

The Benefits and Challenges of English Teachers in Implementing E-Learning during Covid-19 Pandemic

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Abstract. This article will present the result of a study aiming to identify teachers' opinions about the values and challenges of an online teaching English as a foreign language during covid 19 pandemic in a vocational high school in West Java Indonesia. The study has been informed by the theory of e-learning, modify the principles of e-learning, types of e-learning, the benefits and challenges of e-learning. Using a qualitative approach, this research was a case study which involved 21 vocational high school English teachers in Bekasi. Data collection was done through an in-depth interview and questionnaire to explore teachers' e-learning experiences, both benefits and challenges in teaching English. Based on the findings, the majority of teachers expressed that the use of e-learning was effective with various benefits and challenges such as teachers' readiness in implementing e-learning, accessibility and Internet connectivity, low students' participation and identify plagiarism. Thus, the researcher recommended more studies of e-learning to get practical strategies to employ online sources for education in the pandemic situation.

Keywords: benefits; challenges; covid-19 pandemic; e-learning

Manfaat dan Tantangan Guru Bahasa Inggris dalam Implementasi E-Learning di Masa Pandemi Covid-19

Abstrak. Artikel ini akan menyajikan hasil penelitian yang bertujuan untuk mengidentifikasi pendapat guru tentang nilai-nilai dan tantangan pengajaran online bahasa Inggris sebagai bahasa asing selama pandemi covid 19 di sekolah menengah kejuruan di Jawa Barat Indonesia. Kajian telah diinformasikan oleh teori e-learning, modifikasi prinsip-prinsip e-learning, jenis-jenis e-learning, manfaat dan tantangan e-learning. Dengan menggunakan pendekatan kualitatif, penelitian ini merupakan studi kasus yang melibatkan 21 guru bahasa Inggris SMK di Bekasi. Pengumpulan data dilakukan melalui wawancara mendalam dan kuesioner untuk menggali pengalaman e-learning guru, baik manfaat maupun tantangan dalam mengajar bahasa Inggris. Berdasarkan temuan, sebagian besar guru menyatakan bahwa penggunaan e-learning efektif dengan berbagai manfaat dan tantangan seperti kesiapan guru dalam menerapkan e-learning, aksesibilitas dan konektivitas internet, partisipasi siswa yang rendah dan mengidentifikasi plagiarisme. Oleh karena itu, peneliti merekomendasikan lebih banyak studi e-learning untuk mendapatkan strategi praktis untuk menggunakan sumber online untuk pendidikan dalam situasi pandemi.

Kata kunci: manfaat; tantangan; pandemi covid19; e-learning

INTRODUCTION

Generally, E-learning is one of the hot issues of research in higher education (James 2008 cited in Maqtri, 2014). E-learning presents as an interactive education through the implementation of today's technology (Trtovac et al, 2008). E-learning has a nearby relation with the educational system that can eliminate the distance between the students and the teacher, and link by the tools that are brought by technology thus it increases the possibility of learning at any time and place (Thiele, 2003). This method is suitable for today's education system since the announcement of Covid-19 as a global pandemic, March 2020. The situation has forced some countries to close their mobility access to attend physical meetings and some activities (Sufyan et al, 2020). This also affects education institutions (Pustaka, 2020). The teaching and learning processes which should be done face to face has to change to E-learning (Lapada et al, 2020 cited in Rosalina et al, 2020). E-learning is one of the famous types of learning today, and educational institutions in the world have highlighted because of its positive impact on teachers and students (Mohammed, 2021). With e-learning, students can learn at any time and from anywhere, interacting and getting involved in the learning process (Mohammed, 2021). E-learning is a digital learning tool that can be used effectively for distancing teaching and learning (Weeden; & Cornwell, 2020). However, there was a limited research, focused on investigating benefits and challenges faced on vocational high school English teachers' in implementing e-learning during this pandemic.

Due to the pandemic of Covid-19 and the force to conduct teaching and learning processes through distance learning, most the institutions use e-learning as an alternative to class-based teaching. (Chang & Fang, 2020). E-learning is education technology that uses an internet network as a meant of teaching (Fiddin&Bustami, 2021), furthermore, the use of e-learning can be

done anytime and anywhere as long as there is an internet connection (Fidding&Bustami, 2021). E-learning can support teachers and students, who are unable to attend the classroom activity. Besides that, e-learning is useful due to the cost efficiency, flexibility to access the information, and availability to engage more students in learning (Sufyan et al, 2020). Additionally, most of students in this digital era are able to use technologies and devices, so it is easy for teacher to incorporate e-learning that motivate them into the field learning (Mohammed, 2021).

E-learning has become one of the main aspect of one of the main aspects in distance learning. Distance learning has forced students and teachers to adapt to the new normal of teaching and learning activity and e-learning could be a way to make available resources for research and learning for both teachers and students to share and acquire information (Richard and Haya 2009 cited in Arkorful and Abaidoo, 2015).

The implementation of e-learning in teaching-learning activities is hard to be separated from technology. According to Mohammad (2018) cited in Yunus and Lukas (2021), technology has an important role in improving various learning tasks. ICT in E-learning has influenced to a large extend of education (Hubackova, Semradova, 2016). The development of ICT inspires E-learning (Salehi et al, 2014). In addition, E-learning is also known as technology-based learning. E-learning requires teachers who are ICT literate since it is expected to help improve students' computer literacy which will be highly beneficial in the work field (Addah, 2012; Bediang et al., 2013). To use e-learning as a learning tool, teachers should have ICT competence. The teacher ICT competence supports and extends the purpose of the education programs (UNESCO, 2008), especially in this pandemic situation.

Although many teachers believed that technology can effectively benefit in the teaching and learning process, they did not fully embed it in their practices (Lukas&Yunus, 2021). In Indonesian, the use of technology in education has no longer

been seen as a new thing in this globalization era (Sufyan et al,2020). Even though the use of e-learning in Indonesia still has challenges for teachers and students, many previous studies have investigated the teachers' and students' challenges in implementing e-learning. Some studies have claimed that there are benefits and challenges in implementing e-learning (Puspita, 2020). Students who have been struggling learning English in face to face meeting will face more challenging situation when they learned it online (Lukas & Yunus, 2021). Then, teachers are having difficulties to handle the online applications (Zaharah et al., 2020). Therefore, this study investigated the benefits and challenges faced by some vocational high school English teachers while implementing e-learning during COVID-19. This study also try to figure out English teachers' experiences of e-learning effectiveness during COVID-19.

E-learning in teaching English

The Covid-19 Pandemic has changed the whole teaching process to online. This online learning skill was one of the 21st century skills that every teacher needed to master to succeed in this challenging age. English is an international language, besides English is an essential subject for students. In English, there are 4 skills teachers should teach to students, they are listening, reading, writing, and speaking. In the Covid-19 pandemic, teachers can teach these skills to students through e-learning and make interactive in a variety way (Amiri, 2021). The application of e-learning for teaching and learning English can be implemented optimally, when teachers know how to use it. So far, E-learning is only used to find some sources for teaching and learning. It is expected that not all teachers are qualified to create teaching materials using E-learning (Hadiyanto, Kurniawan, Juwita, 2020). Therefore, the teachers' challenges and benefits in implementing e-learning is a crucial thing to be paid attention, especially in the covid-19 pandemic. Due to the implementation of e-learning, English

teachers in this era should be more creative to keep their students from tediousness. Moreover, English teachers have to know which application, website, and platform that will be easy-to-implement and help their students. There are various online application can access by teacher to teach students, for example read theory to teach reading, Canva or comic strips to teach writing, teacher can also use YouTube to teach listening and speaking. Therefore, English teachers should be able to stimulate and practice themselves improving their ability in implementing e-learning.

Learning English has always never been easy especially for low achiever students who always needed teacher to guide them during the teaching learning process. So, there are some the principles in implementing e-learning in teaching and learning English (Hadiyanto, 2019 cited in Hadiyanto, Kurniawan, Juwita, 2020). According to Mayer (2009) cited in Hadiyanto, Kurniawan, Juwita, 2020), there are six of eight e-learning principles that are needed to be applied in designing the teaching English. The six principles are (1) Spatial contiguity principle: the main focus of this principle is the use of multimedia material using picture, illustration or animation. (2) The principle of proximity to time: the main focus of this principle is to put words and pictures together. (3) Modality principle: this principle explains that the use of animation and narrative can improve learning activities. The implication of this principle for e-learning is the videos will be easier to understand; (4) Redundancy principle: This principle explains that learners can learn better from animation and narration than animation only. The implication of this principle for e-learning is the material with animation and narration in video form; (5) Coherence principles: this principle explains that the use of unrelated pictures, words, and sounds can destruct learning activities. The material presented will be more defective on the use of unrelated words, sound, and images; (6) The principle

of individual differences: This principle explains that the effect of the design is stronger for low students than for high-level students. The six principles above are appropriate to be used in teaching and learning English for all skills: speaking, listening, reading, and writing.

Types of E-Learning

There are some types of using e-learning in the teaching process as two types of e learning are used by teachers In the research site such as; 1) blended learning and 2) online learning, each type will be discussed below.

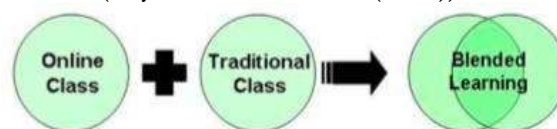
Blended learning

Blended learning is one of the popular teaching modes of education (Hubackova & Semradova, 2016). Especially during recent years, some learning practices have been implemented by blending (Eryilmaz, 2015). Blended learning has been used in class before the pandemic. Blended learning refers to a technique and systematic approach combining time and model of learning (Saliba, et al, 2013). Rovai and Jordan cited in Koi-Akrofi et al (2020) state that blended learning is a combination of face-to-face learning between teacher and students in the classroom and of a self-contained preparation using e-learning. The success of blended learning depends not only on the quality of the direct course and online course but also the ability to organize in a given background and use all the tools offered (Hubackova & Semradova, 2016). So, teacher's ability in using device or platform is important in succussing blended learning. A blended learning approach can be contributing tools to face-to-face teaching-learning experiences (Koi-Akrofi, 2020 cited in Tayebinik, M., & Puteh, M, 2012). Garrison and Kanuka (2004) cited in Tayebinik & Puteh (2012) found that blended learning circumstances take the values of traditional classes, which increase the efficiency of significant learning experiences. Blended learning gives a checking of student's effort a survey of achieved results

(Hubackova & Semradova: 2016). It often makes easy to compare the students task with other students.

Talking about benefits, there are also some challenges in practicing blended learning. Hubackova & Semradova (2016) have mentioned some challenges such as an inappropriate use of it by some kinds of students; an inappropriate use of it in some areas of education; dependence of it on other technological equipment, a demanding arrangement of its content concerning teachers.

Figure 1. blended learning environment (Tayebinik., & Puteh, (2012))



In the literature, the benefits of blended learning have been observed by several writer. Blended learning suggests interactive learning with flexibility in using resources for the students and offers more time to the institution to spend with students in small groups or even individually (Oh & Park, 2009 cited in Tayebinik & Puteh, 2012). In addition, blended learning has the prospective to give students' experiences and results through learning (Davis & Fill, 2007 cited in Tayebinik & Puteh, 2012). Hen and Jones (2007) cited in Tayebinik & Puteh, (2012) offer other benefits of blended learning such as a deep understanding of topics by using web-based resources. Besides, blended learning offers an interactive setting for communication among teachers and students in the classroom and may facilitate cooperative activities even beyond the classrooms (Yuen, 2010 cited in Tayebinik, & Puteh, (2012).

From the discussion above, we can conclude that the benefit of applying blended is to overcome the limitations of online instruction and that the used of various instructional process and convey strategies to increase students' knowledge as well as improving learning outcomes.

Online learning

Before pandemic, the used of the online learning has created dramatically for many years. Sadeghi (2019) cited in Pustika (2020) defines online learning or distance education as the type of education, where teachers and students cannot come to the school. In online learning, teacher uses technology to enhance the course content (Thien, 2021). Further, the teacher plays a role as a guide for students toward the learning goal. Teacher and students communicate virtually by e-learning and this is the major feature of such a learning process, different from traditional classes in which instructors and learners engage in face-to-face interaction (Tayebinik, 2009 cited in Tayebinik & Puteh, 2012). Online learning transforms education from a teacher-centered (traditional classroom) to a student-centered one, where students are more accountable for their learning, all students can choose place and time for study provided by online courses. (Koi-Akrofi, et al, 2020). Online learning is very useful for teacher and students, while they are separated (Tayebinik. & Puteh, 2012) equal with today's situation.

During the pandemic, online learning has been used. Many online learning tools have been exposed, such as: Google Classroom, Edmodo, LMS and etc. those many features of platforms have facilitated both teacher and students in online learning to develop the interacting, managing course and assessing process (Turnbull, Chugh, & Luck, 2019). In achieving the success of online learning, there are two things that teachers should apply such as social interactions and roles in their teaching learning process (Bryant & Bates, 2015). Blended learning offers the effective cost and effective time, but online learning with the full-time use of technology has the benefits of conquering the cost problem and flexibility of time even more than blended learning (Bowen, 2013; Haron & Zaid, 2015; Nguyen, 2015 cited in Rizka, 2020).

In learning online, there are some models could use by students (Thien, 2021) first collaborative online learning, second flipped online learning. Collaborative learning is a modality for the students to manage their independent work to get a shared goal (Falcione et al., 2019 cited in Thien, 2021). Collaborative online learning encourages active interaction with other members of the group, each student is responsible to the group, and their work is positively interdependent (Yamarik, 2007 cited in Thien, 2021). Flipped classroom increase student-teacher interaction; student-student interaction, student content interaction (Špilka, 2015 cited in Thien, 2021). In addition to, the use of flipped learning approach allows the teacher to use advanced technology to create the virtual classroom (Koohang et al., 2009 cited in Thien, 2021).

The benefits of Implementing E-learning

The benefits of e-learning have been reported by some writers. These mentioned one of the benefits of e-learning is less expensive to deliver (Kamba, 2009). Besides, e-learning gives easy access to all materials, it is an essential thing in teaching (Gunawardana, 2005). So e-learning is considered a cost-efficient and time-saving tool in learning a language, learners can be more effective in their learning by using e-learning (Top, Ali, 2021 cited in Anwar & Ali, 2021). Inchiparamban & Pingle (2016) cited in (Simamora, 2020) state online learning makes it probable for learners to take up a course without attending an educational institution. Learners will get the benefit of getting a course from their home or any place (Simamora, 2020).

The implementation of e-learning allows the institutions and their students to convey, accept and select learning programs since the implementation of e-learning gives much flexibility of time and place (Semdley, 2010 cited in Pustika, 2020), it means, by learning online and choosing e-learning

based on students own availability, students can save their time.

Although this research focused on the implementation of teaching English, teachers considered these devices in the normal conditions not in hard situations such as Covid-19 pandemic situation which is problematic for all aspects like education and all countries. Due to this gap in the literature and concerning to all previous studies in this field, the overall aim of this study was to examine benefits and challenges of implementing e-learning during the Covid-19 pandemic experienced by the teachers.

The Challenges in Implementing E-Learning

Despite the benefits there are also challenges of e-learning, it keeps on as a challenging problem for teaching learning process. According to Eltahir (2019) cited in Lukas&Yunus (2021), education institution readiness was one of the challenges in implementing e-learning that led to failure in the system. He also said some problems of e-learning implementation; technology accessibility, teachers-competencies, norm/cultural challenges, and course challenges. Further, he stated these challenges were different for each country regarding their geographical location, norm, and users' awareness. In Indonesia, Simamora (2020) stated the challenges in implementing e-learning such as some schools are supported, but other schools do not get support. Ghavifekr et al. (2016) cited in Lukas&Yunus (202) also stated that bad network connection and poor development of infrastructure were the major challenges of e-learning system implementation in developing countries.

The covid-19 pandemic forced teachers and students to do distance learning through E-Learning. The implementation of E-learning, not only creates some benefits but also create a lot of challenges. Makhija & Bharad (2020) find some challenges in implementing E-Learning these are, downloading errors, issues with installation, login problems, problems with audio and

video, and so on. In students' perspective, they find online learning to be boring and unengaging (Makhija & Bharad, 2020), because students need two ways of interaction which is sometimes hard to implement (Makhija & Bharad, 2020). Rosalina (2020) also states three challenges in implementing E-learning in her educational institution, such as; less supporting facilitation, less communicating between teacher and students, and less feeling and controlling students in the teaching-learning process.

Furthermore, in Indonesian context as reported in Pustaka (2020) the improvement of technology and facility in Indonesia is not equal, because Indonesia is a huge country. Therefore, some schools cannot move to online learning because there is not enough infrastructure to do it. Besides, some teachers are still hard to implement e-learning as a learning tool (Puspita, 2020) because they do not have enough experience and knowledge to implement it. Teacher competence in implementing e-learning is one of the challenges for teachers as facilitators on an online space, while on the other hand, they need to find suitable resources and methods to make productive use of the online space for learning to take place (Nalliveettil, Al-Rubaat, Sreehari, 2019). The difficulty in the online teaching environment is due to the multiplicity of the student population with varied motivation levels, engagement and learning capabilities (Bodey, Ravaga, Sloan 2016: 49 cited in Nalliveettil, Al-Rubaat, Sreehari, 2019). Alternatively, teachers need to find other strategies to deliver the lessons using other available platforms, so the students will get material effectively (Kaden, 2020 cited in Lukas&Yunus 2021).

This study aimed to identify the benefits and challenges of using e-learning (Puspita, 2020, Simamora, 2020, Rosalina, 2020). The latest studies have highlighted the significance of E-Learning success, but there are some challenges in implementing e-Learning and how e-learning could be implemented successfully and effectively. A

small research investigation has been engaged towards an investigation of key aspects that impact e-Learning success. The primary aim of this research is, to investigate the challenges and benefits of teachers in implementing e-learning for teaching English proficiency during covid-19 pandemic in vocational high schools in Bekasi, West Java, Indonesia. The study aims to answer the following questions as follows:

1. What benefits and challenges find in implementing e-learning to vocational high school students during the pandemic?
2. How do teachers address the challenges in using e-learning for vocational high school students during the pandemic?

METHOD

Since this research aims to investigate the benefits and challenges in implementing e-learning during the covid-19 pandemic, the research methodology chosen for the research was a descriptive survey. The reason for the selecting of the research method was that the descriptive method allows the researcher to collect information, summary, present and interpret for explanation (Asamoah-Gyimah and Duodu, 2007 cited in Amankwah et al 2017). The data were collected by a questionnaire and interview, the questionnaire and interview consist of some questions about the benefits and challenges of using e-learning in teaching English of vocational school. Questions in the interview generally involved open-ended questions. The interview served as a powerful and a useful data collection instrument to reach participants. In this research, the interview was used because it was relevant to gain data on teachers' experiences in implementing e-learning and the benefits and challenges they faced (Lukas&Yunus, 2021). The interview consisted of 10 questions.

The technique of questionnaire has simultaneously been employed to gather primary data from the population. The multiple-choice questionnaire of google form

is using a Likert scale completely agree to completely disagree has been employed. For the questionnaire, descriptive statistics were employed to measure the challenges and benefits in implementing E-learning. Regards the use of descriptive statistic Sugiyono (2013) says descriptive statistics is research conducted to determine the value of independent variables, good only on one or more variables (variables that stand alone or independent variables) without making comparisons or linking with other variables.

The target population of this study was general English teachers at vocational high schools in Bekasi. The total sample used in the study was 21 teachers who were working in different vocational high schools at Bekasi. These EFL teachers ranging in age from 23 to 55 consisted of males and females. The teachers had different years of teaching experiences and taught different levels of English from basic to advanced level with various teaching experiences from three to thirty-two years.

To obtain the data about the benefits and challenges related to the implementation of e-learning during the covid-19 pandemic, the researchers used a questionnaire survey. The questionnaire consists of 18 questions such Teachers' readiness for online learning teachers' ability to implement e-learning to teach English, teachers' ability to communicate effectively, teachers' ability to identify plagiarism, teachers' ability to find trouble in using e-learning with 5-point Likert scale responses of the use of e-learning as suggested by Sugiono (2013). The teacher has developed it to measure teachers' perception of their benefits and challenges of e-learning. Respondents' response for the benefits and challenges of e-learning usage for teaching and learning English proficiency by choosing 1 out of 5 alternative answers; 1=Strongly disagree, 2=disagree, 3=neutral, 4=agree, 5= strongly agree. The result can be seen in **Table 1**.

Table 1. Likert scale (Sugiono, 2013)

Scale	Mean score	value	level
1	Strongly disagree	1	low
2	disagree	2	
3	Neutral	3	medium
4	agree	4	
5	Strongly agree	5	high

Table 2. Likert scale (Sugiono, 2013)

Scale		Category
1,00	1,80	Strongly disagree
1,81	2,60	disagree
2,61	3,40	Neutral
3.41	4,20	agree
4.21	5,00	Strongly agree

FINDINGS AND DISCUSSION

The finding of the research will be presented in five parts including teachers' readiness for online learning, teachers' ability to implement e-learning to teach English, teachers' ability to communicate effectively, teachers' ability to identify plagiarism, teachers' ability to find trouble in using e-learning.

Teachers' readiness for online learning

The first part of the questionnaire and interview assesses teachers' readiness to practice online learning. Teachers' readiness in term of technological experience and competence was one of the important thing in teaching learning using e-learning. Online learning is defined as the online delivery of instructional content as well as associated support services to students in the absence of physical (Panol, et al, 2021). For teachers who master the applications and technological tools, they can implement e-learning effectively and smoothly during COVID-19 (Reimers et al., 2020 cited in Lukas &Yunus, 2021) but some teachers were not familiar with online learning as they

were so used to face-to-face interaction with their students.

Teachers' readiness is one of the essential factors that may influence teachers' use of technology, and has a significant positive effect on technology integration in education (Inan, Lowther, 2009 cited in Panol, et al, 2021). However, there are several researchers who argued that teachers are not that ready to use the new modality of teaching in this new normal situation (Panol, et al, 2021). This problem mostly impacted senior teachers in which they find the difficulties to run the applications refer to this argument, the first part of the questionnaire is to find out whether the teacher saw themselves ready for an online learning program.

From all teachers, most of teachers are willing to connect their devices to the internet. Teachers are willing to use the word. Teachers are willing to use PowerPoint. Some teachers are willing to open and send the email. teachers are still willing to download and upload files from the devices. But some senior teachers could not do the activities using the device, Senior teachers found it difficult to implement but those who master the applications and technology tools can implement effectively and smoothly especially during the COVID-19 (Reimers et al., 2020 cited in Lukas &Yunus, 2021). In the interviews, some teachers mentioned their readiness in implementing e-learning during the pandemic.

"I feel that e-learning is not easy to implement, It is hard to use and some students face the same problems." (teacher)

"I do not have experience in using e-learning before, so I find it difficult to prepare my teaching materials for the online teaching." (Teacher)

Table 3. Teachers’ readiness for online learning

Statements	N	mean	Std. deviate	Level
1. Teachers’ readiness for online learning	21	3.21	0.99	Medium

From the result shown above, most of teachers are ready to use online learning. The teachers have basic skills in implementing e-learning, but some of them are still hard to use e-learning, because the limitation of skills.

teachers’ ability to implement e-learning to teach English and communicate with students

According to (Islam et al, 2015, cited in Simamora, 2020) There are many challenges faced by learners regarding the implementation and success of e-learning in online learning. As displayed in Table 1, teachers have gotten benefits and challenges e-learning for teaching and learning English. The finding shows in table 3 that there are challenges and benefits in implementing E-learning. the result found some teachers have the ability to implement e-learning to teach English consists of, teachers are willing to use read theory to teach reading, teachers are willing to use virtual meetings such as zoom, to teach speaking and listening, teacher are willing to use Grammarly, pro-writing and so on to check students’ writing. Teachers are willing to make video power point. Teachers are willing to use social media (IG, tiktok, facebook) or youtube and platform, such as google classroom, LMS, Edmodo etc as learning tools. But some teachers, especially senior teachers, could not implement the activities above, because of their limited skills in using those platform.

Table 4. teachers’ ability to implement e-learning to teach English and communicate with students

Statements	N	mean	Std. deviat	Level
2. Implementing e-learning for teaching English (writing, reading, listening and speaking)	21	3.45	0.88	medium
3. communicating effectively with students	21	1.81	1.05	low

Table 5. teachers’ ability to identify plagiarism and find a trouble in using e-learning

Statements	N	mean	Std. deviat	Level
4. identifying plagiarism	21	3.19	1.08	medium
5. finding a trouble in using e-learning in teaching	21	3.44	0.87	medium

The result of the present research shows that teachers find some challenges in using e-learning in teaching English, some of teachers could use e-learning for teaching English, because their limitation skill and facility, then some of teachers could communicate with students effectively, because the students do not have access to communicate with their teachers. However, the findings also showed that some teachers are not able to implement e-learning for teaching and learning English because no statement rated at a very high level of the

mean score. (Hadiyanto, Kurniawan, Juwita, 2020). Data from the questionnaire showed that most teachers can only access the limited platform in the device in their homes. It means, the teachers need more training and practicing in implementing digital platforms in online teaching. The following statements covered by the teachers from the interview.

“I have never implement e-learning before, and not confident to use the technology. But I can use Whats:App, which is easier than other applications.” (teacher)
“I love using technology in teaching learning process, so it is not hard for me to use it” (teacher)
teachers’ ability to identify plagiarism and find trouble in using e-learning

One challenge of the implementation of e-learning that the respondents of this research agree on is that plagiarism that usually found. Implementing e-learning might be challenging because teachers cannot control or adjust cruel activities like plagiarism (Arkorful and Abaidoo (2014) cited in Pustika, 2020).

The results above indicated some plagiarism in teaching online. It is hard for some teachers to identify students’ plagiarism in doing their tasks or test, because teachers could not see the students while doing test. But some teachers with e-learning skills, could check students task easily with compare students task in google. The challenge is also shown from the statement below.

“Some students did not do their task or test on their own, and it is difficult to provide feedback individually.” (teacher)

For some teachers with ICT competence, they can use e-learning so easy and do not find troubles. But, most of the teachers are finding some troubles in implementing e-learning, such as limited internet connectivity, limited device and low students’ participation. So, teacher should prepare and plan more e-learning before starting the lesson.

All aspects above show teachers benefits and challenges in implementing e-learning to online students. The most significant aspects related to internet connection and access to the device. Both teacher, students and government should give support to increase the effective implementation of e-learning. Besides, education institution should give more ICT training to teachers to increase their skills in using e-learning. so that, all teacher will ready to face online learning. Teaching virtually can be useful for those who can to use platform and have the facility to use it. Finally, the results of this research are expected to provide information and innovation in e-learning usage in developing learning English proficiency in a pandemic situation.

CONCLUSION

The findings on this study shows, teaching online through e-learning is not only effective for some teachers, but also give more experiences, but it has limitation. The limitation consisted of teachers’ readiness to implement e-learning, teacher understanding in using many platform related to writing, reading, listening and speaking, teacher communication skill using e-learning, teacher awareness in identifying plagiarism and finding the trouble in using e-learning. classroom management in terms of low students’ participation. E-learning will run successfully if there are supports from teacher, students and institutions (schools or universities) and the government. Both of them must work together to realize the importance of technology-based education like E-learning. To get the effectiveness in implementing E-learning in education, the competencies of teachers in the implementation of information and technology must be continuously improved. There are a lot of efforts should institutions and teachers do to improve teaching and learning by giving teachers training and giving teachers facilities. To minimize the e-language learning drawbacks teachers should be trying hard to find strategies by integrating some ICT tools such as online programs, LMS, and social media. Based on the

limitations of this research that covered a small number of English teachers, future research needed a thorough and comprehensive research on the issue with large population may lead to differences in their view about e-learning in teaching English.

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