THE CORRELATION BETWEEN THE SECOND YEAR STUDENTS' PERCEPTION OF E-LEARNING AND THEIR WRITING ABILITY AT BUNG HATTA UNIVERSITY

THESIS

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ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
THE FACULTY OF TEACHER TRAINING AND EDUCATION
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Submitted to Fulfill a Partial Requirement for S1 Degree at English Department the Faculty of Teacher Training and Education, Bung Hatta University

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The Researcher

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ABSTRACT

Evita, Enny (2022). The Correlation between the Second Year Students' Perception of E-Learning and their Writing Ability at English Department of Bung Hatta University

Advisor   : Drs. Khairul, M.Sc

The aim of this research was to find out the correlation between second year students' perception of e-learning and their writing ability at English department of Bung Hatta University. The hypothesis of this research was to find out if there was a significant correlation between second year students' perception of e-learning and their writing ability at English department of Bung Hatta University. This research was a correlational design. The researcher used the convenience sampling technique. The number of sample was 30 students. The researcher collected the data by using the students' perception of E-learning questionnaire and descriptive writing test. The reliability index of the instruments were 0.62 and 0.88 respectively. The researcher analyzed the data by using the Pearson Product Moment Formula

The result of data analyzes showed that the students' perception of E-learning was positive. It was proved by the fact that 70% students had positive perception about E-learning. Their descriptive writing ability was moderate. It was proved by the fact that 63% students had moderate ability to write descriptive text. the result of statistical analysis using Pearson Product Moment Formula showed that there is a significant correlation between second year students' perception of e-learning and their writing ability at English department of Bung Hatta University and the value of coefficient correlation was 0.77 or high correlation. It showed that r counted was higher that r table at significant level 0.05 and df=n-2 (0.77 > 0.374).

Based on the finding, it can be concluded that there was a significant correlation between second year students' perception of e-learning and their writing ability at English department of Bung Hatta University. Relating to the conclusion, she suggests the next researcher to find students' learning needs in order to improve the efficiency of E-Learning and students writing ability

Keyword: Students perception of E-learning, Writing ability, descriptive text

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CHAPTER I
INTRODUETION

In this chapter, the researcher discusses background of the problem, identification of the problem, limitation of the problem, formulation of the problem, research hypothesis, purposes of the research, significance of the research, and definition of key terms.

1.1 Background of The Problem

In Indonesia, English is a foreign language. It is studied by the students at school and university in order to master the four skills. The four skills are writing, listening, speaking, and reading. The language skills are important for communication. As stated by Klimova (2014), the language skills are the aim and the means for the implementation of the communicative goal. Writing has to be taught in school because it is one of the ways to increase students' cognitive for better education.

Writing is the most difficult language skills in English language because we have to put the ideas into written text in a complex process. That complex process in writing has to consider important aspects; content, vocabulary, language use (grammar), organization, and mechanics (Ahmadian & Hosseini, 2012).

Writing can be enjoyable if the students have the ideas and the means to achieve it. Students can make a logic idea about something that they want to write. This is vital in becoming competent in using the ideas and arguments of our subject.

Writing skill can be mastered by the students if they practice to write. One of the methods is writing descriptive text. According to Zulaikah *et al.* (2018), Descriptive text is the text about the way of things, people, or places. In descriptive texts, the students can use imagination and sense to make reader hear, taste, smell, see, and feel as they present a good word of the subject. Students may be describing a sunset, an individual, or a sinking ship.

With the Covid-19 pandemic widespread around the world and also Indonesia, all of the activities must be carried out from home. In that time, E-learning is widespread used out to provide meaningful learning experiences for students. E-learning means learning that uses technology to enhance and support learning process. The letter "E-" stands for electronic, and it includes all educational activity that uses technology both offline and online. According to Watson et al in Rosalina *et al.* (2020), E-learning refers to an education which is led by teacher by using Internet and web-based educational delivery system that is known as synchronous (participants involved are in real time communication for example online mode by using zoom, google meet and many others) and asynchronous (participants involved are in not real time communication for example interaction in chat room in social media or learning discussion forum).

A number of other terms is also used to describe this mode of teaching and learning. They include online learning, virtual learning, distributed learning, network and web-based learning. In addition, Zolochevskaya *et al.* (2021) state that E-learning (EL) essentially encompasses information communication technology (ICT) on websites, personal computers, portable PCs, mobile phones, learning management System (LMS), radio, and other forms of enhancing

teaching and reading. In addition, it requires the application and the usage of information and communication technology.

Nowadays E-learning is being used in many schools, higher educational institutions, and non-formal educational courses. It is used to facilitate and improve learning system. As stated by Zolochevskaya *et al*. (2021), many developing countries are utilizing highly immersive e-learning from several education institutions that specifically increase students' success. Technologies in recent times are machines used to remove physical barriers, allowing the students to study anytime and anywhere.

As the online teaching and learning processes use computer technology, it has increased the enthusiasm of both teachers and students to participate actively in teaching learning process (Gustiani, 2020). By using technology, teacher can provide interesting media to attract and generate the students' interest in learning English. In addition, Darcy in Ja'ashan (2020) points out that E-learning plays an essential role in English learning courses through the use of ICT. With the coming of computer technology, E-learning has played a progressively important role; especially in higher educational institution in which technology is used to develop course materials, deliver and share course contents. Also, it promotes teachers' presentations and facilitates communication.

From the explanation above, we can see that E-learning gives some benefit for teaching and learning process. With the used of E-learning system, students can study and do the assignment easily, beside that the students might have some difficulties to implement these in their daily life. So, it's better to know students' perception and their challenge in using this system. According to Collin dictionary

(2022), perception is the act or faculty of apprehending by means of the senses or of the mind; cognition; understanding

Moreover, Marsudi (2020) stated that in spite of the fact that online learning and a few applications give great benefits for the understudies and can moreover work as facility for English teachers in teaching and learning process, as well as for students in accepting lessons and sending assignments. The students might have troubles in utilizing these applications in online learning due to ignorance of the instructor around students' perception, issues and challenges.

Based on the background above, the researcher wanted to know whether there is a significant correlation between students' perception of E-learning with students' writing ability. Therefore, she would like to conduct a study entitled "*The Correlation between second year students' perception of E-learning their writing ability at Bung Hatta University*"

1.2 Identification of the Problem

E-learning has been widely used in many schools and institutions especially since covid outbreak. This condition forces all teacher and students to use E-learning system in learning process. E-learning can be conducted in the form of synchronous and asynchronous. Based on the result of an interview and observation done to some students of Bung Hatta University, there are several problems found related with the used of E-learning in writing. First, some students are new in using the application to support learning like Google Classroom, Zoom, Google meet etc. They do not really understand how to use the feature on the application and also the lack of guidance from lecturer to use it. Second, the

technical problem happens when study. Because of that, they always get problem to accomplish assignments. The third, students get lack of feedback in writing using E-leaning, so that they do not really understand about their mistake in writing.

Besides, students' problem in writing with E-learning can be seen from the writing aspects such as content, vocabulary, language use (grammar), organization, and mechanics

1.3. Limitation of the Problem

In accordance with the broad scope of this study as already discussed previously, the researcher limited her study to: "the correlation between second year students' perception of E-learning and their writing ability at Bung Hatta University".

1.4 Formulation of the Problem

To conduct this research, the researcher formulated the problem of this research as follows: "Is there any significant correlation between second year students' perception of E-learning and their writing ability at Bung Hatta University?"

1.5 The Hypothesis

Hypothesis is often described as an attempt by the researcher to explain the phenomenon of interest. Hypothesis can take various forms, depending on the question being asked and the type of study being conducted. A key feature of

hypothesis is that each must make a prediction. The researcher took the hypotheses as follows:

Null hypotheses (Ho):

Ho: There is no significant correlation between second year students' perception of E-learning and their writing ability at Bung Hatta University

Alternative Hypotheses (Ha):

Ha: There is significant correlation between second year students' perception of E-learning and their writing ability at Bung Hatta University

1.6 Purposes of the Research

The main purpose of the research is to find the correlation between second year students' perception of E-learning and their writing ability at Bung Hatta University.

1.7 Significance of the Research

This study is hoped to provide useful information and practical contribution for students and lecturer. The result of this study hopefully can give the students information about the correlation between E-learning and their writing ability. For lecturer, the result is expected to give the information about second year students' perception of E-learning and their writing ability so that teaching and learning process can be better.

1.8 The Definition of Key Terms

To avoid misunderstanding about the key terms used in this research, the researcher defines them as follows:

1. Perception is the act or faculty of apprehending by means of the senses or of the mind; cognition; understanding(Collin dictionary,2022)

2. E-learning refers to an education which is led by teacher by using Internet and web-based educational delivery system that is known as synchronous and asynchronous (Watson et al in Rosalina *et al.*, 2020)

3. Writing is one of the ways of presenting ideas in written from (Huang, 2011)

4. Writing descriptive text is writing the text about the way of things, people, or places (Zulaikah *et al.*, 2018)

CHAPTER II

REVIEW OF RELATED LITERATURE

in this chapter, the researcher discusses the result of reviewing theories and opinion from experts; namely, Perception in general, the definition of e-learning, characteristics of e-learning, classification of e-learning environment, the advantages and disadvantages of e-learning, students' perception on e-learning, writing ability, process of writing, aspects of writing, review of previous related studies.

2.1 Perception in General

According to Longman dictionary(2022), perception is:

1.the way you think about something and your idea of what it is like;

2. the way that you notice things with your senses of sight, hearing;

3. the natural ability to understand or notice things quickly.

In addition, Mcdonald (2011) stated that Perception involves the way one sees the world. Perception is a uniquely individualized experience. One can only draw from what is known to oneself.

Moreover, in Mirriam-webster dictionary (2022), perception is defined as: (1). the ability to understand inner qualities or relationships; (2). the knowledge gained from the process of coming to know or understand something.

From the definition above we can conclude that, perception is the ability to notice things, see the world, understand something and also the way we see about something.

2.2 E-Learning

2.2.1 Definition of E-Learning

There are many definitions of E-learning that have been proposed by experts. According to Watson et al in Rosalina *et. al.* (2020), E-learning refers to an education which is led by teacher by using Internet and web-based educational delivery system that is known as synchronous (participants involved are in real time communication for example online mode by using zoom, google meet and many others) and asynchronous (participants involved are in not real time communication for example interaction in chat room in social media or learning discussion forum).

Naidu in Assary (2021) stated that E-Learning is a teaching and learning system that uses information and communication technology. The letter "e" in e-learning means "electronic", e-learning can combine all educational activities carried out by individuals or groups working online or offline, through networked or independent computers and other electronics.

According to Thabet & Kalyankar (2014), E-learning is the use of Information and Communication Technology e.g. Internet, Computer, Mobile phone, Learning Management System (LMS), Televisions, Radios and others to enhance teaching and learning activities. In addition, Oye, Salleh, & Iahad in Thabet & Kalyankar (2014) said that E-learning is a unifying term used to describe the fields of online learning, web-based training and technology delivered instructions.

From the explanation above it can be concluded that E-learning is a system that uses technology to enhance and support learning activity.

2.2.2 Characteristics of E-Learning

Zhang *et al* in Goyal (2012) explain some characteristics of E-Learning as follows:

a) E-learning can be at least as effective as conventional classroom learning under certain situations. E-learning can not replace traditional classroom learning. Learning is mostly a socio-cognitive activity. In online learning, teacher should implement the appropriate teaching styles and materials that support the learning process.

b) Multimedia materials are heavily used in E-learning systems, a high-bandwidth network is a basic requirement for efficient content access. Nevertheless, E-learning is a promising alternative to traditional classroom learning, which is especially beneficial to remote and lifelong learning and training.

c) E-learning cause independent learning. Students can try to be more discipline, be responsible, and goal oriented. They have to be more creative to do the school task.

d) Flexibility in the learning process. In other words, each student can manage their own learning time according to the availability of time and readiness.

The characteristics of E-learning according to Nursalam in Gultom (2019) are:

1. Utilizing electronic technology services.

2. Utilizing computer Excellence (digital media and computer networks)

3. Using self-learning materials is then stored on the computer, so it can be accessed by lecturer and the student anytime and anywhere.

4. Utilizing learning schedules, curriculum, learning outcomes, and educational administration matters can be seen at any time on the computer.

From the explanation above, we can conclude that E-learning has some characteristic, such as: using computer, electronic devices, and it provide flexibility in the learning process.

2.2.3 Classification of E-learning Environment

According to Al-Najar in Aljaser (2019), there are two classification of E-learning. Each of them is briefly discussed as follows:

a) Synchronous e-learning environment: web based learning techniques in virtual classroom. The teacher and students meet at the same time, with no place limit. The examples are:

    A. Discussion forums

    B. Chat room

    C. Video conferencing

    D. Audio conferencing

b) Asynchronous e-learning environment: classes unlimited to a spesific time or place. The teacher provide the material and posting it. The examples are:

    A. E-mail

    B. Web

From the explanation above we can conclude that, there are two classification of E-learning such as; synchronous e-learning environment and asynchronous e-learning environment

2.2.4 Advantages and Disadvantages of E-learning

E-learning has some advantages and disadvantages; they are:

a) The advantages of online learning are as follows:

According to Zolochevskaya *et al*. (2021), there are some advantages of e-learning :

1) E-learning enhances high quality in the teaching and higher education of students, E-Learning increases access to efficient teaching and learning and thereby improve efficiency for students against this backdrop. E-learning encourages multiple students in higher education to pursue related program simultaneously.

2) The usage of information and networking technology in instructional programs has created a modern style of education that does not involve physical attendance, so the Students can learn anytime and anywhere. In addition, Goyal (2012) said that E-learning has a velocity advantage by being able to reach a large number of learners in a shorter time. To understand this velocity advantage, think about a classroom event that needs to be scheduled weeks in advance, but E-learning can enable instant access to knowledge at exactly the point in time it is needed.

3) The usage of e-learning greatly enhanced the students' mood, enthusiasm and academic achievements during their studies.

In addition, Chitra & Raj (2018) also explain some advantages of e-learning as follows:

1) It has brought about the feeling of self-responsibility amongst students where they have to account to themselves when they decide to study or not.

2) It enables students not only to rely on textbook information but to expand their knowledge by researching using the World Wide Web.

3) Teachers benefit from this by allowing them to acquire various computer skills as well as students and this has enabled them to encourage students to apply their knowledge and skills. It helps in the communication with their students at all times.

4) It increases the students' ability to study on their own and their critical thinking skills.

b) The disadvantages of online learning are as follows:

According to Al-Rawashdeh *et al.* (2021), the disadvantages of e-learning are as follows:

1) No self- discipline. Convenient class improves students' self-discipline than online class. In online class, students often do not have guidance from parents. If a student does not feel they are getting the proper guidance, they may not have enough self-discipline to fully engage in the lessons themselves.

2) Lack of input from teacher. In online learning, the teacher can't control the students. So, they don't know students' real achievement, whether

it is based on their ability or not. It is because, when the students do the task, test, or exercise in their home teacher cannot see if it is done by students or maybe they was helped by their parents, brother, or sister.

3) No facilities. Rosalina *et al*. (2020) stated that E-learning can be adapted if there is a network and computer literacy. It is in supporting facilitation such as internet connection, students' gadgets specifications, and internet quota and the learning process like less communicative when the activities because the teacher and students have limited time to interact between each other, can't explain detail about the material, and can't feel and control students' affective factors when learning process. Some places have very limited access to the internet. Students have to go to internet cafes or use public Wi-F is which is very inconvenient. If such gaps in society exist, online education will not be able to reach all students.

2.2.5 Students' Perception on E-learning

According to Khan *et al.* (2021), students across the world have accepted and appreciated the online platform of learning. The reasons of this acceptability are ease of use, learning flexibility and controllable environment. E-learning has never been adopted and accepted as real learning or the formal mode of education before this ongoing pandemic that compelled to resort to electronic learning solution by world over Now, at the hour of pandemic crisis, most of the educational institutions are exploring and approaching towards e-learning to make it easy for students to work out at new normal.

Victoria *et al.* (2018) stated that factors influencing someone's acceptance of technology were perceived usefulness and perceived ease of use. The students perceived the e-learning web-based module to be useful in improving their understanding, independence, self-discipline, motivation to learn, and interactions with each other and with the teacher. The students also agreed that the e-learning web-based module was easy to use. In addition, Popovici and Mironov in Victoria *et al.* (2018) suggest that the main factors that influence someone's acceptance of new technology are needs and demands. If a student perceives e-learning to be useful and helpful for their study, then they are likely willing to accept it. On the other hand, hindrance such as lack of ICT skills and lack of access can prompt negative perceptions towards e-learning

According to Victoria *et al.* (2018) it is essential to assess students' perception because the way students view a teaching approach greatly affects their interestedness in learning and class participation. Lorenzi and Riley in Victoria *et al.* (2018) also state that behavioral factors, such as perceptions, play more important role than technical factors in the success of an approach.

From the explanation above we can conclude that, students' perception affect their interest in learning.

2.3 Writing ability

Huang (2011) stated that writing is one of the ways of presenting communicative competence to convey thought via text. It is a way to communicate with the audience through the text you produce. Writers need to organize ideas with the consideration of content, vocabulary, language use (grammar), organization, and mechanics (Ahmadian & Hosseini, 2012). In accordance with that, Klimova (2013) writing has a unique position in language teaching since its acquisition involves practice and knowledge. It also requires mastering of other skills, such as metacognitive skills and learners need to set an objective for their writing.

Then, the term ability means the skill to do something. It's the same with the definition of ability in Collins English Dictionary (2022) which defines Ability as the necessary skill, competence, or power to do something. Another similar definition comes from the Macmillan Dictionary (2022) which defines ability as the level of skill that someone has in a particular job or activity.

Based on the theories, it can be defined that writing ability is an act, power or competence to organize and develop the ideas into the written text that requires a creative process.

2.3.1 Process of Writing

An understanding of the writing process will help the writer to produce good writing. You can break the writing process into three basic steps: Pre-write, Write and Revise / Edit (Sadiku, 2015)

According to Richard *et al.* in Rasheed & Mahmood (2017), the process approach to writing is "an approach in teaching composition which emphasizes the composing processes writers use of in writing (such as planning, revising and drafting) and which seeks to improve students' writing skills through developing their use of effective composing processes".

Moreover, (Maxom,2009: 161)) states that the process of writing is:

1. Planning (prewriting). It's an activity in the classroom that encourages students to write. It stimulates thoughts for getting started.

2. Drafting (writing).The writers are focused to write the first draft until the last draft.

3. Reviewing (Revising&Editing). The writer revises the writing, proof-read the task and edit their work for grammar, spelling, punctuation, sentence structure to make good writing.

Based on the explanations above, it can be concluded that the process of writing is planning, drafting, and reviewing. The process has to be understood by the writer to make good writing.

2.3.2 Aspects of Writing

According to Ahmadian & Hosseini (2012), there are five aspects of writing skill; content, Vocabulary, language use (grammar), organization, and mechanics.

1. Content

Content is something that is expressed by the writer in various ways. To express the writing, we have to know what we want to write and how to

develop our ideas. This information is important to gain the interest of our reader. The content must attract the targeted reader and give some useful information. The content deals with the authors' knowledge about the subject they want to write.

2. Vocabulary

Vocabulary is the number of words that have a certain meaning. In order to understand the language, the mastering of vocabulary is needed. Alqahtani (2015) states that vocabulary knowledge is often viewed as a critical tool for second language learners because a limited vocabulary in a second language impedes successful communication. Writers need to use effective word choice in the sentence.

3. Language use (grammar)

Language use (grammar) is the competence to write the correct sentence in the appropriate content. Grammar is an essential part of language components. If you know the grammatical component in the language, you will be able to use it for communication. Grammar is the rule to make a correct sentence and syntactic patterns. A good sentence should have a subject and a predicate. The subject consists of I, you, we, They, She, He, It, Proper Name, etc. The predicate consists of a Noun, Adjective, Adverb, Verb, etc.

4. Organization

Organization in writing means how we organize the content or idea into writing subject. The expression of ideas should be clearly stated, so the reader will not feel confused about the meaning.

5. Mechanics

The mechanics of writing specifies the established conventions for words that you use in your documentation. They are Punctuation, Capitalization, and Spelling.

From the explanation above we can conclude that there are five aspect that have to be learned by the students to achieve good writing

2.3.3 Teaching Writing with E-learning

Develop writing skill and achieve the good writing are the challenging task for teacher and lecturer. There are various method and activities that can be used. One of the method is using E-learning. Teaching writing with E-learning can give several benefits and challenge to implement this. As stated by Sheerah *et al.* (2022), this immersive technology provides each user with active control and more authentic experiences, helping students learn more effectively and increasing their retention by combining visual, auditory, and kinesthetic learning styles. Online learning makes learners self-paced who can review their resources and materials. This allows them to integrate more media (video, images, audio, etc.) and improve their activities multiple times. The students can use these resources and materials while composing any writing tasks. It is more flexible to monitor students' progress in online environments, and instructors can provide automated feedback. They also give students more opportunities to practice their writing. Moreover, the instructors can vary tasks for every student according to their level and learning styles. Students have the opportunity to study in their own time. Online learning is an effective way because students can do their homework quickly; through e-Learning tools. In addition, the blackboard helps students to a

great extent to write better by giving them some clues and recommendations for better writing.

There are such disadvantages of applying online writing skills for the students. They do not have the training to use the pen as the physical interaction between the instructor and the learners is absent in a virtual setting. Online writing instruction works well for many students, even better than traditional onsite learning, but not for all. Instructors are accustomed to interacting with college students to give quick feedback on the submitted work. However, this habit of giving instant feedback burdens teachers in online teaching. The writing assignment takes more time for teacher to check the students' writing, while in a face-to-face class setting, students can do formative assessments and feedback more quickly. Online learning makes it teachers take longer to give feedback, especially for writing skills.

2.4 Descriptive text

Husna *et al.* (2013) stated that a descriptive text is a text in which a writer tries to picture what he is describing. The descriptive text describes things, people, or a place. The description of the things should be clear to make readers understand about the text.

Descriptive writing express to the sense, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in his or her mind.

Descriptive text uses sensory such as feels, tastes, looks, textures to describe things in readers' mind. Writers have to use their imagination to make a

good description of a thing so the reader sees exactly what you are describing. It is like bring the image into the readers' mind.

From the explanation above we can conclude that, descriptive text is the kind of text that describes things clearly.

2.4.1 The Kind of Descriptive text

There are various kinds of the descriptive paragraph such as describing people, describing places/objects, etc.

a. Describing people

When you want to describe people, you should think about their appearance, emotion and characteristic. You should give details for each explanation that you make. When you want to describe people, you should start from the introduction which will be described and then we can mention the characteristics, emotion, and appearance. Some commons adjectives for describing people like angry, sad, tall, kind, beautiful, etc.

b. Describing place/object

In describing the place, a writer thinks about the specific describing word that explains the nature and or character of the place or object. To make the describing clearer, give the location, time of the day and the character present of the place you want to describe. In describing the place, we use the preposition to tell the reader how space is organized. These common prepositions such as: in front of, next, around, between, in the middle of, etc.

c. Describing thing

In describing thing, the researcher give detail about the things around. The researcher can use different words to make such descriptions.

2.5 Review of Previous Related Studies

Related to these studies, there are two previous studies which are related to this study. The first study is "The Effect of Online Learning on Academic Writing Course during Covid-19 Pandemic". The research was conducted by Nappu *et al*. (2022) The result of this research was: online learning conducted during the pandemic highly affects the writing skills of students.

The second study was "Students' Perceptions on Using E-Learning in Efl Academic Writing Class". This research was conducted by Fitriyah & Putri (2020). The study found that E-learning provides time flexibility to the student and using E-learning in Academic Writing make them more confident, discipline and enjoy when learning.

CHAPTER III

RESEARCH METHOD

In this chapter, the researcher discusses research design, population and sample, instrumentation, technique of data collection, and technique of analyzing data.

3.1 Research Design

This was a correlational design. According to Asamoah (2014), a correlational study is a quantitative method of research in which two or more quantitative variables from the same group of subjects are taken through series of computations to determine if there is a relationship (or covariance) between variables. It is also known as associational research in which relationships among two or more variables are studied without any attempt to influence them. This research was aimed to know the correlation between the second year students' perception of E-learning and their writing ability at Bung Hatta University. Correlation study aims to find if there is a relationship or not, and if so, how close relationship.

There were two kinds of variable in this study. The first variable was students' perception of E-learning and it was considered as independent variable (variable x). The second variable was students' writing ability and it was considered as dependent variable (*Variable y*). The design of this research was shown in the following diagram:

| Variable X | ←→ | Variable Y |
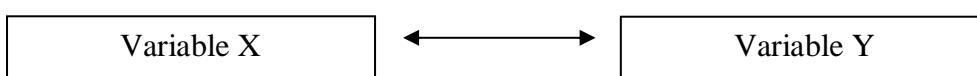
3.2 Population and Sample

According to Sugiyono (2010), population is a group consisting of subject or object that has a specific quality and characteristic. The second-year students at the English Department of Bung Hatta University in the academic year 2019/2020 were chosen as a population because they had passed writing descriptive text. The total number of population is 30 students and they were in one class.

At this time, the researcher used convenience sampling technique. According to Refnita (2018: 83), a convenience sample is a group of individuals who (conveniently) are available for study. In addition, Gay *et al* (2012) state that the sample size of correlational research at least 30 participants.

The researcher chose the second year students at English department because the member is more than 30 students and they had studied about descriptive text.

3.3 Instrumentation

To collect data of the research, the researcher used two kinds of instrument. They are students' perception of E-learning questionnaire and writing test. The researcher discussed the instruments as follows:

Table 3.1 types of instruments

No	Variables	Instruments	
		Questionnaire	Test
1.	Students' perception of E-learning	√	-
2.	Writing ability	-	√

3.3.1 Questionnaire

According to Sugiyono (2010), Questionnaire is a technique to collect the data that is done by giving some questions or written statement to the respondent, so the researcher used the questionnaire and distribute it to the students' to measure the students' perceptions of this teaching approach. In addition, there are two types of questionnaire; closed responses and open responses. Open responses require students' to answer the question by their own words. In contrast, closed responses require students' to answer the question in limited list of responses.

To collect the data students' perception of E-learning, researcher used questionnaire with close responses item. The questionnaire had some indicators to measure students' perception of E-learning, The indicator of students' perception of E-learning questionnaire was shown on table 3.2 below:

Table 3.2 Indicator of Students' Perception of E-Learning

Questionnaire

Aspect	Indicator	Item specification
Positive Response of E-learning	- E-learning enables students to join social media groups - E-learning motivates students to do the work without others help - E -learning provides time flexibility so students can study anywhere and anytime - E-learning makes students to expand their knowledge by researching using internet - Students can improve their ability using technology such as computer and internet - Students can get the good grade while studying with E-learning	1,2, 14, 4, 12,6,7,8,9

	• I feel comfortable doing the task using E-learning • Sharing Applications (Google Classroom/Whatsapp Group) is a useful tool for learning • Virtual online learning (Zoom/ Skype/Google meet) is a useful tool for learning	
Negative Response of E-learning	• Students have difficulties using online material • Students get the lack of input from teacher • Lack of facility to support E-learning • Students do not have self-discipline • Technical problems happens when using E-learning	10, 11, 5, 13, 3

To see the reliability of the questionnaire, the researcher used the variance formula by Arikunto (2013:227) as follows:

$$\sigma^2 = \frac{\sum x^2 - \frac{(\sum x)^2}{n}}{n}$$

Where:

σ^2 = variance

Σx^2 = Total square score for each question

Σx = total score for each item

N = Number of item

To get the coefficient reliability of questionnaire, the researcher used Alpha formula by Arikunto (2013:239) as follows:

$$r_{11=}\left(\frac{k}{k-1}\right)\left(1 - \frac{\sum \sigma b^2}{\sigma 2_t}\right)$$

Where:

R_{11} = instrument coefficient

K   = the number of questions

$\sum \sigma b^2$ = the number of variance of each item

σ_t^2 = total variance

The researcher classified the coefficient of the test based on Arikunto (2012) as follows:

0.00– 0.20: very low

0.21 - 0.40: low

0.41 - 0.60: enough

0.61 - 0.80: high

0.81 - 1.00: very high

After analyzing the data, the researcher found the index reliability of the questionnaire was 0.62 (see Appendix 4). It means that the questionnaire had high correlation.

3.3.2 Writing test

To collect the data of students' writing ability, the students were required to do the writing test. The students were required to write one descriptive text because they had passed learning about descriptive text.

The students' chose one topic and wrote a descriptive text about:

1. My best friends   3. My pet

2. My house/boarding house   4. Your own idea

The specification of the descriptive writing test was as follows:

Table 3.3 Specification for Writing Test

Aspect	Generic Structure	Indicator
Descriptive text	1. Identification	• Students are able to identify the things that they want to describe
	2. Description	• Students are able to describe the things that they want to describe
	3. Conclusion	• Students are able to conclude the whole paragraph

A good test should be valid and reliable. According to Sugiyono (2010), validity is the extent to which it measure what it is supposed to measure. Meanwhile, reliability is when the test measure produce similar result under consistent conditions. To have a valid test, the researcher used content validity because the test had to fit with the materials that had learnt by the students. It means that the test was constructed based on the learning material given to students as stipulated on syllabus. To see the reliability of the test, the researcher used inter-rater technique. This technique requires two scorers to examine the test. The first scorer was researcher, and the second scorer was alumnae of English Department, Rahma Sani S.Pd. The researcher chose her as second scorer because she has good writing ability. The function of two scorers was to get the objectivity of the test. To calculate the coefficient correlation of students' score, the researcher used Pearson product moment formula (Arikunto, 2012) as follow:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

rxy = the coefficient of correlation between x and y variable

 N = the number of the students who followed the test

X = the first scorer's score

Y = the second scorer's score

∑xy= the total scores of cross-product xy

∑x = the total score of x

∑y = the total of y

After calculating the reliability of the writing test, researcher found that the index reliability of writing test was 0.88(see Appendix 7). It was classified as very high correlation.

3.4 The Technique of Collecting Data

3.4.1 The Technique of Collecting Data on Students' Perception of E-learning

The researcher collected the data of students' perception of E-learning by using some procedures as follows:

1. The researcher gave the questionnaire to the students

2. The researcher asked the students to answer the questionnaire

3. The researcher collected the answer sheet

4. The researcher read the answer sheet one by one

5. The researcher gave score on each item by using Likert scale form as the followings;

Table 3.4 Criteria for Scoring Students' Response

No	Positive Statements	Score	Negative Statements	Score
1.	Very agree	4	Very agree	1
2.	Agree	3	Agree	2
3.	Less Agree	2	Less Agree	3
4.	Not Agree	1	Not Agree	4

Modified from Victoria *et al*. (2018)

6. The researcher counted the total score of each students

7. After calculating the score for each item, researcher classified students' perception into following category:

> 0.0 – 1.0 : very negative
>
> 1.1 - 2.0 : negative
>
> 2.1 – 3.0 : positive
>
> 3.1 – 4.0 : very positive

3.4.2 The Technique of Collecting Data on Writing Ability

The researcher collected the data of students' writing ability by using some procedures as follows:

1. The researcher distributed the writing test to the students

2. The researcher asked the students to write descriptive text

3. The students' collected the answer sheet

4. The researcher copied the answer sheet for the second scorer

5. The researcher and the second scorer gave score by using the following criteria:

Table 3.5 Criteria of writing test scoring

No	Aspect	Score	Criteria	Indicators
1.	Content	27-30	Very good	complete information, substantive, complete in developing writing, relevant with the problem
		22-26	Good	enough information, less substantive, not enough in developing writing problem
		17-21	Fair	limited information, less substantive, insufficient development of writing problem
		13-16	Bad	no content and problem
2	Organization	18-20	Very good	fluent in expression, clear in expressing idea, well organized, logic and cohesive sequence
		14-17	Good	less fluency, unorganized but clear main idea, limited supporting material, logic but incomplete sequence
		10-13	Fair	not fluent or irregular idea, illogical sequence and idea development.
		7-9	Bad	not communicative, unorganized, and invaluable organization
3.	Vocabulary	18-20	Very good	appropriate diction, good word order mastery
		14-17	Good	sometimes incorrect choice of the word which does not change the meaning
		10-13	Fair	limited word use, some mistakes in vocabulary which can change the meaning
		7-9	Bad	bad choice of the word, less and invaluable vocabulary
4.	Language	22-25	Very good	effective complex construction, only few language mistakes.
		18-21	Good	Simple but effective construction, few mistake in complex construction which does not change the meaning
		11-17	Fair	serious mistake in sentence construction, unclear meaning.

		5-10	Bad	lack of syntactical construction's mastery, many mistakes, not communicative and invaluable language
5.	Mechanics	5	Very good	good mastery of the writing mechanics, only few spelling errors
		4	Good	some spelling errors which do not change the meaning
		3	Fair	many spelling errors which can change the meaning.
		2	Bad	lack of mastery in writing mechanics, many spelling errors, un-readable and invaluable writing

Modified from Brown in Faisal & Wulandari (2013)

3.5 The Technique of Analyzing Data

In analyzing the data, the researcher used the following steps:

1. Researcher correlated the students' perception of E-learning and their writing ability by using Pearson Product Moment Formula as follows:

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Where:

rxy: the coefficient correlation between variable X and Y

N : total sample

X : the score of independent variables

Y : the score of dependent variables

2. The researcher classified the coefficient of the test based on Arikunto (2012) as follows:

0.00– 0.20: very low

0.21 - 0.40: low

0.41 - 0.60: enough

0.61 - 0.80 : high

0.81 - 1.00 : very high

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher presents the result of data analysis on the correlation between students' perception of E-learning their writing ability of the second year students of English department of Bung Hatta University

4.1 Findings

In this part, the researcher presents the finding of the correlation between students' perception of E-learning and their writing ability. Then she also found the coefficient correlation among the two variables.

4.1.1 Students' Perception of E-learning

Based on the results of data analysis, it was found that 21 students (70 %) had positive perception and 8 students (26.7%) had very positive perception about E-learning. Besides, only 1 students (3.33%) had negative perception, while zero students had very negative perception about E-learning. It means that most of the students had positive perception about E-learning. Shown in table 4.1:

Table 4.1: Students' Perception of E-learning

No	Classification of perception	Frequency of students	Percentage
1	Very positive	8	26.7%
2	Positive	21	70%
3	Negative	1	3.33%
4	Very negative	-	0%
		30	**100%**

Table 4.1 show that most of the students had positive perception about E-learning

4.1.2 Students' Writing Ability

The result of data analysis on students' writing ability test showed that the highest score was 90 and the lowest score was 62.5(see Appendix 6). It also showed that the mean of the test was 78.9 and standard deviation was 8.25(see Appendix 8). After that, the researcher conversed the students' score into high, moderate, and low. And their percentage as shown in Table 4.2:

Table 4.2: The Classifications of Students' Writing Ability

Students' descriptive writing ability	Classification of ability	Number of Students	Percentage
High	>87.15	5	16 %
Moderate	70.65 - 87.15	19	63 %
Low	<70.65	6	20 %
		30	**100 %**

Based on the table above, the researcher found that the students' ability to write descriptive text was on the level of moderate.

4.1.3 Correlation between Students' Perception of E-learning and Students' Writing Ability

Based on the result of data analysis, the researcher found the coefficient correlation between students' perception of E-learning and students' writing ability was 0.77(see Appendix 9). It is classified as high correlation. It means that there is a positive correlation between second year students' perception of E-learning and their writing ability at English Department of Bung Hatta University.

4.2 Testing Hypothesis

The researcher found that the coefficient correlation between students' perception of E-learning and students' writing ability was 0.77. Then to determine

the correlation was significant or not, the researcher compared r counted with r table at a significant level 0.05 and df=n-2= (28).

The result of 0.77>0.374. So, the calculation is:

1. Ho is rejected (There is no correlation between the second year students' perception of E-learning and their writing ability at English Department of Bung Hatta University

2. Ha is accepted (There is a correlation between the second year students' perception of E-learning and their writing ability at English department of Bung Hatta University)

4.3 Discussions

. From the result of data analyzing, we can see that there is a correlation between students' perception of E-learning and Writing ability. It means that, students get advantage from the used of E-learning in their writing. As stated by Fitriyah & Putri (2020) that using e-learning in Academic writing is as a positive experience for the students, and most of students agree about it. Somehow, they agree if using E-learning in Academic Writing make them more confident, discipline and enjoy when learning.

Moreover, Sheerah *et al.* (2022) stated that the new-normal situation with the used of E-learning prepared everyone to utilize online platforms to teach and learn the academic courses. When students write different writing drafts in the online portal for online writing skills enhancement, their instructors and peers check and develop the drafts and give them quick feedback. E-platform loaded

software also reveals plagiarism and grammatical errors in these written writing pieces by students most adequately.

In addition, Fitriyah & Putri(2020) stated 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.

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter, researcher presents some conclusion and suggestions. The conclusion is based on discussion and the result of data analysis, and suggestions are derived from the conclusion.

5.1 Conclusions

Based on the finding of this research, it can be concluded that:

1. The researcher found that the students had positive perception about E-learning. It was proved by the fact that 70% students had positive perception about E-learning

2. The second Year students' ability in writing descriptive text was moderate. It was proved by the fact that 63% students had moderate writing ability

3. There was a significant correlation between students' perception of E-learning and students' writing ability of the Second Year Students of English Department of Bung Hatta University (r counted > r table; 0.77>0.374; α 0.05 df n-2

5.2 Suggestions

In accordance with the conclusions as already discussed, there are some suggestions can appear:

1. For English lecturer, it is suggested to implement teaching strategy so that students' perception of E-learning and writing ability can be better

2. For the further researcher, it is suggested to do some research and find students' learning needs in order to improve the efficiency of E-Learning and students writing ability

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