



Investigation of Students' Perception on English E-Learning during COVID-19 Pandemic

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Abstract - The objectives of this research are to analyze the students' perceptions of English e-learning during the COVID-19 pandemic and to find out the students' challenges in using e-learning for English learning during the COVID-19 pandemic. In addition, this research was conducted through a qualitative approach. The data of this research were taken from 30 eleventh-grade students of SMA Negeri 2 Dampelas. In collecting the data for this research, the researcher used questionnaires and interviews with the students. The questionnaire was used as the main instrument of this research and an interview was used to support the results of the questionnaire. The questionnaire was in the form of a statement and it included four degrees of answer options and four effectiveness leveling. Then, after analyzing the data obtained, it was concluded that the general perception of the students is that the implementation of English e-learning classes during the COVID-19 pandemic is inefficient. Additionally, it is found based on the interview that the teacher does not explain the material to the students in detail. The students think that e-learning is not effective enough for their improvements in the time of the pandemic. They also answered that it might not be because of the e-learning itself, but it is because of the way the teacher delivers the material. Moreover, there are four major challenges that the grade eleven students of SMA Negeri 2 Dampelas face. They are difficulties in understanding the material, unstable internet access, hard to concentrate, and laziness. These problems the students face are related to each other and affect the students' motivation in e-learning during the pandemic.

Keyword - Students' perceptions, e-learning.

I. INTRODUCTION

E-learning is a medium where a virtual discussion area is created in the face-to-face learning interactions. By implementing e-learning, teachers and students can put aside the place and time barriers that can be a learning challenge. Through this, learning can also be carried out by applying social media, namely YouTube, Instagram, and twitter to facilitate the learning process. E-learning also provides the networking ease and knowledge sharing chances, but it has also had negative effect regarding potentially wasting time (Brownson, 2014). The application of electronic devices like laptops, computers, and gadgets makes it easy to access the latest information by using internet service and network. Kirkwood & Price (2013) explain that e-learning provides a highly structured context that involves the students successfully and supports the achievement of their proficiencies, problem solving as well as teamwork. Electronic or online learning is employed to renew the process of the teaching and learning although it is done without the involvement of the face-to-face meetings (Febrianto et al., 2020). However, despite the popularity of online education, numerous groups of people avoid such methods intentionally, it is mostly due to a false impression. At the same time, put aside the rising popularity of online courses, traditional classroom training is the majority of the

students' choice and selection (Radha et al., 2020). Different from online learning, the classroom learning method is more real and students have an opportunity to debate, deliberate, and discuss with their class teachers and friends about a topic. Moreover, the implementation of e-learning is an evidence of the technological advancement of 4.0 in which the access to technology is freely opened and limitless, enabling the implementation of online or distance learning (Suryaman et al., 2020).

E-learning or online learning can be conducted through various online platforms. In Indonesia, the implementation of e-learning is mostly done by teachers using the WhatsApp application (Dewi, 2020; Gunawan et al., 2020; Purwanto et al., 2020). It is considered by the fact that most teachers and students or students' parents have this application on their smartphones and it is also the most stable application used under slow internet connection (Dhahir, 2020; Djamdjuri & Kamilah, 2020). WhatsApp as one platform in e-learning is necessary as it includes coordination and interaction between teachers and parents of students through video calls and documentations of students' learning activities at home as a form of reporting or coordinating that students are actually joining the home learning (Wicaksono & Rachmadyanti, 2017). Moreover, a number of studies regarding the implementation of e-learning teaching activities during the COVID-19 pandemic had been done by numerous researchers. This includes Mardiah (2020); Hidayat (2020); Muthuprasad et al. (2021); Yunita & Maisarah (2020); and Rahayu & Wirza (2020). All of them found that the necessity during COVID-19 pandemic impact the students' learning achievement. Further, they noted that implementing e-learning in teaching activities possess significant outcomes on the students' achievement.

The advantages of e-learning have not been greatly examined by researchers. However, the main benefit of e-learning is that it facilitates and supports the teaching and learning process between students and teachers during this pandemic (Asdar, 2020). To clarify the benefits, Al-Maqtri (2014) examined the effectiveness of on e-learning (e-learning) in the classroom. He found the following benefits: (1) e-learning meets everyone needs and necessity; (2) e-learning makes lectures limitlessly accessible; (3) online learning becomes media to free learning contents; (4) e-learning improves the transfer of learning materials; (5) online learning helps in creating new training of technological tools; and (6) e-learning makes the teaching learning process does not depend on the using of papers which gives less impact to the environment. Electronic educational courses can be employed doers in the field, epending on their availability and comfort. In addition, many people choose to learn at free times, especially on the weekends or after works. A prime benefit of e-learning is that it ensures that you are in beat with modern learners (Suprianto et al., 2020). This enables the learner to access updated content whenever they want it. As compared to traditional classroom teaching method, this mode has relatively quick delivery cycles. To sum up, the findings by Zboun & Farrah (2021) show that e-learning

provides the following benefits: (1) reachable and accessible; (2) efficient and low cost; and (3) versatile.

Purwanto et al. (2020) revealed some of the obstacles experienced by the students, teachers and parents regarding e-learning. Challenges related to students are related to limited communication or interaction among students, higher challenges experienced by those who have special educational needs, and take times to understand the material. Parents perceived the problem to be more related to the lack of disciplines on online learning as they spent more time to assist their children learn at home, especially for young learners of elementary schools, not proficient in technological skills, and bloated internet bills since online classes in the time of pandemic are not quite affordable for some (Lathifah et al., 2020). Lathifah et al. (2020) further explain that because of the slow internet network, the transmitted information or material experiences long time delay before being received by the students. Viewed from one of the influencing factors, the internet credits and quota are the primary problem during the e-learning process. It is because the internet credits and quota facilitate the online learning activities (Efriana, 2019). Additionally, the challenge for teachers in the e-learning process is that the assignments given to students are not entirely done by the students, there were parental guides during this process (Lathifah et al., 2020). Moreover, in some areas, slow connection and the unstable connection affect the insufficiency of supports during online learning. Some children often ignore e-learning. This results in kids and their parents forget some parts of the lessons provided by the teachers (Ludji & Marpaung, 2021).

II. THE STUDY

In the present study, we investigated the perceptions of the students on English e-learning during the COVID-19 pandemic and the challenges that the students face in the use of e-learning for English learning during the COVID-19 pandemic. Implementation of E-learning in the teaching and learning process certainly cannot be done in all schools, especially schools in remote areas with lack of facilities in the form of integrated technology to support the learning activities. This can be proven in SMA Negeri 2 Dampelas after the researcher did a preliminary interview on 25 January 2021 with one of the English teachers. The teacher said that there are some factors that cause the problems while implementing E-Learning in teaching and learning process. First, the teacher and students in that area do not fully understand about the utilization of e-learning as a medium in learning activities. This is because e-learning becomes a new thing that requires adaptation. Second, the internet network is still uneven in all corners of the area. Not all educational institutions, both elementary, junior high school and senior high school, can enjoy the internet. Even if there is an internet network, the condition is still unable to cover online media. The weak quality of the internet network prevents the e-learning process from running optimally. As a result, some students have difficulty understanding the subject matter given.

This online learning process also makes it difficult for teachers to measure the extent to which these students understand the material provided. The last factor deals with costs. Costs are also an obstacle because aspects of the welfare of teachers and students are still far from expectations. When they use their internet quota to meet their online media needs, they obviously cannot afford it. There is a dilemma in the use of online media, when the minister of education encourages productivity to move forward, the financial skills and abilities of teachers and students have not gone in the same direction on the other hand. Then, to investigate the perceptions of the students and the challenges they faced during the implementation of e-learning in the COVID-19 pandemic, we posed two questions: (1) what are the students' perceptions on the English e-learning during the COVID-19?; and (2) what are the challenges faced by students in the use of e-learning for English learning during the COVID-19 pandemic? Here, the researcher investigates the students' perceptions from four different effectiveness level namely: very effective, effective, ineffective, and very ineffective. The overall perceptions of the students placed into one of the categories.

III. THE METHOD OF RESEARCH

The present study was conducted through qualitative approach. Qualitative research is used to describe and analyze the abilities, forms, uniqueness, variations of words produced by teachers in implementing e-learning in the teaching process. According to Creswell (2014) qualitative research is a research with an approach purposed to understand the interpretation of individual or group and

exploring social or human problems. Moreover, for the design, the researcher applied survey research. Survey research deals with testing hypotheses or to answering questions about people's opinions on some problems. According to Mills & Gay (2016), survey researchers search for information that is revealed yet which is the reason why it is needed to be developed through an appropriate instrument. In line with the previous research questions, the application of descriptive qualitative research is the best to meet the objectives of the research.

A. *The Participants*

The eleventh grade students of SMA Negeri 2 Dampelas were selected as the participants of the study. The total number of population at the eleventh grade of SMA Negeri 2 Dampelas is 144 students. In selecting the subject of the research, the researcher used snowball sampling technique. Moreover, the number of samples that was used in this research was 30 students.

B. *The Data Collection*

There were some procedures that the researcher conducted to support the success of the research. First, the researcher used questionnaire and in-depth semi-structured interview as the instrument to collect the data from the students and the teacher. The questionnaire consisted of 12 items. In this part, every answer from the students was not scored because all answers were true. However, the students' answers were analyzed and explained. Second, after obtaining the students' answers on the questionnaire, the researcher interviewed the English teacher. The interviews for teachers and students

consisted of 10 items about e-learning in which the teachers and the students were asked about the implementation of e-learning during the COVID-19 pandemic. The interview is the semi-structured interview and involved open-ended questions. Third, the answers of the interview were used to support the result of the students' questionnaire. Additionally, to fill up the questionnaire, the students were asked to complete their identity on the form provided. Then, the students were asked to read every item carefully. They were also told that they have to answer the items based on their perception and they had to select one among the strongly agree, agree, disagree, and strongly disagree answers. Finally, the students were also reminded that there were no incorrect answers.

C. The Data Analysis

The process of data analysis was undertaken when the researcher was finished conducting the research. After the researcher collected all of data from the questionnaire and interview, the researcher analyzed the data. Basic principle of qualitative research is that data analysis should be conducted simultaneously with the data collection. The data analysis comprised data reduction, data display, conclusion and verification (Male, 2016). The description of data analysis by Male (2016) includes data reduction, data display, and drawing conclusion.

In the questionnaire items, the researcher provided four degree of answer option, namely: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). Also, the responses based on the four degrees of answer option are categorized into four levels of effectiveness, namely: Very Effective, Effective, Ineffective, and Very Ineffective. Then, to get the general perception of the students, the researcher categorized the four degrees of responses into four levelings. They are: (1) SA = very effective; (2) A = effective; (3) D = ineffective; and SD = very ineffective. Based on this understanding, it is then concluded that the answer option appeared the most is the effectiveness level of the students' perceptions.

IV. RESULTS

A. Questionnaire Results (Students' Perceptions)

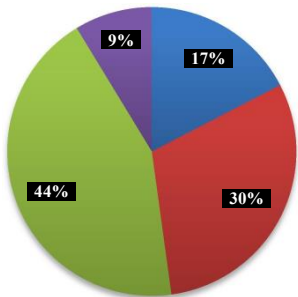
The statements used in the questionnaire answer the first problem statement which is about the students' perceptions on the e-learning implementation during the COVID-19 pandemic. The questionnaire was given to the students in June 17th, 2021. In obtaining the students' responses, each statement is provided with four degree of agreement or answer option to be selected by the students which is also known as Likert scale. They are SS (Strongly Agree), A (Agree), D (Disagree), and SD (Strongly Disagree). The result of the data is shown in the percentage form. The percentage is obtained by dividing the obtained answers with the number of

students and multiplied by 100.

NO	Answers	Frequency	Percentage
1	E-learning provides me with many and broad sources of learning materials.	A	18 60%
		D	12 40%
2	E-learning provides me more time to explore learning sources.	A	15 50%
		D	15 50%
3	Through e-learning, I understand more about a given topic.	D	27 90%
		SD	3 10%
4	E-learning helps me improve my learning motivation.	D	30 100%
5	E-learning facilitates More independent in the learning process.	SA	3 10%
		A	21 70%
		D	6 20%
6	E-learning improves myself-discipline.	A	3 10%
		D	27 90%
7	My self-confidence is improved through learning	A	3 10%
		D	27 90%
8	E-learning also helps me improve my skill on	SA	15 50%

computer technology/ICT	A	1	40%
		2	
	D	3	10%
9. E-learning makes the learning process more enjoyable.	D	2	80%
		4	
	S	6	20%
	D		
10. E-learning improves the interaction of my friends, the teacher, and I.	D	3	100%
		0	%
11. I find problems in E-Learning.	S	2	80%
	A	4	
	A	6	20%
12. Connectivity is the main challenge of e-learning.	S	3	100%
	A	0	%

Figure 1
Frequency Percentage of the Students' Responses



B. Interview Results

➤ Results of Interview with Students

In giving interview to the students, the researcher adjusted the content of the interview to the content of the questionnaire. The point is the same which is to see the students' perception on English e-learning during the COVID-19 pandemic. Additionally, interview results are used to make sure or to clarify the students' answers in the questionnaire. In this point, the researcher elaborates the results of the interview with 15 students who were given the interview. In the first item of the interview, the researcher asked the students about their perceptions on the teacher's role in e-learning. In line with it, most of the students answered that the materials were not fully explained by the teacher. The students were only asked to do the task given by the teacher and submit it a few days after. There are also some students responded that they forgot the materials given by the teacher because of the limited explanation provided with it and also because they were only given the examples. Some of the students' answers are:

In the second item of the interview, the researcher asked the students' perceptions about whether or not the teacher connects the lesson to

the syllabus or is the material stated in the syllabus. Before that, the researcher explained to the students of what syllabus is. Majority of the students answered that the teacher connected the materials with syllabus. As explained by the students in the interview that it is because the material given by the teacher can be found in the handbook. They added that the materials given to them can also be found on the internet because the teacher also used online sources. In the third item of the interview, the researcher asked the students' perceptions about whether or not e-learning is effective to be implemented in the time of COVID-19 pandemic. From 15 interviewees, there were 11 students answered that e-learning is not effective to be implemented in their class during the pandemic. Additionally, majority of the students also answered that it is because they were only given the task and no explanations. Some of them also preferred face-to-face meetings in school because they could understand the materials more as they said. In addition, there were only two students who answered yes, but their answers were followed by additional explanation that they did not have to come to school to study.

In the fourth item of the interview, the researcher asked the students' perceptions about their English skill improvement through e-learning during the COVID-19 pandemic. Most of the students answered that they had no improvement in English through e-learning during the pandemic. It is because the students felt not motivated when the materials were not explained clearly. Some others also responded that they only understood a little of the materials given. In the fifth item of the interview, the researcher asked the students' perceptions about the question-answer session in e-learning done by the teacher and the students. Based on the results of the interview, majority of the students answered that there was no such thing as the question-answer session in e-learning done by the teacher and the students. The students explained that the teacher only asked them to do the task and check out the material and its example on WhatsApp. Another student explained that there was no question-answer session because the time is limited. Therefore, some of the students decided to just silent in class.

In the sixth item of the interview, the researcher asked about the students' perceptions on their self-discipline and self-confidence in e-learning during the pandemic. The answers of the students showed that they disagreed if e-learning improves their self-confidence and self-discipline during the pandemic. Majority of the students said that they had no improvement because they just got lazier. Some of the students said that because they did not understand the material given by the teacher, they became not confident during the e-learning activities. Some others said that they were not sure about the improvement they had. They just felt that they did not have improvement on self-discipline and self-confidence. In the

seventh item of the interview, the researcher asked about the students' perceptions on the improvement of their ICT skills. In this part of the interview, almost all students answered that they had improvement on ICT skills during the pandemic through e-learning. Students replied that they got more proficient on using online applications like zoom and google classroom. They became more proficient because they used their smartphones or technological tools everytime. Two of the students answered that ICT skills refer to how well a student uses computers and here, they used only smartphones, not computer, so the two students answered that they did not think that his/her ICT skills improved.

In the eighth item of the interview, the researcher asked about the students' perceptions on the difficulties they face through e-learning in the time of COVID-19 pandemic. As connected to the previous answers of the students, they explained that it is very difficult for the students to understand the material given by the teacher.

The students also responded that the internet connection has always become the problem. The feeling of unmotivated was another problem by the students. Some of the students responded that hard to concentrate disturbed them to learn English.

➤ Results of Interview with Teachers

The interview with the teachers was conducted to support the results of the interview with the students. The contents of the interview with the teachers are about the applications they use in e-learning, their opinion about e-learning during the pandemic, whether or not the e-learning process runs well, and problems they have about e-learning. Below, the researcher provides the results of the interview with three teachers of different subjects in school. The data of the interview with the teachers have been elaborated in the following table.

Interview Items(About)

Table 2
Results of Interview with the Teachers

	Teacher 1	Teacher 2	Teacher 3
Commonly Used Applications	<ul style="list-style-type: none"> • WhatsApp • Zoom 		
Opinion of e-learning during the pandemic	<ul style="list-style-type: none"> • All e-learning platforms are good, especially in the technological era. • WhatsApp • Google Classroom • Zoom • Using electronic applications is good, but it has to be supported by • WhatsApp • Zoom • It is good. Using electronic media or electronic application gives 		

ether or not the e-learning process runs well.

blems the teachers face during the e-learning process.

- It is running well so far although there are some problems happen during the process of e-learning.
- Problems happen, even at the conventional teaching style at school. During this pandemic, every learning activity is carried out online.

those in the educational field.

- It runs well. Just a little bit of connection and infrastructures issues.

- The usually-faced problem is unreadiness because of the age factor.

more insight of globalization.

- There are some disadvantages, but it is normal to remember that it is just the beginning of the application.
- The main problems are not only the unreadiness on e-learning implementation, but also the internet connection issue.

III. DISCUSSION

A. Students' Perceptions on the English e-learning during the COVID-19 Pandemic

The students' responses are categorized based on the four levelling: (1) very effective; (2) effective; (3) ineffective; and (4) very ineffective. Then, to get the general perception of the students, the researcher categorized the four degrees of responses into four levelings. They are (1) SA = very effective; (2) A = effective; (3) D = ineffective; and SD = very ineffective. In addition, to conclude which one is the general perception of the students, we need to consider the percentage frequency of responses. Therefore, since the "Disagree response" appeared the most, we can conclude that the general perception of the students is that the implementation of e-learning in English class during the COVID-19 pandemic is inefficient.

TABEL 3. GENERAL PERCEPTION OF THE STUDENTS

Degrees	Effectiveness Level	Frequency Percentage
SA	Very Effective	17%
A	Effective	30%
D	Ineffective	44%
SD	Very Ineffective	9%

B. Challenges Faced by the Students in the Use of e-learning for English Learning during the COVID-19 Pandemic

Many students have different perceptions on the use of e-learning in their daily school life. It has been shown by the eleventh grade students of SMA Negeri 2 Dampelas. They have stated in the questionnaire that the use of e-learning they have experienced in their class is not really optimum. They also added that this is either because e-learning itself is not appropriate for them or because the teacher does not use it properly. Furthermore, they all agreed that e-learning gives them some problems or challenges.

There are many challenges that students may face in the implementation of e-learning. It is found by Venkataraman (2020) that there are at least 13 challenges the students may face. They are: various learning styles, slow network or internet access, lack of knowledge in technology, low self-motivation, problems regarding compatibility, inaction (the time is up and the students have not finished a course), technological issues, less interaction among students, difficulties in understanding the course, less productive in the communication skill, incommited students, and demotivating condition and situation. However, based on the interview with 15 eleventh grade students of SMA Negeri 2 Dampelas, the researcher found that they find four major challenges. They are: difficult to understand the material, internet access, hard to concentrate, and the feeling of

unmotivated or laziness.

In line with the first challenge the students face, they explained in the interview that it is difficult for them to understand the material because the teacher does not provide them with clear explanations, the teacher even does not explain the material, and the teacher directly sends them the tasks to get done and submitted through WA. The way that the teachers of SMA Negeri 2 Dampelas teach the students is inconsistent. This is the same as the findings by Rababah & Jordan (2020) that the instructors' different or inconsistent teaching styles result in the students demotivation of learning. It is also because rural students and teachers are not perfectly trained to apply technological-related platforms which cause them difficulties to use the platforms properly and supposedly (Rababah & Jordan, 2020; Perera & Gamage, 2021). In line with the second challenge, the students explained that the connection in their place is unstable. Some of them explained that it is because they live in a remote area or a place that is far from the internet provider/tower. Also, the students explained that some of them do not own smartphones, so that they have to borrow their friends' or parents' smartphones. This problem is the one that is faced the most by Indonesian students (Yuzulia, 2021). Surprisingly, none of the students complained about the price of the internet credits.

In line with the third challenge in e-learning, the students explained that it is difficult to concentrate because they are distracted by the connection problem and the material which is hard to understand. The material is difficult for students to understand because it is not comprehensive or because most teachers do not know how to operate electronic devices (Efriana, 2021). The solutions for the problems as suggested by Efriana (2021) are for the teachers to prepare more interesting learning materials and start to use simple and easy-access electronic platforms in teaching the students. Finally, the students explained that they feel unmotivated during e-learning because of the previous challenges they face. Since the teacher does not really provide them with detailed explanations, with the internet connection is unstable, and difficulty to concentrate on the material and the task given; the students then feel unmotivated and lazy during the class. This is explained by Coman (2020) as technical-related issues which include: slow or poor internet connections, signal loss, less numbers of adequate digital devices, especially for those living in rural areas or students from families with low incomes. This can be changed by providing the students with correct motivation and views toward e-learning itself (Zalat et al., 2021).

Based on the description and discussion above, it is concluded that e-learning still facing many problems in its implementation at SMA Negeri 2 Dampelas. It happens because natural condition of the students that they are not able yet to follow the e-learning system because of technical issues. It is found to be important to expand the internet access in rural areas such as Dampelas region because this is the main problem of the students' motivation. The study also signifies that

the students' motivation lost because of their opinion that conventional learning in school is much better than the e-learning from home. Therefore, the teaching process does not run well. Also, teachers mostly send the learning materials without any further explanation which makes the students more anxious and less motivated because they cannot understand the lesson well. This happens in most Indonesian schools (Yuzulia, 2021).

Furthermore, the researcher also provides the point of view of the teachers regarding e-learning. Based on the interview with the teachers, it is found that the teachers use WA most frequently because of its easy access. It does not need a strong and stable connection. Regarding e-learning, the teachers think that using electronic applications is actually good, but everyone that involves in this process should be well educated about media technology first. It needs preparations because there are some teachers who are not prepared for this change. In addition, most of the teachers responded that positive sides of e-learning are that they are more aware of recent technology and teaching styles. They also responded that e-learning runs quite well so far since the first time they used it even though there are still some problems happen. Not so different from the students, the teachers' problems deal with the internet connection which is unstable, the feeling of un-prepared, and unsatisfying results of the students' achievement.

In conclusion, the four main challenges faced by the students are related to each other. The first and second challenges faced by the students really affect their achievement and perceptions in e-learning. The first problem regarding the material delivery can be solved by providing the students with detailed explanations, but the second problem can only be solved by the internet provider itself since the internet access cannot reach every part of Dampelas region. Additionally, it is also found that the synergy between all parties included in the educational process is needed. The teachers cannot be blamed because some of them are not prepared for applying technological tools.

IV. IMPLICATIONS

It is no doubt that e-learning accommodates the students' needs during the pandemic. This digital revolution has led to uncountable changes dealing with how the content of learning is accessed, consumed, discussed, and shared. Due to this, we recommended that: (1) it is important to deliver the material in a way that it covers the students' preferences; (2) it is important to be motivated during the e-learning activities; and (3) there has to be instructional materials designed specifically for e-learning implementation. It is also found to be

important to use both target language and mother tongue so that the process will run smoothly.

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