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An Analysis of Online Learning in Academic Writing Course During the Covid-19 Pandemic

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A B S T R A C T

The abolition of in-person teaching and learning activities policy at universities due to the Covid-19 pandemic has resulted in a rapid transition from offline to online teaching and learning process. The inequality of internet networks in Indonesia makes this a challenge for lecturers and students. Academic Writing is also admitted by students as hard material. Hence, this study aims to analyse how the implementation of online learning in the Academic Writing course at the English Department of FKIP UIR. The instruments were an online questionnaire and structured interviews for students and the lecturer. The findings of this study found that the implementation of online learning in the Academic Writing course was held synchronously and asynchronously. Various online platforms support the teaching and learning process. However, many students have struggled with bad internet connections, were enabled to focus during the study, and have difficulty understanding materials.

Keywords: Online Learning, Academic Writing, Covid-19

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INTRODUCTION

The world is evolving to become more modern, as is technology, which is advancing to become increasingly sophisticated. It is used for various needs in many fields, including education. It is undeniable that in the future, the teaching and learning process will be fully done using technology through various online platforms that can be used and developed continuously. It was discovered that the use of technology improves students' learning and engagement, the knowledge transfer also becomes simple, convenient, and effective (Raja & Nagasubramani, 2018). This modernization has affected many materials that are being digitalized, which means converting from conventional to sophisticated tools. Things are become easier because of the development of information and communication technology (ICT). The significant development of ICT is expected to facilitate people to look for information and communicate with each other. Technology may offer more opportunities for educators and learners to hold teaching and learning process besides of conventional classroom (Ghavifekr & Rosdy, 2015).

To use the technology as its function, the internet is needed. Over time the use of the internet is growing rapidly, including in Indonesia, and it is used for various fields especially in education (Sari, 2019). Many educators, as well as students, use it to support learning activities. Through gadget as a learning tool, it can be done without any limitation of time

and place (Al-Ansi et al., 2021). Therefore, the development of ICT has a big impact on education.

Camera, audio, video recording, and other software programs are included in technology applications that can be used to support educational activities, not only to make them easier but also to vary activities to be more interesting for learners. Technology may not fully replace the role of teachers or lecturers, but with the great platform and the right method, it can increase the quality of the teaching and learning process and make better use of time and place due to the possibility to be done anytime and anywhere, which really important for the improvement of a learning process (Denmark, 2012; Dhawan, 2020).

In some cases, an in-person teaching and learning process cannot be implemented. Therefore, online-based teaching and learning activity that is mediated or delivered by electronic technology for learning purposes (Samir Abou El-Seoud et al., 2014) is used as another option to overcome the problem. Since technology has been increasingly developed over years, it can be utilized as an educational tool to carry out the learning process as it is commonly known as Online Learning.

Online learning is a new way of learning which connected to the internet to develop the study environment or system without having to be present in the real classroom. It needs internet to acquire access to learning material, communicate with lecturers, look for subject matter, obtain information during learning processes, and gain knowledge to create personal meaning then learn from learning experiences (Kholisho & Marfuatun, 2020). By utilizing the network, students could wider their learning environment by many contents of various scopes (Sari, 2019). A variety of platforms have been developed and are being developed to facilitate learning in this age of technology (Komilovich, 2020). There are plenteous online platforms that support the learning process which also can be called as online educational platforms, such as Google Classroom, Edmodo, Edlink, and so forth. Mostly, online platforms are supported by many features to assist educators and learners to exchange information then managing classes.

Learning through online platforms can be applied in various lessons and skills, one of them is an English language course, specifically for writing skill. Writing is an ability and a complex cognitive activity that needs more attention in doing it (Anh, 2019). Each of all English skills is important, moreover writing as well, which is crucial as written communication is a basic life skill. A strong command of English, including writing, is necessary especially in this competitive environment of the global era. Being able to write fluently in English generally indicates a high level of English proficiency (Jurianto et al., 2016). Writing is also a part of literacy as people are considered literate if they can read and write in specific circumstances and for specific purposes (Harmer, 2007, p. 232). Hence, the teaching of English writing skills is crucial and must be continually developed.

In learning writing, Information and Communication Technologies (ICTs) can be used as a strategy to help students overcome obstacles and develop their writing skills (López Henao, 2017). Using online platforms through online learning can also be used to retain students from getting bored (Cakrawati, 2017) since there are many educational platforms that can support the writing learning process of students. Therefore, online learning can present a new atmosphere in the English writing teaching and learning process.

As mentioned before, a face-to-face teaching and learning process may not be able to conduct due to a reason, such as a pandemic. Since March 11, 2020, the World Health Organization has declared the COVID-19 as a pandemic. In order to prevent the spread of COVID-19 in the educational field, the Minister of Education and Culture of Indonesia formulated a strategy aimed at maintaining educators' and students' mobility through online learning. Currently, all educational institutions ranging from elementary to tertiary level have taken all educational activities home, including Universitas Islam Riau. Since March 2020, all lecture activities in the English Language Education program of Universitas Islam Riau have immediately been converted into online activities, including the Academic Writing course.

After doing a pre-research interview with the Academic Writing's lecturer and some students of the fourth-semester at the English Language Education of FKIP UIR who learn Academic Writing course, the researcher knows that the online learning of Academic Writing course in this department is carried out synchronously and asynchronously. The researcher also found several problems that occurred during the online teaching and learning process. The lecturer has a bad internet signal at home and some students also have problems with the internet things, while having a good internet network and sufficient internet quota are very important to be able to take part in online learning activities. Students may find the lecturer's voice is freezing sometimes due to their poor connection to the internet. It can affect students understanding of the material given by the lecturer. Some students also admit that Academic Writing is hard material. In consequence, the lecturer has to go to another place as a solution to get a better network, such as going to the campus. Various learning activities are also applied to solve problems and meet the needs of students in understanding well the learning material for Academic Writing and being able to practice it.

Based on the overview above, the researcher is interested to conduct research over the case to study about the implementation of online learning in the Academic Writing course during the COVID-19 pandemic. Hence, this study attempted to answer the research question: (1) How is the implementation of online learning in Academic Writing course during the Covid-19 pandemic at the fourth semester students of English Language Education of FKIP UIR?

Online Learning

The way of implementing a teaching and learning process starts to shift from the conventional way – face-to-face teaching and learning process – to the most recent learning process – online learning – by utilizing technological support. Lecturers and students can overcome the location and time constraints that can be a restriction to learning by conducting online learning. Online learning is a medium in which a virtual conversation area is generated using face-to-face learning experiences (Febrianto et al., 2020).

Online learning is defined as the use of the internet to acquire access to learning materials, communicate with teachers or lecturers, look for subject matter, obtain information during learning processes, and gain knowledge to create personal meaning then learn from learning experiences (Kholisho & Marfuatun, 2020).

There are several terms commonly used for online learning, such as e-learning, distance learning, internet learning, networked learning, telelearning, virtual learning, web-based learning, and computer-assisted learning. All of these terms mean that the learner is at a distance from the instructor or lecturer then the learner accesses the learning materials using technology (usually a computer) as well as to communicate with the instructor and other learners (Anderson, 2011). Online learning is a type of learning that makes use of a network, such as internet, LAN, or WAN, for delivery, interaction, and facilitation, and is aided by a variety of other learning services (Khatimi, 2006).

There are at least three important things as requirements for online learning activities, they are 1) internet, 2) supporting media, and 3) instructor (Khatimi, 2006). Learning activities are carried out through the use of the internet. The availability of learning support services that can be used by learners, such as CD-ROM or printed material. The availability of support tutor services that can assist students in learning if they are having diffuclties. Another requirement that refers to online learning is also stated by Rapanta et al., (2020) as a type of teaching and learning situation, such as 1) different place, 2) technology to access material, 3) technology to communicate, and there is 4) support for learners.

The learner is separated from the tutor/instructor (not in the same place). Some forms of technology are used by the learner to access the learning materials. The learner uses

technology to communicate with the tutor/instructor as well as other learners. The learner receives some kind of support.

Yustanti & Novita (2019) also stated some characteristics of e-learning, such as 1) use technology, 2) take advantage of technology, 3) materials provided, and there are accessible 4) schedule, curriculum, and learning result. Make use of the services provided by electronic technology. Taking advantage of computer excellence (digital media and computer network). Using self-learning materials that can be saved on a computer and be freely accessed by lecturers and learners at any time and any place. The learning schedule, curriculum, learning progress results, and other school administration material-related can all be accessed on the device at any time.

Online learning supports educational things as well as entertainment through various media or platforms which makes lecturers and students gain the same opportunity to make the best or most effective use and function of the learning process. The focus of online learning is on the understanding of collaborative work by students, such as how to create meaning, negotiate together and understand each other as well as give support in the learning process (Friedman & Friedman, 2013).

There are at least three functions of online learning toward the learning activity in the classroom (classroom instruction), namely as a supplement, complement, or substitute (Khatimi, 2006). 1) Supplement, it can function as a supplement because students have the freedom to choose whether or not to use electronic learning materials. There are no obligations for students to access it. Despite the fact that it is optional, learners who take advantage of it will undoubtedly gain additional knowledge or insight. 2) Complement, online learning as a complement if online learning materials are programmed as a reinforcement or remedial for students after getting the learning materials in the classroom. 3) Substitute, If online learning is implemented as an alternative model of learning activities, it means that online learning functioned as a substitute toward the conventional learning activities. The goal is that learners can flexibly manage their lecture activities based on the time and daily activities of the students.

In implementing an online learning process, there must be some substantial benefits offered. The following are some of the advantages for both students and instructors (Ally, 2008). 1) For learners, time zones and distance, as well as location, are not issues in online learning. Students can access online materials at any time with asynchronous online learning, whereas synchronous online learning allows students and instructors to connect in real-time. Learners may use the internet to access current and related learning materials, as well as connect with experts or professionals, within the area they are studying. 2) For instructors, tutoring can be completed at any time and in any place. Online materials can be updated at any time, and learners will be able to see the changes right away. It is easier for instructors to direct students to appropriate information based on their needs when they have access to materials on the internet. Online learning systems may be used to assess learners' needs and current level of knowledge, as well as assign suitable materials for learners to choose from in order to achieve their desired learning outcomes.

The use of online learning services can provide a variety of educational and learning benefits, such as (1) improve the productivity of competencies, (2) reduce the cost of training, (3) obtain learning advantages, (4) activate educational change, (5) train globally at any time, (6) close the gaps in knowledge, (7) faster evaluation, (8) re-skilled learners, and (9) boost students satisfaction. These benefits provide a more comprehensive picture of the impact of online learning on both large and small educational institutions (Simaibang, 2013).

Teaching Academic Writing through Online Learning

On March 11, 2020, the World Health Organization has declared the COVID-19 as a pandemic. It is a new type of SARS virus named SARSCoV-2 which was identified in Wuhan City, China. The pandemic has had a significant impact on different sectors, ranging from

health, economics, to education. To prevent the spread of COVID-19 in the educational field, the Minister of Education and Culture of Indonesia formulated a strategy aimed at maintaining educators' and students' mobility through online learning. The expansion of internet access and the growth of internet and technology be the reasons to make online learning possible to be implemented, furthermore, considering that internet users in Indonesia have reached 175.4 million out of 272.1 million Indonesians as of January 2020 (Barbour et al., 2013; Nugroho et al., 2020).

To conduct a learning process through online learning, lecturers are not required to directly meet with students. Nevertheless, a learning process can occur easily by using any of the existing learning platforms. Furthermore, the flexibility of time and location for lecturers to send assignments is also another benefit point of online learning.

The ideal implementation of online learning actually refers to the ability of teachers and students, as well as infrastructure. When the online learning application is too difficult, then students are not able to learn optimally. Likewise, when there is a lot of materials to be conveyed but the internet network is slow, then the teaching and learning process cannot be carried out optimally (Hendrastomo, 2008).

Apart from the internet, there are also five stages that must be considered in teaching writing according to Harmer (2004) in (Taufikurohman, 2018), they are 1) demonstrating, 2) motivating and provoking, 3) supporting, 4) responding, and 5) evaluating. In demonstrating phase, an instructor needs to give examples of the text that is going to be learned to students. The purpose, function, grammatical features, and structure of the text also have to be explained. In motivating and provoking, a media must be prepared and used by an instructor before coming to the main material in writing in order to stimulate students' brains for generating ideas. It can be a picture, a video, and so on. In supporting, an instructor has to support students, try to assist them in resolving students' writing problems, and be a valuable resource for providing feedback on students' works. In responding, an instructor needs to provide suggestions on students' works. An instructor has to give comments, corrections, and suggestions toward the works of the students. In evaluating, the last phase is evaluating. As there is a writing final product, an instructor evaluates the students' work. The instructor could obtain students' writing scores by doing this evaluation.

Online Platform

Platforms are online entities that serve at least two different users at the same time, bringing them together and facilitating interactions that benefit both the users and the platform. Serving two or more users who interact in at least one direction through the service is also referred to as a platform. Traditional print newspaper, as an example from the offline world, is a platform that serves both advertisers and readers. Hence, an online platform is a digital service that allows two or more distinct sets of users (firms or individuals) to interact via the internet through the service (OEDC, 2019).

Instructors are a crucial component of an online learning platform, serving not only as one of the primary users of the platform but also as mentors to the learners as the other primary user group. Instructors are the most important stakeholder in the process of online learning (Alrasheedi et al., 2015).

Characteristic of Online Platform

Modern technology – online platforms – is characterized by relatively low costs and ubiquity which combined with the proliferation of accessible wireless networks (Alrasheedi et al., 2015). Social media is an example of an online platform. It is often referred to as Web 2.0, which encompasses a wide range of web-related communication technologies such as blogs, online social media networking, wikis, and other social media forms. The 5 C's is used to summarize the characteristics of social media: communication, collaboration, community, creativity, and convergence (Friedman & Friedman, 2013).

Function of Online Platform

Platform or software for the educational world is used to help teachers to keep track of students' activities (Alowayr & Badii, 2014). Students' ability to write has also been aided by online platforms that have been thoughtfully developed (Halim et al., 2019). Digital platforms can be used to create comfortable learning spaces which focus on how shared spaces can be utilized to express ideas and create relevant learning material to strengthen the skills of lecturers and students (Febrianto et al., 2020).

Benefits of Using Online Platform

Learners are able to use online platforms to advance their careers and gain knowledge as well as new skills. Furthermore, learners will also have more flexibility in terms of location, as well as time, pace, and space (Alrasheedi et al., 2015). People have become reliant on online platforms whether in personal and professional lives because it supports so many of one's daily activities. People rely on it to buy and sell goods and services, obtain information, and communicate with one another. It is also used for entertainment, news, transportation, lodging, job, and employee searches, app searches, and a variety of other things (OEDC, 2019).

Specifically, in teaching and learning writing, the teaching of academic writing has been influenced by technology as the times have changed. The domain of teaching writing is no longer limited to face-to-face instruction but has expanded to include online writing instruction by incorporating technology into the learning environment. Students can use technology to make it easier to write, send, and receive information. For writing assignments and consultations, students can also use e-mail, power points, screen techniques, and online discussion.

Using both online and offline learning for academic writing can provide opportunities for students to produce good writing since learners can write and improve writing inside and outside of the classroom, and lecturers can provide feedback anytime and anywhere. With the use of Mobile Assisted Language Learning (MALL) such as mobile phone and MP3 or MP4 players, then Massive Open Online Courses (MOOCs) such as Coursera and Udemy, and also E-mail, several studies have shown that online learning can improve writing skills (Lim et al., 2017; Perpisa et al., 2020; Valarmathi, 2011).

In terms of online writing teaching based on an online writing platform, it primarily focuses on the current key points of teaching and assists students in constructing a conceptual frame of knowledge in order to promote a better understanding of what students have learned and will learn. The main goals are to transfer the responsibility for managing learning from teachers to students, and to assist students in completing tasks and internalizing the learning process (Li, 2017).

Writing

There are four language skills which are categorized into receptive skills (listening and reading) and productive skills (speaking and writing). Writing is a form of conveying thoughts and messages to readers for particular purposes. Furthermore, people can explain and describe things to someone who is far away through writing. Especially for learners, this skill aims to provide students with knowledge, experience, and strategies of writing (Eliwarti & Aruan, 2018).

Writing is the act of expressing ideas or feelings into words. Both the writer and the reader benefit from writing. Through writing, they can exchange ideas or spread information without being constrained by place and time (Rizki et al., 2017).

Process of Writing

Writing is not a product, yet a process. It requires review, revise, then again review and revise so that the writing process is actually never complete. Prewriting is the first phase in the process of writing, during which a writer brainstorms an idea. After gathering ideas, they are organized into an outline and then formed into a draft. The writer revises the ideas and

organization after completing the draft. Following the completion of the draft, it is edited on structure, spelling, and punctuation (Eliwarti & Aruan, 2018).

Other basic steps of the writing process were also stated by another expert. An understanding of the writing process will help the writer to produce and publish the best work of writing whether it is a single paragraph, a multi-paragraph composition (essay), or an oral presentation. Those steps are Pre-write, Write, and Revise and Edit (Mitchell et al., 2016).

1. Pre-write

Pre-write is the first basic step of the writing process. In the prewrite step, the first thing to do is limit a topic. In order to do it, firstly the writer needs to understand the purpose of the writing project to understand the scope and directions of the project. Then, know the writer's purpose and the audience. The next is to develop a topic sentence or thesis statement.

2. Write

The first step in composing writing is to brainstorm ideas, points, and details. It can be done by making a list of all possible ideas, creating a cluster diagram with a topic in the middle of a page and a circle around it, or doing free write which means write anything that comes to mind related to the topic. An important thing to know is that there is no one right way to raise ideas, hence find a strategy that works for the writer. The next step is conducting research to complete the project. The research strategies include the internet, books, magazines, comics, catalogs, and interviews. After getting all the information needed, the next is organizing ideas, points, and details by grouping them into logical categories. After that, complete an outline for a multi-paragraph composition based on the organized ideas to help a writer to plan the content order. Using an outline is effective to develop the writing skill of students and to avoid errors in long writing. The final step is completing the first draft of the composition to connect ideas.

3. Revise and Edit

The last main stage after composing a draft is revise and edit. In this stage, the first step is to reread and revise the draft. Those should be done in order to create a smooth composition by evaluating the work and make revisions to it. Revising writing is not only about correcting spelling and grammar errors, but more that than which is possible in a four-step process to make the words and sentences stick together; (1) cut, (2) use appropriate language, (3) expand, and (4) use transitions. The second step is checking the mechanics, content, and style of the work to make sure that the writing is correct and consistent. After completing the steps of revise and edit, then the writer is ready to complete the final draft and do a proofread to ensure it is free of error.

METHOD

The research designed used in this study is the qualitative research design. This study is descriptive qualitative research that focuses on the process of online learning in the Academic Writing course during the Covid-19 pandemic on undergraduate students – fourth-semester – of English Language Education study program of Universitas Islam Riau. The research describes how online learning is implemented, online platfroms used to support activities, as well as challenges faced by the lecturer and students during the teaching and learning process.

Source of Data

This research was conducted on undergraduate students at the fourth-semester students of the English Language Education program of Universitas Islam Riau. This university provides an Academic Writing course for the fourth-semester students of the English Language Education program and conducts the learning process online during the time of the Covid-19 pandemic. The researcher distributed an online questionnaire and did online interviews with some students in order to obtain data. Therefore, the sources of data used in

this research were questionnaires and interviews done by the English Language Education fourth-semester students of Universitas Islam Riau who learn Academic Writing online.

Respondents

Respondents of this research were the lecturer of the Academic Writing course and the fourth-semester students of the English Language Education study program on Teacher Training and Education Faculty of Universitas Islam Riau in the 2020/2021 academic year. A simple random sampling technique was used by the researcher to specify the participant for this research. The researcher took 30 out of 101 students randomly from the fourth-semester students which consist of two classes – 4A and 4B – to be the respondent for the questionnaire and 10 students for the interview. Interviewees were selected based on questionnaire respondents using a website named wheelofnames.com.

Instruments

Questionnaire and interview were used by the researcher as the research instruments to collect data for this research. To answer the research question related to the implementation of online learning in the Academic Writing course during the Covid-19 pandemic, open questions questionnaire was distributed and online structured interviews were also conducted to get data. Questions of the questionnaire and interviews were adapted from Prasetya, Andari, & Marom (2020) with a modification to some questions according to the needs. There were 10 questions for each instrument based on 9 indicators; (1) main requirement, (2) learning platform, (3) platform limitation, (4) material delivery, (5) assignment platform and constraint, (6) assignment evaluation. (7) reference, (8) attendance, and (9) learning obstacle.

Procedures

The researcher made an online questionnaire. On an online form, a questionnaire consisted of a series of questions typed in a particular order. The link of the questionnaire was shared by online messenger (WhatsApp) to respondents who were expected to read and answer the questions in a form of a link that will be connected to a Google Form that has been made by the researcher to collect data. Respondents were intended to answer questions listed in the questionnaire then return or submit the given questionnaire form.

After collecting data by questionnaire, interviews were conducted with students and the lecturer of the Academic Writing course. The researcher conducted online interviews through Zoom by connecting to the respondents one by one at a time that has been mutually agreed between the researcher and the respondent. The data obtained through questionnaires and interviews then were analyzed and presented in the form of descriptions.

Data analysis

To analyze data, the researcher used the theory of Miles, Huberman, and Saldana that consist of 4 stages, such as (1) data collection, (2) data condensation, (3) data display, and (4) conclusion: drawing/verifying (Miles et al., 2014). Based on Miles, Huberman, and Saldana for analyzing data, the researcher did some of the analysis processes in several steps, as: first, the researcher collected data from questionnaires and interviews' results. Second, in the condensation phase, the researcher made simplifications along with summaries and data coding. Third, the data were displayed in form of descriptions for the questionnaire and interview data. The last, the researcher made a conclusion from the data obtained.

FINDINGS AND DISCUSSION

The main focus of the research is to analyze the online learning of the Academic Writing course during the Covid-19 pandemic at the fourth-semester students of the English Language Education Program of FKIP UIR. The findings were categorized based on the

research's indicators; (1) main requirement, (2) learning platform, (3) platform limitation, (4) material delivery, (5) assignment platform and constraint, (6) assignment evaluation. (7) reference, (8) attendance, and (9) learning obstacle (Prasetya et al., 2020). It is explained below:

Table 1. The Blue Print of Indicators for Questionnaire and Interview

No.	Indicator	Description	No. Item	Total
1.	Main Requirement	to find out whether the lecturer and students have experienced online teaching and learning	1	1
2.	Learning Platform	to find out what online learning platforms used to deliver, access, and discuss materials	2	1
3.	Platform Limitation	to find out whether the platform used limit the learning process	3	1
4.	Material Delivery	to find out the form of materials given by the lecturer	4	1
5.	Assignment Platform and Constraint	to find out what platform used and problems faced in giving and submitting assignments	5,6	2
6.	Assignment Evaluation	to find out how the lecturer evaluate students' assignment	7	1
7.	Reference	to find out whether the lecturer and students have limited references in teaching and learning online	8	1
8.	Attendance	to find out how to check students' attendance in online learning	9	1
9.	Learning Obstacle	to find out obstacles that occurred in the process of teaching and learning online	10	1
		Total of Items		10

Main Requirement

The first indicator is the main requirement to know whether the lecturer and students have experienced the online teaching and learning, especially for the Academic Writing course. 30 students filled the questionnaire, then 10 students and 1 Academic Writing lecturer were interviewed. All respondents informed that they have done teaching and learning online.

Learning Platform

The main learning platform used in the teaching and learning process of the Academic Writing course is Zoom, specifically to access and to discuss materials. In addition, some other platforms are also used such as Google Meet and WhatsApp. Google Meet is sometimes used as a substitute if there is a problem with Zoom, while WhatsApp is used by the lecturer to send students additional learning references, such as electronic books (e-books).

Platform Limitation

The lecturer feels that the online teaching can be carried out optimally even though there was a limitation have by the platform, such as the lecturer cannot fully control students during learning, but there are a lot of supporting features offered by the platform that really support the teaching and learning process. However, many students feel vice versa that they think the learning cannot be done optimally due to the limitation of the platform. For

example, the Zoom application has limited time to use in a meeting. In addition, as many students have a problem with an internet connection, it affects the platform itself, as well as the learning process, such as freezing audio, which makes students cannot hear clearly the lecturer's explanations, so students may miss out on materials.

Material Delivery

For material delivery, most of the time, materials are conveyed directly by the lecturer to students during the online class meeting via Zoom. Sometimes, materials are also delivered in the form of files, such as PDF, Microsoft Word, or PowerPoint, for student self-study or to be discussed together via Zoom.

Assignment Platform and Constraint

There are some platforms generally used for giving assignments by the lecturer or for submitting assignments by students. Usually, WhatsApp and Zoom are used to inform or to give students their writing tasks. While submitting assignments, generally, students submit their work with Google Drive, WhatsApp group, e-mail, or directly on Zoom. If on Zoom, it is usually as an extension from assignments that have been submitted before the class. Students' works will be typed or displayed there to be analyzed together by the lecturer.

In terms of assignment constraints, the lecturer does not have any problem related to it since assignments are mostly given directly in the meeting or informed via WhatsApp which can be done without the constraint of time and place. However, some students with a bad internet network have a problem in submitting assignments, since uploading files in Google Drive needs a good connection.

Assignment Evaluation

To assess students' assignments, usually the lecturer checks the papers submitted by students. The direct evaluation is also often done by the lecturer to evaluate students' works. It is done during the teaching and learning process via Zoom. There are some categories to be checked, such as grammar, the structure of sentences, and sentence coherence whether it is connected to one another or not.

Reference

With the online teaching and learning system, the lecturer does not have any problem with references that can be shared with students in teaching Academic Writing online, yet it is easier for the lecturer to give more to students. Even with the feature of Share Screen on Zoom, the lecturer can freely share materials from journal articles or electronic books during the class. With all advancements of technology, it is also easier for students to look for any additional learning references through Google.

Attendance

In both face-to-face and online teaching and learning systems, there is an attendance check for students, but the way to check it might be different. In the early time of online learning, the lecturer used to tick by calling students' names one by one in every meeting, but it really took time since some students have technical issues that hold up the process. Then, the lecturer changed it by asking students' understanding of the material during the class. Sometimes, the attendance will also be checked from the Participant List shown on Zoom. In addition, at the end of the course, the lecturer will double-check student attendance by asking them about their absence out of the whole meetings, it is also effective to check student honesty.

Learning Obstacle

The most experienced obstacles by the lecturer and students are the bad internet connection, but as time goes by, the lecturer has solved it by coming to the campus that has a better network, while some students still struggle with that problem. In addition, there is

worrisome by the lecturer toward students whether they can fully attentive in joining the class. Some students also admit that they feel hard to focus during the class, difficult to understand materials, as well as lack of internet quota.

CONCLUSIONS

The learning process implemented in the Academic Writing course is synchronously and asynchronously. There are some platforms used to support the teaching and learning process, such as Zoom, Google Meet, WhatsApp, E-mail, and Google Drive. Even though the teaching and learning process is done online, student attendance is still the thing to be checked. In addition, the advancement of technology really helps both the lecturer and students to easily share materials during class and look for more additional learning references through Google. However, there are some obstacles experienced by the lecturer and students which are related to the internet network, student control, and being focused during the learning process. Overall, the bad connection is the biggest detention in having an online class.

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