

# Lecturers' Use Of Internet Applications In English Grammar Lessons And EFL Learners' Expectation About It: Do They Match?

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## Abstract:

COVID-19 outbreak has caused big changes in every sector of human life, including that of education. In higher education context, these changes have also influenced lecturers' classroom practices and EFL learners' motivation, involvement, expectation, etc. The assumption of this study was the EFL learners have different expectation from what the lecturers do in the classrooms. Thus, this study aims to find out a) internet applications used in Grammar online learning; b) internet applications expected to be used by lecturers in Grammar online learning; c) the link and match between students' expectations and their lecturers' use of internet applications in online grammar classes; and (d) the students' opinions about the internet application expected to be used in grammar lessons. This study employed a mixed-methods design to explore and understand the phenomena. The respondents of this study were 262 EFL learners from three universities in Indonesia. The data were collected through the distribution of google-form. The quantitative data were collected through closed-ended questions and analyzed through descriptive statistics and the qualitative ones were collected through the open-ended questions and were analyzed through the inductive model (Miles, Huberman and Saldana, 2014). The findings of the study showed the the type of internet applications used, the students' expectations of the internet application, the link and match between the use and those expected to be used, and the students' opinions about the applications expected to be used. Those things will be elaborated in detail.

**Keywords:** lecturers' behavior, EFL learners' expectation, teaching practices, internet application, a mixed-methods study, COVID-19 outbreak

## I. INTRODUCTION

The pandemic impacted academic institutions all over the world (Bestiantono, Agustina and Cheng, 2020). It is undeniable that online learning is considered the most appropriate for the academic community during the Covid-19 period, so almost all activities outside the home are closed (Salleh et al., 2020). Tsang et al. (2021) also stated that dialogue or discussion

through zoom meetings between lecturers and students is an effective choice in online learning. The online learning system is considered effective, although it is less efficient than offline lectures (Bahasoan et al., 2020). Online learning demands special attention from various parties (Asare et al., 2021). The survey conducted by Maqableh & Alia (2021) shows that students are dissatisfied with online learning, and generalized anxiety and fear of

COVID-19 affect student learning (Al-Nasa'h et al., 2021). Students view online learning during the COVID-19 pandemic as ineffective, unpleasant, and limiting actualization (Purwadi et al., 2021). Personal pressures (economic and psychological stresses) lower students' desire to study online (Al-Salman and Haider, 2021). In other assessments, Firmansyah et al. (2021) show that online learning is considered more flexible, efficient, and effective in the use of time as well as cost and energy. The impact of online learning during COVID-19 tells the story of various perceptions of lecturers, students, and the broader community towards the experience of online learning.

Most lecturers and students feel unsatisfied during online learning. They think that there are many challenges in online learning, especially digital competence (Adedoyin and Soykan, 2020). Many obstacles are caused by the incompetence of lecturers and students in applying advanced technology in learning, signal interference, and limited abilities of lecturers and students. The problem of teaching media is often an obstacle for lecturers and students (Diningrat, Nindya and Salwa, 2020). Lecturers' dissatisfaction with student success rates (Amzalag, Shapira and Dolev, 2021). Amid the COVID-19 outbreak, lecturers and students face a fast-changing environment in the teaching-learning process. Unplanned changes caused by the COVID-19 outbreak in the educational sector have caused lecturers responsible for carrying out classroom activities in an online context, which was proved helpful during the pandemic (Allo, 2020), whether they are ready or not. Lecturers run online classes based on their beliefs, perceptions, and ability to use the internet application. On the other hand, students who used to learn through face-to-face instructions also face unintentional classroom activities and may have different expectations towards their lecturers' internet applications.

To achieve good results in this unexpected situation, there should be a harmony between

lecturers' behaviors like what the lecturers do and use and what the EFL learners expect to do and use. In other words, there should be a link and match between internet applications used by the lecturers and activities conducted in their classrooms and their students' expectation of internet applications used by the lecturers and activities conducted in their classrooms. When the lecturers do not meet the students' expectations, they will not feel satisfied, which possibly will make them lose their motivation (Bourdeaux and Schoenack, 2016) which in turn, will influence their engagement in classroom activities (Toquero, 2020). A study showed that students' satisfaction with online learning was just 56% (Krishnapatria, 2020).

Online learning during the Covid-19 pandemic was also carried out in English language learning. Online English learning is considered effective with suitable methods (Rifiyanti, 2020). However, the reality is that there are still many serious problems in online learning for educators and students (Efriana, 2021). Based on this phenomenon, research on the use of Internet applications in English Grammar Lessons is really important and exciting to study. There have been a lot of studies investigating online learning from various aspects, like perception (Bestiantono et al., 2020;) (Laili and Nashir, 2021)(Wangdi, Dema and Chogyel, 2021), behaviors (Prabawangi, Fatanti and Ananda, 2021); challenges and opportunities (Toquero, 2020); advantages, limitations, and recommendation for online learning (Mukhtar et al., 2020); expectation (Bourdeaux and Schoenack, 2016); effectiveness (Suprianto et al., 2020); satisfaction (Baloran, Hernan and Taoy, 2021); lecturers' behaviors and practices in online classrooms. However, a study on the harmony between students' expectation towards teachers use of internet applications and the real use of the application by the lecturers in their classroom practices still rare and worth searching. Thus, this article is aimed at exploring a) internet applications that are used in Grammar online learning; b) internet

applications that are expected by the students to be used by their teacher in Grammar online learning; (c) the link and match between students' expectations and their lecturers' use of internet applications in online grammar classes; and (d) the students' opinions about the internet application expected to be used in grammar lessons.

#### Method

Through a mixed-methods, Indonesian EFL learners' expectation and the real practices or uses of internet applications by the lecturers of three state universities in Indonesia amid COVID-19 pandemic were explored. 262 EFL learners were engaged in the study. They were from IAIN Batusangkar, UIN Yogyakarta, and Universitas Bengkulu. The data were collected through a google-form consisting of closed-ended items and open ended ones. The close ended items were used to obtain quantitative data reflecting a descriptive research on students' expectation and their lecturers' use of internet applications. Through the items they were asked to choose among the internet applications used by their lecturers in the classrooms. Then, through another item, they were asked to choose among the applications expected to be used by their lecturers. An open-ended item was used to explore the students' opinion about the advantages of each internet application. The students' responses to

the item were the sources of qualitative data of the study. The quantitative data of the research were, then, analyzed using descriptive statistics. The qualitative data were analyzed using qualitative data analysis (Miles et al., 2014), namely: data condensation, data display, and conclusion drawing and verification of the data condensation. The classified data were analyzed using the method of interpretation, which included three levels, namely restatement, description, and interpretation.

#### Results

There are four questions addressed in this study. The first question to be answered: (a) What internet applications are used in Grammar online learning?; (b) What internet applications are expected to be used in Grammar online learning? (c) Is there a link and match between students' expectations and their lecturers' use of internet applications in online grammar classes?; and (d) What is their opinion about the internet application expected to be used in grammar lessons?" Thus, the answers of these four questions will be answered based on the results of the research.

#### Internet Application Used in Grammar Online Learning

Table 1: Internet Applications Used by Grammar Lecturers

No	The Internet Application Used by Lecturers		Percentage
1	Google classroom	158 learners	60.31%)
2	Zoom Cloud Meeting	39 learners	14.89%
3	WhatsApp	32 learners	12.21%
4	YouTube	3 learners	1.15%
5	Others	30 learners	11.45%

Based on the table 1, it can be seen that the ranks of the internet applications used by the lecturers in the three universities start with Google Classroom at the first rank, Zoom Cloud Meeting at the second rank, WhatsApp at the third rank, others at the fourth rank, and

YouTube at the fifth rank. From the data in table 1, it can be seen that most of the lecturers of the three university used Google classroom in their online classrooms. Then, it was followed by Zoom Cloud Meeting, WhatsApp, YouTube, and others. It implies that most of the

lecturers believe that this application for their students or have capability of using Google Classroom

### Internet Applications Expected to Be Used in Online Learning

Table 2: The Learner's Expectation about Internet Application to be Used by Their Lecturers

No	The Learner's Expectation of Application to be Used by Their Lecturers	Total Number	Percentage
1	Google classroom	108 learners	41.22%
2	Zoom Cloud Meeting	54 learners	20.61%
3	WhatsApp	66 learners	25.19%
4	Instagram	3 learners	1.15%
5	YouTube	23 learners	8.78%

Table 2 shows that the ranks of students' expectation start with Google Classroom at the first rank, WhatsApp at the second rank, Zoom Cloud Meeting at the third rank, and YouTube at the fourth rank, and Instagram at the fifth rank. It can be seen from the table 2 that almost a half of the EFL learners expect that their lecturers use Google Classroom in their online learning, followed with WhatsApp, Zoom Cloud Meeting, YouTube, and Instagram.

### A Link and Match between Students' Expectations and Their Lecturers' Use of Internet Applications in Online Grammar Classes

The results showed that there was a discrepancy or disharmony between students' expectation and the lecturers' behavior in using internet applications. It can be seen from the different facts of what the teachers did in the use of the internet applications and what were expected by their students. The discrepancy can be seen in table 3, below:

Table 3: Discrepancy between What the Lecturers Do and What the Students Expect Related to Internet Application

No	Internet Application	Percentage of Teacher Use	Percentage of Student Expectation	Discrepancy	Explanation
1	Google Classroom	60.31%	41.22%	20.09%	More than expected
2	Zoom Cloud Meeting	14.89%	20.61%	-5.72%	Less than expected
3	WhatsApp	12.21%	25.19%	-12.98%	Less than expected
4	Instagram	0.00%	1.15%	1.15%	More than expected
5	YouTube	1.15%	8.78%	-7.63%	Less than expected
6	Others	11.45%	0.00%	11.4%	More than expected

Table 3 shows that there is a discrepancy between what the teacher do and what the students expect. Related to the use of Google Classroom, less than a half of the total number of the students expect that their lecturers use it. In fact, more than a half of them find that their lecturers use it. Related to the use of Zoom Cloud Meeting, the students expect more. The fact shows that the lecturer use it less than what

expected. Interestingly, a few lecturers use WhatsApp in their classrooms. In fact, the students expect more. More than a quarter of the total number of the students expect that their lecturers use WhatsApp. Another interesting fact is that none of the lecturers use Instagram to teach English grammar. The students' expectation is different. There are a few students who expect that their lecturers use

Instagram. In teaching, a few lecturers also use YouTube. Interestingly, more students expect that their lecturers use this IA. The last fact shows that the lecturers also use other IAs. Unfortunately, none of the students expect that their lecturers do so.

### **Students' Opinion about the Advantages of Internet Application Expected to Be Used in Grammar Lessons**

There were some internet applications expected to be used by the lecturers in online grammar lessons due to their advantages based on the students' opinions. As previously mentioned, Google Classroom was at the top rank. Based on the students' perspectives, it has several advantages, namely: ease of use, availability of learning materials and exercises, effectiveness of getting and submitting tasks, helping better understanding, cheap, simple, practical, complete, confidential, least connectivity problem, flexible interaction, ease of access, chance to review the last material, having many benefits, no time limit, fast notification, and having many features, as in the following excerpts:

“Karena aplikasinya mudah digunakan, mudah mengirimkan tugas, dan dosen juga mengirimkan materi pembelajaran disana”

(Because the application is easy to use, easy to send assignments, and the lecturers also send the materials there. (Respondent 40)

“Karena aplikasi ini sangat simpel dan mudah dimengerti. Fitur2nya juga didesain khusus untuk pembelajaran”.

(Because this application is very simple and easy to understand. Its features are also specifically designed for learning) (Respondent 146)

“Karena menurut saya fasilitas Google classroom lengkap. Dosen bisa mengunggah video pembelajaran atau materi dalam bentuk lain seperti ppt/doc/pdf. Di Google classroom bisa juga dilakukan diskusi. Jika dosen memberi tugas melalui google classroom atau mengunggah sesuatu, akan ada notifikasi yang muncul di device masing masing mahasiswa”.

(Because, in my opinion, the Google classroom facilities are complete. Lecturers can upload learning videos or materials in other forms such as PPT/doc/pdf. In Google classroom, discussions can also be held. If the lecturers give assignments via Google classroom or upload something, a notification will appear on each student's device) (Respondent 208)

“Karena, menurut saya, melalui Google Classroom, pemberian materi, pemberian dan pengumpulan tugas, serta pengecekan absensi dapat dilakukan dengan praktis melalui platform tersebut”.

(Because, in my opinion, through Google Classroom platform, giving materials, giving and submitting assignments, as well as checking attendance, can be done practically) (Respondent 191)

“Ada 2 alasan saya memilih google classroom. Yang pertama keuntungan dari GC adalah materi yang sudah pernah dipelajari itu tersimpan disana, jadi kapan saya ingin belajar dapat langsung mengakses GC. Namun ada alasan lain yakni koneksi aman. Google meeting kerap kali membuat koneksi terputus karena cukup memakan data”.

(There are two reasons I chose Google Classroom. The first advantage of Google Classroom that the previously studied material was stored there. So, when I want to learn it, I can directly access the Google Classroom. There is another reason. It has secure connection. However, Google meetings often make the connection drop because it takes up quite a lot of data) (Respondent 130)

“Karena google classroom lebih efektif dalam hal memberi dan menyerahkan tugas”

(Because google classroom is more effective in terms of giving and submitting assignments) (Respondent 62)

“Dengan dosen saya menggunakan Google Classroom, saya mudah memahaminya. Selain itu, aplikasi ini tidak boros kuota seperti zoom” (Since my lecturer using Google Classroom, it is easy for me to understand the materials. In

addition, this application does not waste quota like zoom) (Respondent 157)

“Karena lebih praktis dan rapi. Kalo disuruh pilih GC atau aplikasi E-learning lainnya, saya lebih memilih GC karena GC gak ribet”.

(Because it is more practical and neat. If I was asked to choose Google Classroom or other E-learning applications, I prefer Google Classroom because it is not complicated) (Respondent 79)

“Google classroom tidak perlu sinyal internet yang kuat seperti zoom meeting yang sering terputus putus akibat sinyal. Menurut saya google classroom cukup efektif”

(Google Classroom does not need strong internet signal like zoom meetings which are often interrupted due to signals. I think Google Classroom is quite effective) (Respondent 213)

“Karena di Google classroom dosen mudah memberikan materi dan mahasiswa mudah mengupload tugasnya nya tanpa diketahui oleh teman lain.”

(Because in Google Classroom, it is easy for the lecturers to provide materials, and the students can easily upload their tasks without being cheated by other students) (Respondent 30)

“Karena dari situ kita bisa berinteraksi langsung dengan dosen tanpa adanya batasan waktu.

(Because from the application we can interact directly with lecturers without time limit) (Respondent 69)

“Karena dengan google classroom, I bisa melihat materi pelajaran yang lalu sehingga saya bisa mengulang ketika tidak paham”

(Because with Google classroom, I can see the previous subject matters so that I can repeat it when I don't understand) (Respondent 85)

As the second choice was WhatsApp. There are some advantages of this application based on the students' opinions. The advantages include ease of communication, good connectivity, cheapness, simplicity, ability to send a real time message, ease of access, ease of notification,

owning voice note feature, availability of learning materials, effectiveness, practicality, live communication with lecturers, more interaction, fast response, ease of sharing ideas, and ease of sending files, photos, videos, and recordings

“Karena lebih mudah komunikasinya..dan dosennya bisa menjelaskan melalui voice note” (Because it is easier to communicate, and the lecturer can explain the material via voice notes) (Respondent 3)

“Menggunakan aplikasi WhatsApp memudahkan kami para mahasiswa karena disana disediakan voice note untuk berbicara karena jika hanya sekedar tulisan saja kami kurang mengerti dengan materi, and aplikasi WhatsApp ini membantu para mahasiswa yang bermasalah dengan jaringan, karena ketika jaringan sudah kembali normal apa dibahas sebelumnya oleh dosen masih tersedia dan tidak akan hilang”

(Using Whatsapp application makes it easier for us students because voice note to talk is provided. Because if it is just in writing, we don't understand the lesson, and Whatsapp application helps the students having problems with the network, because when the network returns to normal, what was previously discussed by the lecturer is still available and will not be lost). (Respondent 21)

Karena dengan menggunakan WA, response yang diberikan lebih cepat serta bisa menggunakan banyak fasilitas lain nya

(Because of the use of Whatsapp, the teachers can give quick response and utilize other supportive apps )

(Respondent 14)

Karena whatsapp lebih praktis dan tidak menghabiskan banyak kuota

(Since Whatsapp is pretty much simpler and efficient) (Respondent 16)

Karena jika menggunakan WA akan lebih efektif menurut saya. wa biasanya tdk terlalu bergantung pada jaringan yg selalu bagus, di jaringan yg sedikitpun biasanya bisa terbuka. Di samping itu lebih hemat paket. Beda dengan media yang lain.

( I think, Whatsapp is an effective tool. It has high accessibility which can be easily attached with internet. In addition, it is more efficient than the other media ) (Respondent 22)

Karena dengan WhatsApp kita bisa berinteraksi langsung dengan dosen. Jadi kita bisa berdiskusi mengenai materi yang disajikan. Misalkan kita berdiskusi/ mereview mengenai materi grammar sebelum ujian akhir semester. Jadi hal ini akan mempermudah mahasiswa dalam memahami pembelajaran grammar.

( Because with WhatsApp we can interact directly with the lecturers. So we can discuss the material presented, for instance discussing / reviewing the grammar material before having the final exam. So this will make it easier for students to understand it ) (Respondent 29)

Karena keaktifan dan feedback antara mahasiswa dengan dosennya dapat terlihat. Juga dengan menggunakan whatsapp dapat membantu meringankan siswa yang terhalang sinyal yang buruk dalam perkuliahan  
( Because using whatsapp can trace the students' activeness and lecturer's feedback It also facilitates the students who are blocked by poor signals during the lesson) (Respondent 32)

Karena lebih efektif dan bisa menggunakan voice note, sehingga saya lebih mengerti apa yang dikatakan dosen

( Because it is more effective. Besides, it is supported by voice note, so that I can replay the notes in order to get more understanding of the materials ) (Respondent 36)

Karena lebih efektif dan akses nya lebih mudah  
( Because it is more effective and accessible ) (Respondent 37)

Karena lebih gampang diakses. Di aplikasi tersebut, kita bisa secara tak langsung atau berkomunikasi dan belajar.

(Because it is easier to access. In the application, we can directly or indirectly communicate and learn ) (Respondent 39)

Karena di whatsapp disamping hemat juga kita bisa menanyakan langsung kepada dosen

materi apa yang belum kita pahami

( Because, besides it is economical, it facilitates us to communicate with the lecturer about difficult materials directly ) (Respondent 45)

Karena jaringan di WhatsApp lebih bagus dari pada yang lain

( Because Whatsapp has better internet network ) (Respondent 50)

Lebih interaktif ( Be more interactive ). (Respondent 54)

Karena aplikasi Whatsapp sangat mudah digunakan, tidak memerlukan jaringan yang kuat, mudah membukanya tidak seperti aplikasi yang lain yang sangat ribet dan membutuhkan jaringan yang kuat

(Because the Whatsapp application is practical to use, does not require a strong network, unlike the other applications which are complicated). (Respondent 55)

Karena bisa bertukar pikiran atau berdiskusi dengan teman sekelas

( Because We can conduct peer discussion (Respondent 56)

Karena mudah diakses dan jika ada pesan baru akan mudah ternotifikasi... Berbeda dengan aplikasi lain yang ribet dalam menerima info baru

(Because it is easily accessible and notifiable especially if there is a new message. Just unlike other applications that are complicated to open the inbox messages) (Respondent 59)

Lebih mudah, dan lebih umum

( Easier and more common ) (Respondent 116)

Saya memilih whatsapp karena pada whatsapp penggunaan data seluler tidak terlalu besar kapasitas dan sinyal lebih stabil untuk sekedar chatting dan menjawab pertanyaan disana di bandingkan menggunakan zoom meeting yang tidak hanya berkendala besarnya penggunaan kuota internet juga terganggu pada saat sinyal tidak stabil menyebabkan siswa panik dan tidak fokus karena terlogout dari zoom meeting

(I have chosen Whatsapp because it does not need too large data capacity and the signal is more stable, particularly for chatting and

answering questions, comparing to Zoom meetings. Unlikely, zoom need more amount of internet quota. Moreover, the zoom meeting is also disturbed when the signal is unstable causing students panic and unfocused because they are out of zoom meetings ) (Respondent 153)

Karena lebih banyak dosen lebih ke wa, jadi biar jadi sepakat 1 aplikasi saja yg digunakan, terkadang terlalu banyak aplikasi jadi bingung ( Because more lecturers prefer to using Whatsapp to applying various confusing applications. ) (Respondent 156)

Karena melalui aplikasi Whatsapp kami tidak hanya bisa mengirim file tapi juga mengirim foto, video, rekaman suara dengan jelas dan mudah (Because through the Whatsapp application we can not only send files but also send photos, videos, voice recordings clearly and easily ) (Respondent 212)

Karena praktis, dan sinyalnya mudah ( Because of the simplicity and accessibility ) (Respondent 235)

Karena lebih simpel dan dapat menggunakan fitur voice note ( Because it is simple and has voice note feature ) (Respondent 253)

Karena whatsapp itu sering digunakan maka informasi yg ada disana cepat sampai dan penggunaannya sederhana. (Because WhatsApp is frequently used, the information is quickly read as well. In addition, its use is simple) (Respondent 257)

Taking position at the third rank was Zoom Cloud Meeting. Based on the students' opinion, it was advantageous because they can see the lecturers which can help better understanding, and get clear explanation from their lecturers.

“Saya bisa melihat dosen saya mengajar, dan ketika melihatnya dan mendengarnya, saya lebih mudah memahami materi” (I can see my lecturer teaching, and when I see him or her, it is easier for me to understand the material) (Respondent 2)

“Karena di zoom penjelasannya lebih clearly” (Because on zoom, the explanation is clearer) ( Respondent 47)

“Karena bisa melihat langsung dosen lagi menjelaskan” (Because I can see my lecturer explaining the lesson) ( Respondent 58)

“Karena bisa mudah dimengerti” (Because it's easy to understand) (Respondent 63)

Meanwhile YouTube at the fourth rank has several advantages in their opinions, namely: ease of comprehension, material availability, suitability with individual learning style, attracting interest, ease of review, and its resemblance to face to face instruction.

Karena saya mudah mengerti, dan di youtube seperti guru yang menjelaskan secara langsung walau bentuk video

(Because I understand easily, and on Youtube it's just like a teacher who explains directly even though it is in video) (Respondent 61)

Karena youtube menyediakan banyak fitur, yaitu "comment". Kita bisa melihat materi yang ditampilkan melalui video dan bisa saling bertukar pendapat melalui fitur "comment" yang disediakan oleh youtube, sehingga lebih efektif

(Because YouTube provides many features, namely “comment”. We can see the material displayed through videos and can exchange opinions through the “comment” feature provided by the YouTube, making it more effective) (Respondent 66)

Memiliki tipe belajar individu, youtube menurut saya salah satu opsi yang tepat

(Having an individual learnin style, I think YouTube is the right option) (Respondent 82)

Karena di youtube banyak sekali pelajaran tentang grammar

(Because on YouTube there are lots of lessons about grammar) (Respondent 88)

Karena di YouTube kita bisa mengakses lebih banyak materi mengenai grammar

(Because on YouTube we can access more materials about grammar) (Respondent 107)

Karena mungkin dengan cara penjelasannya



yang asik dan menarik  
(Maybe due to a cool and interesting way of explanation) (Respondent 111)

Jika di youtube video tersebut bisa dijeda atau pun diulangi jika masih belum paham. Jadi saya lebih memilih youtube dibandingkan aplikasi lainnya

(Because on YouTube the video can be paused and even replayed if I still don't understand. So, I prefer YouTube to other applications) (Respondent 131)

Saya menyukai youtube karena saya menyukai belajar melalui vidio. Menurut saya, saya lebih mudah dalam memahami materi, karena saya dapat menjeda atau pun memutar ulang materi yang belum saya pahami hingga saya paham. Dan juga memudahkan saya dalam mencatat materi.

(I like YouTube because I like learning through videos. I think it's easier for me to understand the material, because I can pause or replay the material I don't understand. And also, it makes me easier to take notes ) (Respondent 132)

Sebenarnya, untuk beberapa dosen ada yang menyertakan link youtube untuk materi yang dipelajari. Dari media youtube itu sendiri menurut saya lebih enak karena disitu dosen dapat menjelaskan lebih rinci mengenai materinya

(Actually, some lecturers have included a YouTube link for the material being studied. From the YouTube media itself, I think it is better because there, the lecturer can explain the material in more detail). (Respondent 171)

Biasanya penjelasan materi dalam bentuk video akan membuat kita lebih memahami materi karena jatuhnya sama saja seperti penjelasan tatap muka hanya saya medianya daring.

(Usually, the explanation of the material in the form of a video will make us understand the material better because it is the same as a face-to-face explanation. Only the medium which is online) (Respondent 175)

Youtube dan Google Classroom. Berdasarkan metode pengajaran yang telah digunakan pada

kelas sebelumnya, saya merasa nyaman, lebih paham, dan terorganisir untuk setiap materinya. Jika, pada Google Classroom hanya berisikan materi secara tertulis, maka di youtube menjelaskan secara lebih rinci mengenai materi tertulis tadi

(YouTube and Google Classroom. Based on the teaching methods that have been used, in the previous class, I feel comfortable, more understanding and organized for each material. (If Google Classroom only contains written materials, then YouTube explains it I more detail. (Respondent 209)

Belajar melalui Youtube lebih terasa seperti belajar Offline dibandingkan aplikasi lainnya, karena dosen membuat video dan menjelaskan materi seperti biasa.

(Learning through YouTube feel more like offline learning than on other applications, because the lecturer makes videos and explain the material as usual) (Respondent 214)

Penjelasan lebih lengkap dan jelas  
(More complete and clear explanation) (Respondent 215)

Banyak bahasa baru  
(Many new languages) (Respondent 237)

Penjelasannya lebih terinci  
(More detailed explanation) (Respondent 243)

Another internet application that was expected by the students was Instagram. Those who chose this application find some advantages, like feasibility of showing off, having various languages, giving chance to be different from others.

“Karena teman teman akan dapat melihat apa yang sudah saya pelajari”  
(Because my friends will be able to see what I have learned) (Respondent 104)

“Banyak beragam bahasa baru”  
(Having various new languages) (Respondent 198)

“Suka aja biar beda sama yang lain”  
(I just like it, so that I'm different from others) (Respondent 221)

## 2. DISCUSSION

### Internet Application Used in Grammar Online Learning

The result of the research showed that the lecturers at the three Indonesian universities used Google classroom, Zoom Cloud Meeting, WhatsApp and YouTube in grammar online learning respectively. This research results are almost in line with (Lestyanawati and Widyantoro, 2020) pointing out that during the pandemic era, the applications used include WhatsApp, Google Classroom, YouTube, Zoom, Google Meet, Facebook and so on; and mostly used applications were WhatsApp and Google Classroom (Atmojo et al., 2020; Dewi, 2020; Lestyanawati & Widyantoro: 2020; (Marbun, 2020); Suprianto et al., 2020; and (Puspitasari, 2021). However, the results are a little bit different from Saidi et al., (2021) stating that the internet application mostly used was WhatsApp, followed by Telegram, Email, Facebook, Instagram and Twitter". Google Classroom, Schoology, Edmodo, Zoom Cloud Meeting, WhatsApp, Telegram, and the like have been used to replace face-to-face (F2F) classroom interaction (Rahman, 2020).

Google Classroom took the first rank could be caused by the ease of use of the Google Classroom and its ability to provide quite big space for data storage for any assignment given to students. Besides, it has good connectivity and consumes less internet quota (Pondaag et al., 2021) . Meanwhile the chosen of Zoom Cloud Meeting as the second rank due to the application's ability to provide virtual face to face interaction in which to fulfil, for instance, the university regulation to have a face-to-face interaction to certain percentage of all meetings of a course. Furthermore, the use of WhatsApp as the third rank could probably be caused by the fact that this application is quite famous, easy to use and consume less internet quota of data. (Lestyanawati and Widyantoro, 2020) pointed out that the applications that are mostly used include WhatsApp and Google Classroom due to their ease of use, good signal and low

quota used (Lestyanawati and Widyantoro, 2020)". Lastly, YouTube was also chosen as the fourth rank could probably due to the application ability to provide many materials or source for learning grammar audio visually. The videos provide clear explanation for certain or specific topic of grammar material the students want to learn. An example of using YouTube, besides WhatsApp and Zoom, was to teach online listening skills Related to the teaching of foreign language especially (Febriani and Anasruddin, 2020). Fortunately, as expected by respondents of the study, many lecturers used not only Google Classroom, and WhatsApp, but also Telegram and YouTube (Chung, Subramaniam and Dass, 2020)

### Internet Applications Expected to Be Used in Online Learning

Almost a half of the EFL learners expect their lecturers to use Google Classroom in their online learning. , followed with WhatsApp, Zoom Cloud Meeting, YouTube, and Instagram. This expectation could probably cause by the application's ability to provide synchronous or direct interaction either virtually through zoom cloud meeting and or non-virtually but a real-time one through WhatsApp. Meanwhile, the chosen of YouTube and Instagram as the next two application expected to be used by the lecturer in the process of learning grammar due to the fact of the high popularity of these application among the learners especially in EFL contexts such as Indonesia whose people love to use those two social media. The use of Google Classroom was the main platform for learning, supported by WhatsApp and YouTube"(Pratiwi, 2021). The use of Google Classroom helps the effectiveness for subject explanation and replacement of face to face meeting, while Google classroom and WhatsApp are preferred to share and submit the assignment the students (Destianingsih and Satria, 2020). Google classroom dan Whatsapp Group were preferred because of good comprehension it offers, good connectivity, and quota efficiency(Astini, 2020). In addition,

the WhatsApp application was chosen because this operation was very simple and it was easily accessed by the students (Hatip, 2020). In fact, the use of WhatsApp application in online learning increases amid and post-pandemic COVID-19 (Susilawati and Supriyatno, 2020) and it is a helpful communication tool (Attalla et al., 2020); cost efficiency, exchanging information (Suhaimi et al., 2022).

Whatsapp considered as the best application used by both lecturers and students (Sujarwo et al., 2020) was mostly used in online learning amid and post-pandemic COVID-19 (Susilawati and Supriyatno, 2020). Thus, It is imperative that lecturers understand their students since the students' expectations for their lecturers behaviors mediated the lecturers behaviors and their students' satisfaction (Geier, 2021). It was found that

### **Disharmony between Students' Expectations and Lecturers' Use of Internet Application**

Based on the findings of the study, it may be inferred that the lecturers behave differently in using IAs from the students' expectation which may affect students' participation or engagement. Students' engagement has been very serious problem in E-learning (Rababah, 2022). The difference exists between what the lecturers do and what the students expect is an unexpected thing. The lecturers should understand their students' expectation because it may influence the students' satisfaction (Geier, 2021). The practices of using IAs by the lecturers are influenced by their education, experience, perception, and interpretation of official policies (Yusof and Sun, 2020). In this online learning, lecturers' ability in using technical resources becomes more critical (Talosa, Javier and Dirain, 2021).

### **Students' Opinion about the Advantages of Internet Applications**

Related to the internet applications, the respondents have various opinions. For them, Google Classroom is advantageous for its simplicity, cost-efficiency, ease of use, ease of

sending and submitting tasks with confidential, ease of interaction without time limit, availability of learning materials, chance for review, for a better understanding, its secure connection, and complete features specifically designed for learning, like uploading learning videos or learning materials such as PPT/doc/pdf, holding a discussions, checking students' presence.

### **Whatsapp**

As the second choice was WhatsApp. There are some advantages of this application based on the students' opinions. The advantages include ease of communication, good connectivity, cheapness, simplicity, ability to send a real time message, ease of access, ease of notification, owning voice note feature, availability of learning materials, effectiveness, practicality, live communication with lecturers, more interaction, fast response, ease of sharing ideas, and ease of sending files, photos, videos, and recordings

In other words, Availability of the material, more stable signal or better connectivity or access, fast response, practicality, cost efficiency due to less internet quota, ease of interaction, communication, discussion, material review, and feedback giving, ease of student control, helping material comprehension, more effectiveness, simplicity, message notification, ease of sending photos, videos, and recording and voice note feature.

Whatsapp was the mostly used application to support e-learning due to the free application needs less internet quota (Lestyanawati and Widyantoro, 2020), and WhatsApp was the most preferred among others in meaning focus, learner fit, positive impact, and practicality (Amin and Sundari, 2020). The WhatsApp application has very simple operation and easily accessed by students (Hatip, 2020), is a helpful communication tool (Attalla et al., 2020); has cost efficiency, and is very useful for exchanging information (Suhaimi et al., 2022). This application was chosen due to its quota efficiency, various manu, and student familiarity (Anwar & Riadi, 2017). Among the

menus mostly used by learners and educators was New Group (Sutriyani, 2020), and it was

### Zoom Cloud Meeting

Taking position at the third rank was Zoom Cloud Meeting. Based on the students' opinion, it was advantageous because they can see the lecturers which can help better understanding, and get clear explanation from their lecturers, clear explanation, better understanding,

### YouTube

Meanwhile YouTube at the fourth rank has several advantages in their opinions, namely:

### Instagram.

Those who chose this application find some advantages, like feasibility of showing off, having various languages, giving chance to be different from others. Unfortunately, it is used more by younger students and does not give high impact for learning (Lam, Ho and Chiu, 2022)

The students' opinions above related to the

the primary tool used by nearly every course during the ERL period.”(Rahiem, 2020)

ease of comprehension, better, more attractive, and more complete explanation, more material availability, suitability with individual learning style, attracting interest, more features, ease of review, its comfort, and its resemblance to face to face instruction. Besides, videos on YouTube are more preferable, the videos can be paused and even replayed for better comprehension. It has more detailed material explanation and more new languages.

choice of internet applications are in line with the advantages of each internet application with task submissions, content courses, and an internet connection and internet quota (Sari, 2020). It was found that Zoom application, is an effective tool to explain the subject and to replace face to face meeting virtually, while Google classroom and WhatsApp are effective and preferable tools to share and submit assignments (Destianingsih and Satria, 2020).

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