UNVEILING THE EFFICACY OF DIGITAL PEDAGOGY: EVALUATING ONLINE ENGLISH LEARNING AT HIGH SCHOOL LEVEL

[#1]Hastini Abdul Gani, [*2]Mukrim, [*3]Maghfira, [*4]Oktaviani

[#1]English Lecturer, Teachers Training and Education Faculty, Tadulako University, Indonesia
[*2]English Lecturer, Teachers Training and Education Faculty, Tadulako University, Indonesia
[*3]English Lecturer, Teachers Training and Education Faculty, Tadulako University, Indonesia
[*3]English Lecturer, Teachers Training and Education Faculty, Tadulako University, Indonesia

Corresponding Author Email: tini_firhansyah@yahoo.com

A B S T R A C T S

This research endeavors to explore the efficacy of online English learning at SMA Negeri 3 Palu. Its primary objective was to contribute to the ongoing discussion in this field by (1) investigating the effectiveness of online English language learning at SMAN 3 Palu and (2) identifying factors contributing to the challenges faced by both teachers and students in the context of online learning during the COVID-19 pandemic.. Employing a qualitative approach with a case study design, this study involved five English teachers and ten representatives from SMAN 3 students, with two students selected from each class taught by the teachers through purposive sampling. Data collection involved in-depth individual interviews with the informants. Thematic analysis techniques were applied, involving four stages: transcription, coding, categorization, and drawing conclusions from the coded data. The findings revealed that online English learning was ineffective for students at SMAN 3 Palu due to issues such as internet connectivity, the availability of students' smartphones, and the fact that the majority of students reside in remote areas of Sigi regency, which posed challenges for implementing online English learning.

A R T I C L E   I N F O

INTRODUCTION

The COVID-19 pandemic has significantly influenced different facets of human existence. One of the measures implemented by the government to prevent the spread of the coronavirus is the imposition of restrictions on activities (Alekseev et al., 2020; Dmitrenko, 2020; Gabov, 2019; Hung, 2021; Shahbaz et al., 2020; Yijun, 2021). Among the sectors significantly affected by the outbreak is education. Traditional in-person teaching and learning activities conducted in schools have transitioned to a distance learning model using the internet, commonly referred to as online learning. The effectiveness of this online learning approach depends on the preparedness of educators, school facilities, and students. For many teachers, this shift to online teaching is a new and challenging experience, requiring them to adapt to new teaching methods. Both teachers and students face the challenge of creating a conducive learning environment in this new setup. Integrating technology into the educational system necessitates the development of specific skills to achieve learning objectives.

Additionally, ensuring a stable internet connection is crucial for the successful implementation of distance learning. Given the current circumstances, teachers must modify their teaching strategies by utilizing various technological platforms and making effective use of internet connectivity.

Technology has been widely applied in language learning and teaching process especially in this current situation. ICT allows students to acquire a language through message exchanges and video calls, which can also serve educational purposes by facilitating the exchange of information and knowledge in academic settings (Kaplan & Haenlein, 2010). It also provides opportunities for English language learners to interact with native speakers through technology tools such as e- mail, social media i.e. Facebook, Instagram and YouTube, and video-based communication; Skype and WhatsApp. A recent survey involving visually impaired Indian university students revealed that WhatsApp is highly popular among them (Pandey, Lee, Banda, Griffin-Shirley, Nguyen, & Othuon, 2023). This is primarily attributed to its user-friendly interface and accessibility features (Pandey et al., 2023; Ranjan, Gupta, Kapoor, & Bansal, 2023). Moreover, students frequently employ WhatsApp for various purposes, such as communication, sharing academic updates, and exchanging coursework (Ghandour, Woodford, Almutairi, & Al-Srehan, 2022). Furthermore, it serves as a valuable tool for instructional purposes and enhances communication between learners, teachers, and teacher educators (Khan, 2020). Additionally, WhatsApp has been harnessed as a digital marketing tool for small businesses, such as Balinese handicrafts, resulting in increased sales (Monica & Darma, 2022).

The internet has been incorporated as a resource to enhance language learning exercises (Martins, 2015). These tools and technologies are making language learning more interactive, collaborative, and learner-centered (Kanellopoulou & Giannakoulopoulos, 2021; Lekawael, 2017; Lin, 2022; Niaz & Soomro, 2022; Samur, Dannenberg, & Evans, 2011).Currently, students are able to learn English anywhere, everywhere, and at the same time at any time with the existing electronic learning system facilities. Teacher can conduct teaching process with the use of technology and internet connection. The process of education and acquiring knowledge and skills switched from face-to-face classroom interaction to online learning. Subsequently, it provides a diverse experience to everyone involved, especially to the teachers who have lack of experience in online teaching. This will bring some barriers to teachers if they do not prepare enough for the new learning environment. Both students and teachers face several difficulties when they are not familiar with new feature such as Google Form in learning and teaching activities. For instance, students may face challenges finding references, doing assignments, and collecting assignments due to their limited internet access (Nugraheni, 2022; Pratiwi, 2022). They may also feel burdened with the internet quota and signal quality, which can affect their communication with their lecturers and handling of virtual studies (Nugraheni, 2022). On the other hand, teachers may face difficulties in assessing students' progress from home and providing good technology-based material (Husain, Idi & Basri, 2021; Pratiwi, 2022). They might also encounter difficulty in catering to the diverse learning requirements of students with varying skills and paces, which can lead to a reduced level of interaction between instructors and students (Iswari & Kusumawati, 2020). Therefore, it is essential for both students and teachers to familiarize themselves with Google Form feature to overcome these difficulties and improve the quality of learning and teaching activities.

Online learning is a form of virtual learning that provides students and teachers learn through technology platform and availability of internet connection. Online learning, also known as internet-based education, involves the distribution of educational materials through the internet, making it a type of distance education (Bates, Stanford, Moore, Hanson, Barone Gibbs, Kline & Stoner, 2020). The teachers probably are able to make an agreement to students to select the appropriate platforms in conducting the online learning. However, it is

important to note that some studies were conducted in specific contexts and may not be representative of all teachers and students. Therefore, it is difficult to make a general statement about whether teachers and students are agreed to use WhatsApp and Google Forms (Atqia & Latif, 2021; Holly, Maulik & Samuel, 2023; Karyadiputra, Pratama & Muin et al., 2021; Kunjukunju, Ahmad & Fariza, 2023; Panah & Babar, 2020).

The online learning system is implemented through computers, laptops, smartphones connected to an internet connection. (Allen & Seaman, 2007) stated that theonline learning requires an internet network. Learning activities can be carried out by teachers through various applications: Google Classroom, Zoom Cloud Meeting, Google Meet, and WhatsApp or other media as learning media. (Sidek & Yunus, 2012) states that technology can be reached by anyone. Teachers can still do learning at the same time even though the place is different from the students. It has become increasingly popular in Palu, Central Sulawesi, especially during the COVID-19 pandemic.

Several studies have investigated the efficacy of online English learning and have identified various factors that influence its effectiveness. Emotional intelligence, learning motivation, and self-efficacy have been found to have a positive effect on academic achievement in online English courses (Chang & Tsai, 2022). Online teaching has many advantages, such as flexibility, self-tailored learning, and the ability to learn according to one's own pace and in the comfort of their environment (Heinz & Chylková, 2022). However, there are also disadvantages, such as lack of face-to-face interaction with instructors and classmates, technological difficulties, and lack of self-discipline (Heinz & Chylková, 2022). The sudden transition to online learning during the COVID-19 pandemic has negatively affected learners' self-efficacy beliefs, but familiarity with online platforms, technical competence, and a readiness to embrace technology can positively influence self-efficacy beliefs (Amri & Alasmari, 2021). Overall, the efficacy of online English learning depends on various factors, including the learners' emotional intelligence, motivation, and self-efficacy, as well as the quality of the online teaching materials and the learners' ability to manage their time and stay disciplined.

The measurement of learning effectiveness should always be linked to the achievement of learning objectives. Degeng (1989:19) states that there are four criteria used to determine the effectiveness of learning. They are: first, precision of mastery, the more precise the student in mastering the learned behavior, the more effective the learning that has been conducted. The level of precision can be indicated by the number of errors in solving problems. Second, Speed of Performance, the amount of time required to complete a specific task. In this case, performance can be used as an indicator to assess the effectiveness of learning. Third, transferability level, the ability of students to enhance learning from what has been mastered and then transfer it to other similar or related contexts. Last, retention level, the level of ability to solve problems that can still be demonstrated after a certain period of time. One indicator of learning effectiveness is the achievement of a learning goal. Learning is said to achieve its effectiveness when learning objectives are maximally achieved, and students can absorb and apply the study material. Many things need to be considered to achieve effective learning.

In the same vein, Baroh (2010) stated that the criteria for effectiveness include: (1) the teacher's ability to manage the learning process effectively; (2) students' activities during learning; and (3) positive responses from students to the learning activities. Provided that the aspect of learning completeness is fulfilled.

The challenges faced by both teachers and students in the context of online learning during the COVID-19 pandemic are multifaceted and can be influenced by various factors. Here are some of the factors contributing to these challenges based on the provided search results: Digital Readiness and Support from Teachers. The digital readiness of students and the support provided by teachers play a significant role in influencing the challenges faced during

online learning (Win & Swe, 2022); Quality of Facilities and Internet Access. The availability and functionality of online tools, internet facilities, and requisite skills to participate in online learning platforms can significantly impact the effectiveness of online learning. Students' complaints about financial constraints, internet package, trouble networks, and time management were reported as challenges during online learning (Fujiono et al., 2022); Psychologycal factors and Mental Health. The transition to online learning during the pandemic increased screen time and made learners more vulnerable to biopsychosocial issues. Studies have shown that online learning led to increased eye strain and moderate mental stress among students, highlighting the impact on mental health (Víctor et al., 2023); Educator Competence and Resilience. Teacher competence in online teaching and resilience can also influence students' online learning outcomes (Liu et al., 2022); Educational Policy and Parental Involvement. Factors such as educational policy and parental involvement were found to have a relationship with teacher readiness to deliver education, which can also impact the challenges faced by teachers and students during online learning (Nguyen et al., 2022).

In reality, there are several teachers who do not know how to operate computer and laptop during online learning. Online learning system is considered as difficult things to be implemented for teachers because of the lack of skill about technology and for students with different causes. This situation brings some barriers for English teachers and students in implementing online learning. Due to the massive execution of internet-based education in this current condition, the researchers are eager to discover the efficacy of learning English through online methods since this was the first time SMAN 3 Palu conducted online learning and had been implemented for about more than a year. This study aimed to (1) investigate the effectiveness of online English language learning at SMAN 3 Palu and (2) identify factors contributing to the challenges faced by both teachers and students in the context of online learning during the COVID-19 pandemic. The scope of this research was restricted to the online English subject at SMAN 3 Palu. The informant was taken from students class X and teachers who have conducted online learning. The results of this study certainly provided input to school policy makers and teachers to take what strategic steps could be taken to increase the effectiveness of online learning.

RESEARCH METHOD

This research used a qualitative study involving an examination characterized by descriptive analysis. Qualitative research encompasses a comprehensive method for exploration and investigation. An exploratory study was applied to investigate a deep analysis toward the efficacy of learning English online at SMAN 3 Palu. The design used a case study qualitative approach. The researcher had chosen 10 students and 2 teachers of SMAN 3 Palu. Research data collection was carried out by in-depth interviews and analyzed using a thematic approach.

Research Design

This research designs applied a case study qualitative approach. Case study is research that aims to examine a phenomenon through the analysis of one or more cases in a program, institution, event, or social group (Merriam, 2009). This case study research aimed to identify the effectiveness of online English learning at SMA Negeri 3 Palu.

Subject

The researcher applied purposive sampling to find out the target participants. It means that the researcher selected participants because the participants can purposefully inform an understanding of the research issues (PH. and Chang, 2009). In this study, the subjects consist of 5 English teachers at SMAN 3 and representatives from 10 students at SMAN 3, with 2

students selected from each class taught by these teachers. Out of the 5 English teachers, only 2 were willing to be interviewed because the other teachers were absent from school. The informants from the student group will be selected through purposive sampling, in accordance with the recommendations of the teachers.

Instruments

In this research, the interview guidelines served as the primary tool for data collection. Both teachers and students were given different set of interview questions. The data was acquired through the process of conducting interviews. The research data was gathered by engaging in in-depth interviews, involving the techniques of asking questions, actively listening, and meticulously analyzing the gathered information. Face-to-face individual interviews were conducted with both teachers and students within the school environment, with all interactions being recorded. The interview protocol was designed with a set of semi-structured questions, offering flexibility for the researcher to delve into more profound inquiries. Each interview session typically spanned from 40 to 60 minutes.

Data Analysis

The interviews' data underwent a thematic analysis, wherein researchers sought to identify recurring themes, categories, or patterns in the responses of all participants. This analytical process involved transcribing the data, coding it, and then summarizing or categorizing the coded results, as outlined by (Brown, 2014). Afterward, a comparative analysis was conducted between data collected from both teachers and students to uncover commonalities and disparities in their responses. The resulting data was presented in an organized and concise manner to facilitate drawing conclusions and gaining a deeper understanding. The presentation method utilized in this research involved using concise notes and narrative text. Ultimately, the process culminated in drawing conclusions, following data reduction and prior data presentation, as described by (Miles & Huberman, 1996). Notably, the researcher initiated this process by identifying key variables crucial for arriving at these conclusions, which were substantiated with valid and consistent evidence collected during the study.

RESEARCH FINDINGS AND DISCUSSION
Research Findings

This portion explores the results of the research, which are aimed at finding the answer of the research questions. In this process, the interview questions were grouped based on the theory proposed by Baroh (2010) stated that the criteria for effectiveness include: (1) the teacher's ability to manage the learning process effectively; (2) students' activities during learning; and (3) positive responses from students to the learning activities.

1. **The efficacy of online English language learning at SMAN 3 Palu**

Students were presented with seven interview questions, while teachers were given five, all aimed at addressing the initial research question. The responses obtained from both groups were subsequently analyzed in relation to the theoretical framework put forth by Baroh (2010).

(1) The teacher's ability to manage the learning process effectively

In the research conducted at SMA Negeri 3 Palu, it was found that teachers had conducted online learning since March 2020 and had made several plans for the online learning process that could be easily used by both teachers and students through various features and applications. This is supported by the statement of the English language teacher, YN, who said:

Excerpt 1:

> *"For online learning, initially, it was quite challenging to teach online because it's difficult to control students. Sometimes, students are indifferent, only reading messages on WhatsApp and not responding. However, I still managed to deliver the material and record my voice. Besides, I also teach via Google Meet and Zoom, and sometimes only 6 out of 30 students attend the class."*

Furthermore, the English language teacher, RS, also shared his opinion on the effectiveness of online learning, stating:

Excerpt 2:

> *"For me, online learning provides an opportunity to utilize technology, and so far, my students have been able to grasp the material I teach. I create videos, edit them, and send them to make it easier for my students to learn. So, when they don't understand the material, they can replay the lesson in the video."*

From the statements of the English language teachers, it can be concluded that online English language learning can be done effectively, and it helps students understand the material taught by their teacher. These teachers are also constantly trying to improve the potential of online learning through Zoom and video lessons to simplify the material for students' comprehension.

When looking at the perspective of the students, their feedback related to teacher management issue on online learning varies.

Excerpt 3:

> *"I am happy with online learning because I can study while relaxing and eating at home. I prefer to use Google Classroom and Google Meet because I can access them easily. I am also free to use facilities available at home, such as a dictionary."*

Excerpt 4:

> *"In Zoom, the teacher gives me the opportunity to ask and answer questions. I can also work on assignments with a group through WhatsApp. I also don't need to rush to school because I won't be late."*

Excerpt 5:

> *"Sometimes, the teacher teaches using games. I like it. It makes me understand the material. When teacher is giving assignments, I am free to search for answers on YouTube, Google, and other sources."*

Based on the excerpt collected, some students found it convenient as they could understand the materials presented through online platform. They were also learning while eating and complete assignments with the help of Google, books, and YouTube. They did not have to worry about being late for school, and they could attend classes on Zoom or Meet.

The teacher capacity to proficiently oversee the learning process is demonstrated through providing opportunities for questioning and answering, delivering understandable explanations of the material, and utilizing diverse applications.

(2) Student activities during learning

The forced implementation of online learning for both teachers and students at SMAN 3 Palu paints a different picture of activities compared to offline learning. The opinions of both teachers and students regarding this topic are indicated by the following transcript.

Excerpt 6 (Students):

> *"We just sit all day, and our bodies don't get active. We also have to complete a lot of assignments that teachers upload on Google Meet. If we don't understand, the opportunity to ask the teacher is very limited."*

Excerpt 7 (Teachers):

> *"Students tend to procrastinate more during online learning, which can negatively impact their learning outcomes. Students always procrastinate in completing assigned tasks. They are more passive, sitting quietly and mostly just observing."*

Excerpt 8 (Teachers):

> *"Students are too lazy to take notes during online learning. As a teacher, I am afraid it can impact their ability to retain information. I am also concerned about their laziness in taking notes, which makes me have to repeat explanations over and over again."*

The data collected from both teachers and students indicate that in online learning, students tend to be passive both physically and in non-physical activities. Student activities are dominated by listening and completing assignments. Meanwhile, activities that usually take place in the classroom, such as discussions, debates, and playing games in English, never occur in online learning.

(3) Student response to the learning activities

Excerpt 9 (Students):

> *"Learning online is very boring."*

Excerpt 10 (Students):

> *"Online learning processes are less effective due to the inadequate internet connectivity in rural areas. Additionally, studying alone at home sometimes leads to a feeling of laziness because teachers often assign numerous tasks without providing detailed explanations of the material, resulting in a heavy learning burden. Face-to-face learning is preferable because if the material explanation is not understood, one can ask the teacher directly for a more detailed clarification."*

Excerpt 11 (Students):

> *"Online learning is very exhausting. Too many assignments."*

Excerpt 12 (Teachers):

> *" ...On the other hand, I observe that students are happier when learning in class because they can interact and discuss with their peers, while also providing each other with encouragement and motivation in their studies."*

Excerpt 13 (Teachers):

> *" ... Some students mention difficulties in attending Zoom sessions due to poor internet connectivity in their areas. Additionally, some of them struggle to wake up on time, leading to them missing out on the online lessons."*

The data represents statements from teachers and students regarding students' responses to the learning activities implemented at SMAN 3 Palu. The gathered data indicates that students at SMAN 3 Palu generally provide negative responses to the online learning conducted at the school. They prefer to learn offline to engage in direct discussions with teachers and other students.

2. Factors that contribute to the ineffectiveness experienced by both educators and students in the realm of online education amid the COVID-19 pandemic

This section contains responses from English language students (1 interview question) and teachers (3 interview questions) regarding the factors contributing to the ineffectiveness of online learning. Researchers also inquired about their opinions regarding the delivery of online English language instruction. Most students expressed that the learning process is less effective. Interviews conducted with students yielded the following comments:

Excerpt 14 (Students):

"The online learning process is less effective because the internet connection is not reliable in our village. Additionally, studying alone at home sometimes makes us feel lazy because usually, the teacher only assigns a lot of tasks without providing a more detailed explanation of the material, which increases the learning burden. Face-to-face learning is better because if we don't understand the material, we can ask the teacher for a more detailed explanation."

Excerpt 15 (Students):

" During online learning, the English teacher mostly uploads materials through Google Classroom without any face-to-face lessons via Zoom or Google Meet, and this makes the class less conducive because there is no interaction with the teacher. Even though we have read the materials in the classroom, we need more detailed explanations because students have varying abilities in learning English."

Excerpt 16 (Students):

"...sometimes the internet signal is bad, and data is expensive, especially if using Telkomsel. I usually buy 4 GB for 45,000, and it's sometimes gone in just a month. I was given a 25,000 credit by the school once, but it was only once, not enough to buy a data package."

Excerpt 17 (Students):

Sometimes online learning is difficult; if there are no textbooks, we have to borrow them from the library, and if the signal is bad, it's hard. Submitting assignments to the teacher is often delayed.

Excerpt 18 (Teachers):

" The online teaching process makes teachers work harder because the main challenge in online learning is internet connectivity... "

Excerpt 19 (Teachers):

" Online English learning makes it difficult for me to control students, even though I've told them to join Zoom or Meet. Only 6 out of 30 students in the class participated in video conferences through Meet. Some students mentioned having difficulty with Zoom due to poor internet in their area, and some of them wake up late, so they don't attend the lessons."

The interviews above indicate that the online learning process is less effective. The primary reasons for the ineffectiveness of online learning are the unreliable internet connection and the fact that some students cannot afford data packages. Many students at SMAN 3 Palu come from rural and remote areas, which prevent them from participating in online learning. Furthermore, students have reported that teachers tend to overload them with numerous assignments without providing a more detailed explanation of the material. According to them, they prefer learning in a classroom setting because they can ask more questions if they do not understand the material and interact directly with their peers.

English language instructors observed that students faced significant challenges in managing their time during online learning. The designated time frame necessitated advanced planning and a shift in study habits to successfully meet the goals and objectives of their online learning experience. Online English learning is less effective. Students struggle to grasp the content or the materials presented by the teacher via online platforms. They prefer the learning process to be done in person so that they can ask questions to their teacher if they do not understand. Direct communication can make it easier for them to grasp the material, especially when interacting and discussing with classmates in the class. On the other hand, the researchers also asked English teachers for their opinions on the lack of efficacy in remote education. The

two teachers interviewed had both negative views on online teaching. The teacher found that students faced difficulties in learning English online due to unprepared pedagogic and professional competence of teachers.

The studies interview result suggest that teachers face challenges in providing effective online learning, and students may face difficulties in managing their time and achieving satisfaction with online learning. Additionally, from the statements above, it can be concluded that the online English learning process is not yet effective because the majority of students face network issues. Apart from network problems, some students lack discipline, resulting in late wake-ups and non-participation in the learning process. Furthermore, some students do not have access to devices or smartphones, so they have never participated in online learning from the beginning. Looking at the responses from these students, they are starting to complain about the expenses associated with online learning.

Based on these statements, all students agreed that they were less comfortable with online learning and preferred face-to-face learning because it was easier to understand the material, and they could ask their teacher questions directly. Additionally, they could discuss and interact with their peers if there were unclear aspects in the teacher's explanations. The researchers also reminded students of the benefits of online learning in the current situation

Discussion

1. The efficacy of online English language learning at SMAN 3 Palu

Online education is a structured form of learning provided by educational institutions, allowing students and educators to be situated in separate locations. It necessitates an interactive communication system for their connection and includes a range of necessary resources. This approach to learning offers flexibility in terms of both location and timing, contingent upon the accessibility of the tools required for it (Meidawati in Pohan, 2020). Online learning has been implemented at SMA Negeri 3 Palu during the pandemic and continues to be in place. In the process of learning English, it is recognized that teachers and students have reached a consensus to utilize Zoom, Google Meet, and Google Classroom as their preferred tools or applications as online learning media to aid in the English language learning process. WhatsApp is used to exchange information in the form of text messages, images, voice messages, locations, videos, and various file formats like PDFs, DOCs, and more. Google Forms is used for evaluation, assessment, and student attendance.

Based on the theory proposed by Baroh (2010) it was clearly found that online learning may lead to interaction problems between teachers and students, impacting students' ability to engage effectively with the learning material and the teacher. Teachers have expressed the need for additional training in technology and adequate resources and support to ensure positive outcomes for students in the online learning environment. Based on interviews, due to the COVID-19 pandemic and instructions from the education department, face-to-face learning, which was previously the norm, was temporarily replaced with online learning starting in March 2021. With the implementation of online learning, teachers were concerned about potential issues during the learning process, as students were accustomed to face-to-face learning, and teachers were not yet familiar with Google Forms. This concern was addressed by allowing teachers the freedom to use any online media agreed upon by both teachers and students to make the learning process as smooth and comfortable as possible. English language instruction should prioritize utilizing English resources available on smartphones and the internet as they are easily accessible to students. The use of smartphones and the internet is anticipated to encourage both teachers and students to become more engaged and innovative in utilizing media to enhance their learning and knowledge exploration (Lekawael, 2017).

Based on the result of interview, it can be seen that online learning has negative impact on students' activities during learning. The sudden shift to online learning

during the COVID-19 pandemic has required both learners and educators to adapt to new technical innovations and strategies, which may take time and effort to master, affecting the overall learning experience. Instructors have expressed concerns about the difficulty of ensuring authentic learning outcomes due to multiple attempts and students cheating, which can impact the quality of teaching and assessment.

From the interviews regarding online media, teachers and students agreed to use WhatsApp and Google Forms. WhatsApp was used for communication, including group and private messaging. A survey conducted among college students revealed that WhatsApp was regarded as an effective tool for facilitating communication between instructors and learners, as well as among learners themselves, as well as for enhancing interaction between learners and course content (Panah & Babar, 2020). In this learning approach, teachers assigned tasks through WhatsApp, which could include text, voice notes, instructional videos, or images. Students responded to these tasks by sending their answers according to the instructions given by the teacher, such as submitting assignments in the form of images, PDFs, or video recordings. WhatsApp was chosen because it is widely used and easily accessible to students.

However, the various negative responses from teacher and students to online English learning were expressed due to their feeling during the teaching and learning process. Students have mentioned the lack of detailed explanation after online learning activities as a negative aspect, which can impact their understanding and engagement (Ebadi et al., 2023). Some students have experienced negative emotions and anxiety during online learning, which can affect their overall engagement and learning experience (Garcia-Pastor, 2021; Putu et al., 2022). The transition to online learning during the pandemic has presented situational challenges for students, such as limitations in socializing and disruptions to their learning process (Langgaman & A., 2022).

2. Factors that contribute to the ineffectiveness experienced by both educators and students in the realm of online education amid the COVID-19 pandemic

Google Forms, on the other hand, was used for attendance tracking, quizzes, and semester exams in the English subject at SMA Negeri 3 Palu. Unfortunately, both students and teachers were not familiar with this feature, causing some initial difficulties. Students also faced challenges such as limited data quotas, signal interruptions, and the unavailability of network coverage in some areas, as well as phone errors due to storage limitations. Many students were not accustomed to using Google Forms, which led to complaints from both students and teachers about the online learning experience. Both students and teachers face several difficulties when they are not familiar with Google Form feature in learning and teaching activities. For instance, students may face challenges finding references, doing assignments, and collecting assignments due to their limited internet access (Nugraheni, 2022; Pratiwi, 2022). They may also feel burdened with the internet quota and signal quality, which can affect their communication with their lecturers and handling of virtual studies (Nugraheni, 2022). On the other hand, teachers may face difficulties in assessing students' progress from home and providing good technology-based material (Husain et al., 2021; Pratiwi, 2022). They might also encounter difficulty in catering to the diverse learning requirements of students with different skill levels and paces, leading to a reduced amount of one-on-one interaction between professors and students (Iswari & Kusumawati, 2020). Therefore, it is essential for both students and teachers to familiarize themselves with Google Form feature to overcome these difficulties and improve the quality of learning and teaching activities.

Students attending SMA Negeri 3 Palu mostly come from rural areas, and aside from network issues, they also faced challenges related to electricity outages and the cost of internet data packages in the context of virtual education. During the course of remote education, students received a one-time allowance of Rp. 50,000 for mobile data, which was insufficient

to cover their internet needs. Recently, the government provided students with 35 gigabytes of internet data, with 30 gigabytes allocated for learning purposes and 5 gigabytes for regular internet use, which has been more helpful for students.

These problems and complaints may vary depending on the context and situation of each senior high school. However, it is clear that online learning and teaching during the pandemic have presented various challenges for both teachers and students. To address these challenges, it is recommended that teachers and schools provide adequate training and support for online teaching and learning, improve the quality of online learning materials and platforms, and consider the needs and preferences of students in the online learning process.

CONCLUSION

Based on the analysis of data, it can be concluded that the implementation of online English learning at SMAN 3 Palu is not effective. This is because all the gathered data from interviews indicate that the effectiveness standards for online learning proposed by Baroh (2010) cannot be met, or in other words, receive negative responses from both teachers and students as respondents in this research.

Factors contributing to the ineffectiveness of online learning include the fact that some students do not have smartphones suitable for online learning, and others live in remote areas with poor internet connectivity. Some students find it challenging to participate in online learning because not all areas have reliable internet networks. On the other hand, students express difficulty in comprehending the learning materials because teachers only upload materials on the classroom platform without providing detailed explanations through virtual face-to-face interactions using Zoom. This leads to students being unable to receive and understand the learning materials, and teachers also tend to assign a heavy workload, causing discomfort for students in the online learning process.

ACKNOWLEDGEMENT

REFERENCES

Alekseev, A. N., Ruschickaya, O., Lavrov, V., & Yurchenko, N. (2020). Improving government support for small agribusiness due to the COVID-19 coronavirus pandemic. *Agrarian Bulletin of The, 195*(4), 86–90. https://doi.org/10.32417/1997-4868-2020-195-4-86-90

Allen, I. E., & Seaman, J. (2007). *Online Nation: Five Years of Growth in Online Learning*. October, 1–25. http://wiseplus.exp.sis.pitt.edu:8080/dspace/handle/123456789/47

Amri, Z., & Alasmari, N. (2021). Self-efficacy of Saudi English Majors after the Emergent Transition to Online Learning and Online Assessment during the COVID-19 Pandemic. *International Journal of Higher Education, 10*(3). https://doi.org/10.5430/ijhe.v10n3p127

Atqia, W., & Latif, B. (2021). Efektifitas Media Whatsapp Group Dalam Pembelajaran Pendidikan Agama Islam (PAI) di SMA Kabupaten Batang Pada Masa Pandemi Covid-19. *Ej, 4*(1), 39–56. https://doi.org/10.37092/EJ.V4I1.284

Baroh, C. (2010). *Efektivitas metode Simulasi dalam pembelajaran Matematika pada pokok bahasan Peluang di Kelas IX-A MTs Nurul Huda Kalanganyar Sedati Sidoarjo*. UIN Sunan Ampel Surabaya.

Bates, L. C., Zieff, G., Stanford, K., Moore, J. B., Kerr, Z. Y., Hanson, E. D., Barone Gibbs, B., Kline, C. E., & Stoner, L. (2020). Covid-19 impact on behaviors across the 24-hour day in children and adolescents: Physical activity, sedentary behavior, and sleep. *Children. MDPI., 7*(9), 138. https://doi.org/10.3390/children7090138

Brown, H. D. (2014). *Principles of language learning and teaching*. Library of Congress Catalog.

Chang, Y. C., & Tsai, Y. T. (2022). The Effect of University Students' Emotional Intelligence, Learning Motivation and Self-Efficacy on Their Academic Achievement-Online English Courses. *Frontiers in Psychology, 13*, 818929. https://doi.org/10.3389/fpsyg.2022.818929

Degeng, I N. S. (1989). *Ilmu Pengajaran Taksonomi Variable*. Depdikbud.

Dmitrenko, Z. (2020). Anti-epidemic measures against the proliferation of the novel coronavirus infection SARS-COV-2. *Medsestra (Nurse), 9*, 9–15. https://doi.org/10.33920/med-05-2009-01

Ebadi, S., Rasouli, R., & Mohamadi, M. (2023). Exploring EFL learners' perspectives on using Kahoot as a game-based student response system. *Interactive Learning Environments, 31*(4), 2338 – 2350. https://doi.org/10.1080/10494820.2021.1881798

Fujiono, F., Hidayati, N. I., Agustina, D. K., & Hanayanti, C. S. (2022). Online college English teaching-learning amidst Covid-19 pandemic: Opportunities, challenges, and solutions. *EnJourMe (English Journal of Merdeka, 7*(1), 47–52. https://doi.org/10.26905/enjourme.v7i1.6580

Gabov, A. V. (2019). FORCE MAJEURE, CORONAVIRUS AND GOVERNMENT DECISIONS TO PREVENT ITS SPREAD. *Textual Practice, 33*(4), 513–517. https://doi.org/10.1080/0950236X.2019.1603858

Garcia-Pastor, M. (2021). Engagement in Emergency Remote Education. *Motivation, Volition, and Engagement in Online Distance Learning* (pp. 126–146). https://doi.org/10.4018/978-1-7998-7681-6.ch006

Ghandour, A., Woodford, B. J., Almutairi, A., & Al-Srehan, H. S. (2022). Means to Support the Ends: Forums that Escape the Official Gaze in the Educational Institutions. *Proceedings - 2022 23rd International Arab Conference on Information Technology, ACIT 2022*, 1–5. https://doi.org/10.1109/ACIT57182.2022.9994133

Heinz, K., & Chylková, M. (2022). Advantages and Disadvantages of Online Teaching and Learning Business English Based on a Survey Conducted among SBA Students. *CASALC Review, 11*(2), 4. https://doi.org/10.5817/casalc2021-2-1

Holly, S., Maulik, B., & Samuel, I. (2023). Use of Whatsapp as A Learning Media to Increase Students'. Learning Interest. *Scientechno: Journal of Science and Technology, 2*(1), 35–48. https://doi.org/10.55849/scientechno.v2i1.57

Hung, N. T. (2021). Awareness and Behavior to Prevent Coronavirus Pandemic: A Case Study of Young People in Southern of Vietnam. *International Journal of Multidisciplinary Research and Analysis, 04*(09). https://doi.org/10.47191/ijmra/v4-i9-20

Husain, B., Idi, Y. N., & Basri, M. (2021). Teachers' Perceptions on Adopting E-Learning During Covid-19 Outbreaks; Advantages, Disadvantages, Suggestions. *Jurnal Tarbiyah, 27*(2). https://doi.org/10.30829/tar.v27i2.738

Iswari, L., & Kusumawati, A. J. (2020). Implementation of Asynchronous Online Competency-based Language Course: English for Informatics. *IJID (International Journal on Informatics for Development), 8*(2), 92. https://doi.org/10.14421/ijid.2019.08208

Kanellopoulou, C., & Giannakoulopoulos, A. (2021). Internet-Assisted Language Teaching: The Internet as a Tool for Personalised Language Exploration. *Creative Education, 12*(03), 625–646. https://doi.org/10.4236/CE.2021.123043

Kaplan, A. M., & Haenlein, M. (2010). Users of the world, unite: The challenges and opportunities of social media. *Business Horizons, 53*(1), 59–68. https://doi.org/DOI;1016/j.bushor.2009.09.003

Karyadiputra, E., Pratama, S., & Muin, A. A. (2021). PELATIHAN VIDEO PEMBELAJARAN BERBASIS MULTIMEDIA POWTOON DAN MEDIA UJIAN ONLINE GOOGLE FORMS UNTUK PENUNJANG PELAKSANAAN PEMBELAJARAN ONLINE DI SMPN 1 ANJIR PASAR. Jurnal Pengabdian Al-Ikhlas. *Jurnal Pengabdian Al-Ikhlas, 7*(1). https://doi.org/10.31602/JPAIUNISKA.V7I1.5347

Khan, I. A. (2020). A Synopsis of the WhatsApp-Based Instruction and ELT Pedagogy: Concept, Challenge and Strategy. *International Journal of Linguistics, 12*(1), 45–68. https://doi.org/10.5296/ijl.v12i1.16240

Kunjukunju, A., Ahmad, A., & Fariza, N. (2023). The effectiveness and challenges of online assessment using Interactive Teaching and Learning (ITEL) Platform in Nursing Education: A cross-sectional study. *International Journal of Scholarly Research and Reviews, 3*(2), 008–015. https://doi.org/10.56781/ijsrr.2023.3.1.0060

Langgaman, M., & A. (2022). The Effect of Covid-19 Pandemic on Higher Education: Students' Perspective. *International Journal of English Literature and Social Sciences, 7*(6). 557-573. https://doi.org/10.22161/ijels.76.61

Lekawael, R. F. J. (2017). THE IMPACT OF SMARTPHONE AND INTERNET USAGE ON ENGLISH LANGUAGE LEARNING. *English Review: Journal of English Education, 5*(2), 255–262. https://doi.org/10.25134/ERJEE.V5I2.540

Lin, P. (2022). Developing an intelligent tool for computer-assisted formulaic language learning from YouTube videos. *ReCALL, 34*(2), 185 – 200. https://doi.org/10.1017/S0958344021000252

Liu, Y., Zhao, L., & Su, Y. S. (2022). The Impact of Teacher Competence in Online Teaching on Perceived Online Learning Outcomes during the COVID-19 Outbreak: A Moderated-Mediation Model of Teacher Resilience and Age. *International Journal of Environmental Research and Public Health, 19*(10), 6282. https://doi.org/10.3390/ijerph19106282

Martins, M. d. L. (2015). How to effectively integrate technology in the foreign language classroom for learning and collaboration. *Procedia-Social and Behavioral Sciences, 174*, 77–84. https://doi.org/10.1016/j.sbspro.2015.01.629

Merriam, S. B. (2009). *Qualitative Research: A Guide to Design and Implementation (The Jossey).* Jossey-Bass. https://doi.org/10.1097/NCI.0b013e3181edd9b1

Miles, M. B., & Huberman, A. M. (1996). Qualitative Data Analysis: An Expanded Sourcebook. *Evaluation and Program Planning, 19*(1), 106–107. https://doi.org/10.1016/0149-7189(96)88232-2

Monica, P. D., & Darma, G. S. (2022). Digital Marketing Strategy for Balinese Handicrafts Facing the Metaverse Era. *CHANNEL: Jurnal Komunikasi, 10*(1). https://doi.org/10.12928/channel.v10i1.23747

Nguyen, N. T., Chu, A., Tran, L. H., Pham, S., Nguyen, H. N., & Nguyen, V. (2022). Factors Influencing Elementary Teachers' Readiness in Delivering Sex Education amidst Covid-19 pandemic. *International Journal of Learning, Teaching and Educational Research, 21*(2), 320–341. https://doi.org/10.26803/ijlter.21.2.18

Niaz, S., Buriro, G. A., & Soomro, N. H. (2022). Web-based English Language Learning: A Review from Web 1.0 to Web 3.0. *Pakistan Journal of Humanities and Social Sciences, 10*(2). https://doi.org/10.52131/pjhss.2022.1002.0246

Nugraheni, F. (2022). The Students' Perceptions on Virtual Learning during The Covid-19 Pandemic: A Case Study of ASM. *SALEE: Study of Applied Linguistics and English Education, 4*(1), 69–78. https://doi.org/10.35961/salee.v4i1.514

Panah, E., & Babar, M. Y. (2020). A Survey of WhatsApp as a Tool for Instructor-Learner Dialogue, Learner-Content Dialogue, and Learner-Learner Dialogue. *International Journal of Educational and Pedagogical Sciences, 14*(12), 1198–1205. https://publications.waset.org/10011648/a-survey-of-whatsapp-as-a-tool-for-instructor-learner-dialogue-learner-content-dialogue-and-learner-learner-dialogue

Pandey, Y. R., Lee, J., Banda, D. R., Griffin-Shirley, N., Nguyen, T., & Othuon, V. O. (2023). A survey of mobile app use among university students with visual impairment in India. *British Journal of Visual Impairment, 41*(3), 662–674. https://doi.org/10.1177/02646196211067358

PH. and Chang, Y. C. (2009). *Qualitative, quantitative, and mixed methods approaches. Research Design Qualitative Quantitative and Mixed Methods Approaches. Research Design (4th ed.)*. SAGE Publications Inc.

Pohan, A. E. (2020). *Konsep Pembelajaran Daring Berbasis Pendekatan Ilmiah*. Cv Sarnu Untung.

Pratiwi, W. R. (2022). The Practice of Digital Learning (D-Learning) in the Study from Home (SFH) Policy: Teachers' Perceptions. *Journal of Southwest Jiaotong University, 55*(4). https://doi.org/10.35741/ISSN.0258-2724.55.4.17

Putu, I., Witanaya, M., Adi, P., Juniarta, K., Gd, L., & Budiarta, R. (2022). Students. And Parents' Perception on Online English Learning During Pandemic. *The Art of Teaching English as a Foreign Language, 3*(1), 59–67. https://doi.org/10.36663/tatefl.v3i1.255

Ranjan, G., B., K., V., & Bansal, D. (2023). Analyzing WhatsApp Chat Using Python Libraries. *2023 International Conference on Intelligent Systems for Communication, IoT and Security (ICISCoIS)*, 181–184. https://doi.org/10.1109/ICISCoIS56541.2023.10100443

Samur, Y., Dannenberg, D., & Evans, M. (2011). Second Life as a Language Learning Tool (EFL). *Turkish Online Journal of Distance Education, 12*(3), 23–30.

Shahbaz, M., Bilal, M., Akhlaq, M., Moiz, A., Zubair, S., & Iqbal, H. (2020). Strategic Measures for Food Processing and Manufacturing Facilities to Combat Coronavirus Pandemic (COVID-19. Journal of Pure and Applied Microbiology, 14(2), 1087-1094 https://doi.org/10.22207/jpam.14.2.01

Sidek, E. A. R., & Yunus, M. M. (2012). Students' experiences on using blog as learning journals. *Procedia-Social and Behavioral Sciences, 67*, 135–143. https://doi.org/10.1016/j.sbspro.2012.11.314

Víctor, V., Parsan, A., Dookran, A., Lulkool, A., Ali, A., Mahabir, A., Marchan, A., Monroe, A., Ramharack, A., Ekemiri, K. K., Ezinne, N. E., & Daniel, E. (2023). A Web-Based Cross-Sectional Survey on Eye Strain and Perceived Stress amid the COVID-19 Online Learning among Medical Science Students. *International Medical Education, 2*(2), 83--95. https://doi.org/10.3390/ime2020008

Win, S. S., & Swe, S. U. (2022). Impact of German Students' Digital Readiness for Online-Learning on Factors of Challenges and Mediating Role of German Teachers. Support at Foreign Languages Universities in Myanmar during COVID-19 Pandemic: Perspectives from Developing Country. *Nusantara Science and Technology Proceedings*, 44–51. https://doi.org/10.11594/nstp.2022.1906

Yijun, C. (2021). The impact of the new coronavirus epidemic on the russian economy and anti-epidemic measures in Russia. *World of Russian-speaking countries, 3*(9), 34-47. https://doi.org/10.20323/2658-7866-2021-3-9-34-47