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# THE APPLICATIONS USED FOR ONLINE LEARNING AT THE ENGLISH EDUCATION STUDY PROGRAM

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**ABSTRACT:** The pandemic of Covid-19 has forced all of the education system to switch into online, included the students and teachers of English Education Study Program, University of Palangka Raya. This research is intended to analyze the use of applications by students and teachers, also the reasons of using the applications. This research applied qualitative method and the data were analyzed descriptively. The data were the responses from teachers and students for the questionnaires given through Google Forms. The subjects for gaining the data were the students of academic year 2020/2021 and the teachers at the English Education Study Program, the Faculty of Teacher Training and Education, University of Palangka Raya. The results show that the five most favourite applications used by the students were Google Classroom (85.97%), Zoom (74.66%), WhatsApp (48.41%), Google Meet (47.51%), YouTube (11.76%). The reasons why the students used the applications were the applications were easy to use (77.77%), they were quota saving (25%), they were easy to access (11.11%), they had many features (11.11%), and they were effective (9.25%). The five applications used by most of the teachers at the English Education Study Program were Google Classroom (88.88%), Zoom (61.11%), WhatsApp (50%), Google Meet (38.88%), Google Form (22.22%). The reasons why they chose the applications were because the applicationswere easy to use (66.66%), the familiarity with the application (22.22%) and they were easy to access/connection friendly (22.22%). The additional reasons were the applications were quota saving (16.66%), it had complete features (16.66%) and they were unlimited (16.66%). The reasons that both students and teachers gave in this research regarding the applications used in online learning can be the considerations, especially for the teachers and the institution in designing and choosing the best applications, platforms, or teaching tools for the online learning.

**Keywords:** *English learning, online applications, virtual classes*

## INTRODUCTION

Since the Ministry of Research, Technology and Higher Education associated into Ministry of Education and Culture in 2019, the education system has been changed significantly. On January 24, 2020, the Ministry of National Education and Culture of the Republic of Indonesia has launched the program of Freedom Campus or Freedom Learning, consisting of five basic principles: (1) a person cannot teach others directly, but facilitate, as what students do is more important than the teachers do.,(2) people learn to do whatever they need to do and which are useful for them, so that materials the people studyshould be relevant to their needs., (3) past experiences will be assimilated up to presents' and formulating an understanding., (4) rigid organization structures in the classroom will be led to intimidate students to follow the teachers' rules., (5) the most effective situation for the students is to minimalize intimidation and facilitate different perceptions (Oktavianto, 2020).This program, therefore, creates a new perspective on how both teachers and students perceive education. Teaching is no longer about lecturing in a way of making teachers as the focus, but it is more about facilitating students' need for learning by stimulating students' critical thinking and active learning.

Moreover, on May 5, 2020, the Minister of Education and Culture of the Republic of Indonesia (Kemendikbud 2020) delivered a public lecture focusing on Education Reformation within six points. They are learning freedom for trying and creating; Pancasila learners with criteria of critical thinking, independent, creative, cooperation, unity in diversity, and virtuous; teachers can be replaced by technology but a qualified teacher should master the technology; curriculum is like a supermarket that teachers can be freely choose their own material; learning freedom means providing options of new activities as the answer that can be found in a real life; and in the pandemic situation of corona virus disease of 2019 (Covid19), there are two options offered: doing nothing at all or trying something new, with a meaning that pandemic situation is the time to adjust the situation to do innovative efforts and for self-high immunity. Based on the lecture on the education reformation, we can conclude that this era requires teachers to have skills in using technology and at the same time how to teach critical thinking. By having the skills in technology, teachers will be able to facilitate students' needs as millennials to learn. In addition to the skills in technology, how to teach students think critically also facilitates the students to have discerning minds in order to filter the unlimited information they get through the virtual world for their good, and not the opposite. Moreover, this pandemic has forced us to come to the era of technology mastery faster than we thought before, and instead of seeing the pandemic as the global problem only, teachers and students can see it as an opportunity to try new things to survive, and one of them for sure is technology.

From the explanation above, it is clearly stated that the pandemic of Covid19 has made the freedom in learning by

applying information technology (IT) to be conducted by all education levels. It is right that "Technology won't replace teachers, but teachers who use technology will probably replace teachers who don't" (Wheeler, 2013). This means that the use of IT cannot be denied to help all teachers and students to pursue the knowledge and skills. For this purpose, this research was intended to analyze the applications used by both students and teachers for online learning at the English Education Study Program, at the Faculty of Teacher Training and Education, the University of Palangka Raya in facing the era of Covid19. In addition, this research also analyzed why the applications used by both students and teachers in teaching and learning English.

Based on those problems, this research is tried to analyze the following areas: (1) the applications used by most of the students at the English Education Study Program, (2) the reasons of using the applications by the students, (3) the applications used by most of the teachers at the English Education Study Program, and (4) the reasons of using the applications by the teachers

In this case, the data collecting was focused on the applications used by both the students and lecturers and why they used those applications. The questionnaires were given to all students of the academic year 2020/2021 and all the teachers of the English Education Study Program who were teaching online learning in academic year 2020/2021.

## LITERATURE REVIEW

The era of disruptive 4.0 is indicated by the use of digital or digitalization in all aspects of life. The history of Industrial Revolution itself has changed for times. which Industrial revolution 1.0 in the 18s century with the finding of steam engine, 2.0 in 19s-20s century was indicated by the use of electricity, 3.0 in 1970s was indicated by applying computerization, and 4.0 stating in 2010s by the use of internet of thing (Prasetya and Trisyanti, 2018). The era of 4.0 has also change education perception from a classroom meeting into a virtual meeting. Moreover, the pandemic situation of corona virus disease has made all levels of education apply virtual classes.

However, before the pandemic, the use of internet and the things has been applied for online and offline classes. Electronic learning or E-Learning started in 1970s (Waller and Wilson, 2001 in Darmawan, 24:2014), but it becomes commercially and vastly developed in 1990s (Kamarga, 2020 in Darmawan 25:2014).

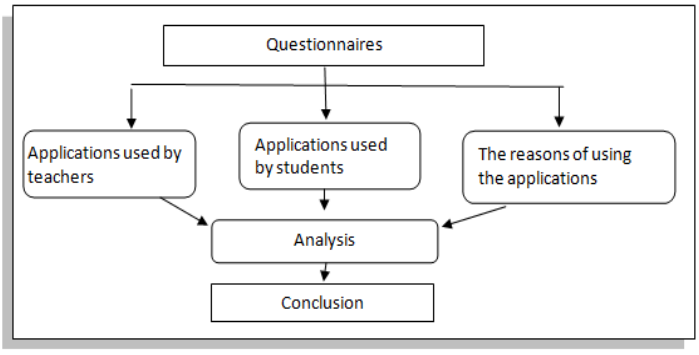
Therefore, E-Learning is the application of ICT, and it is still new in Indonesia as it was known commercially in 1995. E-learning is online learning since it uses electronic devices such as telephone, audio, videotapes, satellite transmission or computer (Darmawan, 25:2014).

In conducting the online learning, there are some types of learning that can be applied. According to Som (NauduSom, 1:2006), E-Learning can be classified as the following: (1) Individualized Online Learning in which students individually access the online sources through intranet or internet, (2)Synchronous Group Learning in which students work synchronously (at the same time and at the real time) in small groups using intranet or internet and (3)Asynchronous Group Learning in which students work in groups asynchronously (not at the real time and not at the same time) using intranet or internet. In this type, students share the work for each group member and each of them works individually at time available for them.

Some researches and programs apply internet and the like for teaching learning process. Starting from 2017, the programs for professional teacher or certified teacher within upgrading program of *Pendidikan dan Pelatihan Guru* (PPG) has used online interaction among the participants (teachers), tutors (teachers at university) and the committee (Ministry of Education and Culture). The first phase was online classes which consisted of online tutorials and video conference that could be accessed on http://ppgspada.brightspace.com (SPADA, 2018 and 2019) by login into SPADA: Hybrid Learning PPG DalamJabatan.

The students of English Education of University of Palangka Raya have also conducted researches by using application from various sources, such as Play-Stores or Google Chrome to help teaching learning English. They are (1) The Effect of YouTube Video on Students Writing Skill of Descriptive Text at MTs Miftahul Jannah Palangka Raya, by ElicHongky (2020), (2) The Effect of Vlog on Students' Speaking Ability at the Tenth Grade of SMA Nusantara Palangka Raya, by Otniel Rolando (2020), (3) The Effect of Subtitled English Video Blog in YouTube as A Media On Writing Descriptive Text at Tenth Grade Students of SMA Negeri 5 Palangka Raya, by I WayanUsada (2020), (4) The Effect of "Cooking Mama" Game on Students' Ability in Writing Skill of Procedure Text at Seventh Grade Students of SMP Nusantara Palangka Raya, by Hendri (2020).

All of the researches were addressed to help the students at SMP and SMA levels in learning English. On the other hand, this research analyzed the applications used by the students and lecturers at university level, more specifically at the English Education Study Program, UPR in academic year 2020/2021. Therefore, the framework is needed in order to have general guidance on how the research was conducted as the follows.




## METHOD AND PROCEDURES

This qualitative research applied descriptive method in analyzing the data. The data were the responses from teachers and students for the questionnaires given through Google Forms. The questionnaires consisted of questions for research problem (1) the applications used the most by the students at the English Education Study Program, and (2) the reasons why the students used the applications, (3) the applications used the most by the teachers at the

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English Education Study Program, (4) the reasons why the teachers used the applications.

The subject for gaining the data were the students of academic year 2020/2021 and the teachers at the English Education Study Program, the Faculty of Teacher Training and Education, University of Palangka Raya. However, in order to get the profound description, the data analysis procedures can be explained as the following:(1) the researcher focused on giving meaning to or giving explanation to the percentages of the number of students and teachers responded to each question in the questionnaires. The percentages focused were on the percentages that were 40 % of the students or teachers or higher. It worked the same thing for the reasons of why the applications were used for online learning during the semester. For each table the top five of percentages of the criteria in the tables were also the main concern in the analysis. (2)As the research also referred to the use of applications whether they were used for synchronous or asynchronous, individual or group learning, the analysis was also linked to types of online learning as each type (individual, group, synchronous, and asynchronous learning) also used certain applications. The data were gotten from the responses in the Google Forms. After the analysis, the conclusions were drawn.

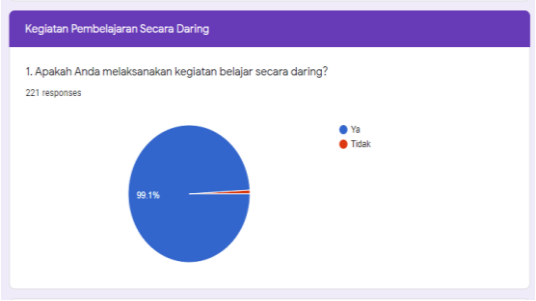
## RESULTS

The data from questionnaires made by Google Form for students and for teachers were then presented as the following.

### Applications used by students at the English Education Study Program

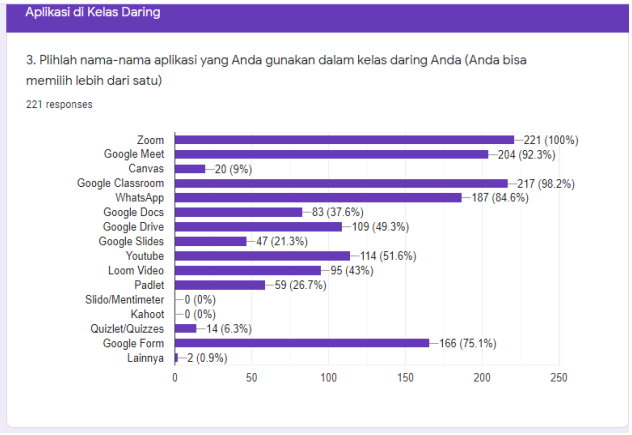
There were 221 students of the English Education Study Program UPR who responded to the questionnaires. According to the result of the questionnaire, 99.1 % of the students had online learning in all subjects they had during the semester. It is shown by the following chart from the Google Form.

**Chart 2. Online Learning**




The next chart shows the applications used by the students for the online learning this semester.

Chart 3. Applications for Online Learning




In order to have the percentages of the apps used by the students in an organized order, the data in the diagram above are tabulated as the following. (The apps are ordered from the highest percentage of use to the lowest percentage).

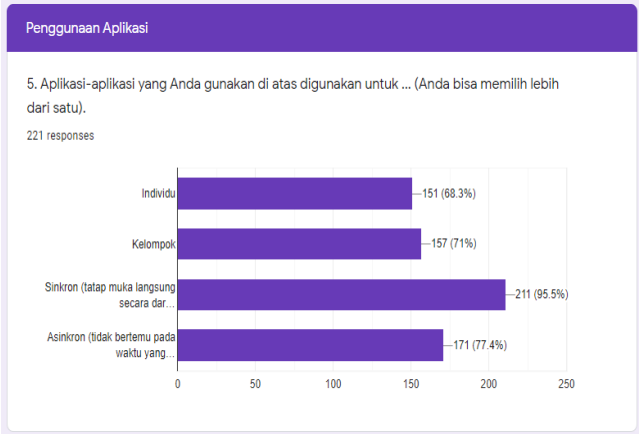
Table 1. Applications Used for Online Learning

| Name of the Apps | Number of Students using the Apps | Percentages |
|---|---|---|
| Zoom | 221 | 100 % |
| Google Classroom | 217 | 98.2 % |
| Google Meet | 204 | 92.3 % |
| WhatsApp | 187 | 84.6% |
| Google Form | 166 | 75.1% |
| Youtube | 114 | 51.6% |
| Google Drive | 109 | 49.3% |
| Loom Video | 95 | 43% |
| Google Docs | 83 | 47.6% |
| Padlet | 59 | 26.7% |
| Google Slides | 47 | 21.3 % |
| Canvas | 20 | 9% |
| Quizlet/Quizzes | 14 | 6.3% |
| Slido/Mentimeter | 0 | 0% |
| Kahoot | 0 | 0% |
| Lainnya | 2 | 0.9% |

Beside the information on table 1, there were very few numbers of students (only 2 students or 0.9 %) who used other apps, such as WPS docs, Web ELLLO (English Listening Lesson Library Online), and British Council Learn English Teens.

Next, the following diagram shows how the applications were used by the students.

Chart 4. The Use of the Applications




**The students' reasons of using the applications**

Concerning the reasons or purposes of using or not using the apps, the students responded to the options prepared for them and they could choose more than one option suitable for them. The data of the responses were tabulated in the following table.

Table 2. Reasons for Using the Apps

| No. | Name of the App | Reasons for Using the Apps in Online Learning * | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | Zoom | 134 (60.63%) | 38 (17.19%) | 141 (63.80%) | 4 (1.80%) | 53 (23.98) | 8 (3.61%) | 68 (30.76%) | 0 | 0 |
| 2 | Google Meet | 91 (41.17%) | 41 (18.55%) | 123 (55.65%) | 28 (12.66%) | 26 (11.74%) | 68 (30.76%) | 59 (26.69%) | 5 (2.26%) | 0 |
| 3 | Canvas | 30 (13.57%) | 13 (5.88%) | 42 (19%) | 9 (4.07%) | 3 (1.35%) | 3 (1.35%) | 11 (4.97%) | 79 (35.74%) | 63 (28.50%) |
| 4 | Google Classroom | 108 (48.86%) | 36 (16.28%) | 152 (68.77%) | 92 (43.89%) | 49 (22.17%) | 65 (29.41%) | 72 (32.57%) | 2 (0.9%) | 0 |
| 5 | WhatsApp | 64 (28.95%) | 30 (13.57%) | 174 (78.73%) | 98 (44.34%) | 32 (14.47%) | 73 (33.03%) | 57 (25.79%) | 4 (1.80%) | 0 |
| 6 | Google Docs | 43 (19.45%) | 24 (10.85%) | 86 (38.91%) | 21 (9.5%) | 12 (5.42%) | 21 (9.5%) | 33 (14.93%) | 55 (24.88%) | 18 (8.14%) |
| 7 | Google Drive | 45 (20.36%) | 27 (12.21%) | 103 (46.60%) | 22 (9.95%) | 15 (6.78%) | 28 (12.66%) | 40 (18.09%) | 52 (23.52%) | 7 (3.16%) |
| 8 | Google Slides | 34 (15.38%) | 19 (8.59%) | 61 (27.60%) | 13 (5.88%) | 7 (3.16%) | 17 (7.69%) | 23 10.40%) | 74 (33.48%) | 43 (19.45%) |
| 9 | Kahoot | 13 (5.88%) | 13 (5.88%) | 22 (9.95%) | 2 (0.9%) | 2 (0.9%) | 0 | 7 (3.16%) | 63 (28.50%) | 121 (54.75%) |
| 10 | Slido/ Mentimeter | 13 (5.88%) | 13 (5.88%) | 21 (9.5%) | 2 (0.9%) | 4 (1.80%) | 0 | 5 (2.26%) | 45 (20.36%) | 138 (62.44%) |
| 11 | Padlet | 29 (13.12%) | 20 (9.04%) | 46 (20.81%) | 10 (4.52%) | 11 4.97%) | 7 (3.16%) | 12 5.42%) | 64 (28.95%) | 69 (31.22%) |
| 12 | Youtube | 49 (22.17%) | 26 (11.76%) | 123 (55.65%) | 6 (2.71%) | 22 (9.95%) | 33 (14.93%) | 37 (16.74%) | 41 (18.55%) | 5 (2.26%) |
| 13 | Quizlet/ Quizzes | 17 (7.69%) | 14 (6.33%) | 33 (14.93%) | 6 (2.71%) | 5 (2.26%) | 4 (1.80%) | 8 (3.61%) | 66 29.86%) | 101 (45.70%) |
| 14 | Google form | 74 (33.48%) | 34 (15.38%) | 128 (57.91%) | 42 0.9%) | 19 (8.59%) | 26 (11.76%) | 44 (19.9%) | 24 (10.89%) | 8 (3.61%) |

Notes: * Reasons for using the apps in online learning

1. The application is recommended by the institution (university or study program or teachers as they are the representatives of the institution)
2. The application is recommended by colleagues,
3. The application is easy to use,
4. The application is economical as it is data saving,
5. The application has complete features
6. The application can be used without limit,
7. The application really helps the students in the teaching learning process (it provides what the students needed),
8. I know the app, but I do not use it,
9. I do not know the app.

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The next chart gives information about the rating that the students gave towards the applications they used.

Table 3. Rating of the Apps

| No. | The Name of the App | Rating 1=the lowest rating means the worst app 5= the highest rating means the best app | | | | | |
|---|---|---|---|---|---|---|---|
| | | I don't know the app | 1 | 2 | 3 | 4 | 5 |
| 1 | Zoom | 0 | 3 (1.35%) | 2 (0.9%) | 31 (14.02%) | 95 (42.98%) | 90 (40.72%) |
| 2 | Google Meet | 4 (1.8%) | 0 | 5 (2.26%) | 38 (17.19%) | 83 (37.55%) | 90 (40.72%) |
| 3 | Canvas | 99 (44.76%) | 16 (7.23%) | 46 (20.81%) | 41 (18.55%) | 14 (6.33%) | 5 (2.26%) |
| 4 | Google Classroom | 0 | 0 | 0 | 8 (3.61%) | 60 (27.14%) | 153 (69.23%) |
| 5 | WhatsApp | 0 | 0 | 5 (2.26%) | 15 (6.78%) | 48 (21.71%) | 152 (68.77%) |
| 6 | Google Docs | 48 (21.71%) | 0 | 10 (4.52%) | 44 (19.9%) | 65 (29.41%) | 52 (23.52%) |
| 7 | Google Drive | 32 (14.47%) | 3 (1.35%) | 11 (4.97%) | 46 (20.81%) | 81 (36.65%) | 48 (21.71%) |
| 8 | Google Slides | 80 (36.19%) | 2 (0.9%) | 17 ((7.69%) | 39 (17.64%) | 56 (25.33%) | 27 (12.21%) |
| 9 | Youtube | 24 (10.85%) | 7 (3.16%) | 5 (2.26%) | 33 (14.93%) | 59 (26.69%) | 93 (42.08%) |
| 10 | Slido/ Mentimeter | 138 (62.44%) | 10 (4.52%) | 14 (6.33%) | 33 (14.93%) | 23 (10.40%) | 3 (1.35%) |
| 11 | Padlet | 94 (42.53%) | 13 (5.88%) | 16 (7.23%) | 42 (19%) | 37 (16.74%) | 19 (8.59%) |
| 12 | Loom Video | 65 (29.41%) | 11 (4.97%) | 12 (5.42%( | 43 (19.45%) | 61 (27.60%) | 29 (13.12%) |
| 13 | Quizlet/ Quizzes | 119 (53.84%) | 9 (4.07%) | 10 (4.52%) | 34 (15.38%) | 31 (14.02%) | 18 (8.14% |
| 14 | Google Form | 16 (7.23%) | 0 | 10 (4.52%) | 31 (14.02%) | 67 (30.31%) | 95 (42.98%) |

In order to emphasize the students' opinions towards the apps, they were asked on opinion whether the apps they used were helpful to facilitate the online learning or not. The result of the questionnaire was tabulated in the following table.

Table 4. Students' Opinion on the Applications

| Question: Is the application helpful in online learning? | | | | | |
|---|---|---|---|---|---|
| No. | Name of the Apps | Number & Percentage of Students' Opinion | | | |
| | | Definitely agree | Agree | Do not agree | I don't know because I don't use the app. |
| 1 | Zoom | 102 (46.15%) | 115 (52.03%) | 4 (1.8%) | 0 |
| 2 | Google Meet | 98 (44.34%) | 119 (53.84%) | 0 | 3 (1.35%) |
| 3 | Canvas | 26 (11.76%) | 74 (33.48%) | 11 (4.97%) | 110 (49.77%) |
| 4 | Google Classroom | 142 (64.25%) | 79 (35.74%) | 0 | 0 |
| 5 | WhatsApp | 124 (56.10%) | 94 (42.53%) | 3 (1.35%) | 0 |
| 6 | Google Docs | 54 (24.43%) | 101 (45.70%) | 12 (5.42%) | 54 (24.43%) |
| 7 | Google Drive | 51 (23.07%) | 116 (52.48%) | 15 (6.78%) | 39 (17.64%) |
| 8 | Google Slides | 30 (13.57%) | 87 (39.36%) | 14 (6.33%) | 90 (40.72%) |

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| | | | | | |
|---|---|---|---|---|---|
| 9 | Youtube | 81 (36.65%) | 100 (45.24%) | 16 (7.23%) | 24 (10.85%) |
| 10 | Kahoot | 7 (3.16%) | 43 (19.45%) | 14 (6.33%) | 157 (71.04%) |
| 11 | Slido/Mentimeter | 5 (2.26%) | 37 (16.74%) | 17 (7.69%) | 162 (73.30%) |
| 12 | Quizlet/Quizzes | 21 (9.5%) | 53 (23.98%) | 16 (7.23%) | 131 (59.27%) |
| 13 | Google Form | 96 (43.43%) | 103 (46.60%) | 5 (2.26%) | 17 (7.69%) |

The next table contains the data of the students' favorite apps. Each student was required to mention three (3) apps they most liked and the results were as the following:

Table 5. Students' Favorite Applications for Online Learning

| | | | |
|---|---|---|---|
| 1 | Google Classroom | 190 | 85.97% |
| 2 | Zoom | 165 | 74.66% |
| 3 | WhatsApp | 107 | 48.41% |
| 5 | Google Meet | 105 | 47.51% |
| 6 | Youtube | 26 | 11.76% |
| 7 | Google Form | 24 | 10.85% |
| 8 | Loom Video | 8 | 3.61% |
| 9 | Canvas | 6 | 2.71% |
| 10 | Google Docs | 5 | 2.26% |
| 11 | Padlet | 4 | 1.80% |
| 12 | Google Drive | 3 | 1.35% |
| 13 | Canva | 2 | 0.90% |
| 14 | Quizlet | 1 | 0.45% |
| 15 | Google Translate | 1 | 0.45% |
| 16 | Line | 1 | 0.45% |
| 17 | Gmail | 1 | 0.45% |

This last table for this sub-chapter gives the information about the reasons why the students chose three favorite applications in Table 5. There were 216 students who gave responses as required.

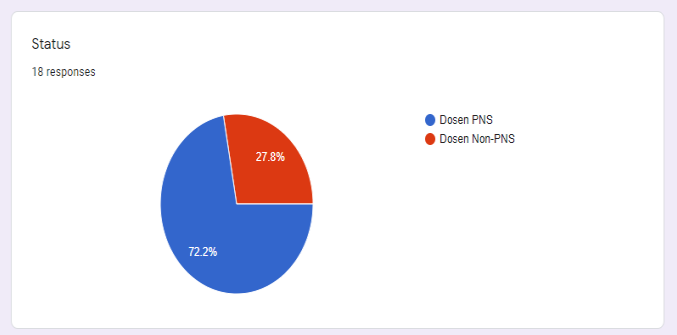
Table 6. Students' Reasons for Their Favorite Applications

| No. | Students' Reasons | Number of Responses | Percentages |
|---|---|---|---|
| 1 | The application is easy to use. | 168 | 77.77% |
| 2 | It is quota saving | 54 | 25% |
| 3 | It is connection friendly (It is easy to access and it can be used even in places that have limited internet access). | 24 | 11.11% |
| 4 | It has many features. | 24 | 11.11% |
| 5 | It is effective. | 20 | 9.25% |
| 6 | It is often used/familiar | 18 | 8.33% |
| 7 | It facilitates group work, collaboration, and communication. | 13 | 6.01% |
| 8 | It is unlimited. | 10 | 4.62% |
| 9 | It helps to understand the materials. | 9 | 4.16% |
| 10 | It facilitates synchronous meeting with teachers and friends. | 9 | 4.16% |
| 11 | The teacher's explanation can be played repeatedly. | 6 | 2.77% |
| 12 | It can be used asynchronously. | 3 | 1.38% |
| 13 | It is recommended by the institution. | 3 | 1.38% |
| 14 | It can be downloaded and used offline. | 1 | 0.46% |

**Applicationsused by teachers at English Education Study Program**

There were 18 lecturers (75%) of 24 teachers who responded to the questionnaires. Some were civil servants (72.2%), but some were non-civil servants (27.8%). The following chart shows the data.

Chart 5. Respondents of the Questionnaire

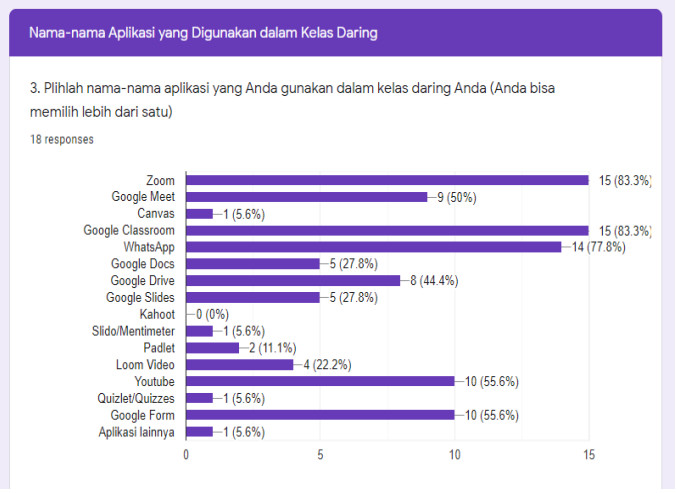



The next chart (Chart 5) gives information whether the teachers conducted online learning, and all the teachers (100%) responded that they conducted the online teaching and learning.

Chart 6. Online Learning


The following chart gives the information about applications used by the teachers for online learning and the percentages of the teachers using the apps.

Chart 7. Applications Used for Online Learning



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In order to have more organized data, the information from the chart was tabulated in the following table. The applications were ordered from the highest percentages of use to the lowest percentages of use.

Table 7. Applications Used for Online Learning

| Name of the Application | Number of Teachers Using the App | Percentages |
|---|---|---|
| Zoom | 15 | 83.3% |
| Google Classroom | 15 | 83.3% |
| WhatsApp | 14 | 77.8% |
| Google Form | 10 | 55.6% |
| Youtube | 10 | 55.6% |
| Google Meet | 9 | 50% |
| Google Drive | 8 | 44.4% |
| Google Docs | 5 | 27.8% |
| Google Slides | 5 | 27.8% |
| Loom Video | 4 | 22.2% |
| Padlet | 2 | 11.1% |
| Canvas | 1 | 5.6% |
| Quizlet/Quizzes | 1 | 5.6% |
| Slido/Mentimeter | 1 | 5.6% |
| Lainnya | 1 | 5.6% |
| Kahoot | 0 | 0% |

The following chart gives information whether the apps used for individual or group learning as well as for synchronous or asynchronous learning.

Chart 8. The Use of the Applications


From the chart above, we got information that the applications used by the teachers for individual (66.7%) and group learning (66.7%) as well as synchronous (72.2%) and asynchronous learning (83.3%).

**Teachers' reasons for using the applications**

The following table provides information about the applications used by the teachers.

| No. | Name of the App | Reasons for Using the Apps in Online Learning ** | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| | | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| 1 | Zoom | 5 (27.77%) | 2 (11.11%) | 9 (50%) | 1 (5.55%) | 3 (16.66%) | 1 5.55% | 9 (50%) | 3 (16.66%) | 0 |
| 2 | Google Meet | 1 (5.55%) | 2 (11.11%) | 6 (33.33%) | 2 (11.11%) | 1 (5.55%) | 4 (22.22%) | 5 (27.77%) | 7 (38.88%) | 0 |
| 3 | Canvas | 0 | 0 | 1 (5.55%) | 0 | 1 (5.55%) | 1 (5.55%) | 1 (5.55%) | 11 (61.11%) | 6 (33.33%) |
| 4 | Google Classroom | 0 | 4 (22.22%) | 9 (50%) | 5 (27.77%) | 4 (22.22%) | 5 (27.77%) | 9 (50%) | 3 (16.66%) | 0 |
| 5 | WhatsApp | 1 (5.55%) | 0 | 13 (72.22%) | 6 (33.33%) | 0 | 8 (44.44%) | 7 (38.88%) | 2 (11.11%) | 0 |
| 6 | Google Docs | 0 | 1 (5.55%) | 3 (16.66%) | 1 (5.55%) | 0 | 2 (11.11%) | 2 (11.11%) | 11 61.11%) | 1 (5.55%) |
| 7 | Google Drive | 0 | 0 | 7 (38.88%) | 2 (11.11%) | 1 (5.55%) | 3 (16.66%) | 3 (16.66%) | 7 (38.88%) | 2 (11.11%) |
| 8 | Google Slides | 0 | 0 | 5 (27.77%) | 1 (5.55%) | 1 (5.55%) | 1 (5.55%) | 3 (16.66%) | 9 (50%) | 4 (22.22%) |
| 9 | Kahoot | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 13 (72.22%) | 5 (27.77%) |
| 10 | Slido/ Mentimeter | 0 | 0 | 1 (5.55%) | 0 | 0 | 0 | 0 | 9 (50%) | 8 (44.44%) |
| 11 | Padlet | 0 | 0 | 2 (11.11%) | 1 (5.55%) | 1 (5.55%) | 1 (5.55%) | 0 | 9 (50%) | 7 (38.88%) |
| 12 | Youtube | 0 | 0 | 5 (27.77%) | 0 | 0 | 3 (16.66%) | 8 (44.44%) | 7 (38.88%) | 0 |
| 13 | Quizlet/ Quizzes | 0 | 0 | 2 (11.11%) | 0 | 1 (5.55%) | 0 | 0 | 10 (55.55%) | 6 (33.33%) |
| 14 | Google form | 0 | 1 (5.55%) | 7 (38.88%) | 1 (5.55%) | 1 (5.55%) | 3 (16.66%) | 5 (27.77%) | 7 (38.88%) | 1 (5.55%) |
| 15 | Lainnya | 0 | 0 | 0 | 0 | 0 | 0 | 1 (5.55%) | 8 (44.44%) | 10 (55.55%) |

Notes: ** Reasons for using the apps in online learning

1. The application is recommended by the institution (university or study program or lecturers as they are the representatives of the institution)
2. The application is recommended by the colleagues,
3. The application is easy to use,
4. The application is economical as it was data saving,
5. The application has complete features
6. The application can be used without limit,
7. The application really helps the students in the teaching learning process,
8. I know the apps, but I don't not use it,
9. I do not know the app.

The following table gives the data of the rating the teachers gave towards the applications used. The table shows the number of teachers using the applications and the percentages of teachers giving the ratings.

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Table 9. Rating of the Applications

| No. | The Name of the App | Rating 1=the lowest rating means the worst app 5= the highest rating means the best app | | | | | |
|---|---|---|---|---|---|---|---|
| | | I don't know the app | 1 | 2 | 3 | 4 | 5 |
| 1 | Zoom | 2 (11.11%) | 0 | 0 | 0 | 6 (33.33%) | 10 (55.55 %) |
| 2 | Google Meet | 3 (16.66) | 0 | 1 (5.55% ) | 4 (22.22%) | 8 (44.44%) | 2 (11.11 %) |
| 3 | Canvas | 12 (66.66%) | 2 (11.11 %) | 1 (5.55% ) | 1 (5.55%) | 2 (11.11%) | 0 |
| 4 | Google Classroom | 2 (11.11%) | 0 | 0 | 0 | 4 (22.22%) | 12 (66.66 %) |
| 5 | WhatsApp | 1 (5.55%) | 0 | 0 | 3 (16.66%) | 4 (22.22%) | 10 (55.5% ) |
| 6 | Google Docs | 8 (44.44%) | 0 | 1 (5.55% ) | 4 (22.22%) | 1 (5.55%) | 4 (22.22 %) |
| 7 | Google Drive | 6 (33.33%) | 0 | 1 (5.55% ) | 1 (5.55%) | 2 (11.11%) | 8 (44.44 %) |
| 9 | Youtube | 4 (22.22%) | 1 (5.55% ) | 0 | 2 (11.11%) | 5 (27.77%) | 6 (33.33 %) |
| 10 | Slido/ Mentimeter | 11 (61.11%) | 2 (11.11 %) | 0 | 4 22.22%) | 1 (5.55%) | 0 |
| 11 | Padlet | 10 (55.55%) | 1 (5.55% ) | 2 (11.11 %) | 1 (5.55%) | 3 (16.66%) | 1 (5.55% ) |
| 13 | Quizlet/ Quizzes | 12 (66.66%) | 1 (5.55% ) | 0 | 2 (11.11%) | 2 (11.11%) | 1 (5.55% ) |
| 14 | Google Form | 5 (27.77%) | 0 | 1 (5.55% ) | 1 (5.55%) | 5 (27.77%) | 6 (33.33 %) |
| 15 | Kahoot | 12 (66.66%) | 0 | 1 (5.55% ) | 3 (16.66%) | 0 | 2 (11.11 %) |
| 16 | Lainnya | 13 (72.22%) | 1 (5.55% ) | 0 | 3 (16.66%) | 0 | 1 (5.55% ) |

To get more information about the teachers' opinion on the applications whether the applications did help them in teaching and learning process, this table informs the number of the teachers using the applications and the percentages of the number of the teachers using the applications.

Table 10. Teachers' Opinion on the Applications

| Question: Is the application helpful in online learning? | | | | | |
|---|---|---|---|---|---|
| No. | Name of the Apps | Number & Percentage of Lecturers' Opinion | | | |
| | | Definitely agree | Agree | Do not agree | I don't know because I don't use the app. |
| 1 | Zoom | 12 (66.66%) | 5 (27.77%) | 0 | 1 (5.55%) |
| 2 | Google Meet | 6 (33.33%) | 8 (44.44%) | 0 | 4 (22.22%) |
| 3 | Canvas | 1 (5.55%) | 3 (16.66%) | 0 | 14 (77.77%) |
| 4 | Google Classroom | 11 (61.11%) | 6 (33.33%) | 0 | 1 (5.55%) |
| 5 | WhatsApp | 11 (61.11%) | 6 (33.33%) | 0 | 1 (5.55%) |
| 6 | Google Docs | 3 (16.66%) | 5 (27.77%) | 0 | 10 (55.55%) |
| 7 | Google Drive | 6 (33.33%) | 5 (27.77%) | 0 | 7 (38.88%) |
| 8 | Google Slides | 4 (22.22%) | 4 (22.22%) | 0 | 10 (55.55%) |
| 9 | Youtube | 8 (44.44%) | 4 (22.22%) | 0 | 6 (33.33%) |
| 10 | Kahoot | 1 (5.55%) | 4 (22.22%) | 0 | 13 (72.22%) |
| 11 | Slido/Mentimeter | 0 | 4 (22.22%) | 0 | 14 (77.77%) |
| 12 | Quizlet/Quizzes | 1 (5.55%) | 5 (27.77%) | 1 (5.55% ) | 11 (61.11%) |
| 13 | Google Form | 8 (44.44%) | 4 (22.22%) | 1 (5.55% ) | 5 (27.77%) |

The following table gives information about the teachers' favorite applications.

Table 11. Teachers' Favorite Applications for Online Learning

| No. | Name of the App | Number of lecturers who like the app | Percentage |
|---|---|---|---|
| 1 | Google Classroom | 16 | 88.88% |
| 2 | Zoom | 11 | 61.11% |
| 3 | WhatsApp | 9 | 50% |
| 4 | Google Meet | 7 | 38.88% |
| 5 | Google Form | 4 | 22.22% |
| 6 | Google Slides | 2 | 11.11% |
| 7 | Mentimeter | 1 | 5.55% |
| 8 | Youtube | 1 | 5.55% |
| 9 | Kahoot | 1 | 5.55% |
| 10 | Google Docs | 1 | 5.55% |

The last table gives the information about the reasons why the teachers chose three favorite applications.

Table 12. Teachers' Reasons for Their Favorite Applications

| No. | Lecturers' Reasons | Number of Responses | Percentages of Responses |
|---|---|---|---|
| 1 | The application is easy to use. | 12 | 66.66% |
| 2 | It is often used/familiar | 4 | 22.22% |
| 3 | It is connection friendly (It is easy to access and it can be used even in places that have limited internet access). | 4 | 22.22% |
| 4 | It is quota saving | 3 | 16.66% |
| 5 | It has many features. | 3 | 16.66% |
| 6 | It is unlimited. | 3 | 16.66% |
| 7 | It is suitable for both individual and group use. | 2 | 11.11% |
| 8 | It is paper free. | 1 | 5.55% |
| 9 | It is well-organized app for multi-purposes. | 1 | 5.55% |
| 10 | It can be used for evaluation tool. | 1 | 5.55% |
| 11 | It is interesting. | 1 | 5.55% |
| 12 | It is good for communication. | 1 | 5.55% |
| 13 | Teachers can give feedback. | 1 | 5.55% |
| 14 | It promotes interactive learning. | 1 | 5.55% |

From all the data, it can be discussed that the vast progress in technology and the demand for more advance use of technology in the teaching and learning process have caused many changes in teaching and learning process nowadays. Moreover, the Covid-19 pandemic has totally switched all the teaching and learning process from offline in to online in order to keep both the students and teachers safe from the pandemic. Therefore, teachers and students who were not familiar with technology should learn how to use technology for the teaching learning process in order to keep going during

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the pandemic. There is no exception, and it works the same for students and teachers.

Regarding the students' favorite application, five applications used by most of the students at the English Education Study Program were Google Classroom (85.97%), Zoom (74.66%), WhatsApp (48.41%), Google Meet (47.51%), YouTube (11.76%). From those applications, it can be noticed that there was a mixture of applications used for asynchronous (Google Classroom, YouTube, WhatsApp) and synchronous (Zoom, Google Meet, WhatsApp) learning. It is almost similar as the teachers' favorite applications. The difference is that Google Form is included in the five top lists of the teachers' favorite applications.

In Google Classroom and WhatsApp's, teachers can share the materials and assignments in an organized way for each meeting, and they may insert YouTube links and Google Form links. Students can easily access the materials in organized folders in the Google Classroom and they can access them anytime they want to. It does not need face to face /synchronous meetings with the teachers. However, it is possible to have synchronous meetings using Google Classroom, but it is really hard work for the teachers, therefore teachers usually just responded to some of the students' questions or responses when they are speaking in the stream (the chat room), not all of them. For the students, it takes quite a long time waiting for the teachers' responses. In other word, Google classroom is effective for asynchronous learning, but not for synchronous one.

Zoom and Google Meet, on the other hand, are effective for synchronous meetings, as teachers and students can meet face to face virtually, teacher can explain the materials directly and students can directly ask questions, and teachers can respond to students' questions directly. One benefit of using Zoom is that it can have breakout rooms for group discussions. So, even in online meeting, teachers can assign students to work in small groups and help them if they have problems with the materials or assignment given during the meeting. However, unlike Google Classroom, Zoom cannot be used to organize the learning materials or to submit assignments, one Zoom meeting is only for explaining or presenting thing, asking and answering questions. When the class has assignments, they usually open them in the Google Classroom.

YouTube is in the fifth position and also Google Form are the favorite application chosen by the students as YouTube is very easy to access and the videos have good quality, while, Google Form is very helpful for both teachers and students as the scores can be counted automatically, so students can get direct and fast feedback.

Regarding the reasons on using the applications, both students and teachers share similar reasons, the difference is only on the percentages.

## CONCLUSIONS

Students and teachers at the English education Study Program UPR used various applications for online learning, such as Google Classroom, Zoom, Google Meet, WhatsApp, YouTube, and Google Form. The reasons in using those applications were to facilitate the needs for individual or group learning. Whether they are synchronous or asynchronous learning, it was depended on the aims and characteristics of the subject. It is lucky for the students and teachers as the government provide data freely. Therefore, the problem in this virtual class was the signal for the students who stay in regencies as Central Kalimantan is very vast and covered mostly by forests.

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