the module is easy to understand, 45.1% disagree, 39.4% agree, while 9.9% strongly disagree and 5.6% strongly agree. Teachers need to improve the module into understandable.

For the teacher's online instructions are easy to understand statement,

more than 50% respondent disagree, and only 28.2% agree, a few students strongly agree 5.6% and 15.5% strongly disagree. So, from the result of this statement that most of the students still difficult to understand the instructions from the teacher because they do not meet the teacher directly. Another finding is that internet connections is a problem for them, 52.1% students strongly agree, and only 8.5% disagree, 15.5% others strongly disagree. Thus, the internet connection must be the priority to be improved on the future learning period.

### **Students' Perceptions on Practicing Academic Writing using E-learning**

The last category was about practicing Academic writing using e-learning. The students give their perception toward 12 statements about practicing Academic writing using e-learning listed on the questionnaire.

Table 3. Students' perceptions in practicing Academic writing using e-learning

| No. | Statements   | 1 (SD) | 2 (D) | 3 (A) | 4 (SA) | $\bar{X}$ |
|-----|--|--------|-------|-------|--------|-----------|
| 19  | I enjoyed doing the tasks using E-Learning applications                                      | 19.7%  | 36.6% | 35.2% | 8.5%   | 27.45%    |
| 20  | I feel comfortable doing the task using E-learning   | 12.7%  | 47.9% | 32.4% | 7%     | 22.55%    |
| 21  | Sharing Applications (Google Classroom/Whatsapp Group) is a useful tool for learning writing | 8.5%   | 16.9% | 45.1% | 29.6%  | 23.25%    |
| 22  | Virtual online learning (Zoom/Skype/Google meet) is a useful tool for learning writing       | 9.9%   | 59.2% | 18.3% | 12.7%  | 15.50%    |
| 23  | Streaming audio (pre-recorder lecture) is a useful tool for learning writing                 | 5.6%   | 45.1% | 38%   | 11.3%  | 24.65%    |

|    |   |       |       |       |       |        |
|----|---|-------|-------|-------|-------|--------|
| 24 | I don't prefer Sharing Applications (Google Classroom/Whatsapp Group) in learning writing       | 16.9% | 46.5% | 25.4% | 11.3% | 21.15% |
| 25 | I don't prefer using virtual online learning using (Zoom/Skype/Google meet) in learning writing | 8.5%  | 32.2% | 29.6% | 26.8% | 28.20% |
| 26 | I don't prefer using Streaming audio (pre-recorder lecture) in learning writing                 | 9.9%  | 43.7% | 32.4% | 14.1% | 23.25% |
| 27 | I like learning writing process trough E-learning   | 12.7% | 49.3% | 32.4% | 5.6%  | 22.55% |
| 28 | I feel confused learning writing process trough E-learning                                      | 8.5%  | 23.9% | 42.3% | 25.4% | 24.65% |
| 29 | I like using E-learning in academic writing   | 22.5% | 47.9% | 22.5% | 7%    | 22.50% |
| 30 | I don't like using E-learning in academic writing   | 12.7% | 23.9% | 33.8% | 29.6% | 26.75% |

36.6% students disagree and 35.2% agree that they enjoyed doing the task using e-learning applications. For statement I feel comfortable doing the task using e-learning, 47.9% students disagree, 32.4% agree, while 7% strongly agree and 12.7% others strongly disagree. Sharing Applications (Google Classroom/Whatsapp Group) is a useful tool for learning writing was 29.6% strongly agree, and 45.1% respondents agree, only more than 20% disagree. For the next statement, 59.2% of respondents disagree that virtual online learning (Zoom/skype/Google Meet) is a useful tool for learning writing, 9.9% of respondents strongly disagree, whereas 18.3% agree and only 12.7% strongly agree. Using streaming audio (pre-recorder lecture) is

useful tool for learning writing was disagree by 45.1% students, by 5.6% strongly disagree and 38% agree, 11.3% strongly agree.

The next statement on how they like learning writing process through e-learning, 12.7% of respondents strongly disagree, 49.3% disagree, while only 32.4% agree and 5.6% strongly agree. For statement that they feel confused learning writing through e-learning, this statement has the negative responses. But, 42.3% of respondents agree, 25.4% strongly agree, whereas 23.9% disagree and 8.5% strongly disagree.

## DISCUSSION

E-learning is important in this situation, most people used e-learning in pandemic condition not only for studying but also for working. It is important to know students' perceptions toward this media learning. Since, students are the crucial doers in this new system (Online learning). So, this study aims to know students' perceptions on using e-learning in Academic writing class. By looking at the tables, it is clear that the overall score indicated students' positive perspectives towards the use of e-learning on English academic writing tasks. The three highest positive scores of the students' attitudes fell on statements no. 4, 5, 6 and 8.

Meanwhile the score indicates negative perception, no. 10, toward the use of e-learning also appears in term of students interaction with the lecturer and friends. As Obasa (2013) asynchronous platform is realised on Modular Object Oriented Dynamic Learning Environment (MOODLE mentioned that the chance to see teachers in real time brings to the sense of learning and belonging. It is in line with Alsubaie and AshUraidah (2017) finding that outside the classroom, students find collaborative work challenging and tend to do the tasks individually, just 27 percent agree and 22 percent strongly agree that Google Docs has a positive effect on the collaborative experience of students. The finding is also supported by some student's statements, that they had hard time in understanding the lecturer feedback since they do not directly meet their lecturer and their peers in giving the

feedback. Therefore, misunderstanding often happen during the process of writing. It is in line with Wihastyanang, (2018) finding, where e-feedback in ineffective for improving students' writing skill due to the students' learning different. This also prevail in Nafiseh's (Hosseinpour et al., 2019) study on the effectiveness of Edmodo where the students' score only improve in the term of vocabulary, organization and mechanics but not in the term of grammar and content since they do not gain sufficient feedback during the online. The finding of the study is expected to be used as a basis for the development of e-learning Academic writing framework in higher education institutions. As it is predicted that ICT will bring about major benefits to the learner and the teachers it will include sharing of resources and learning environments and promote collaborative learning (Wheeler, 2001).

However, the use of ICTs in university education is not a new phenomenon. In the 1980s online methodologies were developed to support campus-based and distance education, under the headings 'computer-based' or 'computer-managed learning', using e.g. bulletin board systems, electronic mail and computer-mediated conferencing. Since the 1980s text-based systems, audio graphics and videoconferencing have been used in distance education Mason (1994).

The finding of the second category that students need clarity of the instruction is because of the interaction and communication cannot run well. It is due to the statement that internet connections is a problem, more than 50% students agree with this statement. Mostly students give negative response to the operational of e-learning. Based on the findings of the third category, using e-learning in Academic writing is though as a positive experience for the students, and most of students agree about it. Somehow, they disagree if using E-learning in Academic Writing make them more confident, discipline and enjoy when learning.

The results appear to indicate that, on the whole, students are open to creativity. For teachers, the fact that a positive relationship has been identified between e-learning's knowledge and understanding is clear proof that it has



provided students with learning benefits. It is notice, however, a delicate balancing act in operation; students are well prepared to use technology in education, yet teachers should not presume that students would unilaterally welcome further use of learning technology (Popovici & Mironov, 2015). There is minimal use of the more nuanced (but ultimately more educationally useful) e-learning techniques. This hesitation must be taken into account in the preparation for new uses of e-learning. If strategies for preparation and induction are acceptable, the evidence from this research is that the students encounter some learning advantages, their understanding of e-learning can change. When students have a strong one, there is a strong probability that they will enjoy and explore similar stimulating experiences for the first time in eLearning.

## CONCLUSSION

E-learning is one of learning media that many students had different opinion on it. Some students agree in some aspects, while others may disagreed. Tracing students' perception on the use of e-learning in Academic writing class is important in determining the success of learning system that covered by E-learning. It is assumed that what students think will determine what students do and consequently will determine the success of learning writing in IAIN Kediri.

Concerning with research findings of students' perception on using e-learning in Academic writing, the result indicate that generally students accept the use of e-learning in some condition. It should give students more opportunities to interact with their teachers and friends, the internet connection should be strong enough to convey their learning need, and the use of e-learning should also provide students with sufficient feedback on their writing tasks. Those things may not be shortcomings since they also have positive arguments on e-learning. They become more independent in learning, students feel more enjoyable to find more learning resources and they have been familiar with the use of technology in learning. So, it is an

obligation for the teachers and instructors to be more aware in reducing misunderstanding during communication in e-learning. It is suggested to the teacher to maximize the way teachers giving instruction and clear communication as well as delivering feedback to the students.

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