

Implementation of E-learning in EFL Context during COVID-19: Teachers' and Students' Views at One School

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ABSTRACT

The present study reports the implementation of e-learning in English language teaching during the COVID-19 pandemic at one of the private high schools in Indonesia viewed from teachers' and students' perspectives. Using a qualitative study, the data were garnered through semi-structured interviews with an English teacher, a principal who also teaches English, and students. The result reveals that both teachers and students have the same responses to e-learning practices. There were three stages in implementing e-learning: preparation, implementation, and evaluation. In terms of preparation, the English teacher designed lesson plans as a guideline for learning. In the implementation stage, the English teacher used learning materials from various sources, including textbooks, videos, articles, and other sources on the internet. On the other hand, students reported that English teaching and learning activities in e-learning classes were usually carried out through WhatsApp, Google Classroom, and Zoom meetings. Apart from the advantages of e-learning in English language teaching, some challenges in its practice include the difficulties of operating technical devices for specific teachers, the problems of controlling students during distance learning, etc. Finally, the study's findings promote integrating technology and encouraging teachers' professional development in English language teaching.

Keywords: COVID-19, E-learning, EFL Context, Indonesian High School

1. Introduction

Currently, the issue of the COVID-19 pandemic has altered several sectors all around the world, including the educational sector. Global education feels anxiety due to the coronavirus, including Indonesian education. Because of social distancing policies, educational institutions such as schools and universities are hampered by face-to-face teaching and learning activities. In this pandemic, the learner's spirit must be maintained, and learning activities must continue because young people are agents of change for a nation. Indeed, it has impacts on changes like teaching methods and approaches. It is in line with the policy argued by the Minister of Education in Indonesia that e-learning is considered the best choice in the middle of a social distancing situation for effectiveness, safety, and convenience in the learning process. Moreover, considering the world is currently in the Industrial revolution 4.0 era, technological progress is overgrowing, and e-learning is not new in Indonesian education.

The arrival of Covid-19 has changed the educational institution system from offline to online in the teaching and learning process to reduce this COVID-19 spread. This pandemic has forced educational institutions simultaneously to be ready to make changes and accept modern technology. Several institutions have implemented e-learning as online-based learning. However, other

institutions still use offline learning to transfer knowledge. Implementing e-learning is a big challenge for every institution, especially those unfamiliar with a blended and completely online learning system. Both public and private high schools have adopted the new policy of conducting e-learning during the COVID-19 pandemic.

In this sense, the writers have focused the study on one of the private senior high schools in Central Java, Indonesia. This school has implemented government programs based on the Education and Culture Office Circular No. 36962/MPK.A/2020 on 17 March 2020, which contains the rules to implement online learning from home for students and university students. One of the English teachers in the school advocates that before the policy of learning from home, this school had implemented a learning process using technologies such as projectors, computers, cell phones, and others. However, it was still in the scope of offline mode in the class, not fully online mode. After the e-learning policy emerged, this school has tried to implement government policy as best as possible.

Teachers' and students' challenges include strategies, lesson plans, learning media or teacher readiness, and student participation in the learning process. One of the challenges felt by the English teachers is the adjustment to how to teach English with a new learning model. Meanwhile, the challenges felt by the students include the difficulties of building learning concentration and adapting to a new learning routine. So, after implementing the e-learning mode, the learning habit was changed. One of the benefits of e-learning is creating a flexible and distributed learning environment (Dhawan, 2020). Flexibility means that teachers and students get flexibility in terms of time and location during learning so that they do not have to come to a specific place at a particular time. Flexibility can also be applied to learning materials, ranging from text-based material to learning materials loaded with multimedia components.

Furthermore, it is called distributed learning because it leads to learning where teachers, students, and learning materials are located in different locations. Further, students can learn anytime and anywhere using their technology during this pandemic. Electronic technology often transmits material on computers, and Android is equipped with internet network access.

Some scholars have previously conducted several studies dealing with e-learning. Lin et al. (2017) have used an e-learning tool to assess its perceived usefulness in developing English academic writing among students. Moreover, another study) explores the potential of e-learning to benefit students, teachers, management and other providers (Thanji & Vasantha, 2018). Likewise, the study which investigates the perception of students regarding their preferences for using e-learning and face-to-face learning in higher education was explored by scholars (Gherheş et al., 2021). Alshehri et al. (2019) describe the benefits of e-learning systems from the Saudi Arabian students' preferences. Likewise, the study on the benefits and challenges of using e-learning in higher education was discussed (Arkorful & Abaidoo, 2015). They pinpoint that the benefits of e-learning cover the flexibility of e-learning in terms of time and place, the efficacy of knowledge, and the availability of chances for using discussion forums.

On the other hand, e-learning has challenges such as the lack of personal interactions between teachers and students, the need for internet connection and the difficulties of controlling bad actions of students like cheating in test assessments. The previous studies have reflected that e-learning was mainly implemented in higher education. Indeed, some students in higher education could adopt e-learning easily due to their independence and readiness during e-learning classes.

Referring to the above descriptions, it seems apparent that most studies have explored the utilization of e-learning viewed from one's perspective, benefits and challenges. Meanwhile, the studies examining e-learning usage viewed from many perspectives, especially teachers and students,

have not been explored yet. Therefore, the purpose of the present study was to highlight the use of e-learning in teaching English viewed from the perspectives of students and English teachers at one of the Indonesian private senior high schools during COVID-19 and its challenges in e-learning practices.

2. Methodology

The present study used a descriptive qualitative design. It was used to explore the practices of e-learning involving the investigated phenomenon experienced by both teachers and students. The study was conducted at an Islamic private school in Central Java, Indonesia. This school had implemented a government policy, namely the application of e-learning during the Covid-19 pandemic. Besides, the school uses various media to facilitate English learning through e-learning, such as WhatsApp, Google Classroom, Streaming Facebook, YouTube, and so on. Therefore, we were interested in investigating the perception of students and English teachers regarding the use of e-learning in English teaching during the COVID-19 pandemic. Before conducting research, we obtained approval and permission from the school by considering research principles, including respecting each participant's decision, providing justice for each participant to express their opinion, and getting approval from participants before researching. This study used purposive sampling. There were eight informants, including one principal who also teaches English, one English teacher, and six students of the twelve graders at an Islamic private school. The male English language teacher is around 40 years old, and the female English teacher is 36. Concerning teaching experiences, both of them have been teaching English for about ten years in Indonesian senior high schools. Meanwhile, six students consist of a male student and five female students in twelve grade in an Islamic private school. They were chosen for accessibility and availability in gaining the data.

The writers used semi-structured interviews about the experiences of implementing e-learning during the COVID-19 pandemic. Specifically, regarding the questions, we asked the students about the methods, media, and implementation of e-learning in English language teaching. We also arranged interview guides as an instrument for researching to list information and data related to data collection. Moreover, interview guides offer an interview outline with the help of topics and questions in the process of interviews (Newcomer et al., 2015). In more detail, we arranged several questions dealing with the study about the practices of e-learning viewed from teachers' and students' perspectives, including e-learning platforms used in e-learning. Moreover, some challenges encountered in e-learning were discussed in this study.

In addition, observation was done to learn more about the implementation of e-learning in teaching English during the COVID-19 pandemic at school. With direct observation, the writers conducted observations to find data for analysis. In analyzing the data, some stages were done, including data collection conducted by searching, recording, and collecting data results through an interview, documentation, and observation related to the implementation of English learning through e-learning.

3. Results and Discussion

3.1 Teachers' Views of an Indonesian High School regarding E-learning Practices during the COVID-19 pandemic

Based on the interviews, it reveals that the implementation of e-learning has received responses or views from both English teachers and students in English language teaching,

including stages of e-learning like preparation, implementation and evaluation during the COVID-19 pandemic at one of the private high schools in Indonesia. However, there are some challenges to e-learning practices. There are several stages of e-learning in English language teaching amidst the COVID-19 pandemic. These include preparation, implementation, and evaluation stages. In more detail, these stages are elaborated on below.

3.1.1 The Preparation Stage of E-learning

Based on the results of the observation, the private high school in Indonesia has implemented e-learning in an online manner. Some learning platforms were used to enhance the learning process, including mobile phones, laptops, social media, etc. In addition to using electronic media, teachers also use the internet network to connect with students. The following is evidence of the e-learning process amidst the COVID-19 outbreak.



Figure 1. The E-learning Process

At this stage, the e-learning process was done in an online meeting. Some preparations were made before teaching using e-learning, such as arranging lesson plans before the learning process. The preparation follows the principal's statements advocating that teachers should design lesson plans used as a guideline for teaching English, especially in e-learning classes (Mustagfiri, 2021). In addition, they should ensure everything needed in e-learning classes by ensuring the readiness of materials, learning platforms, students' participation, internet connection, and others. After preparing the lesson plan and checking it, the next step is starting the implementation of e-learning using the applications and media that have been prepared (Maslahah, 2020).

Significantly, the English language teacher has also asserted the importance of designing an appropriate lesson plan to develop the teaching and learning process in e-learning. Besides, several strategies were made to implement e-learning, including English materials, learning platforms, media, and others (Mardiah, 2020). Regarding the implementation of lesson plans, the English teacher used a one-sheet lesson plan in which the contents were simplified (Abidah et al., 2020). Some benefits of this lesson plan are fostering flexibility, creativity, and innovation in the EFL classroom regarding learning media, materials, assessments and evaluation (P. D. M. Wulandari et al., 2021).

Following the materials design, English teachers utilized PowerPoint to video and some links from the internet. In this sense, PowerPoint delivers materials accomplished by pictures,

design, and animation to attract the student's interest in learning English (Yuen et al., 2003). Regarding the utilization of video, it was utilized due to its effectiveness and richness in providing information, sound, and text to help students comprehend the materials (Jackman & Roberts, 2014; Wahyuningsih, 2018). Further, the English teacher also used WhatsApp groups and Google classroom as the communication media during e-learning classes.

Interestingly, another preparation made by the English teacher is conducting some checking regarding the learning component, the readiness of students in learning, internet connection, and the readiness of students' worship, such as doing *dhuha* or morning prayers before studying. Finally, the English teacher started to teach English after some preparations.

3.1.2 The Implementation Stage of E-learning

Implementation has become the central activity in e-learning, particularly in delivering and discussing the material. English language teachers in implementing e-learning used two methods. These are one-way and two-way learning methods. The former was used to convey the materials and assign the students using applications, especially WhatsApp, in which the interaction process was limited to the group. The latter was utilized to build interaction between teachers and students through online meetings on learning platforms and deep discussions in offline meetings. In terms of the online meeting, several applications and learning platforms were utilized to enhance the learning process. This cover Google Classroom, WhatsApp, YouTube, Edmodo, and others. As asserted by the English language teacher, these applications improve learning activities in e-learning classes (Maslahah, 2021).

To assign the students to do some tasks, the English language teachers usually used WhatsApp by taking voice notes and video calls. In addition, they used Google Classroom to create a class, give assignments, and do some written tasks in English. Meanwhile, YouTube was utilized to foster comprehension or insight regarding the supporting English materials containing some learning videos completed by elaborations (Nurnaningsih, 2021; Wahyuningsih & Dewi, 2019). The last application is Zoom Meeting which was used for virtual communication via video conference. The most frequent applications used are WhatsApp and Google Classroom. Furthermore, the learning media used are PowerPoint, Video, PDF, and Pictures. In this matter, PowerPoint could better impact the development of analytical and evaluation skills and attitudes among students (Emralino & Nartea, 2020).

Regarding the incorporation of English skills, the English language teacher could integrate these skills through various activities in an online class. In incorporating listening skills, she could provide movies or English videos sent through WhatsApp, which the students were asked to listen to at home. Videos were considered a medium allowing the students to see real objects and listen to material (Zhang et al., 2006).

Moreover, to foster the speaking skill, the students were asked by their teachers to record themselves telling the content of the video and send the recording to WhatsApp by making their video. Meanwhile, students were assigned to read English texts from various sources like magazines, comics, and others to support their reading skills to understand the content and meanings. Finally, to foster writing skills, the students were asked to write or summarise the English texts they had read (Maslahah, 2021).

Briefly speaking, e-learning in the EFL classroom amidst the COVID-19 outbreak helps students learn English. They were categorized as independent learners since they could operate technology-like applications and learning platforms by themselves. Interestingly, the teacher applied one-way and two-way methods in teaching and learning. As mentioned earlier, the one-

way method was applied through WhatsApp when the teacher described the English material and gave some tasks. On the other hand, the two-way method was used when the teacher expected to have an online discussion, feedback, and evaluation using google meet or other platforms. As strengthened by (Wahyuningsih, 2020), providing feedback and evaluation are badly needed to promote students' comprehension of language skills. By combining the two methods in the EFL classroom, students would be more motivated to learn English and develop their ideas through discussion (Hrastinski, 2014).

3.1.3 The Evaluation Stage of E-learning

Evaluation has become a crucial element in the process of learning activities. This evaluation was conducted to measure the student's learning outcomes and the teacher's success in the teaching and learning process. By performing such evaluations, the language teachers could measure the student's achievement in learning English and reflect on the quality of teaching English in e-learning classes, teaching methods, materials design, and assessment. In this matter, English language teachers can make various assessments. It can be done through spoken and written forms. In assessing speaking skills, students were asked to speak or tell about specific topics the teacher gave. Then they were asked to create a video that could be uploaded to social media or other learning platforms.

Meanwhile, the students were asked to write about the English text they read to assess their writing skills. In addition, to assess their reading skills, students were asked to guess the story or content of English text, the character, and so on. Further, in assessing listening skills, the students were asked to guess the lyric of an English song, mention the vocabulary and so on (Maslahah, 2021). As strengthened by Gultom (2016), some procedures need to be done by teachers, including the design of assessments, test item constructions, reliability and validity of the tests, and test evaluation. The following form of assessment figure evidenced the process of providing assessments to students.

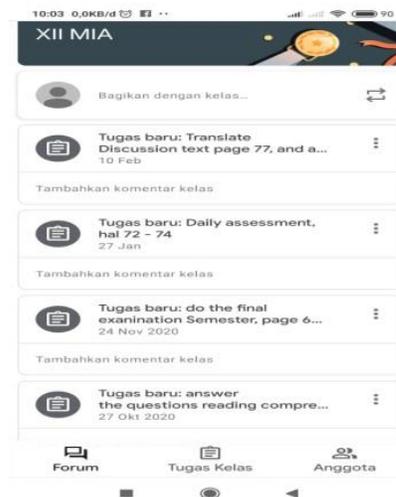


Figure 2. Form of Assessment

In the process of evaluation, some corrective feedback was also provided by the teacher. Spoken or written forms could achieve this. In spoken ways, the English language teacher has

given the feedback by making a video sent to WhatsApp consisting of some corrections to students' work. Meanwhile, in written forms, the language teacher has written some feedback in WhatsApp group or google classroom. Giving feedback is essential to reinforce students' achievement in English skills (Suchona & Shorna, 2019; Wahyuningsih, 2020; Zhai & Gao, 2018).

To conclude, e-learning has been done in English language teaching amidst the COVID-19 pandemic at this high school since March 2020. However, there were benefits and challenges to using e-learning. The benefits include flexibility in learning English, effectiveness, and innovation in designing the materials. On the other hand, the challenges experienced by the language teacher cover the difficulties in controlling the students' participation, poor internet connection, limited discussion, and so on. However, to face the COVID-19 pandemic and reduce its spread, e-learning could be an alternative in the EFL classroom.

3.2 Students' Views of an Indonesian High School regarding E-learning Practices during the COVID-19 pandemic

Viewed from the students' views, the use of e-learning in the EFL setting received positive responses. Regarding implementation, some students advocate that the English language teacher use some learning platforms, including WhatsApp, Edmodo, Google Classroom, Zoom, Google Meet, and others. As highlighted by one of the students that the English language teacher had sent the materials of PowerPoint, video, and others to students through WhatsApp group. Somehow, the tasks of the teacher were given through Google classroom. In providing online discussion, the teacher used Google meet to provide feedback and evaluation (Pramesti, 2021). This is in accordance with student two reporting that some applications or tools used by the teacher in e-learning are WhatsApp, YouTube, Google classroom, and others (Ansori, 2021).

In line with the content or materials, the teacher usually adapted from various sources, including English books, links from the internet, video, YouTube, and others. In addition, other sources like newspapers, English articles, and e-books were also used in an e-learning class. This is strengthened by the statement of Student 3 highlighting that the teacher had used several sources like English books, the internet, PowerPoint, videos, and so on. Surprisingly, she liked learning through power point since it was a summary of learning materials designed by the teacher (Ningrum, 2021). The following learning platforms are used in an e-learning class.



Figure 3. Learning platforms in e-learning

Also, Student four reported that she likes learning through several English books, PowerPoint, and

videos since they are understandable (Ningrum, 2021). The following PowerPoint platform was used in an e-learning class.

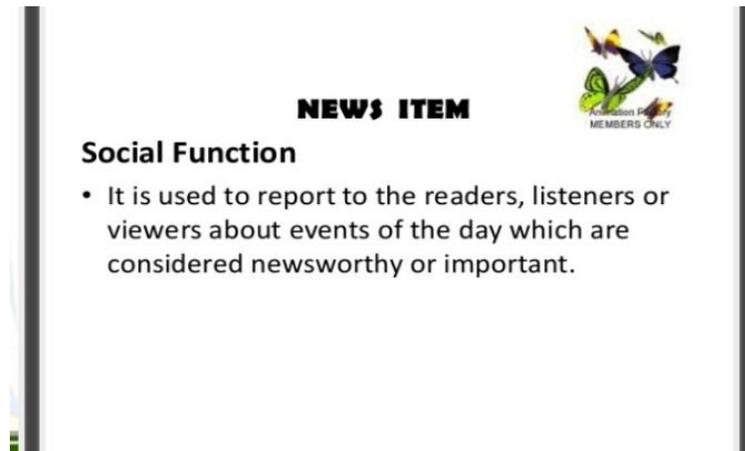


Figure 4. PowerPoint learning platform

In line with the benefits of applying e-learning during the COVID-19 outbreak, Student five has reported that the benefits of implementing e-learning are we can learn in flexible ways without being restricted by time and location, we can learn independently, and develop our ability to learn English (Pramesti, 2021). This statement is in line with Student six reporting that in the pandemic era, e-learning could be used as one of the solutions in the teaching and learning process, considering that students in high schools were considerably independent learners. They could operate technology (D. A. Wulandari, 2021). The effectiveness of e-learning is highlighted by Suprianto et al. (2020) and (Mukhtar et al., 2020) that in facing the COVID-19 pandemic, e-learning and online learning were effective in EFL classroom since students could learn in flexible ways and develop their understanding.

3.3 Challenges in E-learning Practices in EFL Classroom

In implementing e-learning, the researcher still found some obstacles the teachers and students faced. These include:

3.3.1 The difficulties of operating technical devices for certain teachers

Some teachers, especially old teachers, have difficulties operating electronic media when conducting e-learning, such as mobile and computers. Consequently, they have problems delivering material and giving assignments to students through the application in an online class (Mustagfiri, 2021). Meanwhile, from the student's perspective, students had difficulties using the application features because they had never used them before, such as Google Classroom, Zoom, Google Meet, and others. The following excerpts advocated by Student three and Student four have become the proofs:

Before the pandemic, e-learning has rarely implemented in English language teaching. My teachers used e-learning in ELT class during the COVID-19 pandemic. At first, I felt difficult to use some applications like Google Classroom and Zoom since I had never used them before. Gradually, I was used to using these applications. Likewise, Student four reported the same opinion

regarding the difficulties of using learning platforms.

My teachers used some applications in English class, including Google Classroom, Zoom, and Google Meet. However, It wasn't easy to use them since I had never used them before. Finally, I could use these applications successfully after being directed by my teachers.

In accordance with the importance of mastering technical devices, supporting and training are considered crucial for teachers and students. Not all English language teachers have mastered the technology use. In responding to it, providing workshops or seminars related to technology use, including online learning platforms, teaching media and methods, and material design in EFL classrooms, can be one of the solutions to develop the skill of technology use among language teachers. Besides, students also needed to have training dealing with the help of online learning platforms, including Zoom, Google Classrooms, Edmodo, Google Meet, and so on, so that they could use them correctly in learning English during the COVID-19 pandemic. Briefly speaking, the role of technology cannot be neglected in enhancing the teaching and learning process, particularly in this digital era (Istianah & Wahyuningsih, 2019; Wahyuningsih, 2018; Wahyuningsih & Dewi, 2019). The following excerpts proved the lack of mastering technical devices:

Not all English language teachers mastered the technology. That is why it is crucial to provide training through workshops and seminars on technology use, teaching methods, and media. Besides, it is also necessary to integrate technology into English language teaching to face the challenges in this digital era. Similarly, the same statement was emphasized by one of the students, Ningrum, regarding the need for training in using an online learning platform in English language teaching. The following excerpts proved this:

We need to be familiar with the applications used in e-learning classes such as Zoom, Edmodo, Google Classroom, and others. Therefore, training on using technology in learning platforms is badly needed. However, we already know the other platforms like WhatsApp, YouTube, and video.

3.3.2 The difficulties of controlling students during distance learning

Some teachers have difficulties controlling students in implementing e-learning. This is strengthened by one of the teachers finding difficulty controlling students because she cannot see and monitor the students directly. In addition, the English language teacher found that some students did not participate in the English task. The following excerpts proved this:

Despite the effectiveness of using e-learning in English language teaching, I found difficulties controlling the students' activity and monitoring them directly. However, I have tried actively asking my students and involving them in my class.

In addition, the teachers found that some of the students did not participate in the English task. This evidence is strengthened by the principal, who also stated that one of the challenges in using e-learning is that the teachers struggle to control the students' participation (Mustagfiri, 2021). This is also in line with the study (Thanji & Vasantha, 2018), describing a sense of isolation when students were less active in e-learning. The following excerpts depict the problem:

Despite the flexibility of using e-learning in teaching and learning activities, somehow,

I found difficulty in controlling my students' participation in an offline meetings. Moreover, it needs more effort to encourage students to do English tasks and actively participate while learning English.

It could be challenging for English language teachers to modify their teaching methods and media to encourage students' motivation to learn English during e-learning classes. Therefore, students could be motivated to learn English using e-learning.

3.3.3 Lack of students' awareness of learning independently

Despite the effectiveness of e-learning, it has a limitation regarding the students' awareness of learning English independently, particularly for those with low motivation. Consequently, teachers are supposed to stimulate their students to get involved in English language teaching. It is in line with one of the students reporting that she somehow felt that she got boredom in learning using e-learning due to the less direct interaction with the teacher (Pramesti, 2021). The scholars also strengthen that the lack of meaningful interaction or direction from teachers was found in e-learning (Thanji & Vasantha, 2018; Wang et al., 2021). The lack of students' awareness in learning English using e-learning was advocated by one of the students, Pramesti:

Sometimes, I feel a lack of being aware of learning independently. I also feel shy if I have to ask some questions regarding the materials since I cannot meet the teacher directly. Therefore, I somehow got boredom with using e-learning all the time. On the other hand, I felt free to learn since my teacher did not interact with me directly.

The above elaborations demonstrate that despite the flexibility and accessibility of e-learning, not all students were encouraged to learn by themselves. In addition, they somehow got boredom during studying independently. In responding to it, the students must increase self-awareness in learning English independently in an e-learning class. Besides, the English language teachers need to have involvement in fostering students' participation in learning English during e-learning classes.

3.3.4 The challenges of creating innovative English learning materials for teachers

In implementing e-learning, teachers should be creative in designing English materials to attract students' interest, especially during the COVID-19 pandemic. Indeed, they can search many learning sources from English textbooks and the internet, including YouTube, e-books, journals, and so forth. In addition, the materials are presented according to the teacher's ability to acquire technology, for example, PowerPoint and videos (Maslahah, 2021). For older teachers, it is challenging to create innovative materials in English teaching. Indeed, they need help from other teachers capable of technology and information in providing English materials like PowerPoint, videos with amazing animations, and others. This is in accordance with the statement of the principal in Indonesian private high schools that age differences may affect innovation in teaching, particularly e-learning (Mustagfiri, 2021). The following excerpts evidence that age differences may influence teachers' creativity in designing materials:

In this digital era, teachers were encouraged to arouse their creativity in using technology, especially in designing materials. Young teachers have no problems adopting technology like online learning platforms. However, some older teachers have difficulties in making use of technology. Further, they ask for help in designing materials by using learning platforms.

Regarding designing English materials, one of the English teachers felt it was challenging

to create listening materials in e-learning classes due to the limited online discussion (Maslahah, 2021). In this sense, the need to develop advanced literacy regarding English material design is badly needed by English language teachers to enrich the content of English materials. In addition, the need to participate in the academic workshop, including EFL material design, teaching method and media, and the learning platforms in this digital era. This is in line with the study conducted by (Wahyuningsih, 2018, 2021; Wahyuningsih & Afandi, 2020) highlighted that literacy and technology had played a pivotal role in enhancing the success of EFL classrooms.

Referring to the above elaborations, it could be deduced that both teachers and students can adopt e-learning in English classes. However, it needs some preparations for its implementation. These cover learning media or learning platforms, materials, the readiness of teachers and students in using e-learning, and the assessment or evaluation process. In addition, students found difficulties in using e-learning in English class for the first time, including a lack of internet connection and knowledge in practising it. They could gradually adopt e-learning in English classes after using it during the COVID-19 pandemic. From teachers' perspectives, e-learning can help them in English language teaching. Indeed, they could deliver English materials via online learning platforms like Google Classroom, Zoom, Google Meet, and others. However, they have several challenges in implementing e-learning. For instance, they need to prepare well, like arranging lesson plans associated with e-learning, designing interesting English materials, using affordable learning platforms, and conducting appropriate assessments and evaluations. In addition, they had difficulties controlling the students' participation and providing relevant feedback during e-learning classes which may be different from offline classes before the pandemic.

Based on the above descriptions, some solutions are badly needed to enhance English teaching in an e-learning class. These could be done by providing training regarding electrical devices in e-learning, training in designing innovative English materials for teachers, and increasing self-awareness and motivation in learning independently. The statement is in accordance with the study by some scholars advocating that teachers should upgrade their competence through training in designing learning materials and integrating technology in teaching and learning activities, particularly in speaking courses (Arumsari & Octaviani, 2021; Wahyuningsih & Afandi, 2020). In addition, teachers need to encourage students to learn better in e-learning classes by appreciating them in the teaching and learning process and giving them some training related to e-learning implementation.

4. Conclusion

The present study reports the implementation of e-learning in English language teaching during the COVID-19 pandemic for students in one of the private high schools in Indonesia viewed from teachers' and students' perspectives. Viewed from the teachers' and students' perspectives, in implementing e-learning, the English teacher conducted several stages, namely preparation, implementation, and evaluation. The English teachers used lesson plans during the preparation stage before starting the teaching process. In applying e-learning, learning materials were taken from various sources like the internet, videos, YouTube, English textbooks, etc. Besides, some learning platforms like WhatsApp, Google Classroom, Zoom, and others were used. In terms of evaluation, the English language teacher provided corrective feedback and discussion through oral and written forms.

Meanwhile, to measure the students' understanding, the teacher provided an assessment in the

form of oral and written forms. Besides the advantages of e-learning, there are some challenges in its practice. These cover the difficulties of operating technical devices for specific teachers, the problems of controlling students during distance learning, the lack of students' awareness of learning independently, and the challenges of creating innovative English learning materials for teachers. The limitation of this study was that it just portrayed the implementation of e-learning in a private high school in Central Java, Indonesia. It is recommended that future scholars conduct studies of e-learning from some schools from a broader perspective. This study has offered implications on the need to develop self-awareness among students in learning English independently and the importance of integrating technology in English language teaching, particularly in designing English learning materials and assessments.

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