



Investigating Students' Experiences and Preferences on Tools and Activities in Emergency Remote Learning amidst Covid-19 Pandemic

Ratnawati (Corresponding Author)

ratnawati.english.edu@gmail.com

Universitas Galuh, Indonesia

Indah Nurhasanah

Indahharmo99@gmail.com

Universitas Galuh, Indonesia

Abstract: The study investigates students' recognition, students' preferences, and students' reasons for learning platforms, tools, and activities in the Emergency Remote Teaching (ERT) context. The intrinsic case study is used in the present study, which fully expected the quality of improvement and case evaluation can be carried out. The purposive sampling was used with 25 students of third-year class at a private university in West Java at English language education study program. In collecting the data, mixed questionnaire, participant classroom observation, and online semi-structured interview were distributed and conducted during the meetings, then analysed descriptively and thematically. The research findings point out that students positively responded to utilising Google Classroom for written synchronous and Zoom Cloud Meeting for virtual synchronous. To sum up, both platforms are recommended to be utilized in the online atmosphere for ERT. Further actions call for other researchers and educators to utilize them in classroom activities with similar backgrounds and problems. Besides, it is recommended for other researchers to conduct further studies related to the present field.

Keywords: *covid-19 pandemic; emergency remote teaching; online learning; preferences*

A. INTRODUCTION

Nowadays, the term “*emergency remote teaching*”, starting now is abbreviated as ERT, has become an interesting issue that practitioners and researchers have widely discussed in the educational context during the Covid-19 pandemic. To describe the full implementation of the online learning process with importunate academic and non-academic preparation required to accomplish learning objectives amidst difficult circumstances, which is also similarly defined for founding the present study. First, [Hodges et al. \(2020\)](#) elaborate that it is a rapid and temporary transition in education that is carried out suddenly from regular meeting to online learning, aiming to ensure

classroom activities happened in emergencies. [Rahiem \(2020\)](#) then writes that all teaching and learning processes conducted by teachers and students in schools, colleges, universities during school closure by utilizing familiar and accessible technology. Furthermore, ERT can be defined as a learning process conducted in abnormal and emergencies, COVID-19 pandemic, which entirely shifts from offline to a virtual meeting. The types of activities can be online learning, radio, television, and blended (University of People, 2020). Finally, [Petillion & McNeil \(2020\)](#) interpret that ERT is a transitional situation in overcoming Covid-19 in the educational field where schools, academics and campuses and their students are required to replace a face-to-face model with an online model. It means rashly without pedagogical preparation and training, infrastructure, and digital competences to cover the learning process in an emergency. From aforementioned opinions, the authors sum up that these teaching is as a teaching and learning instruction shift during school shutdowns to break the track of the Covid-19 virus from offline to online or blended with the utilization of well-known technology by teachers and students to maintain teaching and learning activities.

In Indonesia, ERT was also implemented simultaneously from Sabang, Aceh to Merauke, Papua, after the World Health Organization had officially announced that the COVID-19 had been infected the Indonesian population. The Minister of Education and Culture of the Republic of Indonesia, Nadiem Makarim emphasized that teaching and learning activities will be carried out at home starting from early childhood education, junior and senior high schools, and university levels. It is an effort to prevent the Covid-19 pandemic, which data found that increasing numbers of Indonesians virus exposed every day. Responding to this issue, the government actualized preparing some scenarios and programs to run effectively, and the viruses are totally ended.

Home learning, a lively broadcast from national television and radio, internet access, and connection subsidy, offers several programs to facilitate this learning ([CNN Indonesia, 2020](#)). Regarding this policy, several research data shows how ERT is implemented in Indonesia, especially in universities. First, [Rahiem \(2020\)](#) found two types of learning in ERT implemented in Indonesia: blended learning and paradoxical learning. In blended learning, the implementation concerns e-learning, m-learning, and conventional learning, whereas in contradictory learning, it comprises flexible and challenging learning. Various activities are described in e-learning and m-learning:

reading E-books & E-Journal, YouTube & Video, Online Meeting (Zoom or Google Meet), Browsing Educational Website, Podcast, Google Classroom, WhatsApp, Social Media and Audio Call. In contrast, conventional learning refers to several activities which focus on assigning, note-taking, and module addressing.

Furthermore, She put the term “paradoxical learning” to illustrate the students’ perspective on the implementation. Flexible learning can be seen from time management, family time, exercise, comfortable & quiet place, break & rest, refreshing. Meanwhile, challenging perspectives include technology barriers, cost of internet, overload assignments, trouble finding materials, tiring, noisy & disturbing. Furthermore, [Amin & Sundari \(2020\)](#) write students’ preferences of 140 students at Jakarta and Aceh in ERT toward Cisco Webex, Google Classroom, and WhatsApp. These platforms gain positive responses in every aspect of the assessment. Students agree that the platform is especially effective for its originality and focus on learning on the Cisco WebEx platform.

Meanwhile, the use of GC and WA received a positive response to the ease of use in ERT, the focus of learning and its authenticity. Furthermore, the students gave their best answer to WA's use for learning in terms of learning focus, student preference, and ease of use. Meanwhile, seen from the positive effects, all three have low impact, so it can be concluded that full online learning is not the best choice for them. They still need face-to-face or mixed meetings. According to the findings above, the implementation of ERT in Indonesia still needs improvement. In terms of infrastructure that the government must provide, educators' competence so that the quality of learning in the Covid-19 pandemic runs effectively.

Several previous findings have examined the implementation of ERT amidst the Covid-19 pandemic ([Amin & Sundari, 2020](#)); ([Jeffery & Bauer, 2020](#)); ([Petillion & McNeil, 2020](#)); and ([Rahiem, 2020](#)). Similar points among the researches are research settings conducted in the university context, and a questionnaire to explore students’ perceptions and responses to their experiences in the current atmosphere, but ([Rahiem, 2020](#)) instructed her students to write diaries reflective essays. Furthermore, in qualitative data analysis, the researchers used thematic analysis to identify students’ experiences and responses toward ERT application. However, none of the above studies has carried out a case study to investigate students’ interest in ERT learning activities

during the Covid-19 pandemic, so the present study reveals “how and why” in depth and detail on their preferences. For this case, the investigation of how and why in describing students’ interest in using platforms, activities and applications during ERT. This is very beneficiary at the moment to be conducted so that researchers may analyse, find out, improve, and provide several tools, activities, and platforms based on their interests in the teaching and learning process (Stake, 1995).

On the one hand, by paying attention to the results of this study, the authors hope to facilitate student interest and motivation during the learning process. This is, of course, in line with an educator's role in designing instructional ways to ensure the involvement of students during the teaching and learning process either authentically and productively (Saeed & Zyngier, 2012). Also, qualitative instruments from previous data were only distributed to collect data with the same deepness level in detail as a quantitative one. The reasons and students’ explanations have not been found. Also, the current research focuses on discussing how and why, in particular, they are preferencing learning tools, activities, and platforms on classroom activities in the ERT atmosphere. Still, other researchers limited three platforms only in their investigation. From these considerations, the authors post three research intentions on (1) How students recognize learning activities, tools, and platform in ERT context; (2) How students prefer learning activities, tools, and platform in ERT context and (3) Why they prefer utilizing these activities, platforms, and learning tools in ERT.

B. RESEARCH METHODS

Research Design

The intrinsic case study is the research methodology used in this study. This design particularly emphasizes the researchers to learn from a particular case to understand it in detail, and it is required to generalize the data gained (Stake, 1995). This means that the present design case must really have been carefully considered to achieve the authors’ goals. Thus, the design also has the objective of understanding in-depth the current circumstances toward the particular case and finding out the causes and impacts so that quality of improvement and case evaluation can be carried out. Contextually, with the research being carried out at this time, the authors have chosen a particular case, the students’ preferences on learning activities and tools used in ERT

situations so that by legitimating results of the present study, the authors observe and evaluate students' preferences as constructive and evaluative inputs for teaching and learning process preparation and implementation on the upcoming semester.

Research Setting and Duration

The present study was actively participated by a third-year class at a private university in West Java at English language education study program, which prepares and develops students' academic, pedagogical, practical, and professional competences to be English educators and entrepreneurs. It was also conducted in the current semester with data collection duration during 7 (seven) weeks. During the period of data collection, the authors distributed all research instruments: questionnaires (2nd meeting), observations (3rd -7th meeting), and interview (midst of these meeting). The present study collected interview data through online discussions by authors' member from selected students. One of the considerations of using the student as a data collector is communication, flexibility, and embarrassment so that research participants shared their experiences, perspectives and reasons without awkward feeling.

Research Scope

The present study investigated a specific case, students' preferences in learning activities and tools used during the teaching and learning process in ERT. The issue is currently considered in one of the pre-service teacher classes in the English language education study program. Learning activities and their tools are crucial to be analysed because variations in designing, developing and implementing learning activities have a positive and effective impact on online classes. The use of the application also distinguishes the result (McLeod et al., 2018). Refer to the previous statement. The authors expect that the present findings provide betterment action for improvement in either a similar course in the upcoming year or different courses in the next semester.

Research Participants

The present study engaged fully third-year students with total class members, 25 students. It comprises nine male students and 16 female students. This study used purposive sampling, a research participant selection technique with several research considerations to research data to meet the authors' needs (Cohen, Louis, 2007). Relating to its sampling, some considerations are determined from researchers: (1) The writer believes that the class provides detailed data in data exploration and investigation

to answer all research questions optimally. (2) Students' background for the sampling is heterogeneous; it can be seen from demographic and proficiency factors so that the data dynamics provided are more diverse. (3) The level of cooperation and students' participation in the class is good so that authors explore their feedback and perspectives easily to collect and analyse research data.

Research Procedures

The present study was conducted for seven weeks from September -the midst of October. The authors classified three steps for conducting the research. Firstly, pre-activity dealt with the preparation needed during the study. As actualization of this activity, the research case selection, research instrument selection and development, and research participant announcement. In research case selection, the authors referred to the research objectives that aim to evaluate the program for doing betterment in upcoming semesters teaching and learning process. Related to research instruments selection and development, the authors concerned with Yin's theory (2003) emphasise using multiple data collection to enrich the data gained. The present study was modified and developed three research instruments: The mixed questionnaire (5 Likert-Scale and open-ended questionnaire), semi-structured interview, and participant observation. The research participants were then asked about their willingness to research activities run down. All these activities were implemented at the beginning of two weeks out of the whole research duration.

The core activity consisted of data gathering from research participants coming up to the next research procedures phase. Questionnaires were distributed in week three, which utilized Google form as media and inputted to their learning platform to facilitate access ease. Based on their perspectives and responses, the authors conducted a semi-structured interview in week 4. The interview items are closely related to previous instrument data because collecting this qualitative data was to deepen the information gained. Thus, the interview session is also conducted in the Indonesian language to gather the data as informative as possible, then authors transcribed and translated it into the English version. Whilst the previous data collected, participant observations were also done during classroom activities from week 3 to week 7.

Finally, as post-activity, the data collected, both qualitative and quantitative, were analysed by intended applications. Besides, the authors interpreted the data and

concluded regarding the case that had been researched. The implications and limitations have already considered and written in the upcoming part of this article.

Research Instruments

The present study administered three research instruments to collect the data from referred research objectives. First, a mixed questionnaire, the mixture of a close and open-ended questionnaire, allowed authors to gain informative data about students' preferences: learning activities and ERT atmosphere tools. It was classified into four parts: personal identity, the experience of using learning tools and activities, preferences of implementing it, and their expectation in classroom activities. Based on the data collected, the questionnaire was filled out by 23 students out of 25 students, and two students did not fill it out due to demographic factor where the area she lived in had no internet network. Second, according to the research objectives, semi-structured interviews are used to investigate how and why particular cases are happening in the class. These items explored data from participants on their experiences in implementing learning activities and utilizing ERT applications and their reasons why they chose them. Six students were interviewed, consisting of three male and female students with heterogeneous cognitive background: low, middle, and high proficiency students to obtain rich and informative data. Third, the authors used participant observation suggested by (Creswell & Poth, 2018), where they are actively involved in the data collection process, and it contributed to the naturality of obtained data.

Data Analysis Technique

The present study analysed questionnaire data descriptively. It is similar to using the data analysis by (Ratnawati et al., 2018) to investigate students' experiences in the learning process in academic writing classes. Technically, authors had examined descriptively using SPSS. Moreover, in analysing interview and observation data, authors used thematic analysis, which was also carried out (Fereday & Muir-Cochrane, 2006). Before the examination of the data, the data are contextualized, coded, classified and interpreted. In line with the analysis process, authors used the Nvivo application to analyse both interview and observation data.

C. FINDINGS AND DISCUSSION

Findings

Students' Recognition and Experience on Tools and Activities in ERT

To measure students' recognition and experience using and learning platforms, applications, and activities ERT context, the authors have distributed a questionnaire. The questionnaire distributed at the almost beginning of the meeting and observed the class to explore how they used these learning platforms, tools, and activities in the classroom practices contextually. Based on the questionnaire data that has been analysed, it has been found that students' experiences and responses toward using them are varied. From the questionnaire data, in general, the authors asked several questions such as their experiences on learning tools utilized in ERT, the learning activities implemented, and problems faced by ERT during the teaching and learning process. The questionnaire data also asked how their experiences had been felt through virtual face-to-face and non-face-to-face/written meetings. These terms will be later stated as virtual synchronous and written synchronous (Means et al., 2014). Besides, applications and complementary learning tools that facilitate and engage students to participate are also analysed.

Table. 1. Students' Recognition on Tools and Activities in ERT

| No | Questionnaires Items | Percentage (%) |
|----------|--|----------------|
| 1 | Learning platform and tool utilization in ERT | |
| | Google Classroom | 59 |
| | Edmodo | 26 |
| | Canvas | 13 |
| | Web Blog | 2 |
| 2 | Students' experience of ERT activity | |
| | Virtual synchronous | 51 |
| | Written synchronous | 46 |
| | Without synchronous | 3 |
| 3 | Students' experience on platform for virtual synchronous | |
| | Google Meet | 28 |
| | Zoom Cloud Meeting | 72 |
| 4 | Students' perspective on platform effectiveness for written synchronous | |
| | Google Classroom | 74 |
| | WhatsApp | 22 |

| | |
|---|----|
| Telegram | 4 |
| 5 Problems found in ERT | |
| No internet connection | 5 |
| There is an internet connection but no signal | 48 |
| No internet connection and no signal | 47 |

From the aforementioned data of Table 1, Google Classroom is the most well-known learning platform and is commonly used by students with 59% of presentations instead of utilising the Web Blog (2%) as the least used learning platform teaching and learning process. Meanwhile, in the classroom teaching process, they also used Edmodo (26%) and (13%) on the Canvas learning platform. Observational data support this; at the 3rd meeting observation, students are looked more familiar with Google Classroom as their learning platform in ERT context. This can be found that students at observation time did not need explanations and simulations on how to operate the platform. They could directly follow how to fill out the attendance list, discuss, access material and submit assignments during the learning process.

Furthermore, in terms of ERT activities, the teaching and learning process, virtual synchronous and written synchronous meetings are commonly experienced with a percentage value of 51% and 46%, respectively. However, only one student responded that there is no meeting in the teaching and learning process. Observational data also shows that virtual synchronous meetings have been conducted using the Zoom Cloud meeting application and written synchronous meetings using Google Classroom. The second term of meeting commonly provides the material with video recording, written discussion and elaboration to overcome some obstacles in the virtual synchronous meeting.

Regarding the experience felt by students in the learning process of virtual synchronous meeting, students respond that the Zoom Cloud Meeting learning platform (72%) was more comfortable to use in the learning process than Google Meet (28%). This result came from the observational data and several questionnaire items in the open-ended form. Most students are accustomed to using it. Some convenience is found in the teaching and learning process, especially in external factors. The use of this application is less distracting than the use of Google Meet. Based on the data, the disturbances they often encountered were unstable and noisy during the activity. Also,

in the written synchronous meeting, students argue that the use Google classroom platform (74%) provides convenience and effectiveness in ERT compared to the use of WhatsApp Group (22%) and Telegram (4%) in the learning and teaching process. Data of observation also supports the questionnaire data results, which means the features in the Google Classroom facilitate and ease students in carrying out discussion, elaboration, and assignments working compared to the other two types of applications. For doing so, the organization of materials and activities is more structured, well-organized and friendly-used.

To provide learning experiences of reinforcement, participation activation, and easiness in the ERT context, a lecturer, usually used several learning support applications so that the constraints encountered during the learning and teaching process are meaningless. These applications have several functions: data storage, video player, task sender, video maker, communication tool, assignment production, and class interaction tools. In the present study, the authors asked about students' experiences in utilising the 16 (sixteen) applications. The data shows that students' responses vary, which means they are familiar with almost all learning support applications and use them in the learning process. This means that students have an adequate literacy and application recognition level, as seen in the distribution of presentations as in Figure 1. The data shows that the highest percentage is 11% in several applications: Google Drive, Microsoft Word and WhatsApp; otherwise, the lowest rate is for the BBC Podcast, Powtoon, screencastify, and e-dictionary. This data is different from the results of classroom observations at the 5th meeting that they used for the BBC Podcast learning resources on the material being taught at the moment. This happens because the questionnaire is distributed before the observation activities were conducted, so it is highly recommended that further research examine students' understanding and experience in utilizing some of the learning tools above that have been mentioned.

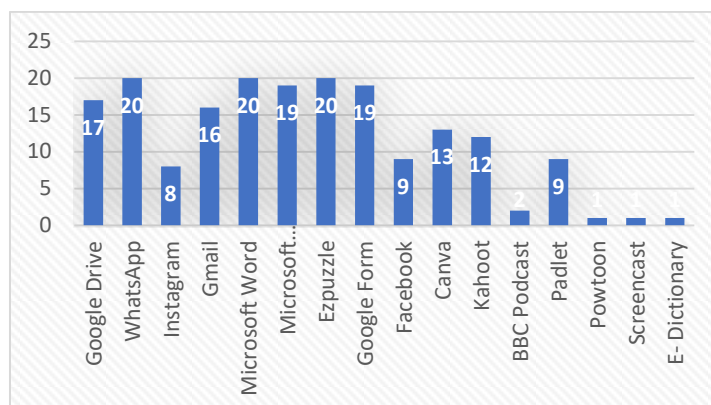


Figure 1. Proponent Learning Tools in ERT

On the other hand, it is ubiquitous that there must be some obstacles encountered in a particular case. In the ERT context, 48% of students have the problem that they have internet connection pulse, but they are not in a signal location, so that the learning process cannot be followed properly. This is fully influenced by the students' demographic background, where the research participants mostly live in rural and remote areas. Focusing on this problem, they also revealed that during the learning process, they often received message notifications from the teacher or delayed class discussions, could not play videos, when zooming had no sound, and unstable images. The following problem found is, 47% of student state that they did not have a signal and did not have an internet connection pulse so that the successful learning process on ERT was hampered. However, 5% of students responded that their online learning obstacle at ERT did not have an internet connection pulse. In this case, the government and institutions have decided on several policies. Those are (1) distributing subsidies for purchasing students' internet connection voucher so that they can participate in ERT well, and (2) providing an internet connection subsidy of 50 GB (Giga Bytes) consisting of 45 GB of multimedia and 5 GB of main pulses as an effort to resolve the present problem.

Discussion

Based on the data analysis and interpretation presented in the previous section, the present study supports the research finding from (Rahiem, 2020) which focused on several applications that students in the learning process have used in the ERT context. The data also shows the similarities that both students have experienced using Google Classroom and Zoom Cloud meetings as learning and teaching process applications and

platforms. Previous research also implemented several activities and applications learning supports, such as educational websites, podcasts, WhatsApp, social media, and audio calls in classroom practices. Unlike previous studies, the current research is more diverse in using proponent learning applications in managing classroom interactions and class communication. Furthermore, she explicitly revealed students' experiences in a varied and detailed manner, while the present study only focuses on virtual synchronous and written synchronous activities. Thus, the authors recommend examining these activities in detail with the same research approach.

Students' Preferences on Tools and Activities in ERT

To answer the authors' curiosity in the present study, they distributed questionnaires and conducted classroom observations. This questionnaire consists of 3 questions part. The first session asked their choices about their most favourite and least favourite learning platforms, their most and least favourite activities. They are the most and least preferred supporting applications and the most preferred method in the learning process in the ERT context. These questions aim to determine the types of platforms, activities, and methods that students chose so that authors enable utilising these applications and platforms from the results of students' responses. The next session was about their choice of learning platforms, activities and supporting applications in virtual and written synchronous learning. These items are asked to explore in detail the platforms, activities in virtual synchronous learning. This additional question session also focuses on supporting applications that they favour in the teaching and learning process so that authors enable to use them in the learning and teaching process because it is hoped that their motivation and participation will increase even in the context of ERT. Furthermore, in the last session, the authors insisted on their favourite applications, platforms, and activities in written synchronous meetings to utilise them in the following semester. As a part of need analysis, the authors asked about their expectations of the teaching and learning process in the ERT context. This question asked about students' learning needs so that the next semester and program's learning preparation can be appropriately planned. In addition to the data questionnaire previously described, they also used classroom observations that had been carried out during the lecture duration.

Students' Preferences on Learning Platforms in ERT

Concerning previous findings that figure out students' experiences in using platforms in the learning and teaching process in ERT, these questions asked more detail about the learning platform's choice. Based on data analysis, students responded positively to the use of Google Classroom in the teaching and learning process. Research participants made this platform the most favoured than the Canvas platform, with a percentage of 96% and 4%, respectively. To get data triangulation, authors asked the least preferred learning platform in online learning in the context of ERT, the majority of them answered that Canvas (44%) was the least preferred platform, followed by Edmodo and the Web Blog (similar at 22%) and last Google classroom (4%). From the data that has been mentioned, the authors conclude that Google Classroom is indeed the learning platform that is most popular and deemed to be an effective platform for students.

Table 2. Students' Most and Least Favourite on Learning Platforms in ERT

| No | Questionnaire Items | Percentage (%) |
|----------|--|----------------|
| 1 | Most Favourite Learning Platforms in ERT | |
| | Google Classroom | 96 |
| | Canvas | 4 |
| 2 | Least Favourite Learning Platforms in ERT | |
| | Google Classroom | 4 |
| | Edmodo | 22 |
| | Canvas | 44 |
| | Web Blog | 26 |
| | I spring | 4 |

Students' Preferences on Learning Activities and Methods in ERT

Table 3. Students' Preferences on Learning Activities and Methods in ERT

| No | Questionnaire Items | Percentage (%) |
|----------|---------------------------------------|----------------|
| 3 | Most Favourite Activity in ERT | |
| | Virtual synchronous | 45 |
| | Written synchronous | 50 |
| | No meeting | 5 |
| 4 | Most Favourable Method in ERT | |
| | Individual Project | 31 |

| | |
|---------------|----|
| Group Project | 26 |
| Lecturing | 39 |
| Assignments | 4 |

Based on the data from Table 3, we see that students' data is quite diverse and insignificant in one significant activity or method. Some activities that have been offered above can also be used as alternatives even though they are not the most favourite activities. Concerning the data that has been analysed, written synchronously is the favourite choice for students (50%) followed by virtual synchronous (45%), which means that the authors can implement both activity types in the learning process. Observation data found that external constraints are experienced when they perform virtual synchronous meeting, such as using the Zoom Cloud Meeting application, which requires large bandwidth, internet connection instability, so that they tend to be more confused with application problems, not the core of learning itself. Furthermore, the present study also asked in detail about their choices of how the lecturers apply several methods.

The responses given were quite varied, with the highest numbers being lectures (39%), individual projects (31%), and group projects (26%). Lectures found the highest numbers because they were accustomed to getting material both visually and videos quickly from various sources (Fell, 2018). Likewise, the observational data was also found that presenting image media is also one of the strategies implemented in the teaching and learning process, particularly for writing class (Irikawati, 2017). As a learning stimulation, students must obtain comprehensible input and then ask them to carry out various learning activities that remain activities to student-centred learning. According to classroom observations, students also receive individual projects and group projects to improve their ability to achieve 4C's skills in 21st-century education. Specifically, they can provide positive and entirely collaborative feedback. It can be seen from the portfolio results they submit that almost 80% of students submit projects according to the activity's expectations and objectives.

Specifically, which is concerned technically, in individual project activities, students explore the projects given at the end of the meeting in accordance with the material and objectives of the meeting by using familiar applications to complete their tasks correctly. Furthermore, in the project group section, they are given projects in

groups so that students' achievement can be monitored and teamwork. Of course, with challenges that contrast to project completion in offline, face-to-face meetings. On the other hand, the data shows that students do not like direct assignments (5%) without explaining how and what to do and feedback on the assignment. Students also pinned several hopes on lectures both in virtual and written synchronous meetings about the things that have been stated above. The majority of them revealed that the lecture pattern should have classroom interaction both in writing and directing, preparing material with explanations, adequate learning resources, clarity of the assignment and the appropriateness of the time for submitting tasks.

Students' Preferences on Proponent Learning Tools in ERT

From the results of the questionnaire's data analysis Still, the most choices were in the use of Edpuzzle (48%) in the teaching and learning process and were followed by WhatsApp's use as much as 32%. Meanwhile, the Microsoft PowerPoint application received the third-highest response at 8%. On average supporting applications that the research participants least preferred are Microsoft Word, Google Forms, and Kahoot with a percentage of 4% each. As an effort in data triangulation, the authors conducted the implementation of classroom observations that have been carried out at several meetings. The data in the questionnaire also asked students about some of the applications they considered less impressive during the learning process in the context of ERT. The data shows that students' feedback on EdPuzzle, Gmail, Microsoft Word, and Instagram has received positive responses from students. This means that they consider that students like the supporting applications mentioned above. In contrast, Canva and Facebook are considered the least attractive in online classroom activities, with a percentage of 21% each. The use of Padlet received an unfavourable response from research participants with a presentation size of 9% percent and followed by WhatsApp and Kahoot with a large percentage of 4% in a row also less attractive to students during the teaching and learning process.

However, from the following figure,, the students' response is 13%, which states that there are no learning support applications that are uninteresting. This means that all learning support applications are attractive to students and benefit the learning and teaching process. The next point that gives a different response from the two questions in the questionnaire is that the use of Kahoot is not preferable but exciting in the

learning and teaching process from the student's point of view. Based on data from classroom observations,, Kahoot implementation used the gamification concept where students were asked to fill out a quiz so that the interaction between lecturers and students took place from the activity and of course the participation rate was high in the activity. But this application is one that is not liked because of its operation which makes it difficult for students to open another page and cannot be accessed using a link. Brief data can be seen in the figures below.

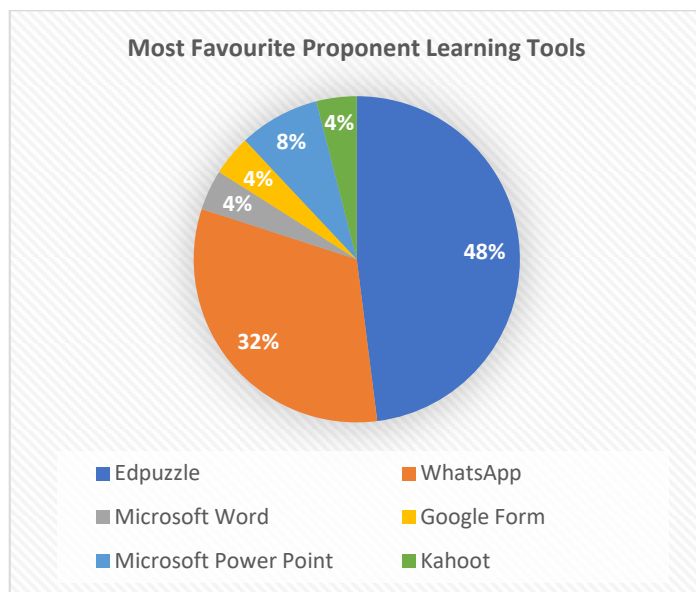


Figure 2. Proponent Learning Tools in ERT

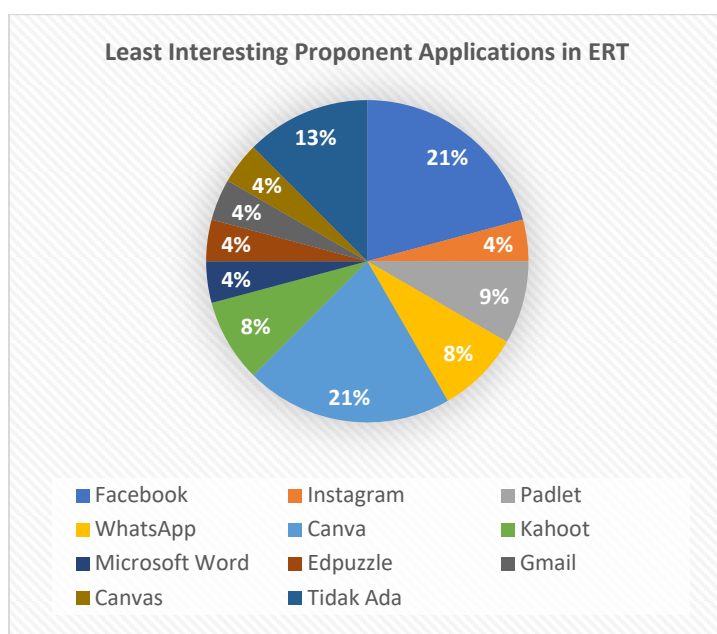


Figure 3. Least Interesting Proponent Applications in ERT

Students' Preferences on Virtual and Written synchronous in ERT

Based on the questionnaire data that had been analysed, students gave feedback and responses that the results of their preferences were the same as their recognition and experience of using platforms in previous part on applications and learning tools in the learning process both virtual and written synchronous in ERT. The data shows that the Zoom Cloud Meeting platform is the application of choice and is considered the most effective with a percentage of 92%, the same as the previous results that Google classroom also received a positive response from students in the learning process followed by WhatsApp group and Telegram with a number of percentages 74%, 22% and 4% respectively. Besides the results of the data are the same as the previous data, interestingly the authors find the same data between the choices of time duration both virtually (61%) and written (67%) on 30 minutes every single meeting. Supported by the results of classroom observations during online learning, average students can interact well in class with around 30-45 minutes in the class: opening process (greeting) for about 10 minutes, watching and studying videos along with discussions (30 minutes) and closing activity about 5 minutes. The following table shows detailed data.

Table 4. Preferences on Virtual and Written synchronous in ERT

| No | Questionnaire Items | | | |
|----------|-----------------------------|-----------|----------------------------|-----------|
| 1 | Most Favourite tools | | | |
| | Virtual synchronous | % | Written synchronous | % |
| | Google Meet | 8 | Google Classroom | 74 |
| | Zoom Cloud | 92 | WhatsApp Group | 22 |
| | | | Telegram | 4 |
| 2 | Time Allotment | | | |
| | Virtual synchronous | % | Written synchronous | % |
| | 30 | 61 | 30 | 67 |
| | 60 | 35 | 60 | 28 |
| | 90 | 4 | 90 | 5 |

In the practical process in class, especially written synchronous meetings, this transition process of course cannot be apart from several problems. Based on the data that has been presented in the following figure below. The authors divided two problems into pedagogical and technical problems. Pedagogically, 34% of students stated that the lecturers' explanation was less than optimal and 8% of misunderstandings

between lecturers and students coloured the classroom practices. In addition, there are several technical problems that were revealed in this study: internet connection problem (4%), late notification (8%), error application (4%), and no signal (29%).

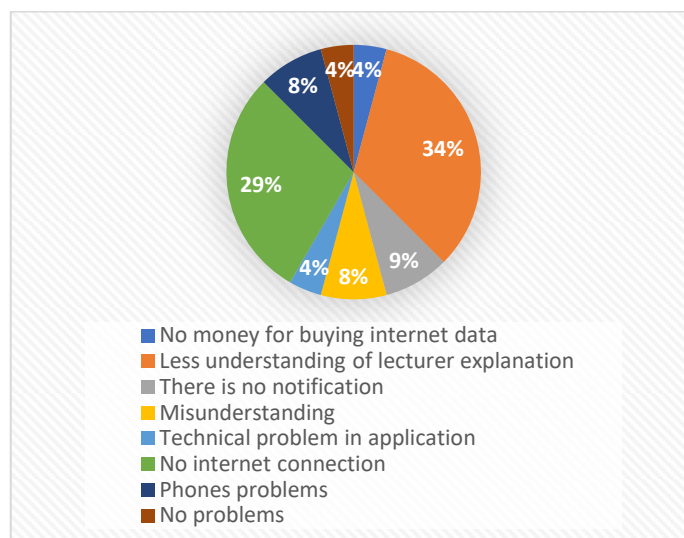


Figure 4. Least Interesting Proponent Applications in ERT

In connection with the data analysis discussed in the previous section, based on students' responses and perspectives related to their preferences of platforms, applications, and learning activities, Google Classroom are the most favourite platforms for written synchronous and Zoom Cloud Meeting for virtual synchronous. This is similar to previous research by (Amin & Sundari, 2020) where Google classroom gets positive agreement from participants on the criteria on language learning potential, meaning focus and highest score of authenticity. Furthermore, this platform is also considered effective in terms of class management (Abid Azhar & Iqbal, 2018). Next, the effectiveness of Zoom Cloud Meeting revealed positively and well-impact on instructional transformation in business education programme. (Ogwunte, 2020).

Students' Considerations on Tools and Activities Preferences

To obtain data on the stated research objectives, the authors conducted online semi-structure interviews to 6 (six) research participants who were randomly selected based on academic considerations. In this section, they classified several data findings: students' preference on Zoom Cloud Meeting in virtual synchronous, students' preference on Google Classroom in written synchronous, and Group Project in methods or online activities in the ERT context.

Zoom Cloud Meeting

This platform is considered to be most effective and familiar to students in the learning process during the Covid-19 pandemic. This present finding support to previous research from (Ogwunte, 2020) which states that the platform has various features that make it easier for students to have face-to-face virtual meetings because it is equipped with a share screen for sharing both visual and audiovisual media, asking questions via chat features, and so on.

Moving into the discussion on interview in detail about why they chose using Zoom Cloud Meeting over other applications. They commented that the learning application was well-known to them. **Abey** (pseudonym) commented on this point:

Zoom is already 50% almost approaching us to real time lecturing, it just feels good like offline meeting. I also get immediate feedback and each student participates well using this platform

In addition to the popular platform among them, this platform also offers several conveniences. **Bian** (pseudonym) gave his arguments for this issue:

Then, for example, if I want to ask questions. I don't need to call the lecturers repeatedly; I only use the "raise your hand" feature.

Google Classroom

In the written synchronous session, the majority of students also responded positively to the use of Google Classroom in online learning in ERT context. According to the results of data analysis from interview, the data shows that why they prefer this platform over other platforms is the convenience offered from Google Classroom. These results are the same as research conducted by (Shaharane et al., 2016) which states that the platform provides several conveniences such as access, easy to use, simple interaction and communication and material delivery ease.

Focusing on the result of the interview, **Charles** (pseudonym) commented on this case:

With the utilization of Google Classroom, it provides benefits and makes it easier for us to learn and also in delivering and receiving lessons delivered by the teacher. Besides that, the platform is easier and more flexible so that we can access lectures anywhere and anytime.

Furthermore, besides the convenience offered, this platform is also effective and efficient to use. **Abey** (pseudonym) comments on this issue as follows:

Google Classroom provides complete and very effective facilities for students. From uploading materials, submitting assignments, facilitating examinations, and inputting various links, videos and audios.

Students' Activities in Online ERT

According to the results of the data in the previous section, in general, students gave the most feedback on lecturing for their favorite activities. However, as the demands of 21st century learning, a lecturer must be a facilitator and give freedom to students in carrying out all learning activities with a student-centered learning approach (NCREL and Metiri Group. 2003), so in this session, the authors concentrate on the reasons and how they carry out the Group Project in the learning process in ERT context. Students' responses stated that they applied group communication in completing projects, determining group leaders, dividing assignments, and arranging these tasks into a good package of project.

Based on the data analysis of interview, **Chindy** (pseudonym) explained how her group carried out the group project at ERT:

The first thing we do in preparation for the group project is to create a communication group and determine the group leader. After that, the material was divided according to the portion of each member. After that, the leader of the group decides on the duties of each member. After each member completes his / her assignment, the group leader collects again and combine the tasks into one package of project.

From the result of the data above, students not only learn according to pedagogical competencies but also, they learn 4Cs' skills (communication, creativity, critical thinking, and collaboration). In terms of communication, before doing the task, they communicate what must be done so as to produce a maximum project, and this will not happen if the activities carried out are individual projects. Creativity is also very important because students learn how to package group work into single video that are interesting for their classmates to see and learn. Furthermore, critical thinking is such an important issue because they determine the group leader with various considerations, if students are not critical then they do not have the considerations that were expressed in the interview. Finally, collaboration is an important issue in this project because without good collaboration for each member, it will not produce a project according to the expectations of each member.

D. CONCLUSION

The results of the present study implied that particular condition of a course for third year class include experiences and preferences on learning platforms, tools and activities in ERT context. From the questionnaire, classroom observation, and online semi-structure interview data, EFL students', especially in a private university in learning a course for their professional development on preparing teaching practice have been elaborated. In addition to identifying target experiences and preferences on utilizing these platforms, tools and activities, this present study specifically sought to investigate students' reasons their preferences and experience which they had felt and preferred in the current course and evaluate all the result for doing betterment in prospective courses. The research participants found Google Classroom is efficient and simply using in their written synchronous and Zoom Cloud Meeting is beneficiary for virtual synchronous meeting. As a part of transition process, the present classroom activities cannot be apart from problems. The problems found during ERT in Covid-19 Pandemic are internet connection stability, teachers' styles approach, unreadiness of facilities, and demographic problem on signal uncovering. The present study also recommends to other researchers to conduct other researches in the same field.

REFERENCES

- Abid Azhar, K., & Iqbal, N. (2018). Effectiveness of Google Classroom: Teachers' Perceptions. *Prizren Social Science Journal*, 2(2), 52–66.
- Amin, F. M., & Sundari, H. (2020). Efl students' preferences on digital platforms during emergency remote teaching: Video conference, lms, or messenger application? *Studies in English Language and Education*, 7(2), 362–378. <https://doi.org/10.24815/siele.v7i2.16929>
- Cohen, Louis, L. M. & K. M. (2007). Research Methods in Education. In *Research Methods in Education* (6th ed.). Routledge Taylor & Francis Group. <https://doi.org/10.4324/9780203029053>
- Creswell, J. W., & Poth, C. N. (2018). Qualitative Inquiry and Research Design: Choosing Among Five Approaches. In *Health Promotion Practice* (Vol. 16, Issue 4, pp. 473–475). <https://doi.org/10.1177/1524839915580941>
- Fell, A. (2018). *Generation Z defined; The 5 characteristics of today's students* (pp. 1–3).
- Fereday, J., & Muir-Cochrane, E. (2006). Demonstrating Rigor Using Thematic Analysis: A Hybrid Approach of Inductive and Deductive Coding and Theme Development. *International Journal of Qualitative Methods*, 5(1), 80–92.

- <https://doi.org/10.1177/160940690600500107>
- Hodges, C., Moore, S., Lockee, B., Trust, T., & Bond, A. (2020). The Difference Between Emergency Remote Teaching and Online Learning. *Educause*, 1–12.
- Indonesia, C. (2020). Nadiem Buat Program “Belajar dari Rumah”, Tayang di Televisi. In *CNN Indonesia*.
- Irikawati. (2017). Identifying Teacher Strategies in Teaching Writing. *Al-Lisan. Journal Bahasa*, 2(2), 10–16.
- Jeffery, K. A., & Bauer, C. F. (2020). Students’ responses to emergency remote online teaching reveal critical factors for all teaching. *Journal of Chemical Education*, 97(9), 2472–2485. <https://doi.org/10.1021/acs.jchemed.0c00736>
- Means, B., Bakia, M., & Murphy, R. (2014). Learning online: What research tells us about whether, when and how. In *Learning Online: What Research Tells Us About Whether, When and How* (pp. 1–219). <https://doi.org/10.4324/9780203095959>
- Of, P. U. (2020). *Emergency Remote Teaching Vs.*
- Ogwunte. (2020). Perceived Influence of Zoom Cloud and Whatsapp Technologies on Instructional Delivery in University Business Education Classroom in Rivers State. *International Journal of Innovative Information Systems & Technology Research* 8(4):15-21, 8(4), 15–21.
- Petillion, R. J., & McNeil, W. S. (2020). Student experiences of emergency remote teaching: Impacts of instructor practice on student learning, engagement, and well-being. *Journal of Chemical Education*, 97(9), 2486–2493. <https://doi.org/10.1021/acs.jchemed.0c00733>
- Rahiem, M. D. H. (2020). The emergency remote learning experience of university students in Indonesia amidst the COVID-19 crisis. *International Journal of Learning, Teaching and Educational Research*, 19(6), 1–26. <https://doi.org/10.26803/ijlter.19.6.1>
- Ratnawati, R., Faridah, D., Anam, S., & Retnaningdyah, P. (2018). Exploring Academic Writing Needs of Indonesian EFL Undergraduate Students. *Arab World English Journal*, 9(4), 420–432. <https://doi.org/10.24093/awej/vol9no4.31>
- Saeed, S., & Zyngier, D. (2012). How Motivation Influences Student Engagement: A Qualitative Case Study. *Journal of Education and Learning*, 1(2), 252–267. <https://doi.org/10.5539/jel.v1n2p252>
- Shaharane, I. N. M., Jamil, J. M., & Rodzi, A. S. S. M. (2016). The application of Google Classroom as a tool for teaching and learning. *Journal of Telecommunication, Electronic and Computer Engineering*, 8(10), 5–8.
- Stake, R. E. (1995). *The Art of Case Study Research - Robert E.* SAGE Publication Ltd.
- Yin, R. K. (2003). Case study methodology R.K. Yin (2003, 3rd edition). Case Study Research design and methods. Sage, Thousand Oaks (CA).pdf. In *Case Study Research: design and methods*.