

# Learning Writing Skill During Covid-19 Pandemic through E-Learning in Indonesian English Classroom

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*Received 1 April 2023 | Received in revised form 15 April 2023 | Accepted 19 April 2023*

APA Citation:

Rizal, M. (2023). Learning Writing Skill During Covid-19 Pandemic through E-Learning in Indonesian English Classroom. *EDUCASIA*, 8(1), 73-84. doi: <http://doi.org/10.21462/educasia.v8.i1.151>

## Abstract

The objectives of this research were to find out the kinds of E-learning used during the learning writing skill in the Fourth Semester of IAIN Samarinda and to find out the students' perception of English Department Students in the Fourth Semester of IAIN Samarinda in learning writing skill through E-learning. The design of this research was quantitative research. The researcher analyzed the data by using rate percentage and mean score. The instrument used in this research was a questionnaire. The researcher used a close-ended questionnaire to gather the data. The researcher used "Yes/No" questions for 11 questions and "5-Likert Scales" for seven questions. In this research, the questionnaire's link was distributed via WhatsApp group. The population and sample of this research were English Department Students in the Fourth Semester of IAIN Samarinda. There were 94 students in this research. Based on the results of this research, the researcher found that the most used kind of E-learning utilized by English Department Students in the Fourth Semester of IAIN Samarinda in learning writing skills during the COVID-19 Pandemic was Mobile Learning. The data showed that in Mobile Learning, 94 students, or 100% used smartphones, 81 students, and 86,2% used laptops. Based on the findings, the mean of students' perception was 23,11. It can be concluded that students' perception of learning writing skills through E-learning was categorized into a very bad category.

**Keywords:** Covid-19 Pandemic, E-learning, writing skill.

## 1. INTRODUCTION

Writing is one of the skills in English. Writing is among the most complex human activities. It involves developing design ideas, capturing the psychological expression of knowledge, and the subjects' experience. Crème and Lea state that writing is the way to

communicate the thoughts to the readers of each piece of writing in sentences and paragraphs. Anjayani and Suprpto state that writing is the activity of expressing the thoughts and messages from the writer belonging to the usage of vocabulary and structure of language in a piece of paper or other areas. It can be concluded that writing is the activity of expressing ideas and messages in sentences and paragraphs. One of the ways to learn writing skills is through E-learning.

E-learning has many various definitions. According to Rosenberg (2001), E-learning refers to internet technologies to deliver a broad array of solutions that enhance knowledge and performance. Kong (2017) stated that E-learning refers to the appropriate use of digital technology to meet educational goals through proper pedagogy. Mayer (2017) defined E-learning as instruction delivered via a digital device that is intended to promote learning. On the other hand, according to Hadiyanto (2019), E-learning is the process of learning that involves using electronic equipment to create, foster, deliver, assess, and facilitate a teaching and learning process with the students as the center, which is done interactively whenever and wherever. Along the same line, according to Gilbert and Jones, E-learning can be defined as distributing the learning materials through electronic media, including the internet, intranet/extranet, satellite broadcast, audio/videotape, interactive TV, CD-ROM, and computer-based training (CBT). It can be concluded that E-learning is used as an appropriate technology to support the learning process.

In the implementation of E-learning, there are 2 E-learning environments, namely asynchronous and synchronous E-learning. Hrastinski states that asynchronous E-learning is time-independent. The learning process can occur at any time, allowing learners to balance education and other life commitments without feeling pressed; the self-paced course is one example of asynchronous E-learning. On the contrary, synchronous E-learning is a learning process that takes place in real-time, is based on communication between two people or more, and thus, requires them both to be present simultaneously. Video/audio conferencing is a clear example of synchronous E-learning. Asynchronous E-learning environments use many technologies, including text, hypertext, graphics, streaming audio, streaming video, computer animation and simulation, embedded tests, dynamic content, e-mail, and online threaded discussion boards. Synchronous E-learning environments use live audio, live video, synchronous chat, and desktop video conferencing in addition to the technologies used in asynchronous E-learning environments.

According to Holshue et al., COVID-19 started in December 2019, like a viral outbreak in Wuhan City of central Hubei province of China. The World Health Organization (WHO) states that COVID-19 was a global emergency on January 30th, 2020, and a global pandemic on March 11th, 2020. Currently, COVID-19 is affecting 213 countries and territories. COVID-19 has a bad impact on all aspects of human aspects. It hit most aspects such as economy, health, government, commerce, tourism, and education. The United Nations Educational, Scientific and Cultural Organization (UNESCO) states that as many as 1,186,127,211 learners were affected across the globe, or about 67.7% of the total enrolled learners from 144 country-wide closures, and nations had to change their learning systems due to COVID-19. Indonesia is one of the countries with the impacts of a global pandemic. Education has become a crucial aspect in Indonesia. The learning model has changed because of the

pandemic impact. Normally, the teaching and learning process is face-to-face, now evolving into an online system.

Mulyani (2020) studied students' perception and motivation toward English E-learning during the COVID-19 pandemic. She found that E-learning gets a positive perception because it is flexible and effective. Meanwhile, flexibility makes some students motivated, but some are lazy in doing it and choose to procrastinate on the assignments. Kargiban and Kaffash also conducted a study about the effectiveness of using E-learning on foreign language students' attitudes, and they concluded that the student's perceptions were positive. In other studies, Abdelouahed conducted a study about E-learning in foreign language learning. He found that students are delighted with E-learning, which traditional learning students usually use to fulfill the missing gaps. In opposite, Al-Balas et al. also conducted a study about E-learning in medical students from Jordan during the COVID-19 closure time. Their results revealed that the overall students' satisfaction rate with E-learning was low.

Some studies have been done about using E-learning as a learning tool. Chih-Chung Lin et al. (2017) wrote the first study about the Development and Usability of an E-learning Tool to Develop Academic Writing in English. The second study is a thesis written by Mulyani (2020) about Students' Perception and Motivation toward English E-Learning During COVID-19 Pandemic. This research was conducted at SMA N 1 Suruh. The third study is a thesis written by Utami (2020) about Teachers' Strategies in English E-Learning Classes During COVID-19 Pandemic. This research was conducted at MTs Sudirman Getasan. The fourth study is a journal written by Abdelouahed (2019) about E-Learning in Foreign Language Learning. The fifth study is a journal written by Khan (2016) about The Effectiveness of E-Learning in Teaching English.

Nowadays, E-learning is a choice to reach the teaching and learning process goal. However, in Indonesia, most students are not familiar with E-learning. It has become a challenge for students, teachers, and parents to use E-learning tools in some regions with bad internet access. It appears to be pros and cons to using E-learning tools in the teaching and learning process. Based on the explanation above, the researcher wants to know about the kinds of E-learning used during the learning writing skill and how students' perception after using E-learning tools in learning writing skills. The researcher was interested in conducting the research entitled "Learning Writing Skill During the COVID-19 Pandemic Through E-Learning in English Department Students at the Fourth Semester of IAIN Samarinda in Academic Year 2020/2021". Based on the research background above, the research problems of the study are as follows:

1. What kinds of E-learning are used during the learning of writing skills in English Department Students in the fourth semester of IAIN Samarinda?
2. How is the student's perception of English Department Students in the fourth semester of IAIN Samarinda in learning writing skills through E-learning?

## **2. Research Methods**

### **2.1 Research Design**

The design of this research was quantitative research. The researcher analyzed the data using descriptive quantitative. Descriptive research is generally done with the primary

objective: to accurately and systematically describe the facts and characteristics of the research object or subject. According to Leavy (2017), quantitative research is characterized by deductive approaches to the research process aimed at proving, disproving, or lending credence to existing theories. Quantitative research involves measuring and testing relationships between variables to reveal patterns, correlations, or casual relationships. Along the same line, Creswell (2014) states that quantitative research is an approach to testing objective theories by examining the relationships among variables. Williams defines quantitative research as collecting numerical data, and researchers tend to use mathematical models as data analysis methodologies. Descriptive quantitative is a type of research in which the results are presented in the form of descriptive numerical data from the research object. The researcher used descriptive quantitative to collect the numerical data of the topic, then analyzed the data and concluded them. It can be concluded that descriptive quantitative is research for explaining the facts, measuring variables, and testing an objective theory. In this research, the researcher used descriptive quantitative research to determine the kinds of E-learning used during the learning writing skill and students' perception of using E-learning in learning writing skills during the COVID-19 pandemic.

## **2.2 Population and Sample**

Ary et al. (2010) stated that a population is defined as all members of any well-defined class of people, events, or objects. In brief, the population is the larger group in research. The population of this research was English Department Students in the Fourth Semester of IAIN Samarinda in the Academic Year 2020/2021. The total students of English Department Students in the Fourth Semester of IAIN Samarinda in the Academic Year 2020/2021 was 94 students. According to Arikunto (2006), if the population is less than 100, then the sample used is all of them. However, if the population is more than 100, the sample used is between 10-15% or 20-25% or more. Based on the theory above, the researcher chose 94 English Department Students in the Fourth Semester of IAIN Samarinda in the Academic Year 2020/2021 as the sample in this research.

## **2.3 Research Instrument**

There were 18 close-ended questions related to this research's topics in this research. The research questionnaire consisted of 11 close-ended questions focused on E-learning used during learning writing skills. In addition, there were seven close-ended questions about students' perception of learning writing skills through E-learning during the COVID-19 pandemic.

## **2.4 Data Collection Technique**

In this step, to collect the data, the researcher used a questionnaire consisting of 18 questions that focused on the kinds of E-learning used during learning writing skills and students' perception of learning writing skills through E-learning during the COVID-19 pandemic. The questionnaire was the data collection technique done by giving a set of questions to the respondents to answer. The researcher gave it an online questionnaire from Google Forms. The researcher used a close-ended questionnaire to gather the data. The researcher used "Yes/No" questions for items 1,2,3,4,5,6,7,8,9,10,11 and 5-Likert Scales " Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree" for items

12,13,14,15,16,17,18. The researcher distributed the questionnaire's link via WhatsApp group.

## 2.5 Data Analysis Technique

After collecting the data, the next step was to analyze the data that the researcher got from the questionnaire. Before analyzing the data, the researcher gave the score for some items from the questionnaire. The researcher used "Yes/No" questions for items 1,2,3,4,5,6,7,8,9,10,11 and 5-Likert Scales "Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree" for items 12,13,14,15,16,17,18. Ary et al. (2010) said that a strongly Agree is scored 5, Agree is scored 4, Undecided is scored 3, Disagree is scored 2, and a Strongly Disagree is scored 1.

## 3. Research Findings and Discussion

### 3.1 Research Findings

The data were collected through the questionnaire of 94 students of the English Department in the Fourth Semester of IAIN Samarinda. The researcher presented the research findings as follows:

#### 3.1.1 The Kinds of E-Learning.

To find out the kinds of E-learning used during the learning of writing skills, the researcher collected the data by conducting a questionnaire and giving it to the students. The questionnaire here consisted of 11 questions with two options answer (Yes/No). The table of E-learning is presented as follows:

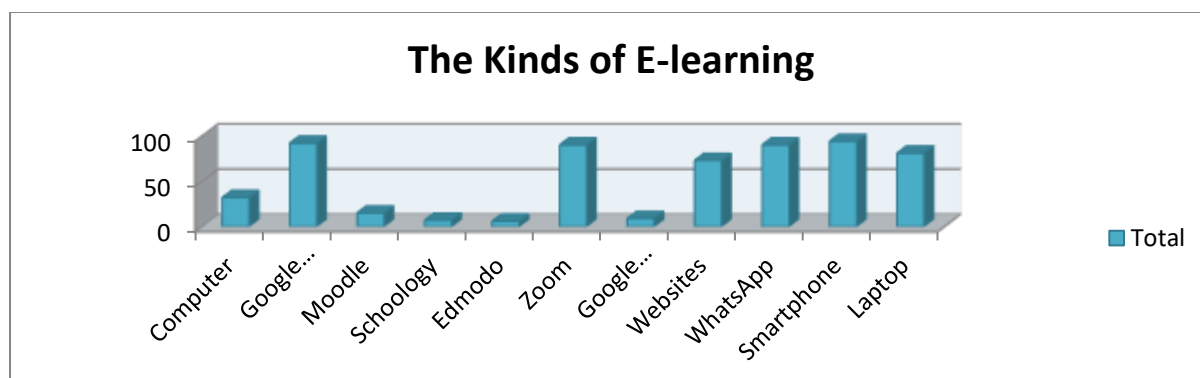
**Table 8: The Kinds of E-learning**

No	Kind of E-learning	Item	Yes	No	Percentage of	
					Yes	No
1.	Computer Based Learning	Computer	32	62	34%	66%
2.	Learning Management Systems	Google Classroom	92	2	97,9%	2,1%
		Moodle	15	79	16%	84%
		Schoology	7	87	7,4%	92,6%
		Edmodo	6	88	6,4%	93,6%
3.	Synchronous E-learning	Zoom Cloud	90	4	95,7%	4,2%
		Google Meet	9	85	9,6%	90,4%
4.	Web Based Learning	Websites	73	21	77,7%	22,3%
5.	Asynchronous E-learning	WhatsApp Application	90	4	95,7%	4,2%
6.	Mobile Learning	Smartphone	94	-	100%	-
		Laptop	81	13	86,2%	13,8%

Based on the table above, from 94 respondents in this research, it shows that there were 32 respondents or 34% used a computer, 92 respondents or 97,9% used Google Classroom, 15 respondents or 16% used Moodle, 7 respondents or 7,4% used Schoology, 6 respondents or 6,4% used Edmodo, 90 respondents or 95,7% used Zoom Cloud Meeting Application, 9 respondents or 9,6% used Google Meet Application, 73 respondents or 77,7% used Websites, 90 respondents or 95,7% used WhatsApp Application, 94 respondents or

100% used smartphone and 81 respondents or 86,2% used laptop in learning writing skill through E-learning during COVID-19 pandemic.

**Graphic 1: The Kinds of E-learning**



The graphic above shows that the most kinds of E-learning used by students of the English Department in the fourth semester of IAIN Samarinda were mobile learning. In mobile learning, 94 students used smartphones, and 81 students used laptops. In addition, most of the students used different kinds of E-learning such as Learning Management Systems with 92 students using Google Classroom, Synchronous E-learning with 90 students using Zoom, Asynchronous E-learning with 90 students using WhatsApp, and Web-Based Learning with 73 students using Websites.

### 3.1.2 The Students' Perception of the Use of E-Learning.

In this section, the researcher would like to describe the results of the conducted research study. The researcher got the responses from 94 students of the English Department in the Fourth Semester of IAIN Samarinda. The questionnaire here consisted of 7 questions with five options for answers.

**Table 9: The Students' Perception of The Use of E-Learning**

No	Item	Responses					Score
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree	
12.	The Effectiveness of E-learning	4	31	39	18	2	299
13.	The usefulness of E-learning	9	47	26	11	1	334
14.	The enjoyment of E-learning	3	34	32	21	4	293
15.	The improvement of writing skill	3	46	33	11	1	321
16.	The satisfaction of E-learning	-	26	42	22	4	278
17.	The Motivation of E-learning	-	44	29	19	2	303
18.	E-learning is the best solution	18	44	17	13	2	345
<b>Total Score</b>							<b>2.173</b>

Based on the table above, the mean of students' responses is 23,11, which can be categorized as a very bad category. From 94 students in this research, the result data showed that 4 out of 94 students chose strongly agree, 31 students decided to agree, 39 students chose undecided, 18 students decided to disagree, and 2 students chose strongly

disagree about the effectiveness of E-learning. In the usefulness of E-learning, 9 out of 94 students chose strongly agree, 47 students decided to agree, 26 students chose undecided, 11 students chose to disagree, and 1 student chose strongly disagree. In the enjoyment of E-learning, 3 out of 94 students strongly agreed, 34 students chose to agree, 32 students chose undecided, 21 students chose to disagree, and 4 students chose strongly disagree.

In addition, 3 out of 94 students chose strongly agree, 46 students decided to agree, 33 students chose undecided, 11 students decided to disagree, and 1 student strongly disagreed about improving writing skills. In the satisfaction of E-learning, there are no students who chose strongly agree, 26 students decided to agree, 42 students chose undecided, 22 students decided to disagree, and 4 students chose strongly disagree. There are no students who chose strongly agree, 44 students decided to agree, 29 students chose undecided, 19 students decided to disagree, 2 students chose strongly disagree about the motivation of E-learning. In the E-learning is the best solution, there were 18 of out 94 students decided strongly agree, 44 students chose to agree, 17 students chose undecided, 13 students decided to disagree, and 2 students chose strongly disagree.

### **3.2 Discussion**

This part presented the discussion of the research findings. The discussion focused on the kinds of E-learning used during the learning writing skill and students' perception of learning writing skills through E-learning.

The students used many kinds of E-learning during the COVID-19 pandemic based on the questionnaire results. The data showed that all students used different E-learning while writing through E-learning. According to Serin, computer-based learning uses computers for learning activities, where educational software is run on computers to deliver a particular part of the whole learning subject. The results showed that of 94 respondents in this research, 32 respondents, or 34%, used a computer, and 62 respondents, or 66%, did not use computers. It can be concluded that in learning writing skills through E-learning, the researcher found that 32 out of 94 students used a computer.

Kasim & Khalid (2016) stated that LMS is a web-based software application designed to handle the learning contents, student interaction, assessment tools, reports of learning progress, and student activities. Google Classroom, Moodle, Schoology, and Edmodo were examples of LMS (Learning Management Systems) used in teaching and learning writing skills through E-learning. The results showed that 92 respondents or 97,9% used Google Classroom 2 respondents or 2,1% not used Google Classroom, 15 respondents, or 16% used Moodle 79 respondents, or 84% not used Moodle, 7 respondents or 7,4% used Schoology, 87 respondents, or 92,6% not used Schoology, 6 respondents or 6,4% used Edmodo and 88 respondents or 93,6% not used Edmodo. It can be concluded that in learning writing skills through E-learning, the researcher found that 92 out of 94 students used Google Classroom, 15 students used Moodle, 7 students used Schoology, and 6 students used Edmodo.

Hrastinski states that asynchronous E-learning is time-independent. The learning process can take place at any time, allowing learners to balance education and other life commitments without feeling pressed; a self-paced course is one example of

asynchronous E-learning. On the contrary, synchronous E-learning is a learning process that takes place in real-time, is based on communication between two people or more, and thus requires them both to be present at the same time. Video/audio conferencing is a clear example of synchronous E-learning. From the theory above, Zoom Cloud Meeting Application and Google Meet Application can be divided into synchronous E-learning. Otherwise, WhatsApp applications can be divided into asynchronous E-learning. In some conditions, WhatsApp Application is also divided into synchronous E-learning. The results showed that 90 respondents or 95,7% used Zoom Cloud Meeting Application and 4 respondents or 4,2% did not use Zoom Cloud Meeting Application, 9 respondents or 9,6% used Google Meet Application and 85 respondents or 90,4% did not use Google Meet Application, 90 respondents or 95,7% used WhatsApp Application, and 4 respondents or 4,2% did not use WhatsApp Application. In learning writing skills through E-learning, the researcher found that 90 out of 94 students used Zoom Cloud Meeting Application, 9 students used Google Meet Application, and 90 students used WhatsApp Application.

Khan (2016) states that web-based learning is a learning program based on hypermedia that uses characteristics and sources from the web to generate a meaningful and supportive learning environment. The results showed that 73 respondents or 77,7% used Websites, and 21 respondents, or 22,3% did not use Websites. It can be concluded that in learning writing skills through E-learning, the researcher found that 73 out of 94 students used Websites.

Crompton, Muilenburg, and Berge define m-learning as learning in multiple contexts through social and content interactions using personal electronic devices. From the theory above, smartphones and laptops were examples of m-learning used in teaching and learning writing skills through E-learning. The results showed that 94 respondents or 100% used smartphones and 81 respondents, or 86,2% used laptops, and 13 respondents, or 13,8% not used laptops during learning writing skills through E-learning during the COVID-19 pandemic. It can be concluded that the students used various E-learning in the learning writing skill through E-learning during the COVID-19 pandemic. In learning writing skills through E-learning, the researcher found that all the students used smartphones, and 81 out of 94 students used laptops.

Ibrahim et al. (2021) conducted a study about medical students' acceptance and perceptions of E-learning during COVID-19. Their results showed that concerning the preferred LMS, to the easiness of use, 48,2%, 47,1%, 1,5%, 0,9%, and 2,3% of them choose Blackboard, Zoom, Team, Hangouts, and other programs. The similarity between the two studies was the study written by Ibrahim et al. (2021) focuses on the perception of E-learning. The difference between these two studies was the study written by Ibrahim et al. focuses on LMS (Learning Management System). In contrast, this research focuses on Computer-Based Learning, Web-Based Learning, Mobile Learning, and Learning Management Systems.

Mailizar et al. (2020) conducted research on secondary school mathematics teachers' views on E-learning implementation barriers during the COVID-19 pandemic. Their results showed that from 159 respondents, 136 respondents or 85,5% used mobile phones, 78 respondents, or 49,1% used computers/laptops, skills, and 81 participants, or 50,9% used mobile/handheld devices. The similarity between the two studies was mobile devices such as laptops and computers on learning during the COVID-19 pandemic. The

difference between these two studies was the study written by Mailizar et al. focuses on Mobile learning. In contrast, this research focuses on Computer-Based Learning, Learning Management Systems, Web-Based Learning, and Mobile Learning. In addition, in this research, the researcher found that the percentage of students who used laptops was 81 respondents, or 86,2%, 32 respondents or 34% used computers and 94 respondents, or 100% used smartphones.

Wargadinata et al. (2020) conducted research on students' responses to learning during the early COVID-19 pandemic. Their results showed that the lecturer and the students used WhatsApp group with a percentage of 48,9%, Zoom with 14,9%, and Google Classroom at 4,3%. In their research, the WhatsApp group is the most effective learning in the early COVID-19 pandemic. The similarity between the two studies was the students used WhatsApp, Zoom, and Google Classroom. The difference between these two studies was the study written by Wargadinata et al. (2020), in the learning process, the students used WhatsApp, Zoom, and Google Classroom during the early COVID-19 pandemic. In contrast, this research found that the students not only used WhatsApp, Zoom, and Google Classroom, but the students also used Computer, Moodle, Schoology, Edmodo, Google Meet, Websites, Smartphones, and Laptop during the COVID-19 pandemic. Based on the results of this research, it can be concluded that from all the models of E-learning such as Computer Based Learning (CBL), Learning Management Systems (LMS), Web-Based Learning (WBL), and Mobile Learning (m-learning), Synchronous E-learning and Asynchronous E-learning the researcher found that the most kinds of E-learning that English Department Students at the fourth semester of IAIN Samarinda used was Mobile Learning in learning writing skill during COVID-19 pandemic.

Many research showed the benefits of using e-learning in the English classroom (Khoumssi, 2020; Nurhayati, 2019; Pustika, 2020; Saeheng, 2017; Suherman & Wathoni, 2022; Utomo & Ahsanah, 2020; Walsh, 2006; Yudhiantara & Saehu, 2017). Various media and Apps like Youtube (Al-Jarf, 2022; Karimah et al., 2022; Sari & Margana, 2019), Edmodo (Nurhayati, 2019), whatsapp (Munir et al., 2021; Robbani et al., 2021), digital media (Reynolds & Kao, 2021; Triana & Nugroho, 2021; Utomo & Ahsanah, 2020) can be used to create successful teaching and learning of English.

Based on the questionnaire results, the researcher found that students' perception of writing skills through E-learning during the COVID-19 pandemic was very bad, with a mean score of 23,11. Based on the results of this research, the satisfaction rate in learning writing skills through E-learning was low. In the same line, there is research that the results are the same as this research. Al-Balas et al. conducted a study about E-learning in medical students from Jordan during the COVID-19 closure time. Their results revealed that the overall students' satisfaction rate with E-learning was low. On the contrary, Abdelouahed (2019) conducted a study about E-learning in foreign language learning. His study showed that students are highly satisfied with E-learning, which traditional learning students usually use to fulfill the missing gaps.

Based on the results of this research, it can be concluded that E-learning is useful for supporting learning writing skills during the COVID-19 pandemic. The results of this research were similar to the study conducted by Lin et al. (2017) Their research indicates that the participants considered the system is useful and helpful while learning English

academic writing and extracted the design principles derived from the empirical results in the study. The findings provide both learning content developers and E-learning tool designers with developmental insights for graduates to acquire academic writing ability in English.

Mulyani (2020) studied students' perception and motivation toward English E-learning during the COVID-19 pandemic. In this research, she found that E-learning gets a positive perception because it is flexible and effective. Meanwhile, flexibility makes some students motivated, but some are lazy in doing it and choose to procrastinate on the assignments. Kargiban and Kaffash conducted another study about the effectiveness of using E-learning on foreign language students' attitudes, and they concluded that the student's perceptions were positive.

#### 4. Conclusion

This research has described the kinds of E-Learning used during learning writing skills and students' perception of learning writing skills through E-learning. Based on the data findings, it can be concluded that the most kinds of E-learning used by students of the English Department in the fourth semester of IAIN Samarinda in learning writing skills during the COVID-19 Pandemic were Mobile Learning. In mobile learning, 94 students, or 100% used smartphones, and 81 students, or 86,2% used laptops. One of the objectives of this research was to find out the students' perception of writing skills through E-learning. The researcher found that the student's perception of writing skills through E-learning was not too good. Based on the findings, the mean score of the students' questionnaire was 23,11. It was categorized into a very bad category.

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