

Teachers' Perception on E-Learning at Vocational High School

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Abstract

The covid-19 pandemic has brought significant changes in every aspect of human life, including education. Indonesian Education and Culture Minister, Mr. Nadiem Anwar Makarim ordered all students including university students to research from home. Thus, the use of e-learning is the best choice in order that teaching and learning process run as well. This research aimed at knowing the teachers' perception on e-learning at Vocational High School. The data was collected through interview. The participants were 3 English teachers selected by non-probability sampling which purposive sampling technique. The researcher used descriptive qualitative as a design method because it was considered as an appropriate approach as a type of research. The result of this research was presented descriptively in order to reveal the teachers' perception towards e-learning comprehensively. The research found that mostly the teachers gave good perception about e-learning. They improved their teaching through e-learning and got a new experience of the new media applied in teaching activity. Whereas, some teachers also gave perception that e-learning has obstacles that bad network, and the capacity of the application used in e-learning.

Keywords: Teachers' perception; E-learning

INTRODUCTION

The development of technology can help the teacher to explain the materials for the students. The Internet offers a broad spectrum of content that is easily accessible to teachers and students' fingertips (Joshi and Kaur: 2011). Currently, many universities and schools that have applied technology-based learning system in the world.

E-Learning as a model for almost all subjects can be applied in language learning including in EFL (English as foreign language) classroom. Web pages as one of menus offered in E-Learning can help teachers to teach English. Web pages have been grouped according to their domains such as vocabulary, grammar, phonetics and four language

skills such as speaking, listening, reading and writing. Through this menu, teachers can download textbook or teaching modules either free or with cost. Teachers can also share link or information to students about English. They can access English video as well and both teachers and students will discuss about it. In addition, it also helps teachers to communicate about learning materials and assess students' speaking directly via virtual conference applications that can be downloaded such as Zoom, Cloud Meetings, Cisco Webex Meetings, Google Classroom and other similar applications. Lecturers can invite the students to have face-to face lectures online even examination can be carried out online these days.

Since march 2020 the Covid-19 pandemic widespread in Indonesia, all activities must be carried out from home. Directorate General of Disease Prevention and Control (2020:11) states that Coronavirus Disease (COVID-19) is a new type of virus that has never been identified in humans. Coronavirus is a zoonosis (can be transmitted between animals or humans). Covid-19 pandemic first appeared in the city of Wuhan, China at the end of December 2019 and began to plague in Indonesia in early March 2020.

The Minister of Education and Culture, Nadiem Anwar Makarim, issues Circular Number 4 of 2020 concerning the Implementation of Education in Emergency Coronavirus (Covid-19), one of which emphasized that e-learning.

E-learning is carried out to provide meaningful teaching and learning experiences for both teachers and students, without being burdened by the demands of completing all curriculum achievements for class and graduation. Electronic learning is focused on increasing students' understanding of the corona virus and the Covid-19 outbreak. The learning activities and tasks can vary between students according to their interests and conditions, including in terms of gaps in access/ learning facilities at home.

E-Learning is the best choice for education in the middle of the Covid-19 outbreak. According to Epignosis (2014), the first E-Learning programs were on information sharing without enough interaction among the students. Technology-based E-Learning includes the use of the internet and other vital technologies to create materials for learning, teach learners, and also regulate courses in an organization It means that the role of technology is significant to support the learning process.

As said by Suartama (2014:20), through E-Learning, the material provided to students can be accessed anytime and from anywhere, in addition to getting material that can be enriched or equipped with a variety of supporting learning resources including multimedia that can be supported by teachers. Furthermore, Ghiardini (2011:9) also states that E-Learning can offer one effective teaching method, such as practicing with related feedback, personalizing learning paths based on student needs, combining collaborative activities with independent research, and using simulations and games.

Thus, E-Learning covers not only a wide range of tools that are used for the presentation or the transfer of the educational content and for the management of studies, but also an entire spectrum of communication channels. The tools are used via LMS (Learning Management System), which is a prerequisite for the implementation of a truly effective learning process through E-Learning. LMS represents a virtual 'classroom' environment comprised of tutorials, quizzes, research instructions, exercise plans or discussion forums.

Therefore, it will definitely be fascinating to utilize E-Learning as a standard device in the instruction of Senior High School students. Applying E-Learning as a tool in education needs some attention, before utilizing the E-Learning in teaching: - "Content of course - the appropriateness of learning by using E-Learning and educational effectiveness; - Assumptions of educational institutions - ICT facilities, personnel ensure; - Assumptions of students - the ICT literacy, access to ICT; - Finally the economic aspect.

In addition, It is usually supposed that new technologies make modifications in instruction. Many proponents of E-Learning consider that everyone should be prepared with basic knowledge of technology, as well as utilize it as a mean for getting educational aims (E-Learning, 2013). As an outcome of this, many universities have used E-Learning in a main way. For this reason, the necessity for academic and technical knowledge to teach utilizing the Internet has been appeared, and this knowledge is becoming core proficiency for many professors. Considering the above mentioned circumstances, this research is about to address the following question:

1. What is the teachers' perception on e-learning at Vocational High School?

E-Learning

The term of E-learning has started to be used in the 21st century as Seok (2008:725), states that "e-learning is a new form of pedagogy for learning in the 21st century. E-Teacher are e-learning instructional designer, facilitator of interaction, and subject matter experts". Elearning (Electronic Learning) has become a new trend of learning method and considered as the most relevant learning method today especially in the covid-19 outbreak where people are suggested to practice social distancing and avoid the crowds as national pandemic preventive strategies. Indrakusuma and Putri (2016:2) stated that E-Learning is an abbreviation of electronic learning which is one of the new ways in the teaching and learning process and uses electronic media specifically the internet as a learning system. Through E-Learning, material provided to students can be accessed anytime and from anywhere, in addition to getting material that can be enriched or

equipped with a variety of supporting learning resources including multimedia that can be supported by teachers.

METHOD

Respondents

The participants of this research were English teachers who use E-Learning platform in teaching and learning process in one of Private schools in Brebes, Indonesia. There were three English teachers in the school. The researcher met them there. They were chosen because they have taught English for about eight years. The researcher recognized them. The researcher used non probability sampling that was purposive sampling where in a research the researcher recruits the participants who can provide in-depth detailed information about the phenomenon under investigation

Instruments

This research used interview s the instrument to collect the data.

Procedures

In conducting this research interview is applied. As said by Walidin (2015:116), interviews conducted to obtain information, which cannot be obtained through observation or questionnaires. With interviews, participants will share their experiences with researchers. He explained that in the interview process, there are two parties with positions different. The first party works as a questioner, also known as an interviewer, while the second party works as an informer or informant. There are three kinds of interview; structured (standardized) interview, semi structured interview and unstructured interview. In this research, the researcher used semi structured interview. The researcher had list of questions for the subject but still be able to ask other questions which were not provided in the list. The researcher provided face-to-face and interview.

Data analysis

In this research the researcher used Descriptive analysis. There are several stages/ techniques in analyzing data, as follows:

a. Data reduction

In qualitative data collection, the researcher used various techniques and carried out repeatedly to obtain very large and complex data. Because the data obtained in the field are still very complex, still rough, and not systematic, the researcher need to do an analysis by reducing the data. Data reduction means making a summary, choosing a theme, making certain categories, and patterns so that it has meaning. Data reduction is a form of analysis to sharpen, select, focus, discard, and organize data in the direction of making conclusions. Data will be selected and reduced so that only

relevant data is used. Qualitative data obtained from the field is the result of interviews with all informants.

b. Data display or presentation

Data display is the process of presenting data after data reduction. The presentation of data in qualitative research is carried out in the form of summaries, charts, relationships between categories, patterns, and others so that it is easily understood by the reader. Data that has been arranged systematically will make it easier for readers to understand the concepts, categories, and relationships and differences of each pattern or category.

c. Conclusion

The third step in the interactive model is decision making and verification. In qualitative research, the initial conclusions drawn are still temporary, so they can change at any time if not supported by strong evidence. But if the conclusions that have been drawn are supported by valid or consistent evidence, then the conclusions drawn are flexible. The conclusions of the results of the research must be able to provide answers to the formulated problems. In addition to providing answers to problem formulation, conclusions must also produce new findings in the field of science that did not yet exist. These findings can be in the form of a description of an object or phenomenon that was previously still vague after examination becomes clearer, it can also be a hypothesis and even a new theory.

RESULTS AND DISCUSSION

Teachers' Perception on E-Learning at Vocational High School

The main research objective of this study was about Teachers' perception in teaching English towards E-Learning at Vocational High School that was Private Islamic Vocational High School in Brebes. In finding teachers' perception, there were several indicators to determine perceptions including Understanding, Recognizing, Making Stimulation, Effectiveness, Knowledge, Motivation, Interaction, Experience, Appropriate Platforms and Solutions for E-Learning going forward. The researcher gave further interpretation and discussion as follows:

1. Understanding

Indicators of perception is taken from some of the definitions of perception by experts. As in the first indicator, namely Understanding. The indicator is taken through the theory from Millikan (2004) said perception is a way of understanding natural signs or, better than translating natural signs into intentional signs. So based on the definition of Perception from Millikan (2004) it becomes a reference so that the Understanding indicator exists.

Based on the results of teachers' perception in teaching English towards E-Learning, it can be seen that teachers have understood well what is meant by E-Learning. That was evidenced through the results of interviews that have been obtained by researcher. Here are the results answered by three English teachers at Private Islamic Vocational High School. Teacher #1 said that:

“Learning through E-Learning is learning that is delivered using a computer or cellphone, usually accessed by a network “.

Further responses answered by teacher #2 that:

“E-Learning is learning that is carried out at a distance, meaning that the teacher or students are in different places, continuing to learn using E-Learning uses applications that connect students and teachers“.

While, the teacher #3 said that:

“E-Learning was a medium used for learning and teaching activities that could be conducted remotely, actually with students learning through E-Learning could add a lot of knowledge that they would get apart from the teacher, because there were many sites that supported learning activities. In addition, for the teachers themselves, E-Learning was very helpful in teaching activities, especially now that we knew that education in Indonesia was carried out at home, meaning that students did not need to come to school due to an extraordinary event, namely Covid-19 “.

From the responses of teachers above have links with the theory of Collins (2002) which states that E-Learning is distance learning that connects teachers and students in the learning process using audio, video, computer, and network technology. Not only that, the theory from Naidu (2006) defines E-Learning as the intensity of the use of information and communication technology networks in the teaching and learning process, from the theory also has a link between the results of researcher.

2. Recognizing

According to Barry (1998: 48) in his study reveals that perception is the set of processes by which we recognize, organize, respond and make stimulation in our environment. The sky distinction between the two main theories of perception is emphasizing each giving to the role of sensation and higher cognitive process perception. From the theory advanced by Barry (2004) takes precedence researcher on indicators both Recognize.

In E-Learning had a series of processes that might be recognized and then understood. Particularly the use of several applications used in the E-Learning process such as Google Meet, Google Classroom, and other applications is a must for teachers to recognize and then know how to operate the applications used. Based on the interview, here are the results answered by three English teachers at Private Islamic Vocational High School. Teacher #1 said that

“Google meet is an application which the teachers teach through video calls. While, Google classroom is the application where the teachers teach without face to face it is different with google meet application. In this application also the students can send assignments and even teachers can also explain learning material through google classroom as well as absent can be done through google classroom. And other application that support in teaching and learning process such as WhatsApp, Zoom and etc., especially for English subjects. Talking about understanding, I thought at first I did not even know what this it is. But over time, because we were required to know, we were required to understand, especially as educators. At first, I did not really understand how to use it, but as time goes by, I am even now an expert in that field. I think so “.

The results of other teacher #2 said that:

“I know and understand several applications including google meet, google classroom, and other applications. Then how to use it that I don't understand is the google meet application because it has so many stages but over time I can easily use the application “

And the last response by the teacher#3 said that:

“I knew the applications that were suitable for teaching, especially English subjects such as Google Meet, Google Classroom, but that is also the reason I chose these applications because students also find it easy to participate in a series of learning activities through E-Learning with these applications that I already had. mentioned earlier “.

Based on the results of the researcher interview above, it could be concluded that the use of several applications in E-Learning had benefits not only for teachers but also for students. With these applications facilitated them in the teaching and learning process, sending assignments and so forth.

According to Ally (2007) E-Learning, namely students can access subject matter at any time, students can access material that is new and relevant, and can communicate with educators in the fields they are learning. This theory has a relationship between the results of research conducted by researcher at Private Islamic Vocational High School in Brebes who found that the use of several applications in E-Learning provided the benefits and purposive for students. Not only for students, but also felt by educators or teachers themselves. With E-Learning, Educators could conduct teaching and learning at anytime and anywhere, could update material immediately, and easily direct students to the material to be explained.

3. Making Stimulation

In this third indicator, researcher used the theory of Barry (1998: 48) to serve as a reference to make indicators in finding teachers perceptions towards E-Learning. Barry (1998: 48) in his study reveals that perception is the set of processes by which we recognize, organize, respond and make stimulation in our environment. The sky distinction between the two main theories of perception is emphasizing each giving to the role of sensation and higher cognitive process perception. The use of media in the learning process is mandatory for educators to do because the presence of the media used can create stimulation or foster a student's sense of interest in the subject explained by the educator. According to Hamalik (1994), it is suggested that the use of instructional media in the learning process can arouse new desires and interests, arouse students' motivation and self- stimulation in learning activities, and even psychological influences on students. Here the results of interview about whether the application of E-Learning media can stimulate students to be more interested in participating in learning, here are the results answered by three English teachers at Private Islamic Vocational High School. Teacher #1 said that:

“Actually, they were already interested without being stimulated too. Something new is easy and very interesting. In fact, they could learn under any circumstances, such as eating, not taking a bath, not having to come to the school and so on. They did not need to be stimulated because they actually were already attracted to themselves. Because something new so really help too. I thought so “.

Other responses answered by the teacher #2 said that:

“The use of E-Learning was interesting because e-learning is a new learning media, there were several applications that were used to send assignments as well as fill in absent, to stimulate the students themselves, at the beginning of the meeting I

explained about e-learning and its benefits. video tutorials about the use of several applications that were used for learning and teaching activities, there might still be some students who did not understand. Thus, in this way, students felt oh it is fun to learn English through this e-learning “.

And the teacher#3 said that :

“To make them always enthusiastic about learning English through E-Learning, I always deliver material with a different application every week, and sometimes I gave them quizzes with a predetermined time and then they would get additional grades by actively participating in these activities. And to make them aroused by not conveying the material monotonously “.

Based on the results of interview, it could be concluded that the use of media in the learning process had an impact that could stimulate students to be interested in participating in the learning process. This is related with the theory by Hamalik (1994) that the use of learning media can arouse new desires and interests, arouse students' motivation and self-stimulation in learning activities.

4. Effectiveness

The research revealed that E-Learning is effective for teaching and learning process at Private Islamic Vocational High School in Brebes. The outcome of this research showed that teachers support E-Learning is less time consuming, easy to use and cost friendly. It did not show the extent to which E-Learning is time and cost friendly. Another important issue is that the self-efficacy of students is also very important to get privileges from E-Learning. The teachers and students having good knowledge about technology are able to capture the benefits than those who do not have. But this paper did not consider this issue.

In this indicator related to the theory of Goyal (2012) reveals that E-Learning is time and cost effective and it can be easily used and updated to meet the learning requirements. Furthermore, E-Learning provides the freedom of learning which is interactive and entertaining. E-Learning can be more effective than traditional classroom learning for students which will provide them updated knowledge to achieve the goals (Johnson *et al.*, 2000). The similar outcome supported by the study of Rosenberg *et al.* (2003) and he added it is at least as effective as traditional instructional methods. E-Learning significantly reduces the cost of learning, contributes to improve learning quality, and increases the access to education as well as training (Gilbert *et al.*, 2007). Welsh *et al.*, (2003) found that E-Learning ensures saving and he suggested E-Learning

as a potential replacement of classroom learning. E-Learning is comparatively less expensive than learning through traditional class room (Strother, 2002). E-Learning is a learner centered that facilitate to acquire skills by wide range of ways including image, video, text etc. Here the results of interview about the effectiveness of E-Learning media, teachers' responses could be seen here. Teacher #1 said that :

“Yes, the use of E-Learning, especially at the SMK level was very effective, because in addition, in learning activities through E-Learning, it could be accessed at any time, but students still learnt according to the rules set by the teacher, for example to collect assignments with a time limit. Certain, besides that students understood very well the use of E-Learning because maybe their age is also considered quite mature, so here the teacher was sufficient to convey the material properly, without having to explain what E-Learning itself is”.

Teacher #2 responded that :

“The use of E-Learning was quite effective because in my opinion teaching and learning activities using E-Learning and face-to-face were not so different, because when the teacher sent the material, for example through the Google Classroom application, there were still some students who did not understand the material presented, it could be here the teacher explained it through a video call with the Zoom or Google Meet application, in my opinion, the E-Learning and face-to-face differences were only a matter of distance”.

Teacher #3 also said that :

“Teaching through E-Learning is effective, because students also followed learning activities well and obeyed the rules made by the teacher such as, they were on time to collect assignments with the time set by the teacher “.

5. Knowledge

Chee and Phaik (2002) has stated that the perception of stimulation that can be influenced by an individual's mental awareness, past experience, knowledge, motivation, and social interactions. From the theory put forward by Chee and Phaik (2002) the researcher referenced the fifth indicator by choosing the word Knowledge. On this indicator, produced teacher responses, which were as follows teacher #1 said that :

“Maybe if the network was good, the students would be easier to understand the English material, but because the problem here was the network. Thus when we were explaining English material, sometimes our voices were broken and may not sound good to students, therefore a bad network that made the students hard to understand English material well “.

Next, the teacher #2 said :

“There are several obstacles that occur when teaching English using e-learning, one of which is a network. So when we are explaining, sometimes students feel confused because their voices are broken, so that's the problem in learning English through E-Learning, it makes it difficult for students to accept the explanation of the material explained by the teacher”.

The last teacher #3 said :

“Actually students would understand English material well if there were no problems in the network, usually bad networks occurred when there was face-to-face discussion through Google Meet, so if students still did not understand the material that had been delivered by the teacher, it could be continued. discussion through WhatsApp Group, it was even simpler in my opinion “.

Based on the results of interview conducted by researcher, in the application of E-Learning teachers also experienced obstacles or problems encountered in the teaching process through E-Learning. This is related to Effendi's theory (2005), which says that in E-Learning, although it saves costs and time, in the end, it requires a large investment initially because teachers and students must prepare all the devices used in E-Learning so that it remains an obstacle for them. Not only that, other obstacles such as poor networking, the quality of mobile phones that do not support the students themselves and the capacity of the applications used when E-Learning are not able to accommodate a large number of participants.

6. Motivation

In the sixth indicator, the researcher took the same theory as the previous indicator, namely the theory of Chee and Phaik (2002) has stated that the perception of stimuli that can be influenced by an individual's mental awareness, past experience, knowledge, motivation, and social interactions. But having different words, the fifth indicator of researchers focused on the word Motivation. E-Learning is media that could

build motivation to the teachers because they could teach in a new way. The following were teachers' responses regarding the use of instructional media in the teaching process. Teacher #1 said :

“Yes, teaching English through E-Learning motivated me to be more interested in designing material that will be conveyed to the students, then the teaching and learning process through E-Learning itself is centered in activities where students could increase their abilities, read material, seek information, and interaction in groups where students could interact with each other to discuss the material provided by the teacher and the teacher could attend to provide a little explanation about the material provided, it also makes the students to be more independent and not depend only on the teacher”.

Other responses also explained that now people had to buffer control, especially students whose names technology not left times, what the teacher #2 said :

“Actually, to be interested in something we need time, we need an introduction. It meant that e-learning itself had positive and negative impacts. So far, while teaching English through e-learning could be said to be interesting, especially now that technology is getting more sophisticated, we must be able to control technology as it exists so that we are not too ignorant, backward and behind. So yeah, it's really good and I will continue to use this media even though teaching and learning activities are face-to-face one day”.

And Code A.3.teacher #3

“Using E-Learning to teach in my opinion is very interesting, it motivates me not to be late to keep up with the times because what I know nowadays is all about using technology, so I don't want to be left behind”.

From the results of interview above , had a relation with the theories put forward by Ibrahim (1982: 12) the function or role of the media in the teaching and learning process, among others: 1. Can avoid verbalize, 2. Increase interest and motivation, 3. Attract attention, 4. Overcome the limitations of space, time and size and activate students in learning.

7. *Interaction*

In this seventh indicator still focused on the theory conveyed by Chee and Phaik (2002) has stated that the perception of stimuli that can be influenced by an individual's mental awareness, past experience, knowledge, motivation, and social interactions. Researcher still used the theory above as a reference in making indicators of social interactions. In teaching through E-Learning are actors as well as material that mutually support each other. The main online learners are teachers and students. Interaction between actors in carrying out E-Learning through applications that are used. Based on the results of interview conducted by researcher, there was as follows with the teacher #1 said :

“When teaching English is ongoing through e-learning, that was interaction occurred. There were several students who respond to what the teacher explained, besides there was also interaction when there was a presentation made by students and other friends provided comments regarding the material presented. Actually, the interaction was built between the teacher and students, then students and other students”.

Then the teacher #2 said :

“According to my experience in teaching English, teaching and learning activities through E-Learning could build interaction between teachers and students or students with other students because in google meet, google classroom there was a comment column provided that used for interaction. So they also could exchange ideas and gave advice when there were things that need to be asked. In addition, when there was a presentation activity, other students could provide comments “.

The last response by the teacher #3 :

“Yes, when teaching English through E-Learning the teacher gave them a question-and-answer session on the material that has been delivered, then the interaction occurred. In addition, interactions occurred when there were several students who made presentations then the other students asked their friends questions, interactions like this occurred not much different when teaching English face-to-face in the classroom).

From the results of the interview above, it showed that by using several applications in E-Learning as a tool between teachers and students to build interaction in the process of teaching and learning activities through E-Learning

itself. Interaction between students and teachers through E-Learning could be conducted in all sort of formats, both direct and indirect communication. Teachers could interact directly with students using application facilities that had been implemented in distance learning such as Google Meet, one of them. And indirectly where teachers only provided structured material which the students could download the material only.

8. Experience

In the experience indicator, researcher used the theory of Chee and Phaik (2002) as a reference in the indicator with the use of the word Experience. Chee and Phaik (2002) has stated that the perception of stimulus that can be influenced by an individual's mental awareness, past experience, knowledge, motivation, and social interactions.

Advances in technology now bring up various kinds of media used in the learning process, one of which is the application of E-Learning. As felt by English teacher at Private Islamic Vocational High School in Brebes who have implemented what is called E-Learning media. This indicator was the most related to the topic that was teachers' perception in teaching English towards E-Learning at Vocational High School. Here they shared what they did during teaching English through E-Learning. Every teacher had their own experience in applying E-Learning in teaching English. All English teachers responded regarding their experience in teaching English through E-Learning are as follows with teacher #1 said :

“Well, teaching English using E-Learning I got new things and experiences, it turned out that there were many applications that could be used as media for the teaching and learning process, such as Google Meet, Google Classroom, Zoom. Fact, these applications were also good for supporting learning activities “.

Not only that, teacher #2 also said :

“Well, teaching English through E-Learning, I found out that there are several new applications that could be used as a medium for the learning process. I thought it was good to make it easier for us as the teachers who did not have time to attend the learning process in class and maximized the learning process by going through the e-learning, thus I could say that e-learning was very helpful “.

Here was the last the result of the interview answered by the teacher #3 :

“I myself actually there were advantages and disadvantages in teaching English, the advantages here were that students could learn independently so that they could explore their abilities because actually learning through E-Learning focused on students not on teachers with E-Learning also made it easier to do for example reading text, why was it arguably easier because learning through E-Learning itself was mostly supported by certain sites, and one of the drawbacks was that students could only translate words or sentences instantly, namely by using certain online sites or applications, whereas if learning English conducted in classroom, they would learn to translate sentences manually or with a dictionary so that they would explore their skills “.

From the result of interview above could be concluded that by applying E-Learning in teaching English, teachers had so far gained new experiences about media that can be used as learning media.

9. Solutions for E-Learning going forward

From the results conducted by researcher found feedback from teachers regarding E-Learning solutions for the future, as follows teacher #1 said :

“Well, teaching English through E-Learning, I found out that there are several new applications that could be used as a medium for the learning process. I thought it was good to make it easier for us as the teachers who did not have time to attend the learning process in class and maximized the learning process by going through the e-learning, thus I could say that e-learning was very helpful”.

Teacher #2 said :

“In my opinion, the solution in teaching English through E-Learning, in order that teaching and learning activities through e-learning run smoothly without any problems occurring, before teaching and learning activities through E-Learning is conducting, it must be ensured first to have facilities with a strong internet/Wi-Fi network thus the teaching process runs smoothly without any obstacles such as a slow network. The point is to prepare whatever is needed”.

And teacher #3 said:

“Ooh, google meet is good if not only 25 students can log in, but a maximum of 100 students or 200. So that when the teacher explains and explains the material, everything can be straightforward. Then from the school itself, it would be better if not only the teachers got the facilities for teaching through E-Learning but also the students so that the teaching and learning process took place smoothly without hindrance.

Based on the data above could be concluded that the suggestions and expectations of teachers in teaching English through learning in the future were in terms of infrastructure such as the provision of supporting networks and the quality of the applications used in online learning.

CONCLUSION

The present research inferred that E-Learning could be said to be an effective teaching resource when supported by adequate infrastructure such as good networks. Then E-Learning could motivate both teachers and students. For teachers, through E-Learning the teachers did not teach by speech method that usually made the students felt bored, besides it could get closer to the students because there was interaction not only in the classroom but also in the house, while for the students to improve their learning through e-learning generate new experiences for students themselves.

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