

Exploring the Use of Online Learning Platform in Learning English

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ABSTRACT

The use of online multimedia in teaching English as a Foreign Language is essential for enhancing the students' learning achievement. The application of an online platform for teaching English is very beneficial for improving students' language skills and enhancing students' learning motivation. The aim of this research is to know how the English teacher's perception of the online platform in the teaching-learning process and how students' perception when using an online platform from an English teacher during the learning process. The research method used is qualitative research and the there are some result of the research they are : teacher' perceptions related to the Perceived Usefulness Items with a percentage of 60% agreeing with the questionnaire, Perceive Ease of Use items' is 60% and categorized agree positive perception, teacher' perceptions related to the Behavioral Intention Items with a percentage of 60% and, teacher' perceptions related to the System Use Items with a percentage of 100%, students' perceptions related to teaching materials' category with a percentage of 62.50 %, there are 58.16% students' perceptions related to atmosphere for learning environments' category, students' perceptions related to student interactions' category with percentage of 67.82 %. The following section discusses the conditions that make online learning possible, such as when the teacher presents the material. Students agree that online learning improves their English skills, according to the study.

Keywords: multimedia; online learning; platform; method

INTRODUCTION

Language is an important aspect of human life that also serves to communicate in daily activities. According to (Wibowo, 2001), language is a system of symbols that are meaningful sounds that are arbitrary and conventional and that are utilized by a group of men to give birth to feelings and thoughts. Humans utilize language to communicate with the people around them. It will be impossible to communicate with others without the use of language. Communication is critical to human survival. It will be easier to convey information, complete tasks, and materialize ideas with human communication. If both the sender and the receiver grasp the information correctly, communication will be successful. As a result, language is vital to human life since it allows us to communicate.

Martinez and Castillo argued that language is solely human subjects regarding how much they speak, say, and know (Martinez del Castillo, 2015). It is a phenomenon that arises from inside the speaking subject and demonstrates the speaker's considerable conscious motivation. Humans can communicate with one another using language. However, there is a language that is widely spoken all across the world. It brings people together from various countries, backgrounds, and languages. It is written in the English language. English is the most frequently spoken language in the planet. It is also the most widely used language in international trade, diplomacy, popular culture, worldwide media communications, and scientific publications. These are the reasons for teaching English. It is not only necessary but also mandatory for international students, especially those from Indonesia.

English is one of the most important languages for humans as an international language. Because of the importance of English in interpersonal communication, it is taught in schools and even as a separate subject outside of school. In a formal school, English lessons begin at junior high, senior

high, and college levels. Learning English in Junior High School is a very interesting topic to investigate.

Online learning was implemented to reach students from various regions of Indonesia. Perhaps, in most online classes, students have responsibilities, such as not having the time to sit in a classroom at a specific time. There are numerous benefits to teaching English online. It can be environmentally friendly, as it saves money on transportation and travel while also reducing the need for printed materials. It also allows for greater flexibility in teaching students/learners when teachers are absent from school and the classroom.

Cooperman argued that teachers must understand technology or have a technical background to use new technology that can be delivered in teaching online both effectively and efficiently (Cooperman, 2017). Teachers and students must be able to use internet-based media to support educational quality. Furthermore, it employs technology correctly and wisely through learning models (Ramadhani, Safriyani, et al., 2020).

The Tufts University Latin Word Study Tool defines the Latin root “exploro” as “to cause to flow forth, bring out, search out, examine, investigate (...)” (*The Defention of Explore*, 2021). This further confirms how the notion of exploration implies positions the exploring subject and the exploring endeavour as visible activities in the world. The concrete origin of the word invites to reconsider and deepen the reflexive orientation that somehow underpins the way we use it, because exploring points to the self-implication in which every project of social research is based, and the strategic use of this self-implication (not its denial) in the process of moving something from darkness into clarity.

Perception is broadly interpreted as a form of thinking about something that forms a certain pattern of attitudes. According to (Robbins & Judge, 2017) Perception is defined as a process in which individuals interpret and organize their sensory impressions to give meaning or impressions to the environment. Perception is defined as a process in which individuals interpret and organize their sensory impressions to give meaning or impressions to the environment. Perception is also a process about the entry of information or messages into the human brain (Slameto, 2010). Perception can be defined as our recognition and interpretation of sensory information. Perception allows us to take the sensory information in and make into something meaningful.

With regard to these three terms, namely learning, teaching and learning; (Karim Sadeghi, 2012) provide the following restrictions:

- 1) Study is a reflection of a student's personality system that shows behavior related to a given task.
- 2) Teaching is a reflection of the teacher's personality system that acts professionally.
- 3) Learning is the social system where teaching and learning takes place.

Online learning implies a learning process that uses electronics as a learning medium. According to (Ramadhani, Masrul, et al., 2020), online learning is a form of information technology that is applied in the field of education in the form of virtual schools.

According to Cisco in (Tambunan, 2010) explaining the philosophical online learning as follows:

1. Online learning is the delivery of information, communication, education, training online.
2. Online learning provides a set of tools that can enrich the value of conventional learning (conventional learning models, studies of textbooks, CD-ROMs and computer-based training) so that they can answer the challenges of the development of globalization.

METHODS

The researcher use questionnaires and interviews as the instruments of this particular study. The researcher employ qualitative data. The data take from the close-ended questionnaire and interview results. (Napitupulu et al., 2020) state that utilizing questionnaires as a data-gathering device is helpful for money and time constraint consideration.

In analyzing the data, the researcher used the theory of Miles, Huberman & Saldana, suggesting that the activity in data analysis consists of three procedures (Miles et al., 2013). The population in this

research are the English teacher which consist of 2 teachers and the eight-grade students of SMP Negeri 5 AngkolaSangkunur which consist of 160 students. They are divided into 4 classes. Each class consist of around 40 students. Based on the above explanations the writer only takes two classes as the sample of this research. It consists of 72 students. They come from class VIII-3 and VIII-4. And to measure the perception of teachers in teaching English where the sample is English teachers who teach in the eighth grade which consist of 1 teacher.

RESULTS AND DISCUSSION

Technology-based e-learning, according to (Love & Fry, 2006), improves the use of the internet and other relevant technologies to develop learning materials, train learners, and manage the organization's lesson program. The following are the results of the respondents' responses:

1. Teacher' perceptions related to the Perceived Usefulness Items

There are five questions related to the aspect of Perceived Usefulness Items, item number 1 until number 5. It can be presented in the following table:

Table 4.1 Teacher' perceptions related to the Perceived Usefulness Items

No	Questionnaire Statement	Scale	Frequency	Percentage
1	Online learning system makes my performance improves	4	1	100.00%
		3	0	0.00%
		2	0	0.00%
		1	0	0.00%
2	Online learning system makes learning effective	4	0	0.00%
		3	1	100.00%
		2	0	0.00%
		1	0	0.00%
3	Online learning makes teaching becomes easier	4	0	0.00%
		3	1	100.00%
		2	0	0.00%
		1	0	0.00%
4	Online learning system is useful for teaching	4	1	100.00%
		3	0	0.00%
		2	0	0.00%
		1	0	0.00%
5	The online learning system makes me convenient in teaching	4	0	0.00%
		3	1	100.00%
		2	0	0.00%
		1	0	0.00%

Table 4.2 The analysis of Teacher' perceptions related to the Perceived Usefulness Items

No	Scale		Percentage
1	4	Totally agree	40.00%
2	3	Agree	60.00%
3	2	Disagree	0.00%
4	1	Not totally disagree	0.00%

The results acquired in the questionnaire, as shown in the table above, revealed the highest frequency, with a percentage of 60 percent agreeing with the questionnaire. The teacher agrees with the perceived usefulness of learning English through online learning. The teacher was unable to separate herself from technology throughout the implementation of online learning. This situation has forced them to study more about technology. As one of the participants in the following discussion pointed out, she also had additional opportunities to study all there is to know about online learning.

Yes, I believe so; an online learning system supports my performance. Teachers like me suddenly have to be smart, dig up a great deal of media, and complete online learning in a short period while responding to a pandemic; at first, we utilize the closest tool, Whatsapp. Because using Whatsapp is already part of one's everyday routine. Students find it simple to use; they no longer need to study. There were numerous webinars regarding online learning after that. We learned a lot about it, such as using platforms, designing exciting material, and involving students in our online learning. However, even after putting these measures in place, the students remain unmotivated. Some of them are uninterested in online learning.

2. Teacher' perceptions related to the Perceive Ease of Use Items

There are five questions related to the aspect of Perceive Ease of Use Items, item number 6 until number 10. It can be presented in the following table:

Table 4.3 Teacher' perceptions related to the Perceive Ease of Use Items

No	Questionnaire Statement	Scale	Frequency	Percentage
6	It is easy to operate an online learning system.	4	0	0.00%
		3	1	100.00%
		2	0	0.00%
		1	0	0.00%
7	The interaction with the online learning system is clear and understand able.	4	0	0.00%
		3	0	0.00%
		2	1	100.00%
		1	0	0.00%
8	The online learning system is flexible to interact with.	4	1	100.00%
		3	0	0.00%
		2	0	0.00%
		1	0	0.00%
9	It would be easy to be competent in the use of the online learning system.	4	0	0.00%
		3	1	100.00%
		2	0	0.00%
		1	0	0.00%

No	Questionnaire Statement	Scale	Frequency	Percentage
10	I consider that online learning system is easy to use	4	0	0.00%
		3	1	100.00%
		2	0	0.00%
		1	0	0.00%

Table 4.4 The analysis of Teacher' perceptions related to the Perceive Ease of Use Items

No	Scale		Percentage
1	4	Totally agree	20.00%
2	3	Agree	60.00%
3	2	Disagree	20.00%
4	1	Not totally disagree	0.00%

Based on table above, Perceive Ease of Use items' is 60% and categorized agree positive perception. The teacher could select more than one application or platform in this item questionnaire. The teacher uses the data in many ways, but the main application is Whatsapp. The teacher agrees that using Whatsapp is simple and easy. It may be a viable alternative for a teacher who is unable to use another online platform. Technology functions in online teaching are teaching, communicating, sharing material, checking students' presence, giving assignments, giving examinations, and providing feedback.

3. Teacher' perceptions related to the Behavioral Intention Items

There are five questions related to the aspect of Behavioral Intention, item number 11 until number 15. It can be presented in the following table:

Table 4.5 Teacher' perceptions related to the Behavioral Intention Items

No	Questionnaire Statement	Scale	Frequency	Percentage
11	"I will use the online learning system in my English subject even after the pandemic of Covid19. "	4	0	0.00%
		3	0	0.00%
		2	1	100.00%
		1	0	0.00%
12	It is important to use the online learning system and I would recommend its use	4	1	100.00%
		3	0	0.00%
		2	0	0.00%
		1	0	0.00%
13	I will modify the teaching activities of my English subjects to take advantage of the capabilities of the online learning system	4	1	100.00%
		3	0	0.00%
		2	0	0.00%
		1	0	0.00%
14	I will encourage my students	4	1	100.00%

No	Questionnaire Statement	Scale	Frequency	Percentage
	in the online learning	3	0	0.00%
		2	0	0.00%
		1	0	0.00%
15	I would like to use the online learning system in the future if I had the chance.	4	0	0.00%
		3	1	100.00%
		2	0	0.00%
		1	0	0.00%

Table 4.6 The analysis of Teacher' perceptions related to the Behavioral Intention Items

No	Scale		Percentage
1	4	Totally agree	60.00%
2	3	Agree	20.00%
3	2	Disagree	20.00%
4	1	Not totally disagree	0.00%

The attitude toward using the system is reflected in behavioral intention. Perceived utility and simplicity of use are the determining factors. Teachers' attitudes and intentions to use technology in online teaching are referred to as behavioral intentions. The central tendency of the behavioral intention item is depicted in Table 4.6. There are five items, with a 60 percent average central tendency indicating a totally agree perception. It suggested that the students in the online system will be encouraged by the teacher.

According to the interview data, students face several challenges related to online learning: they lack motivation, some students are unable to fulfill quota on a daily, and some of them do not have access to a phone or laptop, they must share phone calls with their sister, brother, or parents. To solve this problem, the teacher decides to encourage students to participate in online learning. This is part of the teacher's job role.

4. Teacher' perceptions related to the System Use Items

There are five questions related to the aspect of the System Use, item number 16 until number 20. It can be presented in the following table:

Table 4.7 Teacher' perceptions related to the System Use Items

No	Questionnaire Statement	Scale	Frequency	Percentage
16	I spend a long time interacting the online learning system	4	0	0.00%
		3	1	100.00%
		2	0	0.00%
		1	0	0.00%
17	I get involved with the online learning system.	4	0	0.00%
		3	1	100.00%
		2	0	0.00%
		1	0	0.00%

No	Questionnaire Statement	Scale	Frequency	Percentage
18	I teach at least once a day.	4	0	0.00%
		3	1	100.00%
		2	0	0.00%
		1	0	0.00%
19	I have proposed in the online learning system.	4	0	0.00%
		3	1	100.00%
		2	0	0.00%
		1	0	0.00%
20	"I frequently connect to online learning systems to display the degree of participation and progress of students."	4	0	0.00%
		3	1	100.00%
		2	0	0.00%
		1	0	0.00%

Table 4.8 The analysis of Teacher' perceptions related to the System Use Items

No	Scale		Percentage
1	4	Totally agree	0.00%
2	3	Agree	100.00%
3	2	Disagree	0.00%
4	1	Not totally disagree	0.00%

System use is considered the degree and manner in which users utilize the information system's capabilities. The attitude toward using the system is also an aspect of system utilization. Perceived utility and simplicity of use are the determining factors. Teachers' participation in the use of technology to teach online is referred to as system utilization. Table 4.8. showed that the average is 100 percent, indicating that the participant agrees.

During the pandemic, the teacher used Whatsapp as the primary platform for online education. The teacher becomes connected with the online learning system based on the information gathered during the interview. She states she spends more time than she does at school. Teachers should be prepared to teach online because it may be done anywhere and at any time.

During the Covid-19 pandemic, the teacher has no choice option except to teach online. Every day, they spend a significant amount of time online study. They greet the students, go over the material, offer homework, make announcements. In the workplace, online learning requires teachers to be on time or early because every time there are school announcements, the teacher must share them with the students. Every time they ask the teacher a question about a task or assignment, they must submit the task. It encouraged the teacher to participate in the online learning system at all times. The teacher checks the students' online presence regularly; knowing the students' degree and progress is essential.

4.1.2 Questionnaire Result Presentation of the students' perception when using an online platform from an English teacher during the learning process

In this questionnaire, there are questions about learning English through online learning English. As many as 78 students gave responses to this questionnaire. In this questionnaire, students' perceptions of online English learning are divided into four categories: not totally disagree, disagree, agree, and totally agree. Each item's data is sorted according to the dynamics of online learning. According to Fortune et al. (2011), three issues commonly arise in online learning: the category of teaching material, the category of atmosphere or learning environment, and the last category of student interaction. The following are the results of the respondents' responses:

1. Students' perceptions related to the category of teaching material

There are six questions related to the category of teaching material, item number 1 until number 6. Can be presented in the following table:

Table 4.9 The students' perceptions related to teaching materials' category

No	Questionnaire Statement	Scale	Frequency	Percentage
1	Through online learning, the teacher clearly explains the English topic.	4	17	23.61%
		3	44	61.11%
		2	6	8.33%
		1	5	6.94%
2	The teacher delivers the English material via online learning according to the syllabus.	4	16	22.22%
		3	49	68.06%
		2	5	6.94%
		1	2	2.78%
3	If the teacher's online assignments misunderstanding, they will be evaluated.	4	16	22.22%
		3	41	56.94%
		2	15	20.83%
		1	0	0.00%
4	When the teacher delivers the material, it creates a good situation for online learning.	4	7	9.72%
		3	46	63.89%
		2	12	16.67%
		1	7	9.72%
5	During the covid-19 epidemic, learning English through online learning was helpful.	4	17	23.61%
		3	39	54.17%
		2	9	12.50%
		1	7	9.72%
6	Even if it is done online during the covid-19 epidemic, the English learning plan is very supportive.	4	7	9.72%
		3	51	70.83%
		2	11	15.28%
		1	3	4.17%

Table 4.10 The analysis students' perceptions related to the teaching materials' category.

No	Scale		Percentage
1	4	Totally agree	18.52%
2	3	Agree	62.50%
3	2	Disagree	13.43%
4	1	Not totally disagree	5.56%

The results acquired in the questionnaire, as shown in the table above, revealed the highest frequency, with a percentage of 62.50 percent agreeing with the questionnaire. Students agree with the material presented by teachers in learning English through online learning, they are happy if the assignment will be evaluated if there is an error, and they agree that online English learning during the pandemic was effective even if it did not interact directly in the classroom, according to the data. According to students' perceptions of instructional materials, the category is good perceptions, as evidenced by the high percentage on the table list.

2. Students' perceptions related to the category of learning environments

There are 8 question that related to atmosphere for learning environments' category, item number 7 until number 14. Can be presented in the following table:

Table 4.11 The students' perceptions related to the atmosphere for learning environments' category

No	Questionnaire Statement	Scale	Frequency	Percentage
7	You want to study the learning media used by the teacher during the covid-19 pandemic.	4	19	26.39%
		3	39	54.17%
		2	9	12.50%
		1	5	6.94%
8	During the covid-19 pandemic, you are diligent in working on the English homework assigned by the teacher through online learning.	4	16	22.22%
		3	47	65.28%
		2	7	9.72%
		1	2	2.78%
9	Even if there are no assignments during the course, you continue to learn English.	4	14	19.44%
		3	47	65.28%
		2	9	12.50%
		1	2	2.78%
10	During the Covid-19 pandemic, you are motivated and excited to study English through online learning.	4	6	8.33%
		3	45	62.50%
		2	15	20.83%
		1	6	8.33%
11	Learning English online might help you improve your time management skills.	4	21	29.17%
		3	33	45.83%
		2	13	18.06%
		1	5	6.94%
12	Online learning teaches honesty in the completion of teacher-assigned tasks.	4	18	25.00%
		3	42	58.33%
		2	8	11.11%
		1	4	5.56%
13	It is not boring to study English online.	4	17	23.61%
		3	39	54.17%

No	Questionnaire Statement	Scale	Frequency	Percentage
14	You take English lessons online more actively in order to get good grades	2	9	12.50%
		1	7	9.72%
		4	18	25.00%
		3	43	59.72%
		2	7	9.72%
		1	4	5.56%

Table 4.12 The analysis students' perceptions related to atmosphere for learning environments' category

No	Scale		Percentage
1	4	totally agree	22.40%
2	3	Agree	58.16%
3	2	Disagree	13.37%
4	1	Not totally disagree	6.08%

As shown in the table above, the data acquired in the questionnaire had the highest frequency. There are 58.16 percent agree with the questionnaire. According to the research, students agree that online English learning may help them manage their time, teach them honesty, and not be boring. They are more enthusiastic and motivated to learn English through online learning. They are also more diligent in working on English assignments to ensure good scores. It may be stated that students' perceptions of the category of atmosphere or learning environment are generally positive, as seen by the high percentage on the table list.

3. Students' perceptions related to the category of student interaction

There are 6 (six) question that related to dimension of student interaction, item number 15 until number 20. The data can be seen in the table below:

Table 4.13 The students' perceptions related to the student interaction ' category

No	Questionnaire Statement	Scale	Frequency	Percentage
15	Your English skills improve as a result of online study.	4	17	23.61%
		3	40	55.56%
		2	8	11.11%
		1	7	9.72%
16	In online learning, the teacher conducts question and response activities about English topics.	4	15	20.83%
		3	49	68.06%
		2	8	11.11%
		1	2	2.78%
17	Before starting online learning, the teacher delivers motivation. English	4	8	11.11%
		3	51	70.83%
		2	7	9.72%
		1	1	1.39%

No	Questionnaire Statement	Scale	Frequency	Percentage
18	The teacher explains why it is essential to learn English online.	4	5	6.94%
		3	53	73.61%
		2	14	19.44%
		1	0	0.00%
19	Before beginning online English learning, the teacher gives examples of material in the form of a video or an image.	4	16	22.22%
		3	54	75.00%
		2	1	1.39%
		1	1	1.39%
20	When you are having trouble learning English through online learning, you ask the teacher.	4	17	23.61%
		3	46	63.89%
		2	9	12.50%
		1	0	0.00%

Table 4.14 The analysis students' perceptions related to student interactions' category

No	Scale		Percentage
1	4	totally agree	18.06%
2	3	Agree	67.82%
3	2	Disagree	10.88%
4	1	Not totally disagree	2.55%

According to the data, students agree that their English skills improve as a result of online learning. They also offer English-related question-and-answer sessions. They tend to be active in online learning English. It may be stated that students' perceptions of student interaction are positive, as seen by the high percentage of 67.82% agree with the questionnaire. Students have a positive tendency toward applying online learning, according to the results of the data processing. It can be seen in the finding that students can adapt and adjust to all categories in the online learning process, even if they have never done so before. In SMP Negeri 5 AngkolaSangkunur, students' perceptions of using an online platform from an English teacher during the learning process are positive.

DISCUSSION

The research problem of this research is investigating students' perceptions and teacher's perceptions related to learning English through online learning during the covid-19 pandemic. To answer the research question, the researcher distributed questionnaires. The questionnaire distributed to all the students of eight-grade students of SMP Negeri 5 AngkolaSangkunur, that consist of four classes and total number of the students are 160 students, and there are 72 students voluntarily participated in filling out the questionnaire. In collecting the data, the researcher made questionnaire in the written Forms and distributed it.

According to the data analysis, during the pandemic Covid-19, teachers had a positive perception of the usefulness and simplicity of use of the online platform. Despite this, there are significant challenges in implementing online English learning due to a lack of quality communication and interaction between teachers and students. Some students lacked technological infrastructure, internet quotas, were less motivated and had less support from parents.

In addition, the teacher had a good mindset on using technology to teach online during the

pandemic. Covid-19. Teachers' intentions to use technology in online teaching and their involvement in it are quite high. She also believed that she needed to improve her computer skills. This demonstrated that the teacher understands the value of technology in her classroom. In the Covid-19 pandemic situation, teachers' ability to innovate in designing and gathering resources, learning methods, and selecting the appropriate applications in line with the material and techniques will be evaluated. Creativity is essential for a teacher's effectiveness in motivating students to maintain their enthusiasm for online (online) learning and avoid becoming a psychological burden. In their classrooms, teachers must establish models and learning procedures that are suited for their students' characteristics.

The results of the student perception questionnaire found that as a source of study in learning, teaching materials play a critical part in the learning process. According to items linked to the aspect of teaching material, the teacher's role in explaining English material through online learning is good or bad. The statistics revealed the highest frequency, with 62.50 percent of respondents agreeing with the questionnaire. According to students' perceptions, the delivery of material by teachers in learning English through online learning was optimal. The next point to consider is the learning environment, or how students can take English courses online more actively to improve their grades. The highest frequency was found in the questionnaire, with a proportion of 58.16 percent agreeing with the question.

Interest in learning is an attitude of submission to the activities of the learning process, both in terms of organizing a study schedule and taking the initiative to put up a severe effort of learning. Students appear to be engaged in online learning during the covid-19 pandemic, based on their questions on the atmosphere or learning environment. They are more excited and motivated to learn English through the internet. They are also more conscientious about working on English homework in order to achieve high grades.

The last is questionnaires related to student interaction. In this case, the questionnaire results revealed the highest frequency, with a rate of 67.82 percent agreeing with the questionnaire. In online learning, students can not only interact directly with the learning material they find. However, they can also choose to order, direct, and evaluate their learning with the help of a teacher. This interaction can occur across a variety of internet platforms. The following section discusses the conditions that make online learning possible, such as when the teacher presents the material. Students agree that online learning improves their English skills, according to the study.

CONCLUSION

Based on the data analysis and discussion in the previous chapter, it can be concluded that teachers have a positive perception of the utility and simplicity of use of online learning it can be seen from the result of the research is teacher' perceptions related to the Perceived Usefulness Items with a percentage of 60% agreeing with the questionnaire, Perceive Ease of Use items' is 60% and categorized agree positive perception, teacher' perceptions related to the Behavioral Intention Items with a percentage of 60% and, teacher' perceptions related to the System Use Items with a percentage of 100%, students' perceptions related to teaching materials' category with a percentage of 62.50 %, there are 58.16% students' perceptions related to atmosphere for learning environments' category, students' perceptions related to student interactions' category with percentage of 67.82 %.

The purpose of this study is to understand how students' and teachers' perceptions about online English learning. Teachers in this learning process benefit from the use of several applications in online learning. Teachers must be comfortable with their teaching methods, including utilizing complex online media that is packaged efficiently, quickly accessed, and comprehended by students. For example, teachers should be capable of not only using technology but also managing online learning. As a result, additional professionals are needed to help teachers improve their online learning efficiency.

Furthermore, the students' perceptions of online English learning are positive. That is seen from the percentage of data based on some categories. Students can adapt and adapt to all aspects of the online learning process based on the findings discussed. Learning English online during a pandemic has some advantages, including the ability to learn independently and without depending on a teacher, the ability to practice time effectively and instill an honest attitude in their assignments, and the ability to learn at any place and any time, They can access information related to the material being studied more efficiently, and they can even reopen learning videos provided by the teacher in their learning application.

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