
STUDENTS' PERCEPTION ON THE USE OF E-LEARNING IN THE ENGLISH SUBJECT

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ABSTRACT

The objectives of this study were to find out students' perception about E-learning in English Subject to the Tenth Grade Students' Madrasah Aliyah Darun Najah Bangun Jaya and to find out strengths and weaknesses in using E-learning faced by the Tenth Grade Students' Madrasah Aliyah Darun Najah Bangun Jaya. This study used a mix method by using questionnaires and open-ended questionnaires. The researchers used total sampling and the sample was 69 students. The data were collected through an online questionnaire distributed through Google Form and WhatsApp application. For analyzing the data, the researchers used a percentage analysis formula. Based on the result of the questionnaire, 36 students or 52.2% had negative perception of E-learning in English subjects, 31 students or 44.9% had positive perception and 2 students or 2.8% had neutral perception. It could be concluded that the Tenth Grade Student of Madrasah Aliyah Darun Najah Bangun Jaya has negative perception on E-learning in English subject. The result of the open-end questionnaire found that the strength in using the WhatsApp application is that it is easier to submit the assignment. E-learning can eliminate hesitation / unconfidence to practice English, and interaction and communication between teacher and students better. The weakness in using E-learning was students are difficult to understand the material given. They faced limited internet access and the time was not flexible, so that learning activities became ineffective.

Keywords : *Students' Perception, E-Learning, WhatsApp Application*

INTRODUCTION

English is an international language, it is crucial. According to McKay (2002), an international language is equivalent to a language with a substantial native speaker population. When viewed in this light, English is the international language of choice for broader communication in a way that no other language can be equal. English is used to communicate with people from other countries as well as within the same country in many fields. From this perspective, English can be viewed as a global as well as a local language.

Learning English is important because English is not only used as the language of instruction in the business world but also in the world of education. According to Morrow (2011), learning English can give students benefits if the purpose and method used is the students' age. The students can easily understand English if the instructions used by the teacher are consistent.

The Corona or Covid -19 virus pandemic, which swept the globe, including Indonesia, in March 2020, is wreaking havoc on all aspects of human activity, including education. Corona virus disease (covid-19) is a deadly virus that first appeared in the Chinese city of Wuhan in December of 2019. where the virus has been introduced into the ongoing debate, conjectures that it stems from the formation of sars-cov-2 pathogens that occurred in China's wildlife market. Since the advent of this virus spread very quickly in China, it then expanded until it eventually spread across the world (World Health Organization, 2020) The virus is transmitted to humans and its infection is by droplet or by drooling and coughing, human contact from daily activity to gathering together without keeping any distance or physical distance, thus causing the entire human activity to be compromised.

The education sector, according to Pangestu (2020), is a particularly dangerous sector to operate in during the corona virus pandemic (covid-19), because of a face-to-face system between a teacher and students at school or college, and because of teaching learning that involves a big number of individuals in a room. This is one of the widespread explosion of the virus outbreak is to do a shared activity in one room without being accompanied by distance or social distension, because it has a large risk and can endanger the safety of both teacher and learners, school or college learning activities are eliminated and teacher learning activities are eliminated used remote or online learning system. With the Covid -19 pandemic in March 2020, the government issued a call for at home learning activities. Fajrian (2020), online learning done by using the Internet based meeting applications or social media applications connected with the internet network or the mobile device or the mobile phone and laptop.

In addition, Lantip and Riyanto (2011), state that the internet is a short form of connected interconnected networking. It is the development of the internet that is so highly informed, that whatever field it wants can be traced back to it. The internet is also a medium of communication and learning media that benefits teachers, students, and society in general and has an effect on education. Meanwhile, Sutopo (2012) technology and communication is everything related with the use of tools for processing and transferring from one device to another.

According to Fry (2001) Technology-based E-learning refers to the use of the internet and other significant technologies to create learning materials, train learners, and manage courses inside an organization. According to the statement, information is very easy to transfer with internet technology through electronic media such as gadgets (smartphone/tablet) or computer.

Furthermore, Toha (2001), by using E-learning students can take advantage of it to access assignments, learning materials, discussions with students and teachers, look at the conversation and learn (p.62). It means that using this media E-learning which is expected teachers can manage educational materials, such as up loading materials, obtaining assignment to learners, receiving quizzes, issuing tests or verifications, administering grades, monitoring activation, administering values, interacting with learners and fellow teaching teams, through discussion forums or advanced chat, and so on. Besides that, another advantage is that learning using E-learning has the potential to increase equity and access to education in a country.

McPherson (2005), clarified that E-learning has become a widely accepted and regularly used mode of learning in higher education (p.585). Some schools already used complete online learning methods from E-learning and offline E-learning. Example of a school that has used an E-learning system is *Madrasah Aliyah Darun Najah Bangun Jaya*. All students used learning methods with *WhatsApp*.

When discussing student acceptance of technology, Keller and Cernerud (2002) claimed that elements such as age, gender, previous computer experience, technological acceptability, and individual learning styles can all influence students' perceptions of E-learning in higher education. At this point, not all students can operate the internet and gadgets. The use of gadgets and the internet has penetrated into all factors including education. The inability to operate it greatly affects the learning process of students in the classroom.

Based on researchers preliminary research by interviewing the Tenth Grade Students of *Madrasah Aliyah Darun Najah Bangun Jaya* that related to E-Learning. The researchers found that students found the problems faced by them. The problems were (1) Students found it difficult to get information because it was hard to get a signal. (2) Students have difficulty understanding the material given. (3) Students feel that social activities with their friends are hampered. (4) Students were less effective in learning. Therefore, the researchers were interested to know students' perception on the use of E-Learning in the English Subject to the Tenth Grade Students of *Madrasah Aliyah Darun Najah Bangun Jaya*.

METHOD

This research used a mix method. According to Sugiyono (2011) mix methods are research methods by combining two research methods simultaneously, qualitative and quantitative in a research activity, so that it will obtain more comprehensive, valid, reliable, and objective data. The mix method was chosen because this research aims to find the perception of students of Madrasah Aliyah Darun Najah Bangun Jaya about E-learning.

In this research, the researchers used questionnaires. Questionnaire was a research instrument consisting of a series of questions that aim to collect information from respondents. The questionnaire was distributed through Google form and *WhatsApp* application. Sugiyono (2014), the questionnaire is a technique of data collection by way of researchers providing a list of question written statements to be answered by the respondent.

In analyzing the data, the researchers used the percentage analysis through the following formula:

$$P = \frac{F}{N} \times 100\%$$

Where P = percentage

F = frequency being search percentage

N = number of cases (Sugiyono, 2017, p.43)

FINDINGS AND DISCUSSION

In this study, the researchers presented findings and discussions from the research data that was already done. These findings include the results of student perceptions by using *WhatsApp*. The researchers used Google form for collecting the data and gave the closed-ended questionnaire and open-ended questionnaire through *WhatsApp*. It is divided into three categories: easy to learn by using *WhatsApp*, improving students' learning, and difficulty in *WhatsApp*. The researchers used Google form as main data and others. The respondents of this research were students in Grade X.A, X.B, and X.C *Madrasah Aliyah Darun Najah Bangun Jaya*.

The result of Students perception on E-learning of English Subject to the Tenth Grade Students *Madrasah Aliyah Darun Najah Bangun Jaya* were taken by using the close-ended questionnaire. The researcher gave 12 questionnaire items to the students of *Madrasah Aliyah Darun Najah Bangun Jaya*. The result of the questionnaire can be described in the following.

Table 1. Item no 1. (I think use of *WhatsApp* can help me to understand English material better)

No	Questionnaire Statement	Frequency	Percentage
1	Strongly Agree	2	2.9%
2	Agree	21	30.4%
3	Neutral	7	10.1%
4	Disagree	36	52.2%
5	Strongly Disagree	3	4.3%

Based on the table above, it can be seen that 2 (2.9%) Of 69 respondents answered Strongly Agree with the statement I think use of WhatsApp can help me to understand English material, 21 (30.4%) of 69 respondents answered Agree, 7 (10.1%) of 69 respondents answered Neutral, 36 (52.2%) of 69 respondents answered Disagree, and 3 (4.3%) of 69 respondents answered Strongly Disagree. Therefore, it can be concluded that the data was more dominant that answer Disagree with the statement *I think use of WhatsApp can help me to understand English material*.

Table 2. Item no 2 (I think use of *WhatsApp* is strategic for learning English, especially for discussion and question answer)

No	Questionnaire Statement	Frequency	Percentage
1	Strongly Agree	0	0%
2	Agree	28	40.6%
3	Neutral	4	5.8%
4	Disagree	32	46.4%
5	Strongly Disagree	5	7.2%

Based on the table above, it can be seen that 0 (0%) of 69 respondents answered Strongly Agree with the statement *I think use of WhatsApp is strategic for learning English, especially for discussion and question answer*, 28 (40.6%) of 69 respondents answered Agree, 4 (5.8%) of 69 respondents answered Neutral, 32 (46.4%) of 69 respondents answered Disagree, and 5 (7.2%) of 69 respondents answered Strongly Disagree. Therefore, it can be concluded that the data were more dominant that answer Disagree with statement *I think use of WhatsApp is strategic for learning English, especially for discussion and question answer*.

Table 3. Item no. 3 (I think use of *WhatsApp* is strategic for learning English, especially for submitting the assignment)

No	Questionnaire Statement	Frequency	Percentage
1	Strongly Agree	6	8.7%
2	Agree	50	72.5%

3	Neutral	6	8.7%
4	Disagree	7	10.1%
5	Strongly Disagree	0	0%

Based on the table above, it can be seen that 6 (8.7%) respondents answered Strongly Agree with the statement *I think use of WhatsApp is strategic for learning English*, especially for submitting the assignment, 50 (72.5%) of 69 respondents answered Agree, 6 (8.7%) of 69 respondents answered Neutral, 7 (10.1%) of 69 respondents answered Disagree, and 0 (0%) of 69 respondents answered Strongly Disagree. Therefore, it can be concluded that the data were more dominant that answer Agree with the statement *I think use of WhatsApp is strategic for learning English, especially for submitting assignment*.

Table 4. Item no. 4 (I think use of WhatsApp in learning English process is saving time, energy and low cost)

No	Questionnaire Statement	Frequency	Percentage
1	Strongly Agree	6	8.7%
2	Agree	28	40.6%
3	Neutral	3	4.3%
4	Disagree	28	40.6%
5	Strongly Disagree	4	5.8%

Based on the table above, it can be seen that 13 (18.8%) of 69 respondents answered Strongly Agree with the statement *I think use of WhatsApp in learning English process is saving time, energy and low cost*, 33 (47.8%) of 69 respondents answered Agree, 6 (8.7%) respondents answered Neutral, 13 (18.8%) of 69 respondents answered Disagree, and 4 (5.8%) respondents answered Strongly Disagree. Therefore, it can be concluded that the data were a more dominant balance between answer Agree and Disagree with the statement *I think use of WhatsApp in learning English process is saving time, energy and low cost*.

Table 5. Item no. 5 (I think use of WhatsApp in ELT can help students to practice English)

No	Questionnaire Statement	Frequency	Percentage
1	Strongly Agree	1	1.4%
2	Agree	43	62.3%
3	Neutral	5	7.2%
4	Disagree	12	17.4%
5	Strongly Disagree	8	11.6%

Based on the table above, it can be seen that 1 (1.4%) of 69 respondents answered Strongly Agree with the statement *I think use of WhatsApp in ELT can help students to practice English*, 43 (62.3%) of 69 respondents answered Agree, 5 (7.2%) respondents answered Neutral, 12 (17.4%) of 69 respondents answered Disagree, and 8 (11.6%) respondents answered Strongly Disagree. Therefore, it can be concluded that the data were more dominant that answer agree with the statement *I think use of WhatsApp in ELT can help students to practice English*.

Table 6. Item no. 6 (I think use of WhatsApp can help the students to improve their vocabulary mastery)

No	Questionnaire Statement	Frequency	Percentage
1	Strongly Agree	1	1.4%
2	Agree	12	17.4%
3	Neutral	9	13%
4	Disagree	42	60.9%
5	Strongly Disagree	5	7.2%

Based on the table above, it can be seen that 1 (1.4%) of 69 respondents answered Strongly Agree with the statement *I think use of WhatsApp can help the students to improve their vocabularies mastery*, 12 (17.4%) of 69 respondents answered Agree, 9 (13%) respondents answered Neutral, 42 (60.9%) of 69 respondents answered Disagree, and 5 (7.2%) respondents answered Strongly Disagree. Therefore, it can be concluded that the data were more dominant that answer Disagree with the statement *I think use of WhatsApp can help the students to improve their vocabulary mastery*.

Table 7. Item no. 7 (I think use of WhatsApp eliminate hesitation/unconfident to practice English)

No	Questionnaire Statement	Frequency	Percentage
1	Strongly Agree	6	8.7%
2	Agree	45	65.2%
3	Neutral	5	7.2%
4	Disagree	12	17.4%
5	Strongly Disagree	1	1.4%

Based on the table above, it can be seen that 6 (8.7%) of 69 respondents answered Strongly Agree with the statement *I think use of WhatsApp eliminate hesitation/unconfident to practice English*, 45 (65.2%) of 69 respondents answered Agree, 5 (7.2%) respondents answered Neutral, 12 (17.4%) of 69 respondents answered Disagree, and 1 (1.4%)

respondents answered Strongly Disagree. Therefore, it can be concluded that the data were more dominant that answer Agree with the statement *I think use of whatsapp eliminate hesitation/unconfident to practice English.*

Table 8. Item no. 8 (I think use of WhatsApp makes the teaching learning English more effective)

No	Questionnaire Statement	Frequency	Percentage
1	Strongly Agree	3	4.3%
2	Agree	26	37.7%
3	Neutral	6	8.7%
4	Disagree	30	43.5%
5	Strongly Disagree	4	5.8%

Based on the table above, it can be seen that 3 (4.3%) of 69 respondents answered Strongly Agree with the statement *I think use of WhatsApp makes the teaching learning English more effective*, 26 (37.7%) of 69 respondents answered Agree, 6 (8.7%) respondents answered Neutral, 30 (43.5%) of 69 respondents answered Disagree, and 4 (5.8%) respondents answered Strongly Disagree. Therefore, it can be concluded that the data were more dominant than the answer Disagree with the statement *I think use of WhatsApp makes the teaching learning English more effective.*

Table 9. Item no. 9 (I think use of WhatsApp is very difficult, to be used by smartphone)

No	Questionnaire Statement	Frequency	Percentage
1	Strongly Agree	1	1.4%
2	Agree	21	52.4%
3	Neutral	9	13%
4	Disagree	36	30.4%
5	Strongly Disagree	2	2.9%

Based on the table above, it can be seen that 1 (1.4%) of 69 respondents answered Strongly Agree with the statement *I think use of WhatsApp is very difficult, mainly by smartphone*, 36 (52.4%) of 69 respondents answered Agree, 9 (13%) respondents answered Neutral, 21 (30.4%) of 69 respondents answered Disagree, and 2 (2.9%) respondents answered Strongly Disagree. Therefore, it can be concluded that the data were more dominant that answer agree with the statement *I think use of WhatsApp is very difficult, mainly by smartphone.*

Table 10. Item no. 10 (I think use of *WhatsApp* is very difficult due to low-speed internet connection)

No	Questionnaire Statement	Frequency	Percentage
1	Strongly Agree	4	5.8%
2	Agree	48	69.6%
3	Neutral	6	8.7%
4	Disagree	9	13%
5	Strongly Disagree	2	2.9%

Based on the table above, it can be seen that 5 (5.8%) of 69 respondents answered Strongly Agree with the statement *I think use of WhatsApp is very difficult due to low-speed internet connection*, 48 (69.6%) of 69 respondents answered Agree, 6 (8.7%) respondents answered Neutral, 9 (13%) of 69 respondents answered Disagree, and 2 (2.9%) respondents answered Strongly Disagree. Therefore, it can be concluded that the data were more dominant that answer Agree with the statement *I think use of WhatsApp is very difficult, mainly by smartphone*.

Table 11. Item no. 11 (I think use of *WhatsApp* is very difficult because spend quota)

No	Questionnaire Statement	Frequency	Percentage
1	Strongly Agree	5	7.2%
2	Agree	44	63.8%
3	Neutral	5	7.2%
4	Disagree	13	18.8%
5	Strongly Disagree	2	2.9%

Based on the table above, it can be seen that 5 (7.2%) of 69 respondents answered Strongly Agree with the statement *I think use of WhatsApp is very difficult because spend quota*, 44 (63.8%) of 69 respondents answered Agree, 5 (7.2%) respondents answered Neutral, 13 (18.8%) of 69 respondents answered Disagree, and 2 (2.9%) respondents answered Strongly Disagree. Therefore, it can be concluded that the data were more that answer Agree with the statement *I think use of WhatsApp is very difficult because of low economy*

Table 12. Item no. 12 (I think use of *WhatsApp* in ELT facilitates the interaction and communication between teacher and students far better)

No	Questionnaire Statement	Frequency	Percentage
1	Strongly Agree	16	23.2%
2	Agree	40	57.9%

3	Neutral	6	8.7%
4	Disagree	6	8.7%
5	Strongly Disagree	1	1.4%

Based on the table above, it can be seen that 16 (23.2%) of 69 respondents answered Strongly Agree with the statement *I think use of WhatsApp in ELT facilitates the interaction and communication between teacher and students far better*, 40 (57.9%) of 69 respondents answered Agree, 6 (8.7%) respondents answered Neutral, 6 (8.7%) of 69 respondents answered Disagree, and 1 (1.4%) respondents answered Strongly Disagree. Therefore, it can be concluded that the data were more dominant that answer Agree with the statement *I think use of WhatsApp in ELT facilitates the interaction and communication between teacher and students far better*.

Based on the result of the data processing carried out, in general students have a negative tendency toward the implementation of online learning. It was discovered that the majority of students chose Disagree in the negative statement. From the total students 69, there were 36 students or 52.2% had negative perception of E-learning in English subject and there were 31 students or 44.9% had positive perception, and there were 2 students or 2.8% had neutral perception. It could be concluded that the Tenth Grade Student of *Madrasah Aliyah Darun Najah Bangun Jaya* has negative perception on E-learning in English Subject. This is similar with Mahyoob's (2020) findings, which analyze students' new experiences in online education and assess the practicality of virtual ways of learning. According to the study findings, most EFL learners are dissatisfied with continued online learning since they have not made the desired gain in language learning performance.

Furthermore, it was discovered through the open-ended questionnaire that the strength in utilizing *WhatsApp* application was that they believed it was simpler to submit the assignment. E-learning may assist students in practicing English, decrease reluctance / insecurity in practicing English, and improve interaction and communication between instructor and students. Meanwhile, the weakness in using E-learning was that students tend to be less focused on the material discussed, students have difficulty understanding the material given, they face limited internet access, they felt the time is not flexible, students waste so much time, learning activities become ineffective. As a consequence of the open-ended questionnaire responses, it is possible to conclude that the *WhatsApp* application produces both positive and negative results depending on how it is used.

CONCLUSION AND SUGGESTION

Based on the findings of the research, it is possible to conclude that the use of the WhatsApp application by Madrasah Aliyah Darun Najah Bangun Jaya's tenth-grade students was not effective. The students showed a negative perception toward E-learning in the English subject. The WhatsApp application did not provide the best results for their study. Furthermore, it was discovered that the WhatsApp application had both strengths and weaknesses. The strength of utilizing the WhatsApp application is that it makes it easy to submit the assignment. It can assist students in practicing English, decrease reluctance / insecurity in practicing English, and improve interaction and communication between teacher and students. On the other hand, students tend to be less focused on the information covered, students find it difficult to grasp the content provided, they have restricted internet access, they believe time is not flexible, and learning activities become ineffective. As a result, it is suggested that the teacher give greater encouragement so that students may be more engaged in their learning. Because of the difficulties of students grasping the subject matter, teachers should evaluate the online teaching and learning process.

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