CHAPTER I
INTRODUCTION

This chapter discusses about background of the research, problem statement, objective of the research, significance of the research, scope of the research.

A. Background

The development of information technology in the digital era is very influential of the existing learning system, especially when it was New normal at this time. Judging by the shift in learning from teacher centered learning toward student centered learning. Learning system in the past, they still used conventional methods or teacher centered learning where students mostly listen to explanations or information about lecturer materials in front of the class and doing assignments given if lecturer share practice questions to students.

The outbreak of the coronavirus disease (COVID19) pandemic has shifted machine learning from face-to-face learning to online learning. This is done to break the chain of spread of COVID-19, especially in the world of education, as described in the original letter of the 2020 Minister of Education and Culture on Prevention of Coronavirus Infection in Education. Hartanto (2016) said that Form of development information technology that can be used as a medium of learning using online or e-learning (online learning). In the application of online learning, lecturer and students have their respective roles. Maudiarti (2018) said that lecturer play the roles of facilitators and mentors in learning activities, while students play the roles of knowledge builders, independent learners and problem solvers. The usage of digital technology allows students and lectures to be in different places during the learning process. In the current state, Milman (2015) said that because of COVID-19 learning is inefficient and ineffective for students in face-to-face learning with lecturer and student, therefore, with COVID-19 students are asked to research at home using social media. Advances in today's technology allow students to learn completely online.

In this new normal period, the implementation of learning was still carried out online, mostly students use applications such as WhatsApp, Google classroom, edmodo, and other applications to carry out the learning. A lecturer is required to master the method especially during the New Normal period because it can help lecturer simplify their tasks when delivering the material in question, especially when New Normal still mostly uses the applications, only a few do their tasks. Lecturer also send material via video, voice messages and files. So that a lecturer must choose the right method so that students are able to play an active role during the learning process in the applications. Because of that the lecturer should have a good method to help them during online learning process especially in English subject.

Grammar or structure teaching is a constant competency gets the main attention in teaching English, However, in reality this subject has serious problems. This can be seen from the low value of the structure. This situation has an impact on other subjects especially in writing. Lecturer experience in obstacles when teaching this course. In addition, the average thesis supervisor has to work extra to correct grammar the final year student.

The results of a survey conducted by researcher at the Universitas Muhammadiyah Parepare showed that some students were still confused about grammar or structure. From this, the researcher can conclude that the need for a special learning method used in online learning is to provide a deeper understanding.

Starting from this problem, this research was conducted. To overcome this problem, the writer considers it necessary to implement teaching or new method in online learning, In this case, researcher want to know the perspectives of students and lecturer on online learning.

B. Problem statement

Based on the background above, the problems that arise can be formulated as follows :

1. How are students and lecturer perceptions of online learning in writing subject?
2. What are the challenges faced by students and lecturers on online learning in writing subject?
3. What are the strategies of the students and lecturers use to overcome the challenges of online learning in writing subject?

C. Objective of the research

Based on the problem statement above, the objective of the research are :

1. To explain students and lecturer perceptions of online learning in writing subjects
2. To describe the challenges faced by students and lecturer on online learning in writing subjects
3. To describe the strategies that the students and lecturer use to overcome the challenges of online learning in writing subjects

D. Significances of the research

The significance of the research is divided in two parts they will be theoretical and practical significances

1. Theoretical significances

   The results of this research are expected to provide input for all of us about the learning methods in the pandemic situation.
2. Practical significances
   a. For Lecturer

      The results of this research are expected to be new information and input for lecturer about student perceptions of learning conducted online, both negative and positive perceptions as well as constraints faced by students in the learning process which will have an impact on students' understanding of learning material.

b. For Students

The results of this research are also expected to provide input for students regarding the existence of online learning methods that are a learning strategies during the Covid-19 pandemic so that it can help students complete lectures even though the learning process is not face-to-face.

c. For other researcher

The result of this research can help the other researcher to get new information about the perspectives of students and lecturer in online learning.

E. Scope of this research

The scope of the research is focused on the Students and lecturer perception on facing online learning during COVID-19.

CHAPTER II

LITERATURE REVIEW

In this section consist of some related research findings, some pertinent ideas and conceptual framework

A. Some related research finding

Several researcher have conducted research by using various methods, strategies and techniques. The methods, strategies and techniques they use have succeeded in improving students' writing `skills and the following is a description:

The first researcher were Khasanah & Syarifah (2020) who did a research on students' perception on online learning via zoom at UIN Sunan Ampel Surabaya, Indonesia. Their research result showed that the use of zoom application provides a new experience in online learning activities. During the Covid-19 pandemic, lecturer and lecturer can use the Zoom application as a learning medium. Because in addition to being a substitute for direct face-to-face learning, students also show a positive response to the use of the Zoom application. From knowing the student's perception we can know that zoom media can be used as a learning medium. So that online learning can be done well.

Other research was Suartini (2020) who research on the effectiviness of online learning during COVID-19 from the view of students & lecturer stated that online learning from the student's perspective is not effective because of lack of understanding of the material presented because they do not meet. From the perspective of Lecturer, lectures are considered effective but not too significant. Dissatisfaction in the delivery of the material, considering the communication is not direct. Good communication is two-way communication, there is reciprocity with one another, the expressions we show express verbal communication that can hint at meaning.

The next research was from Hasnidar (2019) who did the research on Students' perception of using online learning material. Her research showed that online learning can be said to be an effective learning resource when supported by

adequate infrastructure such as good networks. Then online learning can motivate students to improve their learning using online learning and generate new experiences for students themselves.

And the last research were Ningsih (2020) with title Students' Perceptions of Online Learning during the Covid-19 Pandemic which shows that students actually prefer face-to-face learning with a percentage of 93.3%. Students reasoned that online learning was more wasteful in terms of purchasing data packages and looking for places with good internet access. In addition, students assume that the lecturer is not clear in delivering the material when online learning takes place, making it difficult for students to follow the material. The limited signal is also a reason for students to prefer face-to-face learning. Students also feel that online learning is more wasteful and less friendly to students' financial conditions.

Based on previous research findings above, there were many opinions about perspective lecturer and student in writing skills.

B. Some pertinent ideas

This section explains online learning and perception

1. Online learning

a. Definition of online learning

Online learning is a type of learning activity and giving lessons that refer to the internet network and does not require face-to-face interaction. Bilfaqih, Qomarudin (2015) argue that online learning makes it possible to reach research groups massively and widely without being limited and only relying on an internet connection.

Online learning using various supporting equipment modern learning such as laptops, LCDs, video streaming, and others. Assignments and materials are also carried out relying on electronic messages and internet connections. The use of the internet will improve students' skills in accordance with the times. Online learning

provides an effective alternative to learning complemented by feedback regarding the material presented. Online learning also allows collaboration with simulations and games that stimulate creativity in learning. Advances in technology and communication in the field of education are very visible when lecturer and students as education actors get a lot of convenience from the online learning process. Along with the times, online learning can be done with more modern media and an unlimited number of students. Massive learning can be done by accessing various learning materials on the internet anytime and anywhere so that there are no limitations of space and time and is guided by lecturer.

From the definition above, we can draw a conclusion that the use of technology is a major aspect in the implementation of online learning. The online learning process does not need to be done face-to-face, but can be done anywhere and anytime without being limited by space and time with the help of more modern learning media and according to the times.

b. Benefits of Online Learning

The first benefit of online learning is that online learning can generate very effective communication and discussion between educators and students. Secondly, there is no teacher communication and discussion among students. Third, it can facilitate interaction between students and lecturer. Fourth, the right means for exams and quizzes. Fifth, educators can easily provide material to students in the form of pictures and videos, besides that students can also download the teaching materials. Sixth, it can make it easier for educators to make questions anywhere and anytime without a time limit. Bilfaqih, Qomarudin (2015) explain some of the benefits of online learning as follows.

1. Utilization of multimedia as a means to improve the quality and standards of education effectively.
2. Learning in the network can be one of the means to all people in reaching education
3. Cost suppression for providing education with results more effective

Based on this explanation, online learning has more diverse benefits along with the accompanying technological developments. Online learning can improve interaction and the quality of learning. In addition, education actors also have easier access to learning materials from anywhere and anytime so that they can reach lecturer and students in learning only through internet access which is owned by everyone in all places.

c. Challenges in Online Learning

Online learning requires students to search for material with their own efforts and initiatives so as to encourage students to play a more active role in their learning, this is because of e-learning. Learning using internet technology can also provide a free and wide learning space for students, because learning using internet technology is not limited by space and time. Several universities have also implemented online learning by utilizing zoom or e-learning applications. Lecturer and students must utilize the available resources for the success of this learning system. Lecturer are also asked to provide more time for their students either in small groups or individually. In addition, there are several problems experienced by students in online learning, each student's technological and economic abilities are different. Roviandri (2021) in her research said not all students have facilities that support online learning activities Inadequate internet connections, unsupported devices and expensive internet quotas are barriers to online learning. However, the learning process needs to continue. Each education provider has their own policy in responding to this rule. Several higher education institutions provide internet quota subsidies to students for the purpose of conducting online learning.

Another research Yuzulia (2021) said that online learning still encountering many problems. Not only cultural conditions of the students that have not been able to follow online learning system, but also the technical problems such as the availability of learning facilities. It is necessary to expand the internet network in areas where the network is not yet available, especially in rural areas by the

internet provider or the government, and improve the quality of networks for existing networks. The research also reported that the students lost their motivation during the learning process. Apart from being limited internet access, the students also feel that conventional learning is easier than online learning. They consider the lessons given by the teacher through online learning is less optimal. The teachers mostly send the materials without giving any further explanation which makes the students more anxious because they cannot understand the lessons fully.

2. Definition of perception

It is well known that the human are capable to understand the information. Every human has cognitive ability to process information which is obtained from their environment. The human used their sense to make an assessment of what they see, feel and think. Perception is defined variously by different scholars as Chee and Phaik (2002) has stated that the perception of stimuli that can be influenced by an individual's mental awareness, past experience, knowledge, motivation, and social interactions. The perceptions of an individual eventually give rise to an individual's attitudes. The perception formation process of the human can be influenced by various things intentionally or not. Walgito (2010) said that various stimuli that received by the five senses can be categorized as perception. According to Irwanto (2002) various symptoms that are forms of sensing can be categorized as perceptions because the symptoms of various events experienced produce new thoughts so that they give birth to perceptions, so there are those who state perception as "the interpretation of experience". Perception here does not only depend on physical things but also relates to the surrounding environment and individual circumstances. Meanwhile, in the process of obtaining or receiving the information, it also comes from environmental objects.

Based on this definition so perception is a direct response obtained from someone's absorption to know some things through sensing. Perception is subjective because it depends on the circumstances and abilities of each individual so that individual interpretations will differ from one individual to another.

a. Theory of Perception

There are two basic theory of perception. The first is the bottom up theory which starts at the lowest sensory levels. The last is the top–down theory which starts by "feeling" sensory data on receptors.

1. The Bottom-up Theory

The bottom-up theory can be processed in the human daily activities.When the human observing a tree; the sensory system collected the main data of the tree, such as the horizontal and vertical points of the tree as the individual characteristics of the object. The data will be connected to build complex information's of the tree as an identified object. It called data–driven processing perception. According to Demuth (2013) The characteristics of the bottom-up theory were the content and quality of the input of sensory which has a determinative role toward the final perception. In other word, the perception was driven by physical characteristics of stimulus.

There are some views of the bottom-up theory of perception. It stated that bottom up theory can attract attention automatically and might require direct behavioral responses when stimuli was appeared without warning such as certain lighting and stimuli of an object which is approaching the observer. Also stated that the human perception was determined by the optical flows which defined as patterns of the environment light. He believed that humans can feel an object through their senses by their ability of touching and hearing. Every object that could be caught by the human eyes will form some perceptions based on the information obtained by the receptor system. The information could be the object form, size, texture, color, taste, etc.

2. The Top-down Theory

The top-down theory influences the perception through the knowledge, expectations, or thoughts. This perception might be going through the mental representations, calculation or reality. Expert believed that perception is an act of approaching hypothesis formation and testing.

b. Factors Affecting Perception

The factors that influence perception may lie in the envy of the perceptual constructor, in the object or target being interpreted, or in the context of the situation in which the perception is made.

Stephen P. Robbins (2003) in his book Organizational Behavior states that perception is influenced by three factors, namely:

1. Perceiver

   An individual looks at a target and tries to interpret what he sees, then that interpretation is influenced by the personal characteristics of the perpetrators of the perception itself, including attitudes, needs, interests, experiences, and experiences. and Expectations.

2. Object

   Characteristics in the object to be observed can affect what a person perceives. Novelty, sound, size, background, proximity, and similarity of an object can shape the way we perceive things.

3. Situation.

   Changes or differences in time, place, and social conditions can lead to different perceptions of something.

The process of forming perceptions shows that individuals influenced by various stimuli received by the mind so that it raises the mindset of a phenomenon. Thoha (2011) the factors that influence a person's perception are as follows :

1. External factors

   It is a factor consisting of family, school, community, information obtained from various media, culture, and knowledge obtained from the surrounding environment.

2. Internal factors

   Is a factor that comes from within such as motivation to learn, focus of attention, the process of responding, psychology, gender, individual behavior, values in oneself, decency, desires, ideals, hopes.

Therefore it can be concluded that perception is not only caused by stimuli from the external environment captured by an individual, but also influenced by the individual's ability to capture and translate these stimuli into information that is stored into sensations and memories or past experiences. Therefore, the perception that is formed from each individual can be different.

C. Conceptual framework

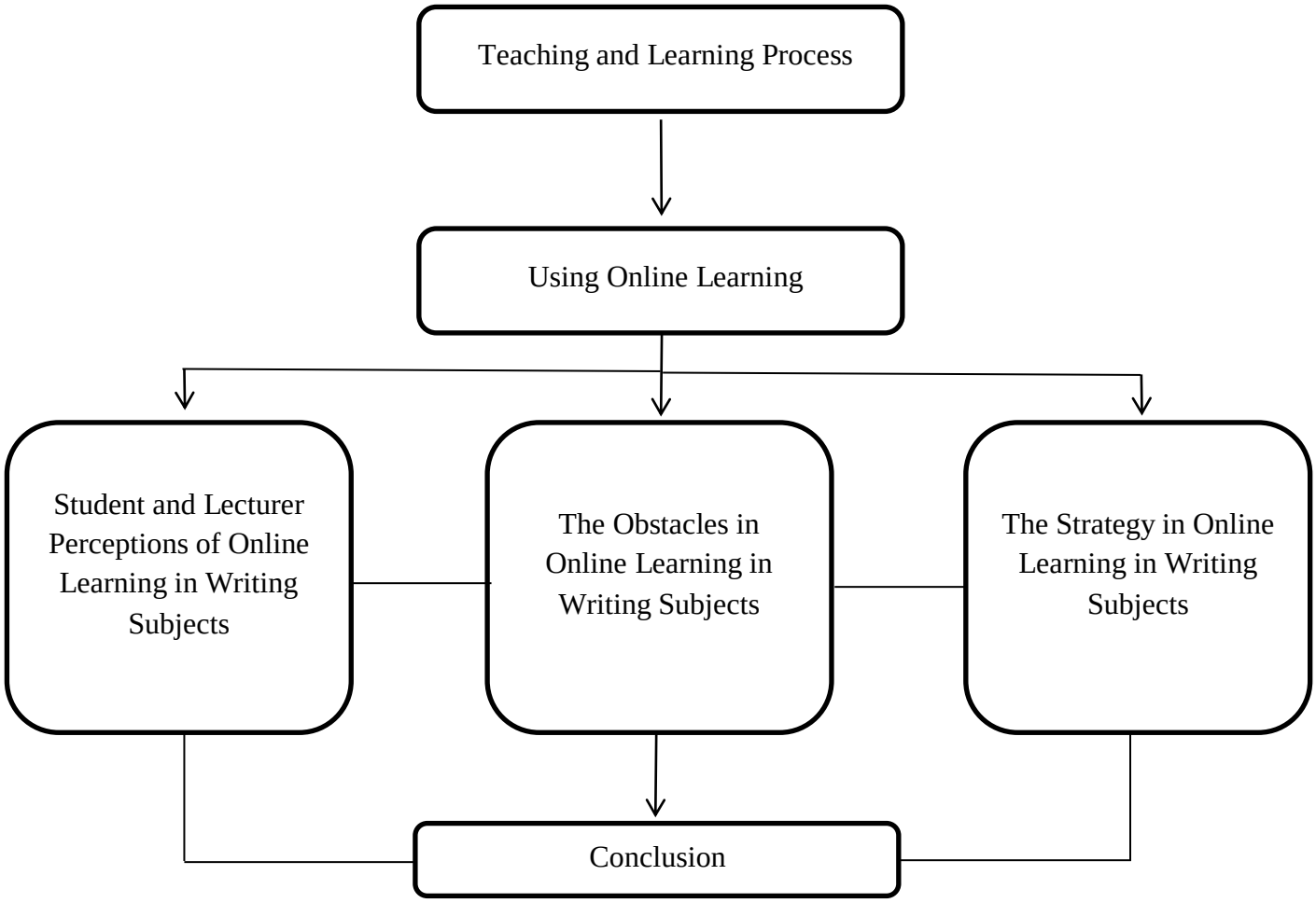


Figure 1 . Conceptual Framework

CHAPTER III

RESEARCH METHOD

This chapter presents research design, research variables and operational definition of variables, population and sample, the instrument of the research, procedure of collecting data, and technique of data analysis.

A. Research design

This research used a qualitative research. According to Trianto (2011) qualitative research is a research that intends to understand the phenomena of what is experienced by the research subjects, for example: behavior, perception, motivation, action and others, using descriptions in the form of words and language, in a special context that is natural and with utilizing various natural methods. Therefore, the process of qualitative research is inductive in that the researcher builds abstractions, concepts, hypotheses, and theories from details. It is used theoretical lens or perspective lens to guide their research and raise the question they would like to address and using the statistical procedure of quantification in finding. Qualitative research is derscriptive which means the data display in word form rather than number.

B. Time and place of the research

The research is conducted in the even semester of the 2020/2021 academic year while the research site is conducted on the campus of the University of Muhammadiyah Parepare.

C. Subject of the research

The subjects of this research were 10 students of the English Department of the University of Muhammadiyah Parepare and 2 lecturers of English education who taught writing and other subjects as well as the head of the English education department.

D. The procedure of collecting data

In this case the researcher were used the following data collection methods:

1. Interview

The researcher used interview to collecting the data of this research. According to Marzuki (2013) Interviews are questions and answers between the interviewer and those being interviewed to get information or opinions about something. In this case, the researcher uses indepth interviews in the form of semi-structured interviews, which according to Sugiyono (2012) is more independent in its implementation than structured interviews. The purpose of this type of interview is to find problems more openly, where the parties invited to the interview are asked for their opinions.

This indepth interview method is used to interview students and lecturer. This method is used to explore data about perspectives, challenges, and strategies on facing with online learning. The question for the entire informant should be open ended question, question should use the language that is familiar to informant, question should be clear, and question should be neutral.

In order to get more information related to online learning, the researcher used Indonesian when conducting interviews. The interviews were conducted in the form of online and offline interviews, the online interviews in question were using the WhatsApp voice note or chat application because the sources and researcher could not meet to conduct interviews directly because of the distance.

The researcher used indepth interview to get the information related to the formulation of the research problems. The interview is conducted to ten members of English department and also lecturers of writing subject. In conducting interviews, researcher used the help of interview guidelines to facilitate and focus the questions to be asked which consisted of 3 topics. The topic of questions that the researcher raised in collecting data are students and lecturer perception, Challenges in online learning and strategy in online learning.

2. Documentation

Documentation is a method of reviewing and processing data from pre-existing documents and supporting research data. "Documentation is a method used to trace historically", Burhan (2008).In this research, documentation obtained from activities interviews from respondents or informants as well and other documents from this research location.

In this research, there were three documentations in the form of photo documentation when conducting interviews which served as evidence that the researchers had conducted interviews and were not manipulated.

Other documentation in the form of screenshots of interviews via whatsapp which was carried out due to the difficulty of researchers meeting with sources so that online interviews were carried out using the whatsapp application as evidence that researchers continued to carry out interviews even though they were hindered by distance. The last is a screenshot of the voice recording when conducting direct interviews with the informants as evidence that the researchers actually conducted interviews with the informants

E. Instrument of the research

The interview sheet is a data collection technique that is carried out using question and answer between the interviewer and the interviewee to get information or opinions about a thing (Marzuki 2013). The interview sheet used in this research is a indepth interview sheet, where each respondent is asked the same questions and the data collectors take notes. The interview sheet in this research is to find out the perception, obstacles, and strategies that exist during online learning.

F. The technique of data analysis

In analyzing the data, the researcher was use a qualitative descriptive analysis technique, where this technique the author uses to describe, describe and use qualitative data that were obtained from the results of the data collection method,more charactera description of the results of interviews and documentation studies. The data analysis technique used in this research was an

interactive model of analysis. According to Miles and Huberman (1992) in this model there are three analysis components, namely data reduction, data display and conclusion drawing.

1. Data Collection

Data collection is the most important step in research. Where the main goal in research is to obtain data. Therefore, without this data collection phase, research is meaningless. Data collection can be done in various settings, sources, and various ways.

2. Data Reduction

Data reduction is a process of simplifying, classifying data, and removing unnecessary data, thus producing meaningful information and making it easier to conclude. The purpose of data reduction is to simplify the data obtained during field data mining and ensure that the data processed is data that is within the scope of the research.

3. Data Display

In data display, data was arranged systematically and categorized according to its type. The form of display data can be in the form of narrative text (in the form of field notes), matrix, graphic, or chart. Through the presentation of the data, the data obtained can be easily understood.

4. Drawing Conclusion/Verification

Drawing conclusions and verification is the final stage in data analysis techniques. This stage aims to find the meaning of the data that has been collected so that the relationship between the data and the research problem statement can be seen. The verification is intended to ensure that the conclusions produced are still in line with the research objectives.

G. Data Validity and Reliability

Validity tests in research emphasized validity and reliability tests. Validity is the accuracy or alignment of data reported by researcher with data that occurs in the object of research (Sugiyono, 2017). In qualitative research, the data is declared valid if the data reported with the actual data that occurs in the field does not have a difference. The implementation of inspection techniques is based on a

number of criteria certain. In this research, the validity and reliability of the data to be used by researcher is to use the following techniques:

1. Triangulation

Triangulation is a technique of checking the validity of data that take advantage of something else. Beyond that data for purposes checking or as a comparison against the data. More specific The triangulation used in this research is source triangulation. Triangulation of sources, namely comparing and checking back degrees Trust worthiness of information obtained through time and tools differ in qualitative research. One of these can be achieved by way / way of comparing the results of interviews with sources or one informant with other sources/research informants (Moleong, 2007).

2. Using reference materials

The reference material here is the existence of supporting material for prove the data that we have found. For example, the result data interviews need to be supported by the recording/transcript of the interview, authentic photos or documents to support the credibility of the data. In addition, the results of the research were strengthened by comparing the results of previous research.

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the result of the research are presented. The chapter is divided into two main sections; they are findings and the discussion of the research. The findings presented the result of data analysis collected through interview. The discussion deals with the interpretation of the findings in the research.

A. Findings

The background and formulation of the problem indicate that there are problems that will be studied in this research. This chapter will describe various findings from researcher related to students and lecturers perceptions of online learning through data obtained from interviews and documentation in the field.

1. Students and lecturers perception of online learning in writing subject

The development of higher education is currently influenced by the rapid advancement of technology. one of the information technologies that play a role in the world of education is online learning. online learning serves as a liaison between lecturers and students with an internet network that can be accessed anytime and anywhere.

Online learning is the implementation of distance education in higher education which aims to increase equitable access to quality learning and equitable education.

The resulting data was grouped into three categories of student perceptions, namely positive, neutral and negative perceptions. This is in accordance with the opinion of Azwar (2010) that the perception measurement criteria are divided into 3, namely positive, neutral and negative perceptions

Based on the research findings related to the research objectives through interviews, it was found that various information was used as material to be analyzed into research results. The information and data found by researcher in the form of interviews with informants at the research location are as follows:

a. Positive perception

The development of technology and communication has helped the community a lot, especially in the field of education. One of the benefits is the use of technology in the learning and teaching process, this is evidenced by the existence of online learning.

online learning has many positive impacts on the learning and teaching process, for example lecturers or students are able to research anywhere and anytime using only electronic devices, this is in connection with an appeal by the government to hold a learning process from home to avoid the spread of the covid-19 virus. This is in accordance with what one informant said:

> *"...Online learning menurut saya merupakan pembelajaran yang tidak bertemu secara langsung melainkan berbasis jaringan. Sebenarnya online learning ini sudah dilaksanakan oleh beberapa kampus diluar sana namun di Indonesia baru saja dilaksanakan karena himbauan dari pemerintah guna mengurangi penyebaran COVID-19..."* (S9.1)

> "...In my opinion, online learning is learning that does not meet face-to-face but is network-based. Actually this online learning has been implemented by several campuses out there, but in Indonesia it has just been implemented due to an appeal from the government to reduce the spread of COVID-19…" (S9.1)

Based on the opinion above, it can be concluded that the positive impact of this online learning is that we can carry out the learning and teaching process anywhere and anytime so that this helps the government in reducing the spread of this pandemic virus.

This is also said by one of the lecturers at the Universitas Muhammadiyah Parepare who said that:

> "*…Dalam sisi positivenya saya merasa banyak hal yang menguntungkan yang bisa saya dapat karena saya merupakan seorang ibu rumah tangga juga jadi sembari mengajar saya juga bisa mengerjakan pekerjaan saya sebagai ibu rumah tangga…"* (S12.7)

> "…On the positive side I feel that there are many beneficial things that I can get because I am a housewife as well so while teaching I can also do my job as a housewife…" (S12.7)

b. Negative perception

Apart from the many positive impacts of online learning, the negative impacts of online learning are also quite a lot, such as a lack of understanding in accepting learning, this is a serious problem that will cause the online learning process to be less effective. This agrees with the opinion of English students at the Universitas Muhammadiyah Parepare :

> "*…sisi negatif yang dapat saya simpulkan selama ini pertama yaitu Selama belajar online saya merasa kurang dalam memahami pelajaran di banding jika offline kemudian Sangat menguras kuota terlebih jika perkuliahan menggunakan aplikasi meeting dan Sering terkendala soal jaringan, terlebih teman teman yang berada di daerah pedalaman*…" (S3.1)

> "…the negative side that I can conclude so far is, first, during online learning, I feel less in understanding the lesson compared to offline then it is very draining on quota, especially if lectures use meeting applications and are often constrained by network problems, especially friends who are in remote areas…" (S3.1)

Furthermore, other students explained as follows:

> "*…system pembelajaran online menurut saya kurang efektif karena banyak kekurangan serta kendala kendala yang dirasakan ketika pembelajaran online itu berlangsung…"* (S2.1)

> "…the online learning system in my opinion is less effective because of the many shortcomings and obstacles that are felt when online learning takes place..." (S2.1)

> "*…Kalau pendapat saya tentang pembelajaran online itu kurang efektif karena menurutku ada beberapa mata kuliah yang seharusnya bisa dijelaskan secara langsung supaya materinya bisa dipahami lebih maksimal…"* (S4.1)

> "…In my opinion, online learning is less effective because in my opinion there are several courses that should be explained directly so that the material can be understood more optimally…" (S4.1)

The above interview shows that online learning is not effective because online learning have a lot of disadvantage some students are able to understand the lecturer's explanation if they meet face to face compared to online learning.

One of the things that makes online learning less effective is student understanding, where students must understand the lessons explained online. some students said that understanding online lessons was very difficult. This is as stated by one student, namely:

> "*...kita perlu pemahaman lebih dalam pembelajaran apalagi kita memakai system online yang diketahui susah untuk dipahami…"* (S7.3)
>
> "…we need a deeper understanding of learning, especially if we use an online system that is known to be difficult to understand…" (S7.3)

Because of the many shortcomings felt by students so that they categorize that online learning is less effective in the learning and teaching process.

c. Neutral perception

In following the online learning and teaching process, of course, you can feel the negative and positive impacts of online learning itself, but some of the students don't really think about the positive or negative impacts, which is a reference in categorizing whether online learning is effective to be implemented in the future or not effective.

Some students feel neutral about this because they don't feel much difference in learning online or not. this is as stated by one of the informants who said that:

> "*…pembelajaran online ini memiliki dampak negatif atau positif tapi saya rasa belajar secara online ini sama saja dengan belajar yang biasa saya lakukan…"* (S7.1)
>
> "…online learning has a negative or positive impact, but I think online learning is the same as what I usually do…" (S7.1)

From the opinion above, it can be concluded that online learning is also not very influential for some students where they feel that online learning is the same as offline learning.

2. The challenges faced by students and lecturer on online learning in writing subject

In participating in online learning for approximately 2 years, there are certainly many things that are felt, especially in the problems or challenges they face. both students and lecturers certainly experience some challenges during online learning. The researcher found that from 13 resource persons there were several challenges that were faced, namely as follows:

a.	Bad network
b.	Difficulty in understanding the material
c.	laziness in following the lesson
d.	Grammar

Table 1 Challenge in online learning

a. Bad network

Of course it is known that the internet network has a big influence on the online learning process. but in fact the internet network actually has a quite detrimental impact on students and lecturers if the internet network becomes bad this causes the learning and teaching process to be hampered. This is in accordance with the statement of the informant who said that:

> *"…Yang pertama adalah Koneksi jaringan yang sangat susah ketika pembelajaran berlangsung yang dimana koneksi jaringan terkadang terputus…"* (S1.4)

> "…The first is the network connection which is very difficult when learning takes place where the network connection is sometimes disconnected…" (S1.4)

The same opinion also expressed by one of english student who said that:

> *"tantangan yang saya hadapi tidak jauh dari permasalahan jaringan yang dimana Ketika saat pelajaran atau meet tiba tiba jaringan buruk atau kuota saya habis. Sehingga membuat saya panik dan ketinggalan pelajaran."* (S3.4)
>
> "The challenges i face are not far from network problems where when during a lesson or meeting suddenly the network is bad or my quota runs out. So that makes me panic and miss lessons" (S3.4)

Based on the opinion above, it can be seen that a bad network has a very bad impact on students. The same thing was also stated by other students who stated that:

> *"...hambatan lainnya yaitu jaringan seperti kita pahami bahwa beberapa teman-teman tinggal di daerah pedesaan dan terkadang jaringan menghilang..."* (S6.4)
>
> "…Another obstacle is networking as we understand that some friends live in rural areas and sometimes the network disappears…" (S6.4)

The same thing was also stated by one of the informants who stated that:

> "…Terakhir jaringan yang terkadang hilang sementara pembelajaran online berlangsung mengakibatkan kita susah mengerti…" (S9.4)
>
> "…Finally, the network that is sometimes lost while online learning takes place makes it difficult for us to understand…" (S9.4)

In addition to student opinions, the head of English education at the University of Muhammadiyah Parepare also supports this statement which states that:

> "*…Berbicara terkait kekurangan online meeting betul juga yang dikatakan oleh mahasiswa bahwa salah satu kelemahannya yaitu masalah internet connection yang buruk..."* (S13.3)

> "…Talking about the lack of online meetings, it is also true what students said that one of the weaknesses is the problem of a bad internet connection…" (S13.3)

Based on all the statements submitted by the resource persons, it can be concluded that a poor network results in the ineffectiveness of the online learning process.

b. Difficulty in understanding the material

The ability of students to receive material is one of the success rates of lecturers in applying learning methods, especially learning methods in online learning.

Online learning is a very new learning method in Indonesia, especially for students at the Universitas Muhammadiyah Parepare, this results in many students having difficulty understanding the material presented by lecturers and also lecturers have difficulty in bringing the material, this is in accordance with what was conveyed by one of the lecturers at Universitas Muhammadiyah Parepare which said that:

> *"...sebagai dosen yang mengajar maka tantangannya yaitu delivering material tidak semulus seperti saat kita pembelajaran offline, jadi membawakan materi tidak bisa seoptimal seperti pembelajaran offline..."* (S11.3)

> "…As a lecturer who teaches, the challenge is that delivering the material is not as smooth as when we research offline, so presenting the material cannot be as optimal as offline learning…" (S11.3)

From the statement above, it can be concluded that online learning provides its own difficulties for lecturers in presenting material, this causes students to tend to find it difficult to understand the material, this is as conveyed by one student who said that:

> *"...pertama, materi yang idajarkan cukup susah untuk dipahami sehingga teman-teman tidak memahami apa yang diajarkan..."* (S7.4)

> "…First, the material being taught is quite difficult to understand so that friends do not understand what is being taught…" (S7.4)

The opinion above states that the material compiled by lecturers in online learning tends to be difficult for students to understand, making it difficult for them to accept learning.

The role of lecturers in presenting material online is very important, but students find it difficult to accept online explanations, students tend to understand better when explained on the blackboard. this is the same as expressed by one student who said that:

> *"...dosen seharusnya menjelaskan di papan tulis sekarang berubah kita belajar lewat handphone dan hal itu membuat kita sulit untuk mengerti..."* (S8.4)

> "… the lecturer should explain on the blackboard now it's changing we learn via cellphone and that makes it difficult for us to understand…" (S8.4)

Based on the opinions of lecturers and students above, it can be concluded that the role of lecturers is very important in understanding students about the material being taught. the role of learning media is also very important because from these learning media lecturers can also easily provide explanations related to the material being taught.

c. laziness in following the lesson

Laziness is one of the factors that can hinder students from participating in the learning process. From this it cannot be denied that the character of these students has a bad impact on the students themselves. One example of a student's laziness in participating in online learning is by turning off the camera when this online learning takes place. This explanation is the same as the statement from a lecturer at the Universitas Muhammadiyah Parepare who stated that:

> "*…mahasiswa kadang mematikan kameranya ketika pembelajaran online entah apa yang mereka lakukan ketika kameranya mati, ketika diperhatikan saja terkadang mereka kurang paham apalagi ketika dimatikan..."* (S12.3)

> "…Students sometimes turns off their camera when online learning, I don't know what they do when the camera is off, when they pay attention sometimes they don't understand, especially when it is turned off…" (S12.3)

The same opinion was expressed by one of the students regarding the camera being turned off while in online learning, he said that:

> "*…mahasiswa yang terkadang mematikan kameranya ketika pembelajaran berlangsung…"* (S6.4)
>
> "…students sometimes turn off their cameras when learning takes place…" (S6.4)

In addition, the head of the department of English education also said that::

> "*…Berbicara terkait permasalahan dosen prodi pendidikan bahasa inggris salah satunya yaitu dosen yang kewalahan dalam menangani mahasiswa yang mematikan kameranya selama pembelajaran…"* (S13.3)
>
> "…Talking about the problems of lecturers in the English education research program, one of which is lecturers who are overwhelmed in handling students who turn off their cameras during learning…" (S13.3)

Laziness in attending lectures has a very negative impact on lecturers and students themselves. sometimes the cause of this laziness is the students themselves where students sometimes underestimate the online lectures. sometimes students also stay up late, causing them to wake up late in the morning and make them lazy to enter online classes. this is the same as what one student said who stated that:

> "*…faktor kemalasan apalagi ketika jam 8 pagi saya terkadang hanya masuk kedalam room dan tidak menyimaknya…"* (S2.4)
>
> "…the laziness factor especially when at 8 am I sometimes just enter the room and don't listen to it…" (S2.4)

Others students also argued that:

> "…*kebanyakan mahasiswa malas dalam mengikuti pembelajaran online…"* (S7.4)
>
> "…most students are lazy in participating in online learning…" (S7.4)

From the opinions expressed by lecturers and students above, it can be concluded that laziness is one of the things that affects online learning and is also a major challenge in online learning because laziness results in a lack of knowledge and also causes the online learning process to be less conducive.

d. Grammar

As the researcher explained in the background, grammar is the main problem in learning writing for some students. students sometimes find it difficult to put the right words when writing something. This is in accordance with what was explained by the student who said that:

> *"susahnya dalam menempatkan tanda baca yang baik dan benar, pemilihan kata dan penyusunan kalimat juga susah saya lakukan."* (S1.4)
>
> "difficult for me to put good and correct punctuation marks, word selection and sentence structure are also difficult for me to do" (S1.4)

The same thing was also explained by another students who said:

> *"Tantangan yang saya rasakan di writing itu kesulitan saya dalam mengatur posisi kata kadang terbalik"* (S4.4)
>
> "The challenge that I feel in writing is that it is difficult for me to adjust the position of the words sometimes upside down" (S4.4)
>
> "*Tantangan lainnya yaitu grammatical dalam writing yanh sulit dipahami kalau bukan penjelasan secara langsung, selain pelajar yang malas bertanya kalau pembelajaran online padahal banyak hal yang bisa dipertanyakan."* (S9.4)
>
> "Another challenge is that it is grammatical in writing which is difficult to understand if it is not a direct explanation, besides students who are lazy to ask about online learning even though there are many things that can be asked" (S9.4)

The challenges in writing are indeed very many, especially in the grammar that is still wrong. Another challenge that is also felt by students is the lack of vocabulary so that it is difficult to find ideas or difficulties in writing. This agrees with what was said by students who said that:

> *"Tantangan saya di writing itu kurangnya vocabulary saya."* (S3.4)
>
> "My challenge in writing is my lack of vocabulary" (S3.4)

The lack of vocabulary does have a big impact on writing so that students find it difficult to write something, the same thing was said by other students who said:

> *"kurang menguasai grammar seperti tenses yang tidak bagus aturan katanya, kedua kurangnya menguasai vocabulary seperti sinonim atau kata yang jarang digunakan oleh orang orang."* (S6.4)
>
> "The lack of mastery grammar such as tenses, which are not good in wording rules, secondly, the lack of mastery of vocabulary such as synonyms or words that are rarely used by people" (S6.4)

Lack of vocabulary makes it difficult to write something, this can cause serious problems for students because they don't know what they want to write. students are also sometimes confused in choosing the vocabulary to be written, students tend to be afraid because they are afraid of writing wrong, this is as explained by one of the respondents who said that:

> *"bingung vocab apa yang dipakai karena kalau salah tulis akan kacau jadinya.* (S7.4)
>
> "confused about what vocab to use because if I write it wrong, it will be messy" (S7.4)

Based on the interview above, it can be concluded that the writing course is still difficult for some students, especially during a pandemic, lack of vocabulary and placement of sentences are the main problems in this course.

3. The strategies of the students and lecturers use to overcome the challenges of online learning in writing subject

From the challenges faced by students and lecturers, there are several efforts or solutions that can be carried out by lecturers or students themselves. Because this has an effect on improving the quality of student learning, especially students at the Universitas Muhammadiyah Parepare. the researcher drew a strategy based on the results of interviews from students and lecturers, namely as follows:

	Challenge	Strategies
a.	Bad network	look for places that have adequate networks, borrow cellphones from their families, share the re-recording of the online learning video
b.	Difficulty in understanding the material	focus on what was said by the lecturer, ask for help from their friends to explain the material, look for material before the class
c.	laziness in following the lesson	introspective and motivated myself, Firmness in carrying out online learning
d.	Grammar	Read a book, research in internet, memorizing

Table 2 Strategies in facing challenge

a. Bad network

Of course, it is known that the main challenge in online learning is poor network conditions. based on the results of interviews conducted by researcher, most of the students and lecturers experienced poor network conditions so that online learning was hampered. However, when most students encounter challenges like that, they usually look for places that have adequate networks, this opinion is the same as one student who said that:

> "*Kalau untuk jaringan biasanya saya mencari tempat yang jaringannya cukup memadai dibanding tempat sebelumnya…"* (S1.5)
>
> "for the network, i usually look for a place where the network is quite adequate compared to the previous place…" (S1.5)

The same opinion was also expressed by other students who said that:

> "*Untuk jaringan biasanya saya mencari tempat yang jaringannya bagus…" (S2.5)*
>
> "For networking, i usually look for a place with a good network…" (S2.5)

Based on the opinion above, it can be concluded that the place or location of online learning is very influential on learning, such as in rural areas that have poor network conditions. but the strategy taken by students is to find a place that has good network conditions before doing online learning. Usually students carry out online learning in locations that have wifi access, such as in cafes. but there are also some students who have other strategies in overcoming a bad network as stated by one of the informants who said that:

> "*untuk jaringan internet yang terkadang lambat saya biasanya meminta bantuan dari keluarga untuk meminjamkan handphonenya sebentar untuk saya gunakan dalam pembelajaran."* (S4.5)
>
> "For internet network which was sometimes slow, I usually asked for help from my family to lend me the cellphone for a while for me to use in learning" (S4.5)

Instead of looking for a place that has good network access, students also usually borrow cellphones from their families who have different providers with better network conditions so that students do not miss out on the material.

Other students also change the device they use because the device is also very influential in capturing the network. This is as stated by the source, namely:

> "*Untuk masalah jaringan biasanya saya menyiapkan hp dan laptop yang memiliki jaringan kuat untuk mendapatkan jaringan yang lebih baik"* (S7.5)

> "for network problems, I usually prepare a cellphone and laptop that has a strong network to get a better network" (S7.5)

Students who do not have time to attend online learning automatically do not know the material being taught so students miss lessons. The role of the lecturer is very important when this happens, it can be seen that current technological advances are very rapid so online learning can be recorded, so the strategy taken by the lecturer in overcoming this is to share the re-recording of the online learning video. This is as stated by one of the students at the Universitas Muhammadiyah Parepare, namely:

> "…*Kemudian untuk masalah jaringan mungkin bisa diberikan rekaman ulang terkait pembelajaran sebelumnya…"* (S6.5)
>
> "…Then for network problems maybe a re-recording related to previous learning can be given…" (S6.5)

The role of universities is also very important in overcoming these network challenges. Universities can provide assistance to students with problems with poor networking. This is similar to what one student said who said that:

> "*Untuk masalah jaringan adabaiknya kita mengidentifikasi mahasiswa yang jaringannya jelek contohnya berada di daerah desa bisa diketahui dan diberikan kebijakan yang lain"* (S9.5)
>
> "For network problems, it is better if we identify students whose networks are bad, for example in rural areas, we can identify and provide other policies" (S9.5)

Based on the opinions of students and lecturers above, the researcher can conclude that networking is the main challenge in online learning so lecturers and students must have a good strategy in overcoming this challenge, namely by moving to a place that has a good network.

b. Difficulty in understanding the material

The next challenge faced by students and lecturers is understanding the learning material. It is known that online learning requires a high focus in order to

understand the material presented by the lecturer. This opinion was explained by one student who said that:

> "*Dengan cara mencoba fokus dengan apa yang disampaikan oleh dosen dan mencatat hal hal penting yang disampaikan oleh dosen"* (S4.5)
>
> "By trying to focus on what was said by the lecturer and taking notes on important things that were conveyed by the lecturer" (S4.5)

The opinion above shows that it is necessary to focus on receiving material so that students can understand the material being explained. However, there are also some students who still find it difficult to understand the explanation from the lecturer, so students ask for help from their friends to explain the material.

> "*Untuk masalah lainnya seperti kurang pahamnya saya dengan materi biasanya saya meminta bantuan kepada teman saya untuk menjelaskan kepada saya tentang materi itu."* (S1.5)
>
> "For other problems such as my lack of understanding with the material, I usually ask my friends for help to explain to me about the material" (S1.5)

Other students also argue that it is necessary to look for material before the lecture starts so that students have a basis regarding the material, this was said by one student who said that:

> "*Sebelum materi dimulai saya sudah mencari di google jadi karena itu saya tidak begitu bingung ketika dosen memberi kita tentang mata pelajaran itu."* (S5.5)
>
> "Before the material started I already search in google so because that i am not so confussed when the lecturer give us about that subject" (S5.5)

Looking for material before learning begins has a positive impact because students can easily understand the material being taught. This opinion was also supported by an English education lecturer who said that:

> "*…Terkait dengan pemahaman mahasiswa biasanya saya sebelum kelas dimulai sudah memberikan materi di grup*

> *telegram lebih awal agar mereka bisa memahami materi tersebut"* (S12.4)
>
> "…Regarding student understanding, I usually give the material in the telegram group earlier before class starts so they can understand the material" (S12.4)

Providing material before learning starts is the right step for lecturers, especially in this online learning era where students sometimes find it difficult to understand the explanation given.

c. laziness in following the lesson

Laziness is a frightening specter in learning because this laziness has many negative impacts for students or lecturers. The causes of this laziness are various, some are lazy to enter online learning because they are bored or have other activities, but all of that cannot be used as an excuse because participating in learning is an obligation.

> "*saya intropeksi diri dan lebih memotivasi diri saya sendiri agar lebih rajin lagi karena tujuan utama saya ke pare pare untuk kuliah bukan untuk bermalas malasan"* (S2.5)
>
> "I have been introspective and motivated myself to be more diligent because my main goal is to go to Pare Pare for college, not to be lazy" (S2.5)

It can be seen that self-introspection is an attempt to overcome laziness itself. In addition to self-introspection, students can also motivate themselves to be more active or diligent in participating in online learning. The same opinion was expressed by one of the students who said that:

> "*biasanya saya memotivasi diri sendiri untuk selalu aktif mengikuti perkuliahan"* (S7.5)
>
> "I usually motivate myself to always be active in attending lectures" (S7.5)

The same opinion was also expressed by other students who said that:

> "*Kemudian untuk kemalasan biasanya saya memotivasi diri saya kembali serta rajin mengerjakan"* (S10.5)

> *"*Then for laziness I usually motivate myself again and work diligently" (S10.5)

Another challenge experienced by lecturers in conducting online learning is the laziness of students, where the laziness referred to here is when in online learning students just turn off their cameras and do not pay attention to learning. This is a laziness in following the lesson. however, the lecturer gave a policy regarding this as stated by one lecturer who said that:

> "…*ketika awal pembelajaran saya wajibkan mahasiswa untuk menghidupkan kameranya selama kegiatan online learning berlangsung..."* (S12.4)
>
> "…Usually at the beginning of learning I require students to turn on their cameras during online learning activities…" (S12.4)

Taking decisive action is a good strategy to overcome these challenges. The same opinion was also explained by other lecturers who said that:

> "…*ketika pertemuan awal saya biasanya meminta mereka manyalakan kamera mereka di awal kemudian di tengah tengah pembelajaran saya juga meminta mereka menyalakan kameranya dan juga pada akhir pembelajaran"* (S11.4)
>
> "…When the initial meeting I usually ask them to turn on their camera at the beginning then in the middle of the lesson I also ask them to turn on their camera and also at the end of the lesson." (S11.4)

Firmness in carrying out online learning is very necessary because from this firmness students can be more serious in participating in online learning. The opinion of this interview is also supported by the head of English education who said that:

> "…*dosen yang kewalahan dalam menangani mahasiswa yang mematikan kameranya selama pembelajaran dalam hal ini dosen harus tegas dari awal perkuliahan untuk mengaktifkan kameranya karena banyak karakter mahasiswa."* (S13.3)
>
> "…lecturers who are overwhelmed in handling students who turn off their cameras during learning, in this case the lecturer

> must be firm from the beginning of the lecture to activate the camera because there are many student characters" (S13.3)

From the opinions above, the researcher can conclude that another challenge that must be faced by lecturers and students is laziness which requires self-introspection and self-motivation to be more active in participating in online learning and requires decisive action from lecturers so that students can be more active in participating in online learning.

d. Grammar

Students' writing skills are indeed still fairly average, especially as it is now during the pandemic that requires online learning to be carried out. The challenges in carrying out online learning are quite a lot, especially in writing subjects such as lack of vocabulary or word placement which is sometimes inaccurate, therefore a strategy is needed to overcome this. Reading books or scientific journals in English is one way to deal with things like this. This was stated by one student who said that:

> *"Untuk solusi terkait tantangan saya dalam mata kuliah writing saya biasanya mencari di google materi penempatan tanda baca dan juga rajin membaca"* (S1.5)
>
> "For solutions related to my challenges in writing courses, I usually search on google for punctuation placement materials and also diligently read" (S1.5)

Google can be an alternative to learning how to write, finding books or scientific journals can be very easy. this is also the same as what another student said:

> *"saya biasanya membaca tulisan seseorang atau buku sehingga saya bisa lebih mengetahui mengenai penempatan kata."* (S2.5)
>
> "I usually read someone's writing or a book so that I can know more about word placement" (S2.5)

Another challenge that is felt by students in learning writing is the lack of vocabulary that makes it difficult for students to write something, what they usually do look up the word in a dictionary.

> *"Kalau untuk grammar biasanya saya belajar kembali lewat online kalau untuk kata kata yang kurang saya biasanya mencari lewat kamus."* (S6.5)
>
> "As for grammar, I usually re-learn it online. For words that are lacking, I usually look it up in a dictionary" (S6.5)

In addition to looking for the appropriate word in the dictionary, students also memorize more vocabulary. this was expressed by one student who said that:

> "*Untuk kekurangan vocabulary saya lebih banyak menghapal kata."* (S3.5)
>
> "For lack of vocabulary, I memorized more words" (S3.5)

Based on the interview above, it can be concluded that there are many ways that can be done in dealing with challenges in writing, such as memorizing or searching for literature on the internet so that students' writing skills can develop.

B. DISCUSSION

In this section, the researcher showed some research results that have been done before and then comparing with this research, there were fourth researches related to this research, focus students and lecturers perception of online learning in writing subject

1. Students' and Lecturers' Perception of Online Learning in Writing Subject

The main research objective of this research was about students and lecturer perception of using online learning English Education Department in Universitas Muhammadiyah Parepare. Then the researcher formulated three researcher question the students and lecturer perception of using online learning.

From the results of the research, it is known that students' perceptions of online learning in writing subjects can be seen from the researcher's questions through questions number 1 and 3, namely student perceptions are known from

opinions about online learning and student understanding levels in writing subjects. This is evidenced by the grouping of data generated from the research.

Students' answers regarding the level of understanding of the material presented by the lecturer are known that as many as 5 students answered they did not understand, 1 student answered understood, and 4 students answered moderately. The level of understanding possessed by students varies according to the abilities possessed by students. From this level of understanding, it can be seen that the majority of students have negative perceptions of the material presented by the lecturer.

According to Karim in Ulamaullah, et al. (2017), states that explaining skills are very important for teachers, because most of the teacher's conversations that affect students' understanding are in the form of explanations. Online learning makes teachers unable to meet face to face so that teachers become less flexible in explaining the material. This condition causes students to be less able to understand the learning material.

Students' perceptions of online learning materials for writing subjects can be seen from interviews that out of 10 students, 8 students answered less effectively and 2 students answered quite effectively. For their lecturers, they say that online learning is quite effective for now but behind it all there are some drawbacks.

From these research, students and lecturers perceptions of online learning is not effective so that it makes it difficult for students to understand the material taught by the lecturer during online learning. Students consider online learning to be less fun, ineffective and complicated. However, there are also students who think that online learning is effective learning so that it is the right solution during the pandemic.

Based on suartini's research (2020) which shows that online learning from the student's point of view is not effective because of a lack of understanding of the material presented because it does not meet. From the Lecturer's perspective, lectures are considered effective but not too significant. Dissatisfaction in the

delivery of the material, considering that the communication is not direct, this is in line with what was done by researcher in this research

2. The challenges faced by students and lecturers on online learning in writing subject

The results of interviews regarding the obstacles faced by students towards online learning are known that the obstacles faced by students are not far from signal problems, obstacles in purchasing internet quota, and also obstacles in understanding the material presented by the lecturer. as for other obstacles, namely in the form of laziness in following the online learning system which seems boring. These conditions are as quoted from interviews with students regarding the obstacles faced by students towards online learning.

Furthermore, the challenge felt by students in online learning, especially in writing courses, is grammar. as the researcher explained in the background that grammar or structure are the main problems in writing, especially in learning conditions where we know everything is limited and requires extra attention when teaching or learning. Lack of vocabulary also makes it difficult for students to write something.

The obstacles faced during online learning are a signal that is not strong enough to access material during bold learning, consumes a lot of internet quota, and students' understanding of the material presented by the lecturer is not optimally accepted.

This is in line with Ningsih's research (2020) with title Students' Perceptions of Online Learning during the Covid-19 Pandemic which shows that students actually prefer face-to-face learning with a percentage of 93.3%. Students reasoned that online learning was more wasteful in terms of purchasing data packages and looking for places with good internet access. In addition, students assume that the lecturer is not clear in delivering the material when online learning takes place, making it difficult for students to follow the material. The limited signal is also a reason for students to prefer face-to-face learning. Students

also feel that online learning is more wasteful and less friendly to students' financial conditions.

Implementing online learning is not as easy as expected. Students face various obstacles in the online learning process, such as new changes that can indirectly affect students' absorption of theoretical and practical learning, disturbed attention during the learning process, and unsupported internet connections, sometimes disrupted. This hinders learning when storing student information, and students need time to adapt. In addition, each student's technical and financial abilities are different, so not all students support online learning activities

The obstacles faced by students in this research are in accordance with the research of Hutauruk and Sidabutar (2020) which states that the obstacles faced by students in the online learning process are fundamental obstacles that must be faced, including obstacles in the field of internet networks, limitations of learning application features. online, as well as obstacles in terms of learning services. These constraints should be a concern in preparing and implementing online learning.

The obstacles faced should be found a solution, so as not to hinder the learning process, and students can still learn well even though they are online.

3. The students' and lecturers' strategies to overcome the challenges of online learning in writing subject

Constraints contained in online learning resulted in a low level of student understanding. This hinders the course of learning during a pandemic like this. At the Universitas Muhammadiyah Parepare, there are so complex problems according to the findings that researcher found in the field. Of the several problems experienced during online learning, there are several solutions that can be done to overcome the existing problems, including:

a. For lecturer

From the data that the researcher found in this research, it can be seen that the lecturers in teaching use WhatsApp, Zoom, and Google Classroom. By using zoom, there are many shortcomings experienced by students, sometimes students are just absent, students do not listen and are left to leave, students are constrained by signals during live and so on. Conditions like this make learning ineffective. Through the problems above, one good strategy to be used is by sending the material earlier before the online meeting is start. this learning strategy is called online flip classroom.

b. For Student

There are various problems that students find in learning especially in writing subject such as grammar, lack of vocabulary and do not know about the structre of sentence so the strategy that can be used in this challenge is learning by yourself by use google or ask for the lecturer, other strategy is read a book because when read a book we can undertstand the we can know the position of words that are good and correct so that in the future things related to confusion about word positions or lack of vocabulary can be resolved.

Other challenge faced by students is signal interference, lack of student understanding, lack of enthusiasm due to boring learning and so on. Possible solutions to overcome this are as for the problem of students' lack of understanding, students can look for other learning references not only from the lecturer's explanation but students must be diligent in reading and viewing learning videos on youtube about the material taught by the teacher so that students can have broad insight and understanding.

Writing is more difficult than other skill. According to Pranoto (2004), writing is an ability to express what people thought through a written text. In other words, people can communicate indirectly through written process. Now days, English lecturers have to find good and effective strategies to teach students writing skills even during the pandemic covid-19 era. The lecturer strategy in the

classroom also plays an important role to improve students` writing skills. Teachers need to be creative and innovative in choosing materials and make students interesting to learn writing English. Therefore, the teacher needs to apply some strategies to support the learning activities. Mintzberg (2011), defined strategy as "a pattern in a stream of decisions" while Kvint (2011), defines strategy as "a system of finding, formulating, and developing a doctrine that will ensure long-term success if followed faithfully". Teaching strategies help learning become easier, faster, more enjoyable, and more effective to face the new situations

In addition to the strategies that have been described by the researcher, there are also several strategies that can be used in overcoming challenges in online learning, especially in writing subjects. First strategy is from Istiqomah (2019) integrated art is a strategy that allow students to brainstorm their writing ideas through picture and drawings or just add them to their stories. Here the integrated art strategy is more often used because with integrated art studentswill more understand easily. The goal is to use their cognitive thinking skills to express their ideas. Whether it is on paper or through oral, the point is to get students to express their thoughts without hesitation.

Other strategy from Raoofi et- al (2017) proposed five strategies in writing, they are; meta-cognitive strategy, cognitive strategy, effort regulation, social strategy and affective strategy. Meta-cognitive strategy refers to the global skills of the students that reflect their selfawareness concerning their level of understanding and degree of motivation. Cognitive strategies, on the other hand, are considered personal strategies that enable students to process and transform information. Social strategies aim at developing awareness of and feeling for others. They include the actions learners choose in order to interact with their colleagues, or to help them overcome learning difficulties. Effort regulation strategies were added to the Writing Strategy Scale in order to evaluate how students' regulate their effort strategies in writing

Based on the problems that the researcher got in this research, the researcher suggested using the following strategies: First, the lecturer does this strategy by explaining the material through online meetings to students then the lecturer makes several groups of students and asks them to write some texts and send them to the whatsapp group, this strategy can also be done by giving students individual assignments by writing texts with the specified theme by the lecturer himself. From this strategy, the lecturer can find out the problems of the students and can provide solutions related to the problems of the students, especially in the limited vocabulary or poor grammar of the students.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two sections, the first section dealt with the conclusion on findings of the research and the other one deal with suggestion.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher drew the conclusion as follow:

1. The majority of students have a negative perception of online learning of writing subject matter. This is because some student is hard to understand the grammar in online learning and also the majority of students do not understand the online learning material that is delivered, the way the material is delivered is considered less attractive and students' opinions about online learning are considered less effective.
2. The obstacles faced when learning online are grammar or stuructre of sentence make them confuse, a lack of vocabulary, unstable internet signal, consumes a lot of internet quota, and students' understanding of the material presented by the lecturer is not optimally accepted. The problem with lecturers is that students turn off the camera when online learning takes place, then the interaction with students is a bit lacking because they are not active when online learning takes place.
3. The solutions to overcome the problems of online learning in writing subjects at Muhammadiyah University of Parepare are as follows:
    a. For Student

        Possible solutions to overcome this are as for the problem of students' lack of understanding, students can look for other learning references not only from the lecturer's explanation but students must be diligent in reading and viewing learning videos on youtube about the material taught by the teacher so that students can have broad insight and understanding.

b. For Lecturer

One good strategy to be used is by sending the material earlier before the online meeting is start another strategy that can be used in various problems is the lecturer conducted the strategy by explaining the material via online meeting and then the lecturer made some groups of students and asked them to write some text and send it in whatsapp group. From this strategy, lecturers can overcome problems from students, especially in writing related to limited vocabulary or poor grammar from students.

B. Suggestion

From the findings presented in chapter four, there are a number of suggestions as follows:

1. It is hoped that the importance of evaluating online learning preparation, both from the educators and from the students. Because, online lectures that are implemented in the midst of the Covid-19 pandemic are generally still difficult to carry out for students who do not understand technology.
2. Lecturers are expected to be able to apply effective learning techniques and are supported by adequate infrastructure such as good networks, mobile phones that support applications from online learning and so on.
3. Students must increase their knowledge in the online learning process and better understand the media used by the teaching teacher.
4. The results of this research may be used as a reference for other researcher related to online learning because this research focuses on students and lectures perception of online learning by using interview research instruments.

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