STUDENTS' AND PARENTS' PERCEPTIONS TOWARD ENGLISH E-LEARNING DURING THE COVID-19 PANDEMIC

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ABSTRACT

For last two years, we all got affected by Covid-19 virus global outbreak that harmed our daily activities' life, including in education matters. In that pandemic situation, the use of technology became so dominant, and it forced students and teachers to still do teaching and learning through e-learning tools. This research focused on the questioning of students' and parents' perceptions toward English e-learning during Covid-19 pandemic in the past two years (2020-2021). The respondents were the students on Elementary School in which e-learning process required the role of parents to assist their children during learning significantly. Hopefully, this research may find out how students and parents viewed towards the discussion of English e-learning utilization during the Covid-19 pandemic. The method of this research was qualitative, with the use of interview instrument. The respondents were 30 students and 30 students' parents of SDN Rawa Badak Utara 01 Jakarta. The findings showed that most of the perception given by students and parents regarding English e-learning were quite positively in content of effectiveness of teaching and learning process from home. However, it found information that some students and their parents had major difficulties in accessing e-learning technology, problems in internet connection or network, issue with the economy such as internet quota cost, and etc.

Keywords: English E-Learning, Perception, Covid-19 Pandemic

INTRODUCTION

On December 2019, an epidemic situation of serve acute respiratory syndrome coronavirus disease (COVID-19) infection occurred in Wuhan, China and spread to the whole China and surrounding countries. COVID-19 is the infectious disease caused by the most recently discovered coronavirus (WHO, 2020). The increasing spread of COVID-19 cases in almost all over the world make this COVID-19 epidemic turn into a COVID-19 pandemic. On March 11, 2020, WHO has been assessing this outbreak around the clock and the people are deeply concerned both by the alarming levels of spread and severity, and by the alarming levels of inaction. WHO made the assessment that COVID-19 can be characterized as a pandemic (WHO, 2020). This COVID-19 pandemic has resulted the school has been closed in various countries. In Jakarta, Indonesia, the school has been closed on March 16, 2020. The Provincial Education Office of the Special Capital Region of Jakarta (Disdik Jakarta) has decided that the Head of the Education Unit to implement Distance Learning (PJJ) in accordance with the education calendar for the 2020/2021 academic year (Disdik Jakarta, 2020). Based on the statements, the Disdik Jakarta applies home learning for all levels of education. It means, e-learning activities will be carried out during the COVID-19 pandemic.

E-learning is the process of teaching and learning using online technology. The statement refers to Naidu (2006), argue that e-learning is a teaching and learning system that uses information and communication technology. Meanwhile, Indrakusuma and Putri (2016), stated that e-learning is an abbreviation of Electronic Learning which is one of the new ways in the teaching and learning process and uses electronic media specifically the internet as a learning system. E-learning can be defined as the use of electronic media, including the internet, intranets, extranets, satellite broadcast, audio or video tape, interactive TV, and CD-ROM to share the teaching material which involves a number of applications and processes, including computer-based learning, web-based learning, virtual classrooms, and digital collaboration (Urdan and Weggen, 2000). In short, e-learning is a teaching and learning process using electronic media specifically the internet. The teachers and students utilize non-paid applications such as Google Classroom, Google Meeting, Zoom, WhatsApp and other facilities as learning media. E-learning makes it easy for teachers and students in the learning process that can be carried out anytime and anywhere.

According to Skylar (2009), e-learning can be categorized into two categories, there are synchronous and asynchronous. 1) Synchronous means that the e-learning website requires the teacher and all students to be online at the same time during the learning process. 2) Asynchronous means that the e-learning website can be used by teacher and students without need to be online at the same time during the learning process. The benefits of using e-learning refer to Indrakusuma and Putri (2016); Ludji & Marpaung (2021): cost efficiency such as transportation costs, flexibility that can be done anywhere and anytime, increased active participation of students and increased students' independent learning abilities. However, in terms of the benefits of using e-learning

(Liando et al., 2021), it is still not clear. There is bias because we don't know whether the teacher and the students have the same perspective about e-learning. One thing that can check this is perception, so this research is in the area of perception.

Perception is a person's process of understanding or describing their environment. The statement refers to Robbins in Sharma (2019), stated that perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Rao and Narayan in Unumeri (2009), defined that perception is the process of selecting, organizing, and interpreting sensory stimulations into meaningful information about people's environment. While, according to Qiong (2017), stated that perception is the process of attaining awareness or understanding of sensory information. It means that perception is the process of individuals interpreting their sensory impressions to achieve understanding of information in the environment.

According to Irwanto in Noviska, et al. (2021), there are two types of perception which is the result of interaction between person and object. There are negative and positive perception, both are explained in the following description: 1) Positive perception is perception that describes all of information, knowledge (known or unknown) positively. In addition, positive perception is positive interpretations that involve human evaluating something around them. In this case, if someone has positive perception, he or she will accept and support the object that is perceived. 2) Negative perception is perception that describes information (known/unknown) negatively or not suitable with the object that is perceived. In other words, negative perception is negative interpretations that involve human evaluating something around them. In this case, if someone has negative perception, he will reject and defy every effort that is perceived. Thus, positive or negative perception will always affect person to do an action. Moreover, positive perception or the negative perception depends on how person describe any knowledge of an object that is perceived.

The perception seems appropriate to explore the use of e-learning during the Covid-19 pandemic for students and parents. Underlying these concerns, the writer found gaps and tried to validate the first issues regarding the conditions of the use of e-learning from the learner's perspective. The research related to the perceptions of English e-learning has been carried out a lot in junior high schools, high schools, and universities. However, the writer researched it at the elementary student level amid the Covid-19 pandemic. Previous research was conducted by Rifiyanti (2020), with the title "Learners' Perceptions of Online English Learning during COVID-19 Pandemic". She was graduated from Kosgoro Institute of Business and Informatics 1957, Jakarta. In this research, the respondents were 108 students from Management and Informatics programs of the Kosgoro Institute of Business and Informatics 1957 (IBI K57), Indonesia. The researcher used questionnaires to collect in-depth information from the respondents. The results of the research indicated shifting face-to-face learning to online learning particularly for English classes was also an effective way during the pandemic. This study implied that online learning was

an important alternative way to help teach and learn in a pandemic situation, it is considered used proper technology, quality, and instructors' competence to enhance and to encourage learners to engage in an online learning environment.

Another research was from Saraswati, et al. (2020), with the title "Students' and Teachers' Perception on Reward in Online English Teaching Context". She was graduated from Ganesha University of Education, Singaraja, Bali, Indonesia. The participants in this research involved 116 people consisting of 112 first grade students and 4 first grade teachers in Bali Kiddy Primary School, Indonesia. To collect the qualitative data, there were three methods used, namely: observation, recording and taking note. The results of this study are teacher perceptions show giving rewards have a positive influence in academic and non-academic students, while students' perceptions of rewards are that they are very happy and motivated after receiving a reward in online English teaching context. There are similarities about the students' perceptions towards English e-learning and the participants are taken from Primary School students. From the previous research, the writer used parents' perception. Meanwhile, the respondents of the relevant research were 112 Primary School students, but the writer respondents were 10 students for fourth grades students, 10 students for fifth grades students, and 10 students for sixth grades students of Elementary School. The related to teacher respondents the previous research were four teacher respondents, but the writer respondent was one teacher for validation.

From the results of the research above, it can be concluded that there are similarities about the students' perceptions towards English e-learning and the participants are taken from Primary School students in the second relevant research. Meanwhile, there are differences in participants in the first relevant research, which is taken from university students. So, the writer related that there is no plagiarism in this research with the title "Students' and Parents' Perceptions Towards English E-Learning During Covid-19 Pandemic". This research will look at and add questions about possible obstacles experienced by students and parents in using English e-learning. Researchers put forward three main questions in this study; 1) How does the English teacher employ the teaching and English learning process during the COVID-19 pandemic? 2) What problems are students facing to join English e-learning during the COVID-19? and 3) What have the students' and parents' perceptions been given toward English e-learning during the COVID-19 pandemic? Therefore, this research can reveal the authentic perceptions of students and parents towards the use of English e-learning during the Covid-19 pandemic. So, it can be concluded that the Covid-19 pandemic is not an obstacle, especially in the world of education, one of which is by using e-learning as a medium for distance learning.

METHODOLOGY

This research used qualitative research which aimed to find out how students' and parents' perceptions toward English e-learning during the COVID-19 pandemic. According to Starman (2013), qualitative research is characterized by an interpretative paradigm, which emphasizes subjective experiences and the meanings they have for an individual. Furthermore, Kothari (2004),

stated that the purpose of the qualitative approach is related to the subjective assessment of opinions, attitudes, and behaviors. From those statements above, the writer concluded that qualitative research is research that aims to gain a deep understanding in the form of written or spoken words from individual subjective experiences.

The instrument used in this research is the interview and used triangulation methods as data validation. According to Denzin and Patton in Carter et al., (2014), method triangulation involves the use of multiple methods of data collection about the same phenomenon. This type of triangulation, frequently used in qualitative studies, can include interviews, observation, and field notes. Meanwhile, the population of this research was 30 students and 30 student parents of the fourth, the fifth, and the sixth grades of SDN Rawa Badak Utara 01 Jakarta. In order to focus and get more detail information related the research problem, so the writer chooses ten students of fourth grades, ten students of the fifth grades, and ten students of the sixth grades. The respondents of the student parents, the writer chooses ten for student parents of the fourth grades, ten for student parents of the fifth grades, and ten for student parents of the sixth grades. At each grade level, there are three smart students, four standard students, and three low students. From the explanations above, the writer used stratified purposive random sampling. The following shows the table of the respondents in this research:

Table 1.
The Table of Respondents

Demography	Category	Frequency
4th Grade	Student	10
	Parent	10
5th Grade	Student	10
	Parent	10
6th Grade	Student	10
	Parent	10
Total		**60**

The interview question was inspired by Sawarkar et al., (2020), Cakrawati (2017) and Su'adah (2015) cited in Pratiwi and Kurniati (2022) research. The following is a list of student interviews used in this research:
1. Was learning English through e-learning fun during the Covid-19 pandemic?
2. Are the facilities you have adequate while learning English through e-learning?
3. Does the teacher explain English material clearly through e-learning?
4. Have your English skills improved while learning through e-learning?
5. Have you asked your teacher or parents about English material or assignments through e-learning that you don't understand well?

The following is a list of parent interviews used in this research:
1. Are the facilities that you have ready for children to use in learning English through e-learning during the Covid-19 pandemic?
2. Do you accompany your child during the process of learning English through e-learning?

3. Do you understand the English material given by the teacher to your child?
4. Do you always help your children with their English assignments through e-learning provided by the teacher?
5. Do you ask the teacher or other guardians if there are materials and assignments in English that you don't understand?
6. Do you think learning English through e-learning is effective during the Covid-19 pandemic?

The steps of this research were; 1) The writer interviews the students and student parents by phone from 20-28 December 2020, so the answer from them has been recorded by the writer. 2) Next, the data obtained from the respondents, the writer transferred the data into Microsoft Office for describe through link http://bit.ly/TrOiMFR. 3) After the data have been described to obtain more detailed information in this research, the writer informs the research data using descriptions. 4) Next, the writer conducts data analysis to get research results. 5) Last, the writer discussed the results of the data found in this research using research conclusions.

FINDINGS

For the need to answer this research question, interviews were given to dig further into students' and parents' perceptions of English e-learning during the Covid-19 pandemic. Table 2 below shows the sample results of the students' interview:

Table 2.
The Samples of Student Interview

No.	Questions	Samples of 30 Students' Response
1.	Was learning English through e-learning fun during the Covid-19 pandemic?	"It's fun to learn English compared to other lessons. Especially if you are given a Speaking assignment, record a Video for the Conversation assignment. It's allowed by Miss, my partner's sister or mommy makes it fun." (Student no.24)
		"Because of the corona situation, I'm happy to study online at home. Even though we don't meet in person in the class, we can still learn English face-to-face at GMeet, watch lessons via YouTube, and give questions via WhatsApp." (Student no.5)
		"I like learning English online, so I can use apps or games that have English written on them." (Student no.20)
		"Yes, it's fun to study at school or home. Learning at school is fun because I can meet my friends. While learning at home, there's plenty of time to hone my hobbies. I like to watch videos of foreign people who speak English." (Student no.6)
		"I prefer studying at school than online. If you go online, it's a bit boring and it's hard to study, I don't have my own cell phone because it belongs to my mom. I also miss being able to meet my classmates." (Student no.4)
2.	Are the facilities you have adequate while learning English through e-learning?	"Alhamdulillah. I have a handphone while studying online, but I use my brother's laptop. The internet is also good because there is WiFi at home." (Student no.5)
		"I have a handphone and laptop at home to do my schoolwork so I can study with Zoom." (Student no.13)

		"Alhamdulillah.. Yes, Miss. There is a handphone at home for online learning." (Student no.28)
		"Use my mom's handphone when studying online, and I don't have a laptop." (Student no.14)
		"I have a handphone, but I don't have a laptop. Sometimes the handphone is brought by my father to work when he works in the morning. So, I study after my father comes home from work." (Student no.29)
3.	Does the teacher explain English material clearly through e-learning?	"Yes, it's clear. I look forward to the GoMeet English schedule every week because it's exciting. Miss always asks questions to us." (Student no.22)
		"It's clear. I understand what the teacher explained during Zoom." (Student no.20)
		"Just be clear. If it's don't understand, copy and paste it into Google translate, and you'll find out what it means." (Student no.27)
		"Miss's voice is not clear when it's Zoom/GMeet, because the voices of friends can be heard. It's hard for them to turn off the mic, even though Miss always reminds them to turn off the mic." (Student no.13)
		"I don't understand what the teacher explained." (Student no.23)
4.	Have your English skills improved while learning through e-learning?	"Alhamdulillah.. My English vocabulary has increased. In my opinion, yes, because the teacher often gives the tasks of practicing conversation. Now, I like to practice speaking." (Student no.11)
		"Yes, Alhamdulillah. My mother said my score was good. I also like watching English material on YouTube that the teacher gives the task." (Student no.1)
		"Increase, but I see a lot on Google Translate when doing assignments." (Student no.26)
		"I don't know, it's normal. Not much increase, and not much decrease." (Student no.25)
		"I have decreased in value. If there is an assignment to answer questions, the value is 80 and below." (Student no.13)
5.	Have you asked your teacher or parents about English material or assignments through e-learning that you don't understand well?	"Yes, I often ask the teacher if I have some problem questions or materials is don't understand. I often ask mom too, but to confirm the answer, I ask the teacher." (Student no.9)
		"I ask the question to the teacher to confirm the answer." (Student no.16)
		"I asked my parents if there was anything I couldn't do." (Student no.30)
		"I usually ask mom first. If my mom doesn't understand, I ask the teacher." (Student no.14)
		"Neither, I asked a friend. Usually, my friends know because they have asked the teacher a lot." (Student no.15)

The findings from the interview from students' perceptions show that most participants showed positive perceptions. From the overall results of the five questions for students above, it can be known in question no.1, most of the students claimed to be enthusiastic and fun when learning English through e-learning, such as doing assignments, especially practicum assignments. It is something new for them because they involve family members in the learning process and can learn English from various media platforms, especially YouTube. Meanwhile, some students

thought they were bored studying from home because they could not meet their classmates showed by the five representative sample answers (students no. 24, 5, 20, 6, and 4). In question no.2, the findings show that the technology of e-learning used is easily accessible to students. In addition, most students have handphones compared to laptops. Even though the handphones used belong to their parents. In accessing learning media, most students can do it themselves, and other students, the parents accompany students during e-learning. The obstacle in this finding is the unstable internet network and slightly hinders e-learning showed by the five representative sample answers (students no. 5, 13, 28, 14, and 29).

Next, in question no.3, during e-learning, the teaching and learning process runs well and smoothly, most of the students explained that the teacher explained the material clearly through Google Meet, and they also understood the material through the Google Form media. Meanwhile, other students stated that the teacher explained material that was not clear through Google Meet, so they asked parents to help to explain the material again which was indicated showed by five representative sample answers (students no. 22, 20, 27, 13, and 23). Furthermore, in question no.4, most of the students revealed that their English proficiency improved, although not significantly. Some students prefer practical assignments such as Speaking, even though they know that the pronunciation is not perfect and they still look nervous. Meanwhile, other students revealed that their English skills had not improved. They feel the learning material is difficult, so they get unsatisfactory grades as indicated showed by the five representative sample answers (students no. 11, 1, 26, 25 and 13). Last, in question no.5, most students always ask their parents for help if they have difficulties during e-learning. The students also asked the teacher directly or assisted by their parents to contact the teacher. The students also revealed that they rarely ask their classmates about assignments or difficulties in learning, but the students prefer to ask their parents and teachers. In this finding, it can be concluded that the role of the parents and the teacher is crucial in students' e-learning showed by the five representative sample answers (students no. 9, 16, 30, 14, and 15).

Table 3 below shows the sample results of the parents' interview:

Table 3.
The Samples of Parents' Interview

No.	Questions	Samples of 30 Parents' Response
1.	Are the facilities that you have ready for children to use in learning English through e-learning during the Covid-19 pandemic?	"There are a handphone and a laptop, but I haven't allowed my child to use a handphone yet. The WA number entered in the class group also uses the number on my handphone so I can control my child's learning." (Parent no.10)
		"My son has his handphone and laptop that his father bought for him. Because of this Covid-19, the children have to study from home, so we have prepared the facilities we need as parents so that learning from home runs smoothly and doesn't hinder children's schooling." (Parent no.6)

		"I only have a handphone, but it doesn't interfere with my child's studies because it can be accessed via a handphone while studying." (Parent no.7)
		"There is only a handphone for PJJ. We don't have the laptop. The problem is the internet quota when it runs out. Sometimes we can't buy internet packages because of financial conditions that don't allow it." (Parent no.18)
		"I only have one handphone, so my child uses my handphone while waiting for me to come home from work. Sometimes I don't bring my phone if my child wants to have a test. My financial condition does not allow me to buy a new phone." (Parent no.12)
2.	Do you accompany your child during the process of learning English through e-learning?	"Since before there was a pandemic, I accompanied my child in learning as much as possible, like doing homework. Because now it's covid, and PJJ is implemented, I add extra assistance." (Parent no.6)
		"As much as possible, I accompany my child to study, especially when it's Zoom/GMeet. I have to accompany it because my child can't operate it yet." (Parent no.18)
		"I always accompany my children to study, especially since this is new for all of us to study from home (PJJ) like this. We as parents must pay attention to what children access as long as they hold HP / Laptop." (Parent no.20)
		"I rarely accompany my children to study because I work. My child does it independently, sometimes borrowing his aunt's handphone for PJJ while I work." (Parent no.4)
		"Not always. I'm divorced from the mother of my child. So, my child entrusts it to his grandmother when I work." (Parent no.12)
3.	Do you understand the English material given by the teacher to your child?	"Alhamdulillah.. I understand the English material given by my child's teacher. I can teach it back to my child." (Parent no.20)
		"I understand because the English material is not too difficult. I can teach it to my children. I can help if they don't understand." (Parent no.9)
		"I can still follow the material. If I don't understand, I usually look on Google to find the meaning, then explain it to the child again." (Parent no.2)
		"I can't speak English, but because of this PJJ, I'm learning English. So, I can teach my children." (Parent no.16)
		"I don't understand the material because I can't speak English." (Parent no.29)
4.	Do you always help your children with their English assignments through e-learning provided by the teacher?	"Yes, I always help with children's assignments. I also become her partner when there is an English dialogue assignment because the teacher gives dialogue practice assignments involving the family at home." (Parent no.9)
		"I always help my children with their assignments. Unless my child has a test, I won't help tell the answer." (Parent no.20)
		"I help my child with the task if the task is difficult. If the task is easy, I get used to my child doing it alone without my help." (Parent no.13)
		"I rarely help my child with assignments. Usually, her sister helps with the task because she understands better." (Parent no.26)
		"Not always, because I'm busy working. If my child is having trouble, he will ask for my help. Then, I can help him after I come home from work." (Parent no.4)

5.	Do you ask the teacher or other guardians if there are materials and assignments in English that you don't understand?	"I immediately asked my child's teacher if there were questions about the material or assignments given." (Parent no.13)
		"I always ask my child's teacher, but rarely do I ask the parents of other students. It is more effective to ask the teacher directly." (Parent no.19)
		"If I don't understand, I ask the teacher. But if only to confirm answers, I asked other parents of students through the WhatsApp group." (Parent no.2)
		"We read the WhatsApp group first. Usually, there is info in the student's parent group. So don't disturb the teacher at night." (Parent no.29)
		"I often ask other parents. It's not nice to disturb the teacher during recess because our child does his assignments at night." (Parent no.25)
6.	What do you think is learning English through e-learning effective during the Covid-19 pandemic?	"I think it's effective. I get to know my child's learning development directly. It's also safety for my child to study online at home, so children don't leave the house." (Parent no.5)
		"It is effective because of the increasing conditions of corona cases. Children can be more awake, so they don't get infected and transmit it." (Parent no.15)
		"If viewed from an educational perspective, it is less effective because the children are less socialized. But if to prevent the spread of the virus from spreading further, PJJ is the only best choice for now."(Parent no.7)
		"In my opinion, it is less effective, ma'am, because I work. Sometimes my children study at night, but this is the best for all of us. Hopefully the pandemic will end quickly. It's a shame the children have to learn from home." (Parent no.3)
		"Less effective because of economic demands. We as parents feel that we don't have enough time to accompany our children to study." (Parent no.21)

The findings from the interviews with parents' perceptions of some of them showed a positive response. From the overall results of the five questions for parents above, it can be known in question no.1, most of parents have handphones than laptops. Most of the handphones owned by parents can be used simultaneously by their children studying, while other parents facilitate by giving or buying handphones for their children to use. In accessing learning media, many parents can use it, and they help prepare their children to learn and overcome all difficulties. Although at the beginning of the implementation of learning through e-learning, many parents had difficulties using learning media because it was the first time, and they were not used to it yet. However, they are enthusiastic about learning and ask their child's teacher for help to be able to use learning media so that their children can use e-learning showed by the five representative sample answers (parents no. 10, 6, 7, 18, and 12).

In question no.2, during the learning process, most parents accompany their children while e-learning, and they help the assignments or overcome their children's learning difficulties. While some other parents work when their child e-learning, so they cannot always accompany their children during the learning process. They revealed that they could help their children study and do their homework after coming home from work showed by the five representative sample answers (parents no. 6, 18, 20, 4, and 12). Next, in question no.3, the parents of these students are most fourth-graders and revealed that the English material is still-easy so that they understand the

material and can teach it back to their children. Some other parents expressed difficulties in understanding the material, especially from high grades, because e-learning materials are already hard for those who have not studied English for a long time. The parents of these students learn more independently from various sources or contact and ask again for materials they do not understand to their child's teachers, and they can teach their children again. Meanwhile, other parents leave it to their children or other family members who better understand the teaching material showed by the five representative sample answers (parents no. 20, 9, 2, 16, and 29).

Furthermore, in question no.4, most of parents revealed that they helped prepare their children's e-learning process, starting from waking up, preparing learning media, to accompanying them to the end of the lesson. While some parents do not agree to help their children during the evaluation. They help their children more if they have difficulty accessing learning media or internet network problems. The student's parents will also contact the teacher if they cannot overcome the difficulties experienced by their child showed by the five representative sample answers (parents no. 9, 20, 13, 26, and 4). Moreover, in question no.5, most of parents ask their child's teachers about teaching materials or assignments that they don't understand more often than other parents. Most parents also ask their children for teaching materials again after participating in e-learning. Meanwhile, other parents who cannot accompany their children during e-learning due to work affairs continue to monitor their children's learning progress by asking the teaching materials after returning home from work to their child. This finding can also show that parents are closer to their children because they often interact during e-learning from home and know their children's learning abilities showed by the five representative sample answers (parents no. 13, 19, 2, 29, and 25).

Last, in question no.6, most of parents think that e-learning English is effectively applied during a pandemic. Seeing the condition of the corona case which continues to increase, children are more awake in carrying out PJJ, so they are not infected and transmit it to prevent the spread of the Covid-19 virus from becoming more widespread. Meanwhile, some parents consider it to be less effective because children lack socialization and constrained by the economy and the difficulty of time to accompany their children while studying for parents who work during a pandemic showed by the five representative sample answers (parents no. 5, 15, 7, 3, and 21). It can be concluded that PJJ is the only best option that we can apply in the current conditions of the COVID-19 pandemic.

DISCUSSIONS
a. The Students' Perception Toward English E-Learning During the COVID-19 Pandemic

The first perception is the positive perception of students about learning English through E-Learning during the COVID-19 pandemic, some of them stated that English learning by using e-learning at home is quite good and enjoyable. The students argue that this method is arguably quite effective because it is the only way out to keep learning online as long as the COVID-19

pandemic is still taking place in Indonesia, so they can still learn even if not directly in school. Maqbool et al., (2022) mentioned that e-learning was enjoyable and assumed as the most effective form of learning.

Another positive perception that, the students are enthusiasm while the teacher was giving dialogue material although the students join the speaking activity are not smooth. The students were able to learn comfortably and satisfactorily through e-learning when all resources had provided (Qazi et al., 2020; Meena and Ganesan, 2020). Learning English through E-Learning has many advantages, such as students can be more independent to learn so that they do not depend on the teacher, time and place to learn can also be flexible anytime and anywhere, but in this context, they must remain at home because of the regulations of government during the pandemic. Khan et al., (2021) showed that most students perceive e-learning as a convenient option in terms of time and place flexibility so that the teaching-learning process can be carried out flexibly, not depending on any time, location or space.

In addition, the second perception is negative perception. Students said that English learning by using e-learning during the COVID-19 pandemic was quite difficult, as the infrastructure was not well like the internet signal network is not smooth. The using internet quota sometimes had the problem for example is the internet quota. The internet quota runs out due to insufficient funds (Mohamad et al., 2022). And then, the handphone just only one handphone, it used more than two persons, so it will be constraint of using handphone regularly. Tshering and Tshering (2022) found that the obstacles to learning through e-learning experienced by students were unstable or inadequate internet networks, and expensive data packages for those with low incomes, so e-learning accessibility became a challenge. Another negative perception is the problem of English material faced by student. The students have difficulty learning the grammar given and explained by the teacher. The students have difficulty understanding teaching material, being given assignments, and answering questions while using e-Learning (Alqurshi, 2020).

b. The Parents' Perception Toward English E-Learning During the COVID-19 Pandemic

The positive perception of parents are they find out the solution way for their children in learning English by using e-learning at home during COVID-19 pandemic (Malhan et al., 2021). They also get the benefit of understanding much about the current technology of E-learning (Lubis and Lubis, 2020). Another positive parents' perceptions are when they often accompanying and support their children (Kong, 2017); the parents know the capabilities of their children in English learning during the COVID-19 pandemic (Husain et al., 2020). While, in out of the COVID-19 pandemic season, the parents did not know the improvement of children capabilities in English learning.

Furthermore, the negative perceptions of the parents not familiar with sharing time to accompany their children joined English e-learning activities and other activities as the parent function (Abdallah, 2018). Another problem faced the parents are the parent has only one

handphone as function as communication tool for the parent to do work from home (WFH), communication with work meet, (so, it is the problem because the same time the handphone will be used the children in English learning by using e-learning). And then, the parents have difficulty helping their children with English materials, (so, the parents ask the private teacher to come their home to teach and to solve their children' problem). It needs more time and money.

CONCLUSION

In short, the writer can reveal that English e-learning was effectively implemented during the Covid-19 Pandemic. However, information was found that some students and their parents experienced difficulties in accessing e-learning technology, internet connection or network problems, economic problems such as internet quota fees, and others. This situation also makes students feel uneasy with the teacher's voice, which is not clear when teaching virtual. From a health standpoint, students are safer at home to suppress the spread of the Covid-19 virus. It can be concluded that learning from home is one of the best choices during a pandemic.

Nevertheless, this research is still considered to have limitations. The 60 samples are: 30 students and 30 parents were taken from one of the schools in Jakarta. The questions from the interview were 11 questions: five questions for students and six questions for parents. At last, it is fully recommended for other researchers to look for different variables in the next research. This research is believed to enrich knowledge about e-learning and reveal various perceptions in current situations, such as during the Covid-19 pandemic and provide solutions to explore further in the future for the benefit of students and teachers. Hopefully, this research can be useful and provide basic information needed for future readers and next researchers.

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