



## THE IMPLEMENTATION OF ONLINE LEARNING IN ENGLISH LANGUAGE TEACHING DURING PANDEMIC: THE TEACHERS' VOICE

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### Abstract

This study aims to explore the implementation of website that used in MAN 2 Bandarlampung. To overcome the problem structurally, the theoretical framework by discussing about theory and approach was conducted. The theories applied helped in finding out the implementation of this website. Meanwhile the approach was emphasized on one approach that is online media learning in the learning process during pandemic. Moreover, this analysis applied descriptive qualitative method to depict clearly about the problem by using the words. The result of this analysis shows that the use of online learning, especially *Rumah Belajar* brings some factors for the teachers in deliver the material. First factor is from the technology, it has some benefits and also problems for the teacher. The second factor is the teachers' behavior in using this website. It can be concluded this website is quite good to help the teacher to do the learning process during pandemic because this website has covered the teachers need, but the school has not explained some features, so it hinders the teacher from doing their best. The implementation of *Rumah Belajar* during pandemic must have sufficient training to help teachers do their teaching during e-learning maximally. As a result, *Rumah Belajar* during pandemic can assist in the implementation of online learning.

**Keywords:** *online learning; pandemic; Rumah Belajar*

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## INTRODUCTION

Nowadays, Covid-19 disease has seriously affected many human life aspects. Its gigantic impact has influenced numerous sectors, such as economy, politic, health, and education. Education sector has been one of the big areas that get impact by Covid-19 disease. In order to minimizing the transmission of infectious diseases, the Minister of Education makes policies for students and also the teacher to do the learning process at home. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. The government does not limit the platforms on specific application on conducting E-Learning because it is based on the environment of each school. Thus, some schools use social media or applications during covid-19 disease as many research also have been conducted that social media and applications can be used to teach English because it suits students' character (Oktaviani and Desiarti, 2017), improves their autonomous learning (Aminatun and Oktaviani, 2019), and boost their understanding (Oktaviani et. al, 2020).

Moreover, some schools in secondary level in Indonesia have used the website E-Learning as their media learning. Some schools make their own website to do online learning as well as government also provides a website namely *Rumah Belajar* to help both teachers and students to conduct online learning. Every website has its own features to helps teachers to create an online classroom area in which all of the documentation their students need can be handled. Then, how can students learn English online while the fact that learning English in class is still hard for some students? It does not rule out the possibility that we would find the problems in using e-learning. The researchers have an opportunity to teach online learning to Senior High School students during this Pandemic. For at least one month, the researchers found some experiences while teaching students with online learning, and even it is the advantage or disadvantage to teaching students using the website as media learning. The teachers could not face their students normally, but they still have to teach them. So, the teachers were using the website as a media for their online learning. This is not the first time in education to teach students in online learning, the study was conducted by Yanti (2018) in secondary level of school in Pasaman,

city of West Sumatera, Indonesia, showed that more than a half of teacher-reported positive perception about the use of E-Learning. In the result of the data, 55% of teachers reported positive perceptions about perceived ease of use, and 25% strongly agree that e-learning is useful for the teacher. Having a website of online learning as the platform helps the educator to record the discussions' results which later would be used to assess their performance (Ayu, 2020). Another teacher also agreed that the utilize of e-learning was helpful for students' engagement. Teachers perceived the implementation of online learning as very helpful to conduct their virtual classroom. Moreover, implementation e-learning saves their time much. Teachers no need to spend time copying materials and distribute them to students. Through one click, all the materials can easily be admitted. This is the benefit of using technology which can save time, so teachers would have more spare time to prepare the lessons (Beuning, 2014).

Further, in researchers' experience, while teaching with online learning, this media makes all students and teachers easy to do their own work. Teachers can still make an assignment, an announcement, store classroom materials, and allow students to interact with each other. The teacher can still make a deadline for the student, so the assignment will be clear. Then, for the students, they still have material from the teacher, even if it is a video or slide that can be used and students can still interact with their friends if there is any discussion on some topics (Ayu, 2018; Sari and Oktaviani, 2021). So, e-learning is good enough to complete the learning process. There are discussions, tools for material, deadline, asking and questions can be done in E-learning. However, the learning process depends on the teachers in how they guide the students, creating the teaching-learning process becomes comfortable, and teachers need to have a clear understanding of their teaching background and the challenges and opportunities available in the online setting to plan effectively for e-Learning (Yuliansyah & Ayu, 2021). Previous research on teacher concerns and technology adoption challenges suggests that significant professional development of teachers should be considered in the interests of teachers (Rakes, 2015).

Besides implementation e-learning, there are some problems that can affect the learning process inside. The researchers also faced these problems when teaching online learning, since there are many differences in students' areas that can not be accessed by the internet, it truly affected their learning process. Sometimes they cannot download the material or even cannot open the website because their houses do not have internet access. Further, not only the internet access, it because some students do not have their own phone. Many students used their parents' phones to access the website because they limit access to their phones. So, they cannot directly do the assignment or download the assignment because of this situation. Since some families have parents home all day, while other parents have to go to work, then some school systems do online classes all day long, and students are completely involved and have a lot of homework, and there is not anything that parents need to do. We can look back to the Influenza Pandemic in 1918, in which both teachers and students that all them did not have a handphone. To solve this problem, students during the 1918 pandemic took care of their learning without access to their teachers: they read the few books they had, kept journals, and wrote extensive letters. So it means students must not depend on the media, they must find other media to learn English in this Pandemic.

In this study, the researchers would like to find the implementation and the benefits of using website *Rumah Belajar* for e-learning in detail based on teachers' point of view in the online learning English process, whether the teachers could implement website *Rumah Belajar* maximally.

### ***Literature review***

There are some similar kinds of literature with this study. First, the study was conducted by Sabar (2011) at the International English School. The research was a descriptive qualitative study conducted Central Office of Briton International English School of Makassar located on Jl. Lasinrang. The method of obtaining the data was recording, interview with 7 informants, class observation, documentation, and literature study. The data were analyzed by using Miles dan Huberman interactive model. The research results reveal that the multimedia center in Briton International English School of Makassar has a role as a supporting facility for the syllabus of English learning process in Briton International English School of Makassar. It functions as a facility to access the Web (E-Learning), as an interesting and attractive learning facility to the students since they are more closely related to information and communication technology of English learning process, and a facility for the students to get together have a discussion.

Second, the study was conducted by Alhumaid (2020) at the university level. The participants in the research were 30 university-level instructors from Rawalpindi, Pakistan. The study aims to examine the teachers' perceptions regarding online learning as a substitute for formal education. By using the Technology Acceptance Model (TAM) as the conceptual framework. The finding revealed a positive relationship between technology acceptance and eLearning during Covid-19 in Pakistan. Overall, the respondents expressed a favorable opinion concerning e-Learning acceptance during the lockdown situation and its impacts on students' academic performance. This meant that utilize technology has been familiar for the instructor. Then, e-learning itself

became a source of data. This was to determine how much students were using the platform, but also how they were interacting with other students and the platform itself.

Third, the study was conducted by Tanveer (2015) at the University College. Following the qualitative and quantitative research approaches, the study interviewed 8 English lecturers and administered a five-point Likert scale questionnaire with 46 learners. The qualitative data were analyzed using a coding system, and quantitative data were analyzed using a computer excel program to get the highest and lowest percentage of subjects' responses. The study tried to explore the perceptions of students and teachers regarding the use of e-learning pedagogical tools in a language classroom, the challenges they face, and some strategies to enhance the practical application of e-learning tools in classroom-based language teaching. The finding showed that both teachers and learners perceive that e-learning: helps students take ownership of their learning, provides diversification of activities, fosters intrinsic impetus of education, enables introverted students to interact better, permits acquiring valuable study and time management skills, allows teachers to have more student-centered form of learning, etc. So it means that overall, respondents are satisfied with e-learning, thus show it is effective as an active learning tool.

With the previous study, this study has a distinct study design, setting, and participant. Most of the previous studies used qualitative research such as surveys, interview, and observation. This performed in the second grade of senior high school, using a qualitative approach by performing observation and interview. In this study, the researchers would like to find out implementation *Rumah Belajar* as the platform of e-learning to help teachers teach English at second grade of senior high school in this Pandemic-Covid.

## RESEARCH METHOD

### *Research Design*

The researchers used qualitative research and got data from the teacher teaching students in second grade. The researchers asked a list of questions that are related to the issues in this study. One of the most popular qualitative methods of research is performing in-depth interviews. It is a private interview that is conducted with one respondent at a time. This is strictly a form of discussion and encouragement.

The study planned to observe the teacher when they were using *Rumah Belajar*, then, the researchers interviewed the teacher in the school. After conducting the observation and interview, the researchers could interpret the data by comparing the data in observation and interview. The data can show whether there is a benefit in implementing e-learning in a pandemic situation

### *Population and Sample*

The study was conducted in MAN 2 Bandar Lampung in the academic year of 2020/2021. The population of this study was English teachers in second grade in MAN 2 Bandar Lampung. There were three-second grade English teachers at MAN 2 Bandar Lampung were selected as the sample. They were the teachers who taught in second grade students using *Rumah Belajar*.

### *Data Collection Technique*

The researchers used observation non-participant to collect the data, so the researchers became observer of the object to be studied, without being directly involved in the learning process to find out the problems and know how to utilize *Rumah Belajar* online learning during this pandemic. For this research, the researchers divided the observation into two aspects, the first one, observing teachers' behaviour when teaching using *Rumah Belajar*, and the second aspect was about the technology.

Tabel 1. Research Aspects

No.	Aspect	Parts of aspect
1.	Teachers' Behavior	1. Interaction between students and teacher 2. Result of the students assignment 3. In response students' question 4. In delivering material
2.	Technology	1. Fluency in using <i>Rumah Belajar</i> 2. Need training or not 3. The comfortable in using <i>Rumah Belajar</i>

## FINDINGS AND DISCUSSION

To find out the teachers' voice about the implementation of online learning in teaching English during pandemic, the researchers used observation sheet with two main aspects, namely teachers' behavior consists of interaction between students and teacher, result of students' assignment, response students' question, and delivering material. The second aspect is technology which focuses on fluency in using *Rumah Belajar*, need

training or not, and the comfort in using *Rumah Belajar*. All of these aspects were implemented in the observation done by the researchers and described descriptively.

### Teachers' Behaviour

In teachers' behavior, the researchers have to focus in some aspects there are interaction between students and teacher, result of students' assignment, response to students' question, and delivering material, so it could help the researchers to found the answer from the first question, implementationg e-learning for teaching English. The researchers have observed three teachers with observation sheets. The participants who have been observed were the English teacher in MAN 2 Bandar Lampung who used *Rumah Belajar* for one month. The statements used yes and no to make it specific and help the researchers to identify the data. From the observation, the researchers found out that two of three teachers felt *Rumah Belajar* could not support the teacher do the learning process, and other results would be explained below in the form of percentage in the observation sheet.

Table 2. Result of Observation Sheet (Teachers' Behavior Aspect)

Teachers' Behavior	Yes %	No %
The interaction between students and teacher run well	0	100
The result of the students assignment help teacher to assess students	3.3	66.7
The teachers could response students' question	0	100
The teacher could delivering material well	100	0

In general, from the result of this research, the researchers found that three teachers said the interaction between students and teachers could not run well in the first point. The teachers said they had difficulty with the features because the trainer did not explain the chat feature. So when they have a discussion, they used other media. From the first point, it could say that the teachers cannot utilize *Rumah Belajar* well because as they should have interaction with students, but in using *Rumah Belajar*, they could not do that. In the second point, the first teacher said that the result of students' assignments help her to assess students ability in learning English. Then other teachers said they did not feel that students' assignment can help teachers to assess students because they feel the answers are not their own answer. From this point, the utilization of *Rumah Belajar* seems less in teaching English because the system cannot check if the answers of students' assignments are real from their own or copied from another website. So in this part, teachers could not measure their students if their students understand the material. The third point, as explained before that the teachers have not trained well about the chat feature in *Rumah Belajar*, so both students and teachers can not use chat features, then if they want to have a conversation, they used other media. This point could not judge that *Rumah Belajar* seems useless for teaching English, but it can be a factor that school also could be caused by the implementationg itself. About the last point, all teachers said they could deliver material well because they have trained about how to do the learning process well in *Rumah Belajar*.

### Technology

For this section, the researchers have to focus on some aspects such as fluency in using *Rumah Belajar*, the needs of teachers using this media, and the comfortable using *Rumah Belajar*. Then the result of data would help the researchers to find out the answer from the first question in this study. The data below show the technology aspect in the form of percentage in the observation sheet.

Table 3. Result of Observation Sheet (Technology Aspect)

Technology	Yes %	No %
The teacher could use <i>Rumah Belajar</i> fluently	33,3	66,7
The teachers need training or not	100	0
The teacher is comfortable in using <i>Rumah Belajar</i>	66,7	33,3

Look at the table above, in the first point, in Yes score there is 33,3% which means one teacher said that she could utilize *Rumah Belajar* well because she can use *Rumah Belajar* fluently since the teacher feels that she has enough training to use *Rumah Belajar* for the learning process so that the teacher could run the learning process well except the discussion. Then others teachers who said No could not fully utilize *Rumah Belajar* because they could not use *Rumah Belajar* fluently then based on that result, they need more training because they think that many features in *Rumah Belajar* that has not been trained for them, so they could not use *Rumah Belajar* properly. There is 100% Yes score in the second point, which means all the teachers feel they would utilize *Rumah Belajar* fully if they have more training to learn how to use *Rumah Belajar*. As explained before that many features in *Rumah Belajar* have not trained yet. Then the last point, there is 66,7% for Yes score which means two teachers said they feel comfortable using *Rumah Belajar* because, in the previous media, they

only have a conversation with the students and they have to more effort to explain about the material, then in *Rumah Belajar*, they can store all the material so the students can access the material and learn from that. Then another teacher said she did not feel comfortable with *Rumah Belajar* because she could not do more in *Rumah Belajar*. She can only store the material and assignment without discussing with the students.

## DISCUSSION

This study focuses on implementation online learning during pandemic at MAN 2 Bandar Lampung. The researchers observed three English teachers based on some aspects. The first part is about teachers' behavior in using *Rumah Belajar* for e-learning media during pandemic Covid-19. According to the observation conducted with three English teachers, training before using the media in learning online is important. Adeniyi (1995) observed and said that staff training & development is a work or an activity that contributes to the overall effectiveness & profitability of the organization. Training should provide a systematic approach to a human being. The school must facilitate teachers with full training to make the learning process run well. As we can see from teachers' answers, a lack of training can hinder the learning process. If the teachers have enough training, it will maximize the utilization of E-Learning because they have some information to use E-Learning *Rumah Belajar* as media for teaching English.

Moreover, many schools lack necessary e-learning equipment, such as highly efficient devices and Internet connections. Teachers also lack skills in computer literacy and self-motivation (Randy, 2011). From those data, we can conclude the aspects of the table interview such as usefulness, ease of use, ease of learning, and satisfaction. From the usefulness, we can see from the data that the teachers have problems when using E-Learning *Rumah Belajar* to teach English. The teachers feel this website will be useful if they have enough training for *Rumah Belajar*. In the features, *Rumah Belajar* has covered the teachers' needs like quiz, lessons, and also chat, but unfortunately, they have not trained thoroughly to use the features. So far, the learning process has run well, but it can not run at *Rumah Belajar* because of the lack of training for the discussion. This is one of the problems in the aspect of usefulness for E-Learning *Rumah Belajar*. Then for ease of use, all of the English teachers said *Rumah Belajar* is the ease of use because they can access it everywhere and every time. It can be accessed easily by phone or even by laptop. So, the researchers did not find the problem in this aspect. Further, it is easy for how to run the learning process because they served all the teacher needs, like how to store the material and even assignment. So for ease of use, the teachers can easily use it for access and run the learning process according to the lesson plan. Next, for the aspect of ease of learning, teachers are not completely easy for them, but it is easy for students because they need to download the material and submit the assignment. But for the teacher, they have problems that are appropriate with this aspect, from the attendance, they spent a lot of time for the attendance because the attendance was randomly arranged.

Then for the assessment, they do not get the specific graph for each question. But as explained before, the learning process it could run well because the features have covered it. The last is satisfaction, two teachers of three teachers said they are not satisfied with *Rumah Belajar* because they lack the training to use *Rumah Belajar*. It showed that E-Learning *Rumah Belajar* still has problems when the teacher utilizes it as media for the learning process in this pandemic. But besides that, one teacher said, she is quite satisfied to use *Rumah Belajar* as media for e-learning because it has covered all the features that teachers need since this website has some drawbacks, but for her, it is not a reason to hinder the learning process. From those aspects, the researchers concludes that *Rumah Belajar* is good for the features and the access, but unfortunately, it can not be useful for the teacher from the school that lacks training. The teacher can maximize the utilization of *Rumah Belajar*, but the school could not facilitate them maximally, and it brings problems for the teacher when implementing *Rumah Belajar* as media for the learning process during a pandemic. According to the previous study, Allan (2018), another essential and substantial determinant of perceived ease of use and intention to use e-learning technology was machine self-efficacy. It is important to increase teachers' interest in using technology in general, as this will increase their ability to use other forms of e-learning technology in the future, teachers' optimistic attitudes toward technology are thought to be a crucial factor in promoting technology incorporation in teaching and learning (Yuen, 1999).

E-learning is considered a new solution to bridge the inequality gap in education in many developing countries, i.e., Pakistan, Nigeria, and Thailand (Iqbal, 2010; Folorunso, 2006). However, this media still has advantages and disadvantages for teachers. Based on the observation and interview results, the researchers can give the idea that there are more disadvantages than advantages because this is the first time it has been implemented in Indonesia, especially during the COVID-19 pandemic. Moreover, self-efficacy, described as assumptions regarding one's ability to perform a particular behavior, was proposed by social cognitive theory in the assumption that our perceptions of positive outcomes of behavior would be irrelevant if we questioned our ability to implement the behavior in the first place effectively. The theory is based on the idea that an individual's ability to use technology effectively is linked to decisions about whether and how often to use technology and their ability to learn from training.

The second part is technology. According to the results, the teacher could easily access and store the material on this website because the teacher only needs a link to open the website. Then, this link can be opened on the phone or even laptop. So, the teachers can open the website everywhere and every time. Then in making the class, the teacher can ask the IT team to take the class because they need a code, but the IT team only makes this code. Further, this website needs internet access, so if the teachers want to use the website, they must prepare a good connection to open the link. The teachers answer, so far they have not a problem with the internet connection. Also, this media provide a link to youtube in the lesson part, the special is the students do not need to click the link to open the video, but *Rumah Belajar* made it play directly in *Rumah Belajar*. So, *Rumah Belajar* has covered teachers' needs, but there are some aspects that schools need to pay attention to this website, so it will not hinder the learning process. This result refers to the previous study from Tanveer (2015) to the University College that the finding showed that both teachers and learners perceive that e-learning: helps students take ownership of their learning, provides diversification of activities, fosters intrinsic impetus of learning, enables introverted students to interact better, permits acquiring valuable study and time management skills, allows teachers to have more student-centered form of learning, etc. So it means that overall respondents are satisfied with e-learning thus showing it is effective as an active learning tool. However, according to several reports, the effective pedagogical use of technology is dependent on teachers' attitudes and acceptance of technology. A well-defined framework is needed to predict and understand teachers' technology use and acceptance (Allan, 2008). If they can accept by learning and improving their technology knowledge, the learning process would continue in the framework of pursuing media for distance learning and reduce their dilemma in using technology for teaching (Oktaviani and Sari, 2020).

Shaharane (2018) discovered that one of the most common explanations for teachers' negative attitudes toward computers is a lack of awareness and experience in the field. Refer to the previous study from Sabar (2011) to the International English School. The research results reveal that the multimedia center in Briton International English School of Makassar has a role as a supporting facility for the syllabus of English learning process in Briton International English School of Makassar. It functions as a facility to access the Web (-E-Learning), as an interesting and attractive learning facility to the students since they are more closely related to information and communication technology of the English learning process, and a facility for the students to get together and have a discussion. As a result, it is beneficial to create a school atmosphere that allows teachers to gain more hands-on experience with new technologies (Mafa, 2018), as Ayu, Sari, and Muhaqiqin (2021) found that teachers' growth necessitates not only providing additional training opportunities but also assisting them in experimenting with technology before they can use it in their classroom. Further, another hope is that the COVID-19 pandemic will soon end, the learning process will proceed as usual through face-to-face.

## CONCLUSION

Based on the discussed findings, the researchers concludes that the understanding of *Rumah Belajar* has covered the teachers' need to do the learning process according to the lesson plan during this Covid-19 pandemic. The utilization of *Rumah Belajar* has several advantages and disadvantages. However, more disadvantages than advantages. This is because it is the first time to use *Rumah Belajar* during the COVID-19 pandemic. In addition, other factors that cause the weakness of *Rumah Belajar* in terms of usefulness, ease of learning, and satisfaction are still weak. The implementation of *Rumah Belajar* during COVID-19 pandemics must have sufficient training to help teachers do their teaching during e-learning maximally. This training can cover the teachers' ignorance when using this website. According to the result, the weaknesses are because of lack of training from the school. The researchers can conclude this website is quite good to help the teacher to do the learning process during pandemic because this website has covered the teachers need, but the school has not explained some features, so it hinders the teacher from doing their best. Teachers resist adopting from traditional classrooms to computer-led training in virtual classrooms. The expectation of implementation of *Rumah Belajar* during COVID-19 can assist in the implementation of distance learning.

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