Online Learning Culture and Smartphone Usage of EFL Students at Higher Education

ABSTRACT

The corona virus has exposed emerging vulnerabilities in education systems around the world. As our country continues to grapple with the COVID-19 pandemic, colleges and universities around the world are getting creative with online options to keep students safe and healthy at home. Universities in Surakarta are driving the quality of online learning during the Covid-19 pandemic. To support students' online learning at home, the university has implemented several public platforms that students and lecturers can choose one of them, such as google classroom, zoom, WhatsApp group, email, MS Teams, Google Meet and others. However, in the implementation of online learning, it is necessary to analyze the implementation in order to obtain clear data-based improvement steps. This is what underlies the author to analyze the online learning culture and smartphone usage especially in English courses. The study used a qualitative approach. This study used a descriptive research method to describe the implementation of online learning in English subjects. There were 167 respondents who take general English courses. The instrument of data collection used a questionnaire containing closed and open questions which are distributed using a google form.

Keywords: English, Online Learning Culture, smartphone Usage, Higher Education, Qualitative research, EFL Students

INTRODUCTION

The Corona virus has exposed emerging vulnerabilities in education systems around the world. It is clear that society needs a flexible and resilient education system as we face an unpredictable future (Ali, 2020). More than 1.2 billion children learn at home and rapidly transitioning from face-to-face learning on campus to distance learning. The global impact of Covid-19 is very diverse and can be seen clearly in almost all sectors, especially health, economy, and education (Osman, 2020).

As our country continues to grapple with the COVID-19 pandemic, colleges and universities around the world are getting creative with online options to keep students safe and healthy at home. Therefore, the government of the Republic of Indonesia has instructed the public to stay at home and self-quarantine until their condition improves. In this uncertain environment, it is important to continue learning. Students continue their education through online learning and video calls. Online learning is the best alternative and does not pose a safety risk for students. In the last decade, colleges and universities have allocated funds to use E learning in their learning programs. COVID-19 is driving universities around the world to adopt online learning (Almaiah, Al-Khasawneh, & Althunibat, 2020). As an alternative to distance learning, several higher education institutions are introducing E-learning for their students (Sintema, 2020). E-learning and online instruction from higher education play an important role during the pandemic (Chang & Fang, 2020). New solutions for education are innovations needed in the teaching and learning process. New changes in education can widen gaps and create new challenges. Online learning can be sustainable as long as the challenges experienced during this pandemic are well explored and turned into opportunities (Adedoyin & Soykan, 2020).

The quality of learning is highly dependent on the quality of digital access. This makes it difficult for students to access internet services during learning. Although internet service providers have distributed free data packages, they do not yet support video calls on programs such as Zoom, Google meet, MS Team, Google Classroom, and others. For people who are at the lower middle economic level and do not understand digital devices, they will be left behind. Some students without internet access or technology find it difficult to participate in digital learning. Student success in online-based learning if the student is independent, personally responsible for his learning, and has self-competence, time management skills, and motivation to learn (Kerr, Rynearson, & Kerr, 2006). In the context of language learning, the use of language and the empowerment of ICT media, including multimedia technology, can increase the effectiveness and efficiency of learning, which is expected to provide public satisfaction by providing excellent service with results in accordance with the expected standards and objectives. Ghasemi and Hashemi (2011), emphasize that ICT helps English language learners to communicate, edit and compose texts quickly and more flexibly. In addition, ICT can integrate speaking, listening, reading and writing skills. This can improve teaching that is more interactive, besides that it can expand varied learning options, study independently. The use of technology can help students to learn English which allows them to communicate quickly and flexibly. In addition, the use of technology can be used to integrate speaking, listening, reading and writing skills. It enhances interactive learning and teaching styles. In this case, the use of mobile learning-based online learning. Mobile learning in the learning process can simply be interpreted by the use of mobile devices in the learning process. Mobile learning can be defined as a type of e-learning (electronic learning) that delivers learning content and supporting materials through communication devices (Brown, 2005). Likewise, Traxler (in Hanafi and Samsudin, 2012) describes mobile learning as setting up relationships and interactions using communication tools in the classroom, both during collaborative learning and as a learning guide. ICT-based mobile learning assists English language learners by enabling them to communicate, edit, annotate and organize text quickly and flexibly. In addition, ICT-based mobile learning can be used to integrate speaking, listening, reading and writing. This enhances interactive teaching and learning styles. It also expands students' ability to practice, work independently and make connections between their activities in English and other subjects. Thus, it can be concluded that mobile learning is a type of learning that uses communication devices as a vehicle for learning, both as a medium and as a tool to guide the learning process.

Private Universities in Central Java, improve the quality of online learning during the Covid-19 pandemic. To support students' online learning at home, the University applies 17 public platforms that students and lecturers can choose from, such as google classroom, zoom, WhatsApp group, email, MS Teams, Google Meet and others. Lecturers use video conferencing where lecturers can present learning materials, discuss, and interact with students. Each lecture begins with material and explanations from the lecturer and continues with discussions or presentations from students. At the end of the session, the lecturers gave quizzes using the Quizzes application, Google form or Type form. From the evaluation that has been done, the online learning system that was implemented generally went quite well. some of the obstacles in online learning are limited internet quota, internet connectivity, financial difficulties due to the high cost of internet packages, etc. (Henaku, 2020). Online learning using online media has been implemented in universities in Central Java Indonesia since the work from home regulation during the pandemic period covid-19. However, in the implementation of online learning, it is necessary to conduct an analysis related to the implementation of

online learning in order to obtain clear corrective steps. This is what underlies the author to find out the description of the implementation of online learning, especially in learning English.

LITERATURE REVIEW

The approach used in this study is a qualitative approach. This study used descriptive research methods to describe online learning culture using smartphones in general English courses. The research population were all students who take the English General Course at Private Universities in Central Java. Technique of Sampling used random sampling technique. The number of samples in this study were 167 students from 4 faculties. The data collection instrument used a questionnaire containing the types of closed and open questions which were distributed using a google form. The data analysis used descriptive statistics. There are 8 (eight) components used in this questionnaire, namely: (1) Frequency of Smartphone Usage in Learning English, (2) Frequency of Using Smartphone-based Online Learning Platforms in Learning English, (3) Access to use Smartphone-based Online Learning in learning English, (4) the benefits of smartphone-based online learning, (5) communication and interaction in the smartphone-based online learning process, (6) student satisfaction with the use of smartphone-based online learning, (7) student opinions about the use of online media-based smartphone in learning English, (8) Students' experience of using smartphone-based online learning in learning English. The total items in this questionnaire were 60 items consisting of 50 closed questions and 10 open questions.

METHODS

RESULTS

There were 8 (eight) components discussed, namely: (1) Frequency of Smartphone Use in English Learning, (2) Frequency of Using Smartphone-based Online Learning Platforms in English Language Learning, (3) Access to smartphone-based Online Learning in English learning, (4) The benefits of smartphone-based Online Learning media, (5) Communication and interaction in the smartphone-based online learning process, (6) Student satisfaction with the use of Smartphone-based Online Learning, (7) Student opinions on the use of smartphone-based online learning in language learning English, (8) Students' experience of using smartphone-based online learning in learning English.

In table 1, which is about the frequency of using smartphones in learning English, there are 5 statements. In the first item of 167 respondents, 39.5% stated that they very often use smartphone-based online learning platforms in learning English from various English learning websites and about 42.5% of respondents stated that they often use smartphone-based online learning platforms in learning English. This data proved that a smartphone-based online learning platform is one of the online learning media that can be used by students during the COVID-19 pandemic. The second statement is about using a smartphone-based online learning platform to develop English language skills. Around 31.1% of respondents answered that they often use smartphone-based online learning platforms to develop their English skills, and about 50.9% answered that they often use smartphone-based online learning platforms to develop their English skills. In addition, in the third statement, 38.9% stated that they very often use online learning platforms to do assignments from lecturers and 49.7% answered that they often use online learning platforms to do assignments from lecturers. Around 64.7% of respondents also stated that

they very often use online learning platforms to collect assignments from lecturers and 30.5% answered that they often use online learning platforms to collect assignments from lecturers. Some of the students also very often use online learning platforms to discuss with lecturers and colleagues related to learning English, which is about 41.3% and 30.5% answered often. Based on the questionnaire analysis, there was not a single student who did not use the online learning platform to work on, collect, and discuss assignments from English courses. This data proved that the benefits of a smartphone-based online learning platform was very beneficial for increasing the effectiveness of the English learning process during the COVID-19 pandemic.

Table 1. Frequency of Smartphone Usage in Learning English

No.	Statements	Very Often	Often	Never	Seldom	Rarerly
1.	I use a smartphone-based online learning platform to learn English from various English learning websites	39,5%	42,5%	6%	11,4%	0,6%
2.	I use a smartphone-based online learning platform to develop my English skills	31,1%	50,9%	6%	10,8%	1,2%
3.	I use a smartphone-based online learning platform to do assignments from lecturers	38,9%	49,7%	4,8%	6%	0,6%
4.	I use a smartphone-based online learning platform to collect assignments from lecturers	64,7%	30,5%	2,4%	2,4%	0%
5.	I use a smartphone-based online learning platform to discuss with lecturers and colleagues regarding English assignments.	41,3%	47,3%	4,2%	7,2%	0%

There were several platforms used by lecturers and students in the implementation of online learning, especially in learning English, namely: (1) Google Classroom, (2) WhatsApp Groups, (3) Google Meet, (4) Zoom, (5) MS Teams, (6) Quipper, and (7) Quizzes. Table 2 shows the online learning platforms that were most widely used by students during the COVID-19 pandemic, namely WhatsApp Groups, MS Teams, Google Meet, and Google Classroom. The use of WhatsApp Groups is ranked first, which is around 51.5%, the use of MS Teams is ranked second, which is around 41.3%, the use of Google Meet is ranked third, which is around 38.9%, and the use of Google Classroom is ranked fourth, which is around 18. 6%. The use of the Zoom application is around 1.2% of respondents who use it. The use of the Quizzes application is only about 2.4% of respondents who use it. Based on the explanation above, it can be concluded that during English language learning, most of lecturers and students frequently used WhatsApp Groups, MS Teams, Google Meet and Google Classroom.

Table 2. Frequency of Using Smartphone-based Online Learning Platforms in Learning English

No	Platform Online Learning	Very Often	Often	Never	Seldom	Rarely
1.	Google Class Room	18,6%	13,8%	27,5%	19,2%	21%
2.	Group WhatsApp	51,5%	34,1%	5,4%	7,2%	1,8%
3.	Google Meet	38,9%	23,4%	19,8%	9,6%	8,4%
4.	Zoom	1,2%	9%	43,7%	22,8%	23,4%
5.	MS Teams	41,3%	9,6%	16,2%	14,4%	18,6%
6.	Quipper	0%	4,8%	52,1%	8,4%	34,7%
7.	Quizzess	2,4%	9%	49,1%	10,8%	28,7%

Table 3 describes the access to the use of smartphone-based online learning in learning English. This access includes ease of access to the online learning system, access to

learning materials, access to assignment submission and collection as well as access to the operation of online learning applications. Access to use the online learning application is quite easy, it is proven that 26.3% of students answered agree and 9.6% answered strongly agree. Access to the use of this online application is considered quite easy for students who do not experience internet signal interference and internet quota limitations. On the other hand, almost half of the respondents stated that they experienced difficulties regarding access to the use of the online application. This is evidenced by 26.3% of students disagreeing and 13.8 disagreeing. In addition, respondents also stated that they had difficulties in accessing learning materials and collecting assignments. Based on this explanation, it can be concluded that there are still many students who have problems in accessing online learning due to limited internet quota and difficulties in getting internet signals.

Table 3. The access on the use of smartphone-based online learning in learning English

No.	Pernyataan	SD	D	N	A	SA
1.	Ease of access to smartphone-based online learning	13,8%	26,3%	24%	26,3%	9,6%
2.	Ease of access to learning materials	10,8%	26,3%	29,3%	25,7%	7,8%
3.	Ease of receiving and sending student's assigment	12,6%	27,5%	22,8%	29,3%	7,8%
4.	Ease of collecting assignments	12,6%	24,6%	19,2%	31,7%	12%
5.	Ease of operating smartphone-based Online Learning systems	11,4%	28,1%	24,6%	27,5%	8,4%

SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: strongly Agree

In table 4 regarding the benefits of smartphone-based online learning applications in learning English, 25.7% of respondents stated that smartphone-based online learning is a suitable medium for communicating & interacting during the learning process. Around 28.7% of students stated that smartphone-based online learning helps deliver assignments on time. In addition, there are 31.7% of students who stated that the feedback given by lecturers through smartphone-based online learning media was very useful. On the other hand, there are 35.3% of students who disagree that online learning makes the quality of learning better. In addition, there are 24.6% of students who find it difficult to communicate and interact during the learning process due to the unstable signal in some areas. Therefore, some students were unable to follow the online learning properly and made them did not fully understand about the material.

Table 4. The benefits of smartphone-based online learning applications

No.	Pernyataan	SD	D	N	A	SA
1.	The quality of learning activities is getting better through smartphone-based Online Learning	7,8%	35,3%	32,3%	19,2%	5,4%
2.	Smartphone-based online learning is an excellent medium for communicating & interacting during the learning process	12,6%	24,6%	30,5%	25,7%	6,6%
3.	Smartphone-based online learning helps students to submit assignments on time	13,2%	22,2%	26,3%	28,7	9,6%
4.	Smartphone-based online learning helps students to evaluate information related to learning materials	9,6%	25,1%	28,7%	26,9%	9,6%
5.	The feedback given by lecturers through smartphone-based online learning media is very useful	10,8%	22,8%	29,3%	31,7%	5,4%

SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: strongly Agree

Regarding communication and interaction through the use of smartphones in online learning, it can be seen in table 5. There are 2.4% of respondents feel comfortable using smartphone-based online learning applications, besides that respondents also feel comfortable when interacting with other students during the learning process. Respondents also stated that lecturers were enthusiastic in teaching and explaining through smartphone-based online learning, which was about 37.7% of respondents agreed, and lecturers were also quite cooperative during the learning process, which was about 33.5% of respondents agreed. On the other hand, there are some students who feel uncomfortable using smartphone-based Online Learning media, which is around 26.9%. Students also feel uncomfortable when interacting with fellow students, which is around 23.4%. Based on this explanation, it can be concluded that communication and interaction in the smartphone-based online learning process is running quite well, although there were still some obstacles.

Table 5. Communication and interaction through the use of smartphones in online learning

No.	Pernyataan	SD	D	N	A	SA
1.	I feel comfortable using smartphone-based online learning media	13,2%	26,9%	28,1%	24%	7,8%
2.	Lecturers help students and participate in discussions	12%	25,1%	17,4%	29,9%	15,6%
3.	I feel comfortable interacting with fellow students	10,8%	23,4%	26,9%	29,3%	9,6%
4.	Lecturers are enthusiastic in teaching and explaining through smartphone-based Online Learning	14,4%	21,6%	14,4%	37,7%	12%
5.	Lecturers are always cooperative during the learning process	14,4%	22,2%	19,8%	33,5%	10,2%

SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: strongly Agree

Related to student satisfaction in online learning can be seen in table 6 Students are more satisfied with well-designed online learning that has clear and easy-to-understand goals for communicating and discussing. Online learning can be as good or even better than in-person learning. In table 4.6 about 26.3% of respondents stated that smartphone-based online learning media was in accordance with the learning needs needed and about 28.1% of respondents stated that smartphone-based online learning media could be recommended as interactive learning media. Students prefer smartphone-based online learning media because they are more varied. Around 24% of respondents stated that online learning media is smartphone-based because it is more varied. On the other hand, about 28.7% of respondents stated that they did not agree that online learning media was in accordance with what was needed, besides that around 30.5% of respondents said they did not agree that smartphone-based online learning media was the right choice compared to other media. It can be concluded that not all smartphone-based online learning media can cope with the learning process at the university level during the COVID-19 pandemic.

Table 6. Student satisfaction in online learning

No.	Pernyataan	SD	D	N	A	SA
1.	Facilities on smartphone-based Online Learning media are in accordance with current learning needs	6%	28,7%	30,5%	26,3%	8,4%
2.	Smartphone-based Online Learning Media can be recommended as an interactive learning media	7,8%	29,9%	29,3%	28,1%	4,8%
3.	Smartphone-based online learning media is the right choice for me in learning compared to other media	9%	30,5%	29,9%	25,7%	4,8%

4.	I prefer smartphone-based Online Learning media in learning because it can motivate me in learning	9%	24,6%	43,1%	19,2%	4,2%
5.	I prefer smartphone-based Online Learning media because it is more varied	9,6%	28,7%	32,3%	24%	5,4%

SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: strongly Agree

Some students appreciate the social aspect of online learning, while others feel that online learning is better than face-to-face learning. In table 7 the majority of students agree that students want to fully participate in online learning, which is about 25.1%, besides that the use of smartphones can increase the productivity of learning English, which is about 32.9% of respondents agree. The advantage of technology in distance learning is that students can attend lectures before coming to class and engage in more interactive activities in the classroom. Students can also collaborate with other students and rely on the instructor as a facilitator rather than as a lecturer. One of the interesting things about online learning is its convenience. As long as students carry smartphones, online learning can be carried out. Around 24% of respondents stated that the use of smartphones can make it easier to access information anywhere and anytime. However, some students still prefer to study in class, because students feel that learning is better in the classroom and face-to-face lessons are more effective. In addition, lecturers can also provide direct and clear feedback. This is because students must rely on self-discipline to understand the material. Maybe this happened because there was no face-to-face interaction between lecturers and students. Face-to-face learning improves material understanding faster than online learning.

Table 7. Students's perception towards the use of smartphone in learning English

	Pernyataan	SD	D	N	A	SA
1.	Smartphone is a useful tool in learning English	19,2%	16,8%	15,6%	25,1%	23,4%
2.	The use of smartphones can increase the productivity of learning English	12%	16,8%	25,1%	32,9%	13,2%
3.	The use of smartphones can make it easier to access information anywhere and anytime	20,4%	14,4%	9%	24%	32,3%
4.	The use of smartphones can make the learning process more effective	11,4%	21,6%	23,4%	31,1%	12,6%
5.	The use of smartphones makes it easier for us to achieve learning goals	12,6%	22,2%	26,9%	30,5%	7,8%

SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: strongly Agree

Online classes are sometimes more cost-effective than traditional classes and can be done quickly and conveniently for some students. In table 4.8 about 35.3% of respondents agree that online learning access is easier. In addition, the use of online learning applications in learning English through smartphones or laptops is more effective, it is proven that about 28.1% of respondents agree. On the other hand, online classes also require a smartphone, computer or laptop and a good internet connection. Around 21% of respondents stated that they did not agree with the ease of accessing online learning. Not all students have this access. This is very detrimental for some students. In addition, interaction between students is also minimal and it is more difficult to form study groups

and form relationships with fellow students. Most of the communication is done via email, or discussion in groups. Face-to-face interaction is also minimal or even non-existent. Around 22.2% stated that they have difficulty using online learning applications to share learning resources with colleagues. Respondents also stated that they were less able to understand the use of online learning applications to develop English language skills, which was around 20.4%.

Table. 8 Student's Experience towards the Use of Smartphone in Learning English

		SD	D	N	A	SA
1.	I can access online learning applications in learning English easily	9%	21%	21,6%	35,3%	13,2%
2.	I understand the use of online learning applications to develop English language skills	8,4%	20,4%	28,1%	35,9%	7,2%
3.	I use my smartphone or laptop to access online learning applications	16,8%	13,8%	14,4%	40,1%	15%
4.	I use online learning applications to share learning resources with colleagues	10,8%	22,2%	24%	31,1%	12%
5.	The use of online learning applications in learning English through smartphones or laptops is more effective	13%	21%	29,3%	28,1%	7,8%

SD: Strongly Disagree, D: Disagree, N: Neutral, A: Agree, SA: strongly Agree

DISCUSSION

The use of ICT creates an open educational resource environment that supports the storage and reuse of materials and information at any time. It also allows face-to-face communication between teachers and students (Singh, Thakur, & Pradesh, 2019). There are several online learning applications that have been used by students to acquire academic knowledge. In 2020, after the COVID-19 pandemic, almost all students in colleges and universities took the form of online learning with various applications and learning platforms which then paved the way for the advancement of e-learning in a new chapter in the post-pandemic period (Jiang, 2020).

The involvement of EFL students with various dimensions: behavior, emotion, participation and cognition can be strengthened by online English learning platforms such as Zoom, Google Classroom, and discussion forums through WhatsApp Group (Sharti, Suherdi, & Setyarini, 2021). EFL students' perceptions of online learning platforms during the COVID-19 pandemic show that students have positive perceptions. Moreover, online learning platforms have several advantages for online learning during the pandemic (Bagata, Umamah, & Fikri, 2020). In addition, students assess convenience, technical issues, and pedagogical preferences as important elements in the student learning experience (Mcbrien & Jones, 2009). Online learning applications allow students to develop communities to share experiences, discuss conceptions, and create spaces for shared learning (Dutta, 2020). Most students feel that online learning can improve time management and increase learning effectiveness. Based on the results of the study, there was not a single student who did not use an online learning platform to work on, collect,

and discuss assignments from English courses. This proves that the benefits of a smartphone-based online learning platform are very beneficial for increasing the effectiveness of the English learning process during the COVID-19 pandemic.

There are several platforms used by lecturers and students in the implementation of online learning, especially in learning English, namely: (1) Google Classroom, (2) WhatsApp Groups, (3) Google Meet, (4) Zoom, (5) MS Teams , (6) Quipper, and (7) Quizzess. Based on the results of the study, it was concluded that during English language learning, the most frequently used online applications were WhatsApp Groups, MS Teams, Google Meet and Google Classroom. The most widely used online learning platform by students is WhatsApp Group, which is around 33%. WhatsApp is the most preferred online application, which focuses on meaning, suitability to student needs, positive impact, and practicality. The WhatsApp mobile messenger application has the most users. Around 44%-61% of students in each group agree that WhatsApp mobile messenger application is useful and has potential advantages for language learning (Amin, 2020). The students are interested in using WhatsApp groups as a medium of learning, especially in writing English. During discussions in WhatsApp groups, students can get inputs such as new knowledge, better grammar, and better vocabulary. WhatsApp groups are a good way to be used as a teaching medium (Sri Wahyuni, Febianti, 2019). Students' attitudes towards the application of WhatsApp with small group activities were found to be more positive than individual WhatsApp activities (Arifani, 2020). WhatsApp has an important role in students' vocabulary learning (Jafari & Chalak, 2016). Previous studies have shown how WhatsApp can be a good tool for raising awareness as it supports multiple media to describe and explain words. It is also very easy to use and because it is text based, it provides a good set of language usage for instructors to identify common problems that students face (Chuah, 2015). Most lecturers organize learning and discussions through social media applications such as WhatsApp. Submission of material is mostly done by sharing files via WhatsApp messages and other social media. The most common obstacle that arises during the implementation of online learning is the limited internet access by lecturers and students (Gunawan1*, Ni Made Yeni Suranti2, 2020).

The use of MS Teams is also quite popular with students and lecturers, which is around 27%. Online learning through Microsoft Teams is something new for students, but this interaction and learning environment motivates students to take part in online learning, so that students can more easily understand learning materials (Ridho, 2020). Previous studies have produced a series of interesting results related to the level of student interaction in online classes, using Microsoft Teams and Moodle as the two main learning platforms in the teaching environment (Kashoob & Attamimi, 2021). Previous research stated that Three positive opinions emerged from student responses namely , convenience, time efficiency and shared learning resources. On the other hand, there are technical problems and difficulties in carrying out certain types of exercises (Rababah, 2020). The use of Google Meet, which is around 25%, and Google Classroom, is around 12%. The application is used by lecturers and students to make presentations, discussions, question and answer, giving and collecting assignments and discussing assignments. By utilizing Google Classroom, lecturers can post supporting materials, assignments, and quizzes online without having to interact face-to-face. The program will help improve the quality of education (Syafi, 2020). This is in line with previous research showing that students who use Google Classroom find good potential as a language learning tool. The use of Google Classroom may need to be accompanied by other platforms or applications

to make the sessions more communicative and interactive (Amin, 2020). Especially for the Quizizz application, lecturers only use it to give quizzes in the form of multiple choice or short answers.

EFL lecturers and students have positive experiences and attitudes towards the use of Internet-assisted language teaching and regard technology as an important approach in students' teaching careers (Kuo, 2008). The advantage of technology in distance learning is that students can attend lectures before coming to class and engage in more interactive activities in the classroom. Students can also collaborate with other students and rely on the instructor as a facilitator rather than as a lecturer. One of the interesting things about online learning is its convenience. As long as students carry smartphones, online learning can be carried out. Around 24% of respondents stated that the use of smartphones can make it easier to access information anywhere and anytime (Syahrin & Salih, 2020). However, half of the respondents also stated that teaching in the classroom is more comfortable and interactive. This proves that there are positive and negative sides in the implementation of online learning during the covid 19 pandemic. The positive side related to the implementation of online learning is that it allows lecturers and students to manage the learning process independently, there is flexibility in scheduling arrangements, improving time management arrangements, learning becomes more interactive and fun. The results of previous studies revealed that Virtual Teaching (VT) brought positive changes to students' attitudes. Students are committed and motivated towards student studies, and students welcome Virtual Teaching (VT) in the COVID-19 situation. Most students like online Teaching because it is a new but fun experience for students. Students seem eager to learn through online teaching. Students express their convenience when studying and attending lectures through VT. According to students, teachers are easily accessible, students can ask questions via voice or text messages, and teachers reply to students on the spot when online classes are being conducted or later in their spare time (Shahzad et al., 2020). This is in line with previous research which emphasized that students expressed comfort, flexibility, ability to learn at their own pace, and the ability to study anywhere as long as students have a stable Internet connection (Cochran, Baker, Benson, & Rhea, 2016).

Previous studies have not only reported that online learning is good in the midst of the COVID-19 pandemic but also highlighted the availability of internet access, financial problems, and the implementation of online learning. Online learning cannot give the desired results where most of the students cannot access the internet due to technical and financial problems. Lack of face-to-face interaction with instructors, response time and absence of traditional classroom socialization are some of the other problems that higher education students are highlighting (Adnan & Anwar, 2020). In terms of students' financial condition, students expect lecturers to take advantage of facilities such as the free Messenger application in the Online Learning System. Given the availability of internet access, students said that it was better for individual tasks to maintain physical distance because of the pandemic, students needed group assignments to help friends who did not have credit and internet access. Regarding the implementation of online learning, students hope that the material and assignments must be preceded by an explanation. Therefore, students recommended that Voice Notes be used effectively when giving instructions. This implies that the materials and instructions applied by lecturers in online learning are not easy to use (Deli & Allo, 2020). In the results of this study, the negative impact of online learning is seen in the technical use of online learning applications. There

are 24.6% of students who find it difficult to communicate and interact during the learning process. The results of previous studies also revealed that the majority of students' preferred learning styles were reflected in the technology that students experienced in online classes. Due to the complementary relationship between the technology used and students' learning style preferences in the classroom, research reveals that the emphasis of certain skill-based pedagogical ESL classes is on receptive skills (listening and reading). The lack of students' productive skills (speaking and writing) is a concern for ESL course instructors, policy makers, and the wider community (Syahrin & Salih, 2020). This is due to the unstable signal in the student area and the limited quota. This results in students not being able to follow online learning properly so that many students do not fully understand the material. E-learning has certain weaknesses that can hinder communication between learners and educators, namely direct communication and interrupted human touch. All students and learners are not the same, students differ in the level of ability and self-confidence of students. Some do not feel comfortable studying online, leading to increased frustration and confusion. Inadequate fit between technology design and psychological components required by the learning process; and inadequate adjustment of the learning process can hinder the teaching process and create imbalances (Dhawan, 2020). In line with previous research that online learning is not suitable for learning language, which consists of many communication-related skills due to internet interference, and lack of social interaction and stimulation (Ngoc, Thi, & Phung, 2021). Online learning as a whole depends on devices. technology, internet signals, and students in accessing online learning (Adedoyin & Soykan, 2020). Internet smoothness is a key element that can play an important role in ensuring high trust for users (Almaiah et al., 2020). Online learning cannot run well if there is a lack of preparation and planning (Eko, Atmojo, Nugroho, 2020). The results of previous studies indicate that most students agree that course design, student motivation, time management, and convenience with online technology have an impact on the success of the online learning experience. Technical problems, lack of sense of community, time constraints, and difficulties in understanding the purpose of online courses are challenges (Song, Singleton, Hill, & Koh, 2004). These impacts include how technology is not always efficient, students find it more difficult to understand the concepts of the material being taught, online learning can lead to social isolation, and can cause students to be unable to develop the communication skills needed. students overall believe online education has a negative impact on student motivation due to lack of social interaction, mismatch between expectations and content, organizational problems and learning environment organization and also pedagogical implications (Meşe, Sevilen, & Info, 2021).

The integration of different technology programs into the higher education environment has become an inevitable issue. M-learning as a technological tool functions in facilitating the delivery of learning in various institutions anytime anywhere.Mobile learning is a type of learning that uses communication devices as a vehicle for learning, both as a medium and as a tool to guide the learning process. Mobile learning-based learning applications have an effective contribution to learning. Mobile learning-based applications help English language learners by enabling students to communicate, edit, annotate and organize text quickly and flexibly. In addition, mobile learning-based applications can be used to integrate speaking, listening, reading and writing. This enhances interactive teaching and learning styles. It also expands students' ability to practice, work independently and make connections between student activities in English and other subjects.A global pandemic affecting students of all classes, sometimes the situation is difficult to navigate. From the evaluation that has been carried out, the online

learning system that is applied generally runs quite well. One of the obstacles in online or online learning from home imposed by universities during the corona virus disruption is the limited internet quota owned by students. Unstable signal reception is also a problem.

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