CHAPTER II

LITERATURE REVIEW

This chapter reviews the theoretical review, previous studies, and theoretical framework.

A. Theoretical Review

In the chapter, the researcher describes some theories related to online learning and writing skills. The discussion of each part will be presented below.

1. Online Learning

Online learning is a learning model enabled by the use of internet-based technologies. The use of the internet is to access learning materials, interact with the content, instructor, and other learners, and obtain support during the learning process, acquire knowledge, construct personal meaning, and grow from the learning experience.

a. Definition of Online Learning

In general, online learning is learning that is carried out electronically using computer-based media and a network. Rusman (2012:293) stated that online learning is all of the learning activities that use the help of electronic technology. It means that through online learning, students' understanding of a material does not depend on the teacher but can be obtained from electronic media. The internet has made online learning possible. Many researchers and educators are interested in online learning to enhance and improve students' learning outcomes, reducing resources, particularly in higher education (Kim & Bonk, 2006). So, learning using electronic or computer systems can support

online learning. Online learning can display information with technological devices easily so that it can support the implementation of the process that can increase students' absorption of the material being taught. Therefore it can improve the quality of education.

Based on experts' opinions mentioned previously, the researcher concludes that online learning is a teaching and learning process that utilizes the internet and digital media in delivering material. In research, the researcher collects the data on ongoing online learning systems today. This study aimed to know the students' writing ability on ongoing online learning at this time. This study is expected to provide a beneficial contribution for the teachers, students, and the schools in students' writing improvement.

b. **The Advantages and Disadvantages of Online Learning**

Learning online can be said to be a new way in Indonesian education that has never been done before. Of course, the new something has its advantages and disadvantages.

1) **The Advantages of Online Learning**

Online learning encompasses a range of technologies as media to learn. Mehra and Mital (2007) stated that instructional technology is highly beneficial for students, especially students pursuing a professional course. According to Dhull and Arora (2019), there are some advantages of online learning are:

a) Accessibility

Online learning provides accessibility due to which students can learn from anywhere in the world. According to Smedley (2010), the adoption of online learning provides the institutions as well as their students or learners the much flexibility of time and place of delivery or receipt according to learning information.

b) Personalized Learning

Online learning enables the individual to plan and direct his/her learning. It has the potential to motivate, develop confidence and self-esteem, overcome many barriers that learners encounter, personalize the learning experience, widen access, and improve the learning experience, while also helping people to develop their information and communication technology (ICT) skills.

c) Develops cognitive abilities

According to Singh & Mishra (2009) in a study, it was found that online learning may be effective in developing the cognitive abilities of pupil teachers. It was found that students of online learning programs had higher achievement levels than their counterparts.

d) Cost-Effectiveness

Online learning is cost-effective because less money is spent on traveling and buying books or spending money in a college context. Kelly and Ferguson (1998) stated that the students who want to study through online learning need to have access to the necessary

computer hardware as well as paying often substantial fees for access to an internet service provider.

e) Promotes Research

Students are excited to publish their work when they produce something of extremely high quality. With the permission of their teachers, they post their work on the web as examples for current and future students. Publishing students' work helps from a classroom legacy and archives of successful products.

f) Basic Computer Skills

Both on and off-campus students who choose to study online have an opportunity to gain technical skills in using Information Communication Technology (ICT). These skills are likely to be useful to them in their professional life and all future endeavors which may be in themselves marketable features of their education.

g) Equal Opportunity to all

All students are equal, they are not treated differently based upon caste, creed, race, sex, religion, and disability, etc. Rather online learning is a boon for learners who are disabled and face problems in commuting and for those sections of the society who live far from places where the school/colleges are at a distance place.

h) Self-Pacing

Self-pacing learning means that the students can start completing at any time and can arrange a learning schedule that meets his/her individual needs.

i) Globalization

New technologies are narrowing geographical barriers in the way of education.

2) **The Disadvantages of Online Learning**

According to Dhull and Arora (2019), there are some disadvantages of online learning are:

a) Poor Communication

Research in open and Distance Learning suggests that online learning can create misunderstanding between students and the teacher which may have a detrimental effect on the teaching-learning process and students' outcomes due to misinterpretation of tasks.

b) Feeling Isolated

Roberts and McInnerney (2004) stated that stress is the importance of interacting with fellow learners, citing learners' feelings of isolation as a definite drawback of online learning. Studies show that feeling of isolation was a huge stress factor that prompted students to drop out.

c) Lack of Motivation

Online learners lack motivation while studying because they easily get distracted by any other thing. Learning at home becomes a disadvantage for students who have difficulty with time management and a tendency to procrastinate.

d) Lack of Funds

Galusha (1991) stated that technology's downsides include cost, hardware, issues, internet problem, production of course materials and worry about the availability of funds. Researchers reveal that most educational institutions typically don't anticipate connectivity costs which may later cause barriers to online learning.

e) Lack of Quality

Online learning sometimes results in a lack of quality in the teaching-learning process. According to Galusha (1991) non-online faculty has problems concerning the credibility of an online course.

f) Poor Accessibility in Remote Areas

Hardware, software, and connectivity facilities are prerequisites that enable online teaching and learning. Online learning cannot achieve its objective some people do not have ready access to a computer and internet connection, and some who do have required equipment feel ill-equipped to use it.

Based on the statement above, there are several advantages of the online learning process like accessibility, personalized learning, develops cognitive abilities, cos-effectiveness, promotes research, basic computer skills, equal opportunity to all, self-pacing, and globalization. In addition, there are also several disadvantages of the online learning process like poor communication, feeling isolated, lack of motivation, lack of funds, lack of quality, and poor accessibility in remote areas. In conclusion, the advantages and disadvantages are always present in every learning system, because there is no perfect learning system yet. So in its implementation, online learning must be considered to achieve of students' learning success.

c. **The Principle of Good Online Teaching Practice**

Teaching learning online imposes certain challenges for both students and teachers. Teachers should be prepared to meet the particular requirements of teaching online. According to Chickering and Ehrmann (1996), there are some principles for good online teaching practice as below:

1) Encourage contact between students and teachers

The teacher can contact students before the course starts with a welcoming text or video greeting sent by email, WhatsApps, or other applications of smartphones to each student as a medium of the online course. Then begin the course with a warm welcome.

2) Develop reciprocity and cooperation among students

Students interact with each other via postings on the discussion board. Students enter a course and are directed to a forum to introduce themselves.

3) Use active learning techniques

Students to be actively involved in their learning through the use of active teaching strategies. Some of the strategies that can be used in online learning are discussions, debates, concept maps, and case studies.

4) Give prompt feedback

Feedback provides students with specific information about how they are doing in the course. According to Gagne and Walters (2010) meaningful and detailed feedback is an important element of effective online teaching.

5) Emphasize time on task

Coursework in an online class should be estimated that the student will spend a minimum of 3 hours per week for the traditional 14 hours per week undergraduate course. A three-credit course, therefore, would suggest that students spend a minimum of 9 hours weekly on the course. The teachers should share this rule of thumb with students will help them plan and organize their coursework load.

6) Communicate high expectations

In the beginning, teachers should provide students with a list of rules and policies for the online learning schedule. Expectations for participation and posts should be delineated, and students should be held

accountable for following the policies. If they are not followed, the

student should obtain feedback detailing expected changes in behavior.

7) Respect diverse talents and ways of learning

Each student in the course is different in their knowledge,

experience, and strengths. So, the course should include experience that

engages all students.

2. Writing

Writing is an activity of thinking that produces a product that includes all

knowledge and abilities related to expressing ideas in a written form. It contains

a symbol or orthographic and involves a complex process. The purpose of

writing is to share information from spoken language into a written language that

is understandable for the readers. So, the writer should be able to create great

thinking to communicate with the readers through the writer's sentences.

a. Definition of writing

According to Harmer (2004), writing is a way to produce language

express ideas, feelings, and opinions. Writing produces written language. It

means that writing is an activity in arranging words, phrases, and sentences

to become a paragraph that is grammatically correct and appropriate with its

purpose. Besides, Spratt, Pulverness, and Williams (2005:26) also stated

that writing is productive skill which means that they involve producing

language rather than receiving it. It means that by learning writing skills, the

student is expected to produce text or messages to communicate with others.

Writing is different from speaking. Brown in Weigle (2002:15) provided the

characteristics that differentiate written language from spoken language in the terms of permanency, production time, distance, orthography, complexity, formality, and vocabulary.

Based on the statements above, it can be concluded that written language is more complicated and complex to learn than speaking. This is because writing is not only a simple skill to transfer spoken information into a text, but also it needs a particular aspect which includes grammar, syntax, vocabulary, and knowledge of other writing mechanics such as the use for punctuations such as capitalization, question mark, and common to send a message into a text clearly. These mechanics are used to reveal syntactic structure. In addition, in learning to write the student must do the writing process first which is consists of several complex steps which include prewriting, drafting, revising, and editing before publishing the results of their writing. It needs special requirements, such as intelectual effort that cannot be gained in a short time. So that students must be serious and focus more on learning writing skills.

b. The Process of Writing

According to Johnson (2008), the stages of the writing process are generally divided into five activities as follows:

1) Prewriting

Prewriting activity is planning the content of the essay and organizing it (Graham, 2006 in Bayat 2014). It deals with generating ideas by using strategies as listing, brainstorming, outlining, silent thinking, conversation with a neighbor, or power writing (Johnson, 2008).

2) Drafting

According to Johnson (2008), drafting is the writer's first attempt to capture ideas on paper. It means the writers do not need to be worried about the spelling and mechanics of the writing.

3) Revising

Johnson (2008), calls this the heart of the writing process since a writer could revise and convert the piece much time at this stage.

4) Editing

According to Johnson (2008), editing is correcting grammar, spelling, and punctuation, errors. It is not recommended for writers to do those activities while they revise the piece.

5) Publishing

Johnshon (2008) said that publishing is the time where students' writing is shared with the audience.

Based on the details above, it can be concluded that there are several steps in writing before being presented to the readers such as prewriting, drafting, revising, editing, and publishing. The process of writing skills must be done by students when they are going to write. The goal is to produce

good and correct writing to make it easier for readers to understand the content of the writing.

c. The Importance of Writing

Good writing skills are needed for students to accomplish their language development, learning style, reinforcement, and employable requirements. According to Harmer (2004:31-33), there is some importance in writing. Those are:

1) Writing encourages students to focus on accurate language use because they think as they write, it may provoke well development as they resolve problems which writing puts in their mind.

2) Writing is often used as a means of reinforcing language that has been thought. They use writing skills to make a note about what they have learned while the learning process happens.

3) Writing is frequently useful as preparation for some other activities

4) Writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking.

5) Writing can be used in a questionnaire-type of activities. Writing is important to face the questionnaire test. In the examination, students are asked their answers in the form or written.

d. Writing Assessment

In the teaching-learning process, teachers should be evaluated and examine the students' activities in their learning. Especially in teaching

writing, teachers need kinds of assessments to get the students' scores to monitor the students' improvement in writing.

Brown (1994) stated that assessment is an ongoing process that includes a much wider domain. Whenever students respond to a question, offer a comment, or tries out a new word or structure, the teacher subconsciously assesses the students' performance. A good teacher never stops to assess whether those assessments are incidental or intended.

Several general categories used to evaluate students' work are:

1) Content

The content is relevant to the topic and has accurate details. According to Sarwanti (2015), it is getting the idea to create the topic or idea at the beginning of the writing process. It is very important because based on need analysis, this is a big problem for EFL learners in writing class.

2) Linguistic or Grammar

Sarwanti (2015) stated that linguistics competence refers to grammatical competence. It is focused on building sentences, such as understanding part of speech, tenses in active and passive, and conditional sentences. It means that the students should be able to understand part of speech and to make sentences correctly.

3) Organization the Idea

According to Sarwanti (2015), coherence and cohesion are the characteristics of a good paragraph. To create coherence and cohesion,

a writer should write the idea in sequence. It means that there is no jumping idea in writing

4) Vocabulary

It covers a wide range of vocabulary, the accurate word/idiom choice and usage, and the appropriate selection to match the register. O'Malley (1996) stated that vocabulary is the word choice, uses varied and precise diction appropriate for purposes.

5) Mechanics

It covers full comments on spelling, punctuation, capitalization, and layout.

According to Sara Weigle (2002:16), depending on the purpose of the assessment, scripts might be rated on such features as content, organization, cohesion, register, vocabulary, grammar, or mechanics. Below is the scoring profile in Sara Chusing Weigle's book (2002:16):

1) Content

Table 2.1
Content Scoring Profile

Scores	Level/Criteria
30-27	**Excellent to very good**: knowledgeable, substantive, through the development of the thesis, relevant to the assigned topic.
26-22	**Good to average**: some knowledge of the subjects, little substance, inadequate range, limited development of a thesis, mostly relevant to the topic, but lacks detail.
21-17	**Fair to poor**: limited knowledge of the subject, limited substance, inadequate development of the topic.

16-13	**Very Poor**: does not show knowledge of the subject, non-substantive, not pertinent, or not enough to evaluate.

2) Organization

Table 2.2
Organization Scoring Profile

Scores	Level/Criteria
20-18	**Excellent to very good**; fluent expression, ideas clearly stated/supported, succinct, well-organized, logical sequencing, cohesive.
17-14	**Good to average**: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
13-10	**Fair to poor**: non-fluent, ideas confused or disconnected, lack logical sequencing and development.
9-7	**Very poor**: does not communicate, no organization, or not enough to evaluate.

3) Vocabulary

Table 2.3
Vocabulary Scoring Profile

Scores	Level/Criteria
20-18	**Excellent to very good**: sophisticated range, effective word, idiom choice and usage, word form mastery, appropriate register.
17-15	**Good to average**: adequate range, occasional errors of word/idiom form, choice, usage but meaning not obscured.

13-11	**Fair to poor**: limited range, frequent errors of words/idiom form, choice, usage, meaning confuse or obscured.
9-7	**Very poor**: essentially translation, little knowledge of English vocabulary, idioms, word form, or not enough to evaluate.

4) Language Use

Table 2.4
Language Use Scoring Profile

Scores	Level/Criteria
25-22	**Excellent to very good**: effective complex constructions, few errors of agreement, tense, number, word order/function, articles, pronouns, prepositions.
21-18	**Good to average**: effective but simple construction, minor problems in complex constructions, several errors of agreement, tense, number, word order/function articles, pronouns, prepositions, but meaning seldom obscured.
17-11	**Fair to poor**: a major problem in simple/complex construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronouns, prepositions, and/or fragments, run-ons, deletion, meaning confused or obscured.
10-5	**Very poor**: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

5) Mechanics

Table 2.5
Mechanics Scoring Profile

Scores	Level/Criteria
5	**Excellent to very good**: demonstrates mastery of conventions, few errors of spelling, punctuation, capitalization, paragraphing.
4	**Good to average**: occasional errors of spelling, punctuation, capitalization, paragraphing but meaning not obscured.
3	**Fair to poor**: frequent errors of spelling, punctuation, capitalization, paragraphing, poor handwriting, meaning confused or obscured.
2	**Very poor:** no mastery of conventions, dominated by errors of spelling, punctuation, capitalization, paragraphing, handwriting illegible, or not enough to evaluate.

Based on some statements above, the researcher concludes that writing assessment is needed to measure whether the students have good ability or skill in writing or not. This research, the researcher chose a scoring scale of writing work by Sara Weigle. It is to assess the students' skills in writing which consist of content, organization, vocabulary, language, and mechanics. It is because this type of assessment is the easiest and the most practical.

B. Previous Study

Before conducting this research, here, the researcher refers to some previous studies. The researcher made the material to find out the differences between the study at that time and the study which is held now. Considering the topic discussed in this research, some researchers have conducted related to this topic as follows;

The first previous study is conducted by Jesus Andres Lopes Henao (2017). The purpose of this study is was to determine the extent to which the support of an online educational platform benefited students' writing skills while carrying out the writing process wheel. The researcher collects the raw data result from three different instruments there are diary, questionnaire, and observation. This study was carried out in a regular English course at the institute of foreign languages (ILEX) at Universidad Tecnologica de Pereira which consists of 12 students whose ages ranged between 17 and 25 years old. The differences between the previous study and this research are the research design method. The previous study employed the action research model and the type was under the paradigm of qualitative research. While in this research, the researcher used a case study research design and quantitative method as the main research design and is supported by the qualitative method.

The second journal is written by Nurmala Hendrawaty and Muhammad Imam Santoso (2016). The purpose of this research is to obtain empirical data about whether or not the effects of using e-learning moodle on students' writing of descriptive texts. The research was conducted at SMK An-Nuqthah Tangerang of class X in the second semester of the 2015-2016 academic year. The research method was an experiment by using the e-learning model in the first class and without e-learning in the second class with 25 participants of each class. The data were taken from students' descriptive texts. The results show that the highest score in the experimental class was 94 while the lowest one was 66. Besides, the highest score in the control was 86 whereas the lowest one was 60. It was found that the

value of $t_{obtained}$ was higher than the value of t_{table}(3.08>2.01) with df= 48 and α = 0.05. since H_1 was accepted, it proved that there was a significant difference in using e-learning moodle on students' writing descriptive texts. According to this previous research, there are some differences between previous studies and this research. In the previous studies, the researcher analyzes writing skills of narrative text while in this research just focus to analyze writing skills. The other difference is the research design. In the previous study, the researcher uses the experimental research design, meanwhile, this research used the case study method of research design.

The third previous study is conducted by Yunita Delvianti (2018). This study explains the implementation of e-learning in teaching writing in the fourth semester in the English Department of UIN Antasari Banjarmasin. The objectives of this study are to find out the implementation of e-learning in teaching writing and the problem in the implementation of e-learning in teaching writing. This study used descriptive analysis. For data collection, the writer classifies the type of data after collect data appropriate to the procedures, then the writer analyzed the data descriptive qualitatively. The findings of this study concluded that (1)The implementation of e-learning in teaching writing consists of four phases, they are; the teacher's explanation in using e-learning, the learning materials provided by the lecturer, the students' activity on the use of e-learning, and the effectiveness of the application. (2)The most common problem in the implementation of e-learning in teaching writing is the internet connection. (3)The implementation of e-learning in teaching writing receives a positive response from the students. The difference between previous studies and this research is in previous studies the researcher

analyzing the data uses descriptive analysis. While in this research, the researcher applied the quantitative method as the main research design and is supported by the qualitative method.

The fourth previous study is conducted by Avilia Setiani Mutia (2018). This research aims to describe and to find out the implementation of using Schoology e-learning web to teach students' paragraph writing. The subject of this study consist of 24 students in the 8A4 class. In this study, the researcher used classroom action research. The research was done in two cycles. Each cycle consists of three meetings, it is cover planning, action, observation, and reflection. The data were gained through observation, interviews, and tests. The data is in the form of field notes, interview transcript, syllabus, lesson plan, and photographs. The result of the study shows that the implementation of the Schoology e-learning web improves students' paragraph writing in recount text. The result of the study also can be seen from students' means score of pre-test and post-test. The mean scores of the pre-test was 62.83, the mean score of the post-test was 72.04. the result of the mean score of the post-test was higher it was compared with the mean score of the students' pre-test. There are some differences between previous studies and this research. In previous studies, the object of the research is conducted at eighth grade students of junior high school of MTsN Surakarta II. While in this research, the object is the twelfth-grade students of senior high school of SMA N Tulakan. Then, in previous studies, the researcher used classroom action research. While in this research, case study as a method of this research design.

The last previous study is conducted by Layla Fatimatus Zahroh (2019). The aims of this research were; to explain the extent to which the product development needed to teach the writing of the descriptive text, to explain how the media potentially developed through moodle e-learning media to teach the descriptive text writing, and to explain the effectiveness of moodle e-learning media to teach the descriptive text. The subject of this research was students in the tenth grade of SMK NU Ma'arif 01 Semarang. The research involved 47 students. 22 students were in the control class and 25 students were in the experimental class. The data were collected through pre-test and post-test. The result of this research is described as follows: (1) The extent needed for developing moodle e-learning media is as follows: (a) the students' need analysis mentioned in the rate 96 %, that students agreed toward moodle e-learning media. (b) the total validation result from expert validation 1 and 2 was 79.1%. (2) the effectiveness of the product is supported by the results of students' post-test that obtained 76.04. The differences between previous studies and this research are in previous studies analyze writing descriptive texts while this research just focuses to analyze writing skills. Then, previous studies used experimental research design while this research used a case study of the research method.

Based on the description above, it can be concluded that previous studies above have similarities with this study, where all use online learning in education. However, this study is slightly different from the above. This study analyzes students' writing ability online, which can be used to evaluate and further research on writing ability in online learning. In addition, the striking from this research is

the time spent in this study, namely when the Covid 19 pandemic is an epidemic in Indonesia, so that online learning is the only option to continue learning activities.

In the second sections of the review of previous studies, the researcher reviews some research journal as an analysis material for the data on the students' ability in English writing aspect of application letter.

Doyle (2019) stated the ideal job application letter includes three parts. The first is the introduction. This section covers where a job applicant gets information about the job vacancy, the position applied for, and the reasons why an applicant is interested to apply for a job. The second is the body. This section describes the qualifications possessed by a job applicant. It contains certain abilities or skills required in carrying out the work applied. It ussually highlights the main reasons why an applicant is worthy. The last is closing. This section contains gratitude and appreciation to the job recipient for taking the time to read and consider an applicant's letter. It serves as a piece of information for the recipient to contact a job applicant as a follow-up in the recruitments process. It is usually completed with the applicant's signature and full name.

Wren & Martin (1996) said that in all kinds of letters there are six points of form to be attended to, namely: The first is heading that consisting of the writer's address and the date. The second is the courteous greeting or salutation. The form of greeting will depend upon the relation in which the applicant stands to the person to whom the applicant's writing. To business people, it will be *Dear Sir, Gentlemen*, etc. The third is the communication or message, the body of the letter. The fourth

is a subscription or courteous Leave-Taking. The fifth is the signature or name of the writer. It should be written, so that the reader may know whom to address in reply. The last is the superscription on the envelope.

According to Gartside (1981), job application letter consists of seven several principal parts. The first is the letterhead. It expresses a firm's personality. The second is the date. It always types the date in full, in the logical order of day, month, year. The third is the inside name and address. The usual practice is to set out the name and address of one's correspondent at the head of the letter, though it is sometimes placed at the foot, in the bottom left-hand corner, in official (i.e. Government) correspondence. The next is the salutation. This is the greeting with which every letter begins. The customary greeting in a business letter is *Dear Sir/Madame*. The fifth is the body of the letter. There are three parts include opening, message, and closing. The next is the complimentary closure. The last isthe writer's signature and designation.

According to Krashen (1982), there are five components of application letter as below

1) Heading

A letter of application should begin with both the writer and the employer's contact information (name, address, phone number, email) followed by the date.

2) Salutation

This is the writer's polite greeting. The most common salutation is "Dear Mr./Ms." followed by the person's last name.

3) Body of the letter

In the first paragraph, the writer want to mention the job that applying for and where the job listing. The next paragraph are the most important part of letter. Remember how you gathered all that information about what employers were seeking, and how you could meet their needs. This is where you'll share those relevant details on your experience and accomplishments. The third and last part of the body of the letter will be your thank you to the employer; you can also offer follow-up information.

4) Complimentary Close

Sign off your email with a polite close, such as "Best" or "Sincerely", followed by your name.

5) Closing Examples

Signature: End with your signature, handwritten, followed by your typed name. If this is an email, simply include your typed name, followed by your contact information.

Based on the explanation above the researcher conclude that in making an application letter, the students' writing should be appropriate to the outline of letter. So, the scheme will be used by the researcher as an instrument as the following:
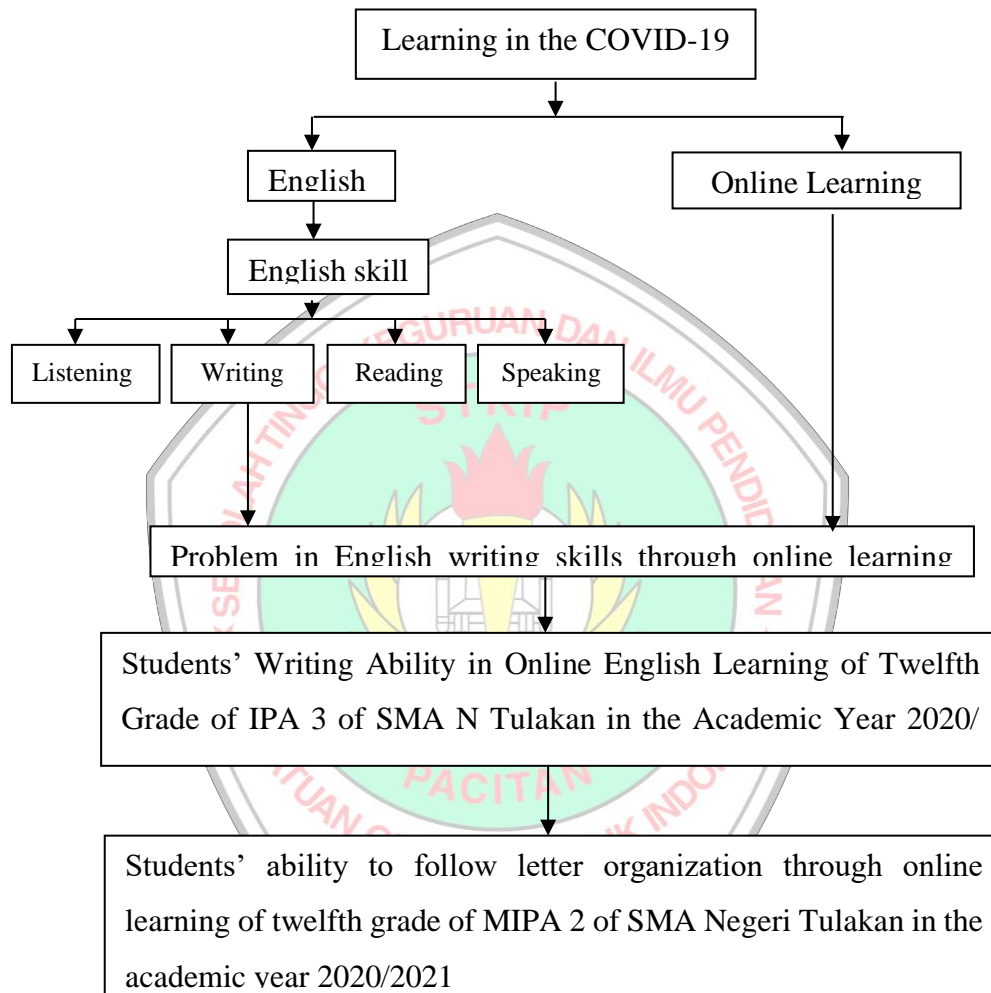
Table 2.6
The Scheme of Application Letter Assessment

Number	Aspects of Writing Application Letter	Indicators

1.	Letterhead	A letter of application should begin with both the applicant's letter and the employer's contact information (name and address) followed by the date.
2.	Salutation	Salutation should be addressed to the appropriate person. Always make an effort to write directly to the person in charge of hiring
3.	Opening Paragraph	Use this paragraph to specify which job you are applying for or if you are writing to inquire whether a job position is open, question the availability of an opening
4.	Body	This section should be used to highlight your work experience which most closely matches the desired job requirements presented in the job opening advertisements. Do not simply restate what is contained in your resume, but give strong reasons why you are suited to the position
5.	Closing Paragraph	The closing paragraph should reiterate recommendations or endorsement of the candidate. One posibility is to ask for an interview appointment time. Make it easy for the personal department to contact you by providing your telephone number and email address.
6.	Signature	When signing the letter, the writer use typed and handwritten signature. "enclosure" indicates that you are enclosing your

		resume. Make sure they match your name as is presented in the header of the letter

C. Conceptual Framework

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          ┌─────────────────────────────┐
          │   Learning in the COVID-19  │
          └─────────────────────────────┘
             │            │            │
             ▼                         ▼
      ┌──────────┐           ┌──────────────────┐
      │ English  │           │ Online Learning  │
      └──────────┘           └──────────────────┘
             │                         │
             ▼                         │
    ┌──────────────┐                   │
    │ English skill│                   │
    └──────────────┘                   │
      │    │    │    │                 │
      ▼    ▼    ▼    ▼                 │
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Listening	Writing	Reading	Speaking

Problem in English writing skills through online learning

Students' Writing Ability in Online English Learning of Twelfth Grade of IPA 3 of SMA N Tulakan in the Academic Year 2020/

Students' ability to follow letter organization through online learning of twelfth grade of MIPA 2 of SMA Negeri Tulakan in the academic year 2020/2021

In conceptual framework, the teaching and learning activities are changing during COVID-19. This carried out in direct or face-to-face meetings has now shifted to online learning. Online learning is a teaching and learning process that utilizes the internet and digital media in delivering material to the students. Based on the background above, writing is one of the important skills in online English learning. Writing is one of the language sub-skills to be learned seriously in online

learning time. It is because writing is a skill that can be categorized as complicated and difficult to learn. So that the students must focus on learning it. The researcher finds some problems in students' writing ability in online English learning. The problem has come from the students themselves. Online learning makes students low on their writing motivation. So that it causes the students had difficulties in some writing aspect such as; developing and generating ideas, content, organization, vocabularies, and mechanics likes spelling, punctuation, and capitalization.The other problem comes from the material from the teacher. In an online learning system, the material given by the teacher cannot be maximized because only through short videos or in the form of a written summary. From that problem, the analysis of students' writing ability in online English learning is needed by the researcher and is helpful to improve the students' writing ability in online English learning. In this case, the researcher tries to find out the students' ability in online English learning. In addition, the researcher are also trying to find out the students' ability to follow letter organization through English online learning.