

Students' Perception Towards English Course in Asynchronous Online Learning Through Whatsapp During Covid- 19 Pandemic

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ABSTRACT

The Government of Indonesia makes policy by implementing learning with online system through several online platforms. This study raised the topic about students' perception of English course during online learning during the Covid-19 pandemic with the online Whatsapp platform used by grade 8 students of SMP Negeri 1 Perak, Jombang. It adopted the theory of Technology Acceptance Model by Davis which involves the perception of ease of use, perception of usability, attitude technology to use, and behavioral intentions to be used as indicators to obtain student perception data through questionnaires and interviews. It employed descriptive case studies using purposive sampling techniques. Online questionnaires and interviews are used to collect data on students' perceptions by using the online Whatsapp platform. While qualitative data was collected using face-to-face interviews with 6 students. The results of this study showed a positive perception of grade 8 H students from SMP Negeri 1 Perak who took English course using the online Whatsapp platform. Overall, this study confirms that education with an online system has good potential in the learning and teaching experience in students of SMP Negeri 1 Perak who take English course based on four indicators, perception of ease of use, perception of usability, attitude technology to use, and behavioral intentions. Further studies may refer to other methods and media in learning through the online system in ICT integrated learning programs suitable for junior and high school.

Keywords: *Students' perception, Online learning, Whatsapp platform, Davis' theory of Technology Acceptance Model (TAM)*

1. INTRODUCTION

Nowadays, the world is being hit by a global pandemic, namely covid-19 or corona virus. According to UNESCO as many as 13 countries in the world including China, Italy and Japan have closed schools across the country affecting nearly 290 million students in the world to cope with the spread of the Covid-19 virus. And there are also hundreds of thousands of schools closed to prevent the spread, about 68 million students do learning from home, and about four million teachers do remote teaching activities as the regulation issued by Kemendikbud RI [1]. It brings new challenge in education of this country to do online learning. During the pandemic, teachers and students in primary and secondary schools must be equipped with web-based learning methods. Implementing Mobile

Assisted Language Learning (MALL) in the English course learning method is one of the best methods that can be achieved.

Teachers should be able to use support technology, problem-based methods, and higher-level thinking skills to integrate learning strategies. Various online platforms widely used by teachers include Whatsapp, Quipper, Zoom, Google Classroom, Edmodo, etc. There are many online learning platforms, which are more common in primary and secondary schools, namely "Whatsapp". Because this application is easy to use, and many applications have been installed by teachers and students even before online learning methods as stated by Bere [2]. Furthermore, Archambault, et al [3] stated that the use of social networking tools can accommodate feedback between teachers and students, enabling them to communicate more effectively.

The online learning mode is divided into two modes: synchronous and asynchronous online learning. These methods providing e-content in an online classroom, instructors, learners, interactive tools, modes of interaction and many other factors. In this case, classroom modes used asynchronous since it takes advantage of Mobile Assisted Language Learning (MALL) to developing mobile courses requires understanding the delivery platform and good teaching habits at the same time. According to Manalu [4] perception of the students' which the result with more positive perception will be better achieved. Based on previous study above, the researcher interested in investigating the learning process during pandemic Covid-19 by using Whatsapp as asynchronous method in online learning in SMP Negeri 1 Perak.

In addition, Quinn [5] states that mobile or online learning is defined as a new learning technology using mobile devices. When using the online format, students reported that they benefited from the flexibility, convenience, and enhanced collaboration and participation capabilities of the online platform. Song et al. [6] stated that online learning requires access and learning. Being comfortable with the Internet may not explain the satisfaction with online learning. There are various ways to encourage communication to have positive results in online learning. According to Song et al [6] when an instructor fosters a positive learning environment and interaction among students, creating a perception or sense of online community and online students are more likely to report feelings of connecting with their peers and instructors. Effective teaching behavior is defined as teachers' behavior that has been shown to have an impact on student outcomes (i.e., motivation, engagement, achievement) as stated by Van de Grift W. [7].

Learning can be done in various ways such as online learning (Daring). According to Haerazi et al. [8], learning refers to what happened to us in the past. They enable learners to interact with e-learning materials and interact with others in a cooperative way to seek knowledge. Riischoff [9] maintained that "learning activities are always social activities with learners cooperating and working together." This form of learning involves self-paced or independent learning and provides greater, flexibility is higher than synchronous learning methods. This flexibility provides participants with multiple options, choice to enable them to learn at their own pace and time as stated by Kocur, D., &Kosc, P [10]. Asynchronous learning provides participants with a way to easily access available resources. They need the resources and information to make it easier and more successful learning experience. Especially in this case, because the learning activities are completed in their own time. By using synchronous and asynchronous tools, learning

can be achieved through help of the ICT, students/teachers are not in the same space. In addition, students can decide which method is best for them. Moreover, students who may not necessarily be interested in real things time interaction, but only the acquisition of knowledge, or asynchronous.

A learning method allows them to learn at their own pace, which is not the situation in a regular classroom. The Technology Acceptance Model introduced by Davis [11] is one of the most popular research models for predicting the use and acceptance of information systems and technologies by individual users. . In the TAM model, there are two perceived factors of usability and convenience felt in the TAM model, there are two factors that are perceived usefulness and perceived ease of use is relevant in the behavior of computer use. The Technology Acceptance Model calculates the common factors that determine a user's acceptance of the technology and hence this model has the power to explain and predict "user behavior across multiple end-user computing technologies and user populations" while simultaneously being "both parsimonious and theoretically justified" as explained by Hrastinski, S., [12]. TAM theorizes that two trust variables, Perceived Ease of Use (PEOU) and Perceived Usefulness (PU) are fundamental determinants of a user's behavioral intention to use technology as stated by Manawang [13]. The researcher proposed an argument about Aristotle's theory of perception changed the sense organs and this is caused by the perception object, which means everyone has a feeling of likes and dislikes about the intended object. In this study is about students' perception towards online learning during the pandemic Covid-19. Students with positive experience in these administrative departments may be more satisfied, which may further lead to the spread of positive word of mouth, build loyalty among existing students and attract potential students as cited in Manawang [13]. Understanding students' perceptions is relatively important for determining what they want, because different generations show different levels of acceptance. Judging from the existing references, perception is very similar to belief, because only when something is also considered correct will it be considered correct.

2. RESEARCH METHOD

2.1. Research Design

The research design used in a descriptive case study because this study investigates on a single case produce an in- depth description of implementing asynchronous method in 8H class of English course in SMPN 1 Perak. To answer the research questions, the researcher employ descriptive qualitative which is defined by

Creswell [14] research using case study design can use a mix of data namely quantitative and qualitative data to answer the formulation of research problems. The qualitative data was collected using interview of some students and quantitative data was collected using an online questionnaire posted in Google form.

2.2. Population

This study took the participation of eighth grade 8H students of English course in SMP Negeri 1 Perak. There are 30 students, 15 males and 15 females registered in English courses in 8H class based on online class. Their ages ranged from 12 to 14. They enrolled in Junior High School.

2.3. Data Collection Procedure

There are several procedures applied in this research in collecting data. The researchers employed some tools to collect data. The first quantitative research tool includes a questionnaire using a 5-point Likert Response Scale, where 4: strongly agree, 3: agree, 2: disagree, and 1: strongly disagree. The questionnaire was administered to clarify students' opinions on using Whatsapp to use online platforms in English courses. The tested items include perceived ease of use (6 items), perceived usefulness (6 items), attitude towards use (3 items) and behavioral intentions (2 items).

The second, qualitative research instrument using nine questions include perceived ease of use, perceived usefulness, attitude towards use and behavioral intentions. The researchers determined that there are

only 6 students who will be sampled in the interview. The samples are selected by the researcher based on the ability of students with details of two students with the highest grades, two students with moderate grades, and two students with the lowest grades. The tested items include perceived ease of use (3 items), perceived usefulness (3 items), attitude towards use (2 items) and behavioral intentions (1 item).

2.3. Data Analysis

The data were analyzed using case study analysis to identify overall themes and patterns throughout the data. The identified themes were crosschecked independently by the researcher, with references to the quantitative analysis by the questionnaires and qualitative analysis by the interviews.

3. RESULT AND DISCUSSION

This section presents and discusses the findings related to the research questions on students' perception towards English course in asynchronous online learning through Whatsapp during Covid- 19 pandemic.

3.1. Results

The results of the research from questionnaire taken from 30 students and interview taken from 6 students in 8 H of SMP Negeri 1 Perak, Jombang who were taking English Course. In order to answer research question, the findings from the students' questionnaire is shown in Table 1, 2, 3 & 4. While students' interview is shown in Table 5, 6, 7 & 8.

Table 1 Students Perception on the Use of Whatsapp Application In Perceived Ease of Use (POU)

No.	Question	Strongy agree	Agree	Disagree	Strongy disagree
1.	I think using e- learning (Whatsapp) is easy for me	16,7 %	70 %	13,3 %	0
2.	I feel that I have become very capable in using e-learning (Whatsapp)	0	80 %	20 %	0
3.	I will find that e-learning (Whatsapp) can interact with it flexibly	0	76,7%	20%	3,3 %
4.	Learning is easy for me	0	83,3 %	16,7 %	0
5.	I can easily accomplish what I want to do through e-learning (Whatsapp)	3,3%	63,3 %	30 %	3,3 %
6.	I feel my lack of experience to determine the ease of use of e-learning (Whatsapp) is limited	0	76,7 %	23,3 %	0

The Percentage of Perceived Ease of Use (PEU) involves 6 questions as the following. The first question is that I feel that using online platforms based learning (Whatsapp) is easy for me. The finding showed that Strongly agree gained 5 persons (16,7%), Agree gained 21 persons (70%), Disagree gained 4 persons (13,3%), Strongly disagree 0 person (0%). The second question is that I feel that I have become very capable in using e-learning (Whatsapp). The finding showed that

Strongly agree gained 0 person (0%), Agree gained 24 persons (80%), Disagree gained 6 persons (20%), Strongly disagree 0 person (0%). The third question is that I will find that e-learning (Whatsapp) can interact with it flexibly. The finding showed that Strongly agree gained 0 person (0%), Agree gained 23 persons (76,7%), Disagree gained 6 persons (20%), Strongly disagree 1 person (3,3%).

The fourth question is that Learning is easy for me. The finding showed that Strongly agree gained 0 person (0%), Agree gained 25 persons (83,3%), Disagree gained 5 persons (16,7%), Strongly disagree 0 person (0%). The fifth question is that I can easily accomplish what I want to do through e-learning (Whatsapp). The finding showed that Strongly agree gained 1 person (3,3%), Agree gained 19 persons (63,3 %), Disagree

gained 9 persons (30%), Strongly disagree 1 person (3,3 %). The sixth question is that I feel my lack of experience to determine the ease of use of e-learning (Whatsapp) is limited. The finding showed that Strongly agree gained 0 person (0%), Agree gained 23 persons (76,7 %), Disagree gained 7 persons (23,3%), Strongly disagree 0 person (0 %).

Table 2 Students' Perception on the Use of Whatsapp Application In Perceived Usefulness

No.	Question	Strongly agree	Agree	Disagree	Strongly disagree
1.	Using e-learning (Whatsapp) in my English courses can make me complete tasks faster	10 %	63,3 %	23,3%	3,4 %
2.	Using e-learning (Whatsapp) can improve my English course performance	0	70 %	26,7 %	3,3 %
3.	Using e-learning (Whatsapp) can increase my productivity	3,4 %	63,3 %	33,3 %	0
4.	Using e-learning (Whatsapp) can improve my efficiency in English courses	6,7%	63,3 %	30 %	0
5.	Using e-learning (Whatsapp) will make my English lessons easier	3,3 %	76,7 %	20 %	0
6.	I will find e-learning (Whatsapp) useful in my English courses	0	90 %	6,7 %	3,3 %

The Percentage of Perceived Usefulness involves 6 questions as the following: The first question is that using e-learning (Whatsapp) in my English courses can make me complete tasks faster. The finding showed that Strongly agree gained 3 persons (10 %), Agree gained 19 persons (63,3 %), Disagree gained 7 persons (23,3%), Strongly disagree 1 person (3,3 %). The second question is that using e-learning (Whatsapp) can improve my English course performance. The finding showed that Strongly agree gained 0 person (0%), Agree gained 21 persons (70 %), Disagree gained 8 persons (26,7 %), Strongly disagree 1 person (3,3 %).

The third question is that Using e-learning (Whatsapp) can increase my productivity. The finding showed that Strongly agree gained 1 person (3,4 %), Agree gained 19 persons (63,7 %), Disagree gained 10

persons (33,3 %), Strongly disagree 0 person (0%). The fourth question is that using e-learning (Whatsapp) can improve my efficiency in English courses. The finding showed that Strongly agree gained 2 person (6,7 %), Agree gained 19 persons (63,3 %), Disagree gained 9 persons (30 %), Strongly disagree 0 person (0%). The fifth question is that using e-learning (Whatsapp) will make my English lessons easier. The finding showed that Strongly agree gained 1 person (3,3 %), Agree gained 23 persons (76,7 %), Disagree gained 6 persons (20 %), Strongly disagree 0 person (0%).

The sixth question is that I will find e-learning (Whatsapp) useful in my English courses. The finding showed that Strongly agree gained 1 person (3,3%), Agree gained 27 persons (90 %), Disagree gained 2 person (6,7 %), Strongly disagree 0 person (0 %).

Table 3 Students' Perception on the Use of Whatsapp Application In Attitude Toward Usage

No.	Question	Strongly agree	Agree	Disagree	Strongly disagree
1.	I believe that using e-learning (Whatsapp) in English courses is a good idea	13,3 %	73,3 %	10 %	3,3 %
2.	I like the idea of using e-learning (Whatsapp) in English courses	6,7%	76,7 %	16,7 %	0
3.	Using e-learning (Whatsapp) in English courses is a positive idea	10%	83,3 %	6,7 %	0

The Percentage of Attitude Toward Usage involves 3 questions as the following: The first question is that I believe that using e-learning (Whatsapp) in English courses is a good idea. The finding showed that Strongly agree gained 4 persons (13,3 %), Agree gained 22 persons (73,3 %), Disagree gained 3 persons (10 %), Strongly disagree 1 person (3,3 %). The second question is that I like the idea of using e-learning (Whatsapp) in English courses. The finding showed that Strongly agree gained 2 person (6,7%), Agree gained 23 persons (76,7%), Disagree gained 5 persons (16,7%), Strongly disagree 0 person (0%).

The third question is that using e-learning (Whatsapp) in English courses is a positive idea. The finding showed that Strongly agree gained 3 person (10%), Agree gained 25 persons (83,3 %), Disagree gained 2 persons (6,7 %), Strongly disagree 0 person (0%).

Table 4 Students' Perception on the Use of Whatsapp Application In Behavioral Intention to Use

No.	Question	Strongly agree	Agree	Disagree	Strongly disagree
1	I plan to use e-learning (Whatsapp) in the future	3,3 %	76,7 %	16,7 %	3,3%
2	Assuming I can use e-learning (Whatsapp) and I plan to use it	3,3%	70 %	26,7%	0

The Percentage of Behavioral Intention to Use involves 2 questions as the following. The first question is that I plan to use e-learning (Whatsapp) in the future. The finding showed that Strongly agree gained 1 persons (3,3 %), Agree gained 23 persons (76,7%), Disagree gained 5 persons (16,7 %), Strongly disagree 1 person (3,3 %).

Table 5 Students' Perception on the Use of Whatsapp Application In Perceived Usefulness

No.	Question	Quotations
1.	What do you feel after using Whatsapp app so far?	<i>Normally, there is no significant impact because it is already used to using whatsapp application.</i>
2.	Do you think using learning through Whatsapp helps in understanding English language learning materials during this time?	<i>They think it can be a little helpful in understanding the lesson.</i>

3.	Do you get the benefit of using Whatsapp in English language learning? Please explain it!	<i>There is a little bit benefit because of the lack of smooth communication with the teacher. So it's hard to understand the material.</i>
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The result of interview of Perceived Usefulness involves 3 questions as the following. The first question is that "What do you feel after using Whatsapp app so far?" The finding showed that they are used to using whatsapp app every day. So, there is no significant impact because it is already used to using whatsapp application. The second question is that "Do you think using learning through Whatsapp helps in understanding English language learning materials during this time?" The finding showed that they think it can be a little helpful in understanding the lesson. The third question is that "Do you get the benefit of using Whatsapp in English language learning? Please explain it!" The finding showed that there is a little bit benefit because of the lack of smooth communication with the teacher. Based on the findings of research where Whatsapp is commonly used by students and quite helpful in learning during online learning.

The result of interview of Attitude Toward Usage involves 2 questions as the following. The first question is that "Do you think using Whatsapp has a positive or negative impact in learning English?" The finding showed that there are some positive and negative impacts. Positive impacts are easy to use the app and easy to do tasks. In everyday life, they are used to using Whatsapp application. Then, during online learning they do not find it difficult to follow English lessons using Whatsapp. While negative impacts are sometimes network errors and they do not understand the material. Sometimes there is a network system disruption due to some things such as bad weather or interference from the center. Thus, some students are late for online classes when system disruption occurs and make them do not understand and understand the materials provided by the teacher.

Table 6 Students' Perception on the Use of Whatsapp Application In Attitude Toward Usage

No.	Question	Quotations
1.	Do you think using Whatsapp has a positive or negative impact in learning English?	<p>Positif :</p> <ol style="list-style-type: none"> Easy to use the app Easy to do tasks <p>Negative:</p> <ol style="list-style-type: none"> Sometimes network errors Do not understand the material

2.	After using Whatsapp do you feel more diligent or lazy in learning English?	<ol style="list-style-type: none"> 1. <i>More diligent</i> 2. <i>Lazy, because they do not really understand the material</i>
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However, to overcome this, students can ask the teacher again about the material that has not been understood so that students can understand the material left behind in the event of a network system disruption.

The second question is that “After using Whatsapp do you feel more diligent or lazy in learning English?” The finding showed that most of them are become more diligent during online learning. By using whatsapp application, most students feel increasingly diligent learning. It’s easy and simple to use, easy delivery and delivery of tasks by teachers and the students, as well as the work of tasks that can be done anywhere and time is also more flexible. So, students like to follow English learning through Whatsapp during online learning.

Based on the findings in this study, the students think that whatsapp has a positive and negative side in learning and also makes them more diligent in learning because it makes it easier to do tasks.

Table 7 Students’ Perception on the Use of Whatsapp Application In Behavioral Intention to Use

No.	Question	Quotations
1.	Do you think the Whatsapp application can be used continuously in Learning English?	<ol style="list-style-type: none"> 1. <i>Yes, it can be used continuously because it is easy.</i> 2. <i>Yes, because it is easy to learn.</i>

The result of interview of Behavioral Intention to Use involves 1 question as the following: The first question is that “Do you think the Whatsapp application can be used continuously in Learning English?” The finding showed that whatsapp can be used continuously because it is easy. Based on the findings in this study, the students argued that whatsapp can be used continuously in English learning. The findings found by the researcher were in line with a previous study from Wiyaka *et al* [15].

3.2. Discussion

The results of the research as portrayed in table 1 to 7 was different from previous studies referring to the use of Whatsapp platform using in online learning. The finding of the research as portrayed in table 1 showed that Students’ Perception on the Use of Whatsapp Application In Perceived Ease of Use (POU) is positive. This proved that online learning helped the students improve their competence in using Whatsapp application in learning. This finding supporting a study done by

Salsabella [16] showed the result of her research that there were some activities were carried out by students using WhatsApp platrorm. They used WhatsApp as the tool for communication and discussion with their friend or the teacher outside the class, sent the assignment by students, giving assignment by teacher.

The students perception toward using WhatsApp such as: students can learn anywhere and save their energy in learning English, WhatsApp help students to develop their English writing. The students frequency in using WhatsApp such as: students used WhatsApp to did their assignment and sent the result to the teacher at least once a week, students used WhatsApp to communicate with their friends everyday. But, the findings of the research could be explained as the followings by paying attention to the degree to which a person believes that using a particular system would be free from effort as suggested by Davis. If the technology is easy to use, then the obstacles would be overcome. If it is not easy to use and the interface is complicated, then no one would take a positive attitude towards it.

Another finding indicating students’ perception on the Use of Whatsapp Application In Perceived Usefulness is no significance of helping Learning English. Furthermore, this finding is also clear that online learning gave them a little joyful of learning. This finding supported Almaghaslah [17] showing that Ninety-seven percent of students had previous experience with at least one online course during their pharmacy undergraduate curriculum but the majority of respondents preferred face-to-face that was different from in-class lectures to online lectures. It meant that pharmacy students expressed less interest in online learning methods within the pharmacy curriculum.

The researcher concluded that Whatsapp has ease of use but is still not fully effective. In addition, they still agree to use Whatsapp because it is easy to use and has also become accustomed to using it. The students believe that a given application may be successful, but they may, at the same time, believe that the technology is too hard to use and that the performance benefits of usage are outweighed by the effort of application. This finding supported Nasution’s findings [18] that students did not enjoy with applied online learning as Smith [19] saying that student’s learning success in higher education were influenced by two factors. They were learning management and the joyful of online learning. Based on this, it is feared that students will not truly succeed in their learning. This finding was in line with Bali and Liu [20] found that online learning perception had less positive perception than face-to-face learning perception in term of social presence, social interaction, and satisfaction. It meant that students preferred face-to face learning.

Furthermore, Lin & Chen & Liu [21] stated that the rapid development of technology such as the internet

network and communication technology helps the world of education in implementing digital learning by sharing the latest innovations replacing traditional learning. The implementation of online learning cannot be separated from students technical readiness in facing it. Windiarti et al [22] added teacher perception is the teacher thought of something that has been done which can be expressed in an attitude. It means that, The teacher's perception in implementing online learning is that the experience of teachers in mastering technology and preparing material properly can help students readiness for online learning and get learning outcomes that are in accordance with learning indicators.

According to Davis et al. [23], perceived usefulness refers to consumers' perceptions regarding the outcome of the experience. Perceived usefulness is in dealing with students who believe that using an online platform (Whatsapp) can improve their academic performance. Based on these two data, it can be seen that almost all students think that using Whatsapp helps to improve their understanding of English course materials. A tool would be used when it brings about improvement in the learning performance.

Attitude towards usage (ATU) has determined the intention to use a specific program or learning tool. Based on these two data, it can be seen that almost all students think that using Whatsapp is a good idea to improve their understanding of English course materials. Behavioral Intention to Use is a tendency to behavior to keep using a technology. Interest in user behavior is an attitude or behavior that tends to technology. Regarding the figure 4 above, the researchers, based on the questionnaire, can infer that ICT-based learning can be recommended as a viable application to support the learning classroom process in the future. Most students plan to use Whatsapp as an e-learning tool in the future. While based on the interview, most of the students stated that Whatsapp can be used continuously because it is easy in English course in the future. This finding was in line with Rukmi's study [24] stated that there was the positive perception of employing online collaborative platforms in Critical Reading class.

3. CONCLUSION

Based on the data analysis and discussion in the previous chapter, the researcher could like to give conclusion as follow Positive perception of the students about using Whatsapp to use online platform in English course that easily to use for them. While, negative perceptions of students including a lack of understanding of English subject matter during online learning and their achievement scores are also decreasing. The result shows that students of 8H in SMPN 1 Perak, Jombang hold positive perceptions towards the use of Whatsapp.

With this finding, students maintain that Whatsapp makes their learning easier and useful for their English course. Although there are some inputs related to the adjustment of materials related to English courses that are meeting the needs of students, as well as time adjustments between face-to-face meetings and online, most students are still interested in using Whatsapp as a distance education during the Covid-19 pandemic. Students also realize the importance of using technology to support their future learning process. Based on the discussion of the findings, it can be strongly recommended that teachers and students can maximize on utilizing WhatsApp in online learning. The students can study and learn in learning process anywhere while discussing together with teachers or friends without having to meet face to face quickly and easily. The students can frequently use WhatsApp to send assignments twice a week.

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