

E-LEARNING AS A PLATFORM IN STUDYING ENGLISH AMONG EFL LEARNERS: BENEFITS AND BARRIERS

Erwin Oktoma

Department of English Education, Universitas Kuningan, Indonesia
Email: erwin.oktoma@uniku.ac.id

Muhammad Aprianto Budie Nugroho

Department of English Education, Universitas Kuningan, Indonesia
Email: muh.apriantobn@uniku.ac.id

Yayan Suryana

Department of English Education, Universitas Kuningan, Indonesia
Email: yayansuryana@uniku.ac.id

APA Citation: Oktoma, E., Nugroho, M. A. B., & Suryana, Y. (2023). E-learning as a platform in studying English among EFL learners: benefits and barriers. *English Review: Journal of English Education*, 11(2), 405-412. <https://doi.org/10.25134/erjee.v11i2.7566>

Received: 09-02-2023

Accepted: 29-04-2023

Published: 30-06-2023

Abstract: This paper presents research findings on the benefits and barriers of E-learning in the study of English among EFL learners. The topic of this research was students from Department of English Education, Universitas Kuningan, and it was carried out using a qualitative design. An observation checklist and an interview were used to collect data. The study's findings revealed that using E-learning to study English has several benefits, including the flexibility of time and place, easy access to a wealth of information, the ability to facilitate relationships between learners through the use of discussion forums, and the ability to learn at one's own pace. And E-learning also has a numerous barrier in studying English such as, the lack of internet access/WIFI, a software barrier, learners are not enough excited to study English using E-learning, socially disconnected, weak levels of student engagement and Students lack both literacy skills and technology literacy. It explores the definitions of e-learning offered by various academics, the function that it plays in higher educational institutions' teaching and learning procedures, as well as the advantages and disadvantages of its adoption and use. Therefore, it could be concluded that the use of E-learning in studying English at Department of English Education, Universitas Kuningan is not effective.

Keywords: *benefits of e-learning; barriers of e-learning; e-learning; EFL learners.*

INTRODUCTION

The creation of smart schools and virtual classrooms that enable students to attend and participate in lectures and seminars held in other countries using the Internet and interactive technology, as well as the use of multimedia in educational processes and quarterly self-education, all date back to the use of electronic means to address lessons in traditional classrooms whereas the mathematical revolution has advanced rapidly. It is essential to understand that it will be advantageous to This contemporary method has influenced many facets of daily life and has emerged as one of the biggest winners from the mathematical revolution. The term "e-learning" emerged as one of the uses of technology in education in the early 1990s (Abed, 2019).

The delivery of (electronic) educational content to the recipient via media based on the computer and its networks in a way that enables active

interaction with the content and features and with peers only simultaneously or not synchronized, the possibility of completing this learning at the right time, location, and speed for the circumstances and talents, as well as the ability to manage this learning via these media (Gorbunova & Kalimullin, 2017; Gorbunova & Mokeyeva, 2017; Khrulyova & Sakhieva, 2017; Kvon *et al.*, 2018; Levina *et al.*, 2017).

Essentially, teachers often communicate directly with learners. The relationship between teachers and students becomes more direct during learning exercises. Face-to-face teaching techniques are one of the items that teachers and students must avoid since the coronavirus does not allow for regular face-to-face interactions. In such a situation, an online learning-based learning concept or technique is created. This online learning we called e-learning.

E-learning is a novel paradigm and current educational philosophy that aims to serve as a development platform for the present knowledge-based society. There are many different definitions of e-learning. As an illustration, states that an innovative approach to delivering well-designed, learner-centered, interactive, and facilitated learning environments to anyone, anywhere, and at any time, according to the definition of e-learning (Ja'ashan, 2020).

People can obtain various advantages and disadvantages from adopting technology, particularly in e-learning. The advantages of e-learning include that it is more flexible because it can be accessed anywhere and at any time as long as there is a good internet connection, besides that e-learning also saves time because both teachers and students do not need to come to school to do learning, as usual. According to Al-Handhali *et al.* (2020), the LMS has a number of major advantages, including being user-friendly, efficient at managing time, making it simple to administer courses, instructors, facilities, and reports. Additionally, it gives users frequent reminders for things like delivery dates, question and answer deadlines, test dates, etc.

In order to promote cooperation and communication in a learning environment, e-learning is a teaching and learning approach that uses information and communication technologies. This relates to technology know-how that improves traditional classroom instruction with web-based components and learning environments where students engage in online learning. eLearning was only thought to be useful for online learning programs. However, no one can argue that e-learning is the most creative Internet application. It has revolutionized the world and is currently improving education in classrooms as well (Lade & Patil, 2021).

The use of technology can create learning obstacles. Understanding the obstacles to e-learning can help one better comprehend the circumstances in a given school, university, or place of employment. Ja'ashan (2020) the quick shift in technology progress and the globalization trend in higher education, as well as the elimination of borders among students, new approaches and perspectives in educational practice, such as e-learning, have opened up. Information and communication technology (ICT) is now employed in education to help students learn more effectively. It assists teachers in performing administrative work more efficiently.

This topic was suggested by the writer to be used in this study because this study is focused on the writer's experience teaching EFL learners using e-learning as a platform for studying English. Several benefits and barriers were noticed by the researcher in this e-learning during the online learning-based learning process.

Learning English is also fraught with different beliefs and perspectives. In certain parts of the world, English is taught in a variety of traditional and modern formats. Technology has progressed rapidly as a result of the new situation. Every element of daily life uses technology, including education, or "e-learning," as we like to call it.

E-learning is defined as an innovative web-based framework based on digital technology and other forms of teaching materials that aims to give students an engaging, interactive, learner-centered, accessible, and enjoyable learning experience (Rodrigues *et al.*, 2019). Stated by OECD (as cited in Surayatika, 2019), in order to enhance and improve learning in higher education institutions, a practice known as "e-learning" involves using information and communication technology in addition to traditional classroom settings, online learning, or a combination of the two.

Luckyardi and Rahman (2021) stated e-learning provides a number of benefits, including the chance for students to communicate with one another and access course materials whenever they choose, as well as the chance to assess or test students' comprehension. Students are required to increase their understanding of the learning material under these settings. When doing electronic learning, pupils can gain freedom and experience. According to Dhul and Sakhsi (2017), there are models of online learning, 1). Wrap around model, this model exemplifies a resource-based approach to learning because it aims to employ pre-existing, largely unchanging content that is already accessible online or offline. The combined model, This model comes the closest to a complete online course. These courses are frequently provided through an extensive learning management system. They include chances for computer conferencing, small-group collaborative online learning activities, and online assessments of learning outcomes, as well as the availability of most of the subject information in electronic format.

The switch to online courses has resulted in a significant amount of individual work for students. The students' largest obstacle was the large number of topics, projects, and assignments to complete for lectures and seminars. Students also claim that

communication with instructors, peer interaction, and instructional quality have decreased as a result of the switch to online classes (Gonta & Tripon, 2021).

E-learning also has many tools that schools or universities can use. Different institutions and organizations should invest in e-learning technologies, but doing so alone is insufficient because their full potential can only be achieved through full acceptance and utilization (Alone, 2017). So using e-learning as a platform will facilitate the distance learning process.

Theoretical foundation and research findings The aforementioned illustration demonstrates how teachers can use the advantages and challenges of online learning as a platform to introduce technology into the classroom. However, no research has been done to examine the benefits and challenges of using the e-learning network in English classes at the high school and middle school levels in the context of EFL.

Based on the points above, it is possible to conclude that for learning to occur in a pandemic situation, teachers use e-learning as a learning medium. The use of e-learning as a medium for learning English during a pandemic is very beneficial to both teachers and students. Besides being easily accessible, e-learning will also help develop English language skills. As a result, the effectiveness of the teaching and learning process can be increased by employing an e-learning platform.

E-learning is becoming a must for education in Indonesia since technological development has facilitated the emergence of nearly every aspect of daily life. The development of the subject of e-learning itself makes this obvious. over the globe, which is expanding every year (Stoker, 2016).

E-learning is beneficial to 1), according to Pranoto et al. (as stated in Mardiah, 2020). E-learning's use to enhance the educational process will enhance students' understanding of the content learned; 2). Students' successful engagement should be increased; 3). Develop students' willingness to think on their own; 4). Increase the value of educational methods and practice; 5). Develop the ability to access information using internet technology software in cases where conventional devices would struggle to do so.

Based on Herwiana and Laili (2022), students get some benefits in online learning; 1) Technology Literate, All pupils are not technologically savvy, despite the fact that they are required to use technology in learning activities. Due to the requirement to use the sole platforms,

they are learning through practice. 2) Accessible and Flexible, Distance between teachers and students is shortened in a variety of ways through online education. The information is available to the pupils everywhere and at any time. 3) Increase Positive Attitude, The students thought that their online education had made them more responsible and disciplined. 4) Reduce Shyness, students who typically remain quiet during in-person instruction become involved with online education. 5) More Efficient, It is more effective and environmentally friendly if there is less paper.

Numerous grammar rules, pronoun usage, and appropriate verb tenses are all covered in the online classes. Based on the earlier points, it is important to conclude that e-learning has many benefits in studying English and that it can be reached by students and teachers without the need for them to fly to acquire information. Students will spend most of their time sitting and doing e-learning activities. By offering online instruction, schools may attract students from all over the world and save time and money by not forcing them to travel to campus and complete graded work. E-learning is "flexible" since it is simple to access and available from anywhere at any time.

In terms of academics, some fundamental issues have arisen, such as: 1) Schools do not develop a learning strategy for using LMS in their institution because they are uninformed of the notion of e-Learning; 2) Despite the fact that rules for adopting e-learning have already been created, they have not included any e-learning approaches in their learning methodology (they continue to use the traditional learning methodology); 3) Point number 2 is evident in the academic program, which continues to use the outdated methodology; 4) despite the fact that they continue to struggle with IT-related literacy, they do not offer any training relevant to the e-learning approach; 5) They do not set aside any funds for the development of e-learning tools, instead spending as little as possible. 6) It knowledge gap among instructors and academic staff; 7) and the list might go on (Anza & Lutfi 2019).

Improper online learning integration could lead to unexpected challenges like poor communication, loneliness, and frustration. Furthermore, revealed that teachers have good attitudes about ICT when teaching and learning English (Aminullah *et al.*, 2019).

According to Mardiah (2020), amid a pandemic, the benefits of the e-learning mode to support English learning are outweighed by certain barriers, such as: (1) The lack of internet

access/WiFi, resources, computers, PCs, and other facilities that help the e-learning process. (2) Problems of poor software. (3) Learners are not enough excited because they may feel alone and socially disconnected; (4) Low levels of student involvement; it is challenging for pupils to concentrate on a hazy video screen while they hear voices, clattering papers, bikes, cars, voices, kettles, wind, and other noises; (5) A lack of teacher presence in the classroom; (6) The lack of qualifications and competence, certain lecturers and students are illiterate and uneducated in the use of modern technologies; (7) Consistently promoting attitudes toward ICT (Information, communication, and technology), as well as the significance of ICT in learning, especially e-learning.

To summarize, while e-learning has many benefits, it also has many barriers as used by students and teachers. Some schools prefer traditional learning models and some facilities do not encourage e-learning, and some teachers believe that delivering information through e-learning does not ensure that all students pay attention and understand.

As a first language, second language, and foreign language, English is a universally used language. Even in nations where it is not the primary language, it is recognized as having official status. Additionally, practically every nation in the world teaches English in its schools and colleges. At every level of education in Indonesia, English is taught and studied as a foreign language. Several aspects, including as motivation, attitudes, anxiety, learning successes, aptitudes, IQ, age, and personality, have an impact on the process of learning a foreign language (Yuliani *et al.*, 2023)

The use of English as a foreign language (EFL) in oral communication is without a doubt one of the most common, yet also complicated, activities that must be incorporated in the introduction of an English language curriculum.

Without a question, one of the most frequent, yet challenging, activities that must be incorporated in the introduction of an English language curriculum is the use of English as a foreign language (EFL) in oral communication. EFL was defined as any language studied that is not the same mother tongue as the student's mother tongue in the same nation. Through reading, writing, listening, speaking, learning vocabulary, and seeking to understand written and spoken discourse rather just utterances, EFL students work to improve their English language proficiency.

They face obstacles that impede them from succeeding, and these obstacles must be researched and studied (Alsalihi, 2020).

METHOD

During the course of performing the research, this study used a qualitative method as a strategy to obtain the thorough descriptions and information. According to Aspers and Corte (2019) By creating new, significant distinctions, the scientific community improves its understanding of the topic under study through an iterative process known as qualitative research. As a tool for bettering research designs, this formulation was developed, highlighting the inclusion of a qualitative component in quantitative work. Because it aids in understanding the advantages and challenges of e-learning in the study of English among EFL learners, this research is qualitative. The purpose of this study was to determine the advantages and challenges of online learning using interviews and observations.

This research was carried out at the Universitas Kuningan Department of English Education. Third graders from the 2019 school year are the study's participants. The researcher employed observation and interviews as the instruments in this study. The observation decided to look at the advantages of online learning. Direct observation was conducted using Google Meet. The stages of observation are follows: (1) taking videos of the learning process using e-learning and (2) taking field notes of activity during the learning process through Google Meet.

After that, the researcher interviewed the students to complete the data about the benefits and barriers in e-learning. The researcher uses the open-ended interview to confirm some responses from the recorder. To investigate problems in-depth, understand methods, and identify possible sources of observed associations, open-ended questions are used alone or in addition with other interviewing methods (Weller *et al.*, 2018). The researcher adopted the tenth question from theory of Mardiah (2020). Furthermore, this research used technique of analyzing data by divides the process of analysis into six phases, namely organize and preparing data for analysis, reading through all data, coding the data, themes/description, interrelating themes/description, interpreting the meaning of themes/description.

RESULTS AND DISCUSSION

As a result of the observation and interview, the researcher found that there were some benefits and

barriers to e-learning as a platform in studying English among EFL learners. The detailed explanations of the findings of this research are presented in the following section.

The benefits of e-learning

According to statistics from observation studies on the benefits of e-learning, 5 statements out of 7 statements claims are beneficial. Students believe that e-learning is highly flexible since it allows them to learn anywhere and at any time. Eke (2000) argues that the ability for learners to access training when it is convenient for them, anywhere, at any time, and with anyone is a benefit of e-learning. Furthermore, e-learning makes it simpler for students to locate.

Table 1. *Observation sheet of the benefits of e-learning*

No.	Statement	Yes	No
1.	Flexible in terms of time and location	√	
2.	Make it easy to seek out information.	√	
3.	Make it easier for students and teachers to communicate.	√	
4.	E-learning saves money.	√	
5.	E-learning always takes into consideration the individual learners differences.		√
6.	E-learning can help make up for school flaws such as inadequate facilities and absentee teachers.		√
7.	Make students more self-sufficient by allowing them to learn on their own.	√	

Table 2. *Observation sheet of the barriers of e-learning*

No.	Statement	Yes	No
1.	Internet or network problems, lack of computer facilities and other facilities.	√	
2.	An issue with the application.	√	
3.	Students' lack of enthusiasm since they feel alone and unable to socialize.	√	
4.	Students that are less engaged in their studies.	√	

5.	Teachers are rarely present in class to teach.	√
6.	Teachers' or students' lack of understanding on how to use technology.	√
7.	Perceptions toward ICT (Information, communication, and technology), as well as role of ICT in learning, including e-learning, must be consistently promoted	√

According to Chikurteva *et al.* (2020) The fundamental benefit of all platforms and applications is that they are compatible with one another. Furthermore, mobile versions of most applications have been developed, allowing users to be mobile regardless of their location.

Furthermore, they believe that e-learning makes students autonomous since they are always performing projects and searching for and rereading the content that has been given, allowing them to learn on their own. One of the best teaching and learning methods available is e-learning. The use of e-learning tools and distance learning, in the opinion of the experts, can spread education beyond a single campus and across the nation. (Riah *et al.*, 2017)

Engaging and motivating instruction, which involves using interactive strategies to raise students' enthusiasm and interest in learning, makes up the third aspect of classroom management. Plan ahead for the required materials first. According to what was seen, the lecturer gave pupils an explanation of the content using PowerPoint that she had previously created. The topic of the content being taught and given to the students was included in the PowerPoint to make it easier for them to understand. The introduction of syntax was the subject of the article. Morphology was covered in the first half of the semester's curriculum, which was separated into two sections. After the midterm, syntax was covered, with the first topic being Introduction to Syntax. These subjects are related to the syllabus and lesson plan that the lecturer created for teaching morphosyntax. In addition to the benefits found through observation, the researcher highlights the barriers encountered during the learning process. 7 statements on the observation sheet revealed 6 barriers to e-learning. Some students and teachers are unable to use technology and when students meeting with teachers, there is a lack or unavailability of a good network, either from the

teacher or from the students. There are usually network barriers. The researcher found that some students were not enthusiastic about utilizing e-learning to learn English. Some students choose not to attend study sessions because they are bored with e-learning. 1 statement does not show any barriers in e-learning such as the teacher who never skips class to teach.

In the first meeting, the teacher just needed an introduction in English during the first meeting and they are students must provide an introduction in English and react to questions from the teacher in English. However, when the teacher speaks and questions the students, some students may not answer because of the lack of network.

Based on the observations and interviews, for the learning process at Department of English Education, Universitas Kuningan, Google Meeting is used, and Google Classroom is used to offer homework, if the teacher wants to share information about the course, it will be sent via WhatsApp Group.

In the first meeting, the teacher just needed an introduction in English during the first meeting and they are introducing themselves in English, and when the teacher asks a question in English, the students must respond in English. Some students attempted to respond in English, showing that e-learning may boost self-confidence more than face-to-face or offline classes. The usage and benefits of utilizing an e-learning platform to teach English were noted as the flexibility of access to material, enhancing learners', improving learners' comprehension abilities, and helping students to master English for the second meeting, the teacher gives YouTube clip material to students and shares it with them so that students may learn it more easily.

Therefore, it can be concluded from observations to answer research question number one, namely, e-learning has several benefits such as making students more confident and not insecure to speak English, Accessibility information refers to the freedom of students to access course materials from any location and at any time In addition to the transcript, the results of the observation sheet show that the advantages of online learning include the ability to save money by eliminating the requirement for pupils to attend school, and with e-learning, teachers and students may utilize any feature to access and find material-related information via the internet.

The barriers of e-learning

Following the observation and interview, the researcher examined the indications of students who had some The researcher employs purposeful sampling for the interview to examine the hurdles to e-learning throughout the learning process.

The non-probability sampling technique known as "purposeful sampling" is used when the researcher makes the decisions about which items to include in the sample. Researchers frequently think that by using excellent judgment and obtaining a representative sample, they may save time and money."

The observation revealed that 7 of 36 students experienced some barriers during the learning process. When doing observations, the teacher had time to ask certain students questions, but several students did not respond since the network was down.

Following the observation of 7 students, the researcher interviewed to learn about the issues that impede their learning process through e-learning. The researcher came to the conclusion that the findings after assessing the student interviews answered the study questions mentioned in Chapter 1. The findings covered the factors of barriers of e-learning as a platform for studying English among EFL learners.

Based on the data, they do not understand what the teacher explains when studying English through e-learning because the network they use is unreliable at times, which affects their learning. They understand considerably better if they study English directly rather than through e-learning. They often have difficulty understanding the material in comparison to understanding when the teacher explains, and the main cause of students' misinterpretation in learning English through e-learning is an unstable network barrier.

Therefore, it could be concluded, the participants seemed to don't agree that understanding the material in studying English used e-learning is a problem for them. They reported having difficulty understanding the material during the learning process because of the bad network. The most significant barrier, as seen by students overall, was a lack of WIFI/network. The information indicates a substantial correlation between Wi-Fi/network and online learning comprehension of the course material. All students and teachers must be given a tight study quota in order to ensure that there are no obstacles to learning as a result of using e-learning as a platform for English study. Moreover, if e-learning is no longer used in the learning process, the instructor must continue to include e-learning into

the face-to-face learning process so that students become acclimated to utilizing e-learning. There were also recommendations to form a special committee to assist students in optimizing their use of e-learning. Furthermore, committee members can serve as a support system for pupils who lack computer abilities.

CONCLUSION

This study shows that the EFL participants agreed on most of the benefits and barriers included in the study.

E-learning is a type of learning that occurs technologically, most commonly over the Internet. It includes the use of electronic devices like laptops, tablets, and mobile phones, though students sometimes utilize institutional devices as well. Students may potentially learn at any time or place with e-learning, as long as the conditions to a device and a Wi-Fi or data connection.

The result of this study shows that adopting e-learning at Department of English Education, Universitas Kuningan, while e-learning it's not effective for learning. Because the barriers of e-learning are extremely such as lack of WIFI/network, the software barrier, when adopting e-learning students seldom engage in the learning process, students are not excited when study using e-learning, a lack of knowledge about the technologies utilized and For students learning English as a Foreign Language (EFL), it is less helpful.

In addition, most of the activities and tools available in e-learning are believed to be there are many barriers in students learning English, especially in speaking skills. The fact that e-learning is a necessary part of the school is the primary motivator for students to use it. On the other hand, respondents stated that difficulties in language, communication, and computer abilities do not prevent students from adopting e-learning.

REFERENCES

- Abed, E. K. (2019). Electronic learning and its benefits in education. *EURASIA Journal of Mathematics, Science and Technology Education*, 15(3), em1672
- Alone, K. (2017). Adoption of e-learning technologies in education in institutions/organizations: A literature review. *Asian Journal of Educational Research*, 5(4), 63-71.
- Anza, F., & Luthfy, A. (2019) Introduction e-learning in educational sector case study Senior High School in DKI Jakarta. *ASEAN Journal of Community Engagement*, 3(1), 139-162.
- Al-Handhali, B. A., Al-Rasbi, A. T., & Sherimon, P. C. (2020). Advantages and disadvantages of learning Management System (LMS) at AOU Oman. *International Journal of Technology*, 1(2), 222-228.
- Aminullah, A., Loeneto, B. A., & Vianty, M. (2019). Teachers' attitudes and problems of using ICT in teaching EFL. *English Review: Journal of English Education*, 8(1), 147-156.
- Aspers, P., Corte, U. (2019). What is qualitative in qualitative research. *Qualitative Sociology*, 42, 139-160.
- Chikurteva, A., Spasova, N., & Chikurtev, D. (2020). E-learning: technologies, application and challenges. *International Scientific Conference Electronics - ET2020*, Sozopol.
- Dhull, I., & Sakshi, MS (2017). Online learning. *International Education & Research Journal [IERJ]*, 3(8), 32-34.
- Gonça, I., Tripon, C. (2021). Students' perspectives on online learning – are their expectations met by current teaching practices. *Revista de Pedagogie - Journal of Pedagogy*, (1), 73 – 91 <https://doi.org/10.26755/RevPed/2021.1/73>
- Gorbunova, N. V., & Kalimullin, A. M. (2017). Simulation of the process of training the future primary school teachers for organizing extracurricular activities. *Elementary Education Online*, 16(4), 1860-1872. <https://doi.org/10.17051/ilkonline.2017.348973>
- Gorbunova, N. V., & Mokeyeva, E. V. (2017). Innovative educational environment of higher educational institution. *Man in India*, 97(15), 21-40.
- Hanan, H.D. (2020). Main difficulties faced by EFL students in language learning. *Journal of College of Education for Women*, 31(2), 19-34
- Herwiana, S., & Laili, N. E. (2022). Exploring benefits and obstacles online learning during the covid-19 andemic in EFL students' experiences. *Qalamuna -Jurnal Pendidikan, Sosial, dan Agama*, 14(1), 61-72.
- Ja'ashan, M. N. H. (2020). The challenges and prospects of using e-learning among EFL students in Bisha University. *Arab World English Journal (AWEJ)*, 11(1), 124-137.
- Khrulyova, A. A., & Sakhieva R. G. (2017). Forming of informational culture as a necessary condition of the level raising of higher education. *Man in India*, 97(15), 211-225.
- Kvon, G. M., Vaks, V. B., Masalimova, A. R., Kryukova, N. I., Rod, Y. S., Shagieva, R. V., & Khudzhatov, M. B. (2018). Risk in implementing new electronic management systems at universities. *EURASIA Journal of Mathematics, Science and Technology Education*, 14(3), 891-902.

- Lade, S., & Patil, H. (2021). Traditional learning vs e-learning. *Journal of Emerging Technologies and Innovative Research (JETIR)*, 8(6), 236-244.
- Luckyardi, S., & L. Rahman, L. (2021). Application of e-learning system in the world of education. *Jurnal Teknologi Informasi dan Pendidikan*, 14(1), 48 – 53.
- Mardiah, H. (2020). The use of e-learning to teach english in the time of the covid-19 pandemic. *English Teaching and Linguistics Journal (ETLiJ)*, 1(2), 49-55.
- Rodrigues, H., Almeida, F., Figueiredo, V., & Lopes, S. S. (2019). Tracking e-learning through published paper: A systematic review. *ELSEIVER (Computer & Education)*, 87-98.
- Riah F. E. E., Galang , F.R.E., & Hallar, B.J.A. (2017). The impact and effectiveness of e-learning on teaching and learning. *International Journal of Computing Sciences Research*, 5(1), 383-397.
- Surayatika, D. (2019). The effectiveness of e-learning as teaching media in EFL classroom. *Jurnal Bahasa Dan Sastra*, 8(1), 1-7.
- Stoker, S. (2016). An overview of the global elearning market by area. Elearning brothers.
- Weller, S. C., Vickers, B., Bernard, H. R., Blackburn, A. M., Borgatti, S., Gravlee, C. C., & Johnson, J. C. (2018). Open-ended interview questions and saturation. *Journal PONE*, 13(6), 1-18.
- Yuliani, D.W., Najmiah, L., Hamdani,B., & Pratolo, W.B. (2023). EFL students' attitude toward English language learning. *Journal of English language and Pedagogy*, 6(1), 82-91.