Exploring Student Experiences in E-Learning for English Literacy: Voices from an Indonesian Higher Education Context

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ABSTRACT

This study aimed to explore students' experiences and perceptions regarding the implementation of e-learning in English literacy instruction at Universitas Sulawesi Barat, Indonesia. Employing a qualitative case study design, the research involved 145 students enrolled in reading and writing courses during the 2022/2023 academic year, selected through purposive sampling. Data were collected using reflection essays based on 30 validated questions and analyzed thematically to identify recurring patterns and themes. The findings revealed key challenges, including limited internet connectivity, difficulties navigating digital platforms, and reduced student engagement compared to traditional learning. Nevertheless, students acknowledged the flexibility, accessibility, and time management benefits offered by e-learning, although concerns about digital literacy gaps and material relevance persisted. The study recommends adopting a blended learning model that combines the advantages of e-learning and face-to-face instruction to optimize student outcomes in English literacy. Limitations of the study include the single-institution context, the reliance on self-reported data, and the lack of longitudinal tracking. Future research is encouraged to explore cross-institutional comparisons and the integration of emerging technologies such as artificial intelligence and adaptive learning systems to further enhance e-learning experiences.

Keywords: *blended learning, e-learning; English literacy; higher education; student experiences*

Introduction

The integration of e-learning has emerged as a transformative force, reshaping the way we approach teaching and learning across various disciplines, including English literacy instruction. English literacy, encompassing reading and writing skills, is a fundamental component of language proficiency and plays a crucial role in academic success, personal development, and effective communication in today's globalized world (Isma et al., 2023; Nabhan, 2021). The rise of e-learning has opened up new avenues for delivering English literacy education, offering opportunities for increased accessibility, personalized learning experiences, and the incorporation of multimedia resources (Isma, Basri, et al., 2024; Malkawi et al., 2023; Moosavi & DeWitt, 2023). E-learning platforms and digital tools have the potential to enhance

reading comprehension, vocabulary acquisition, writing fluency, and overall engagement with literacy materials (Bai et al., 2022; Elekaei et al., 2020; Isma, Lestari, et al., 2024; Malkawi et al., 2023; Patra et al., 2022). Recent years have witnessed a surge in the adoption of e-learning approaches in English literacy instruction, driven by advancements in technology, changing learner preferences, and global disruptions such as the COVID-19 pandemic, which necessitated a shift towards remote and virtual learning modalities.

Previous studies have investigated various aspects of e-learning in English literacy instruction, providing valuable insights into its potential benefits and challenges. Researchers have explored the impact of e-learning on students' motivation, engagement, and academic performance in

reading and writing courses (Alhumsi et al., 2021; Bai et al., 2022; Gao, 2023; Patra et al., 2022). Additionally, studies have examined the design and effectiveness of specific e-learning tools, such as online reading platforms, writing assistants, and multimedia resources, in enhancing literacy skills (Alobaid, 2020; Malkawi et al., 2023; Zambrano et al., 2020). Furthermore, researchers have explored the role of e-learning in promoting self-regulated and autonomous learning in English literacy, as well as the potential for personalized and adaptive learning experiences tailored to individual needs and learning styles (Bai et al., 2022; Li et al., 2022; Wang, 2023). The integration of e-learning with specific literacy instruction methodologies, such as genre-based approaches and content-based instruction, has also been a focus of investigation (Dai, 2021; Fernández-Fontecha et al., 2020).

Despite these advances, a critical gap remains in understanding how students experience the transition to e-learning for English literacy instruction, particularly in developing countries where technological infrastructure, digital literacy, and access to resources may be limited (Ndibalema, 2022; Nikou & Maslov, 2023). Much of the existing literature has focused on context with well-established e-learning systems, often overlooking the unique challenges faced by students in less technologically advanced settings. Furthermore, while previous studies have assessed the effectiveness of specific tools or strategies, there is limited research capturing students' holistic experiences, perceptions, and challenges during their engagement with e-learning platforms in English literacy courses. Addressing this gap, the present study explores students' experiences and responses to the implementation of e-learning in English literacy instruction, specifically focusing on reading and writing skills, at Universitas Sulawesi Barat, Indonesia. By investigating students' reflections on the opportunities and obstacles they encountered, this study seeks to contribute nuanced insights to the growing body of knowledge on e-learning in English literacy education. The findings aim to inform pedagogical practices, institutional strategies, and future research efforts aimed at optimizing e-learning environments for English literacy development, particularly in resource-constrained higher education contexts.

Methods

This study adopted a qualitative case study design to explore students' experiences and responses towards the implementation of e-learning in English literacy classes. A qualitative case study approach was selected because it allows for an in-depth and contextually grounded understanding of participants' subjective experiences within their real educational environment (Creswell & Creswell, 2017; Yin, 2018). Given the complexity of students' engagement with e-learning platforms and the influence of diverse contextual factors such as infrastructure, digital literacy, and course design, a qualitative approach was deemed most suitable to capture the richness and nuances of their experiences. Participants were 145 undergraduate students enrolled in reading and writing courses at Universitas Sulawesi Barat during the 2022/2023 academic year. They were selected using purposive sampling, a technique appropriate for qualitative research where participants are intentionally chosen based on their direct involvement and experience with the phenomenon under investigation (Palinkas et al., 2015). The inclusion criteria focused on students who had actively participated in e-learning activities for English literacy courses during the relevant academic period.

Data were collected through students' written reflection essays, which were developed based on 30 guiding questions aimed at eliciting detailed accounts of their experiences with e-learning. These questions covered areas such as technological challenges, engagement patterns, perceived learning effectiveness, interaction with lecturers and peers, and the role of learning materials. To ensure content validity, the reflection prompts were reviewed and validated by two subject matter experts specializing in English education and educational technology. The data collection process involved several steps: (1) Reflection essay questions were compiled and formatted into an online Google Form; (2) Six lecturers from the English Education Department were engaged to distribute the form link to eligible students; (3) Students were given one week to complete and submit their reflections; (4) Submitted data were then cleaned, coded, and

prepared for analysis.

Thematic analysis was employed to systematically examine the data (Braun & Clarke, 2006). The analysis followed a six-phase process: familiarization with the data, generation of initial codes, searching for themes, reviewing themes, defining and naming themes, and producing the final report. To enhance the trustworthiness of the analysis, multiple strategies were implemented. First, investigator triangulation was conducted, where two researchers independently coded a subset of the data and compared results to ensure consistency. Discrepancies were discussed and resolved to reach a consensus. Second, an audit trail was maintained throughout the coding and analysis process to document analytic decisions and enhance transparency. Finally, representative quotes were extracted to substantiate each theme, ensuring that interpretations remained closely grounded in participants' actual words and perspectives. Through these procedures, efforts were made to ensure credibility, dependability, and confirmability of the study's findings, thereby reinforcing the overall trustworthiness of the research.

Findings

This presents the results of research on students' experiences and responses regarding the implementation of e-learning in English literacy learning, specifically in reading and writing skills, which is divided into the following themes:

Challenges in E-Learning Implementation

The first section delves into students' experiences and challenges in e-learning-based English literacy learning. Many encounter difficulties submitting assignments on time due to internet issues, while others express a lack of understanding regarding e-learning systems. Despite challenges, some find the experience interesting and enriching, appreciating its role in time management and the ability to learn from any location.

One prevalent challenge faced by students in e-learning English literacy classes is being unable to submit assignments on time due to internet connectivity issues. As stated by one student, *"My experience using e-learning is often being late to submit assignments, and it's very difficult to send assignments when the internet connection is poor."* Another student also complained that *"Lecturers often ignore when we have*

difficulties accessing e-learning, for example when given a short time to submit assignments but the internet connection is poor." The unstable internet connection made it challenging for students living in remote areas or those with limited internet quotas to meet assignment deadlines. However, some lecturers appeared unaccommodating by not extending deadlines or finding alternative solutions when made aware of these internet constraints faced by students. This rigidity added further stress and disengagement. Moving forward, a flexible deadline policy and alternative submission channels for students facing technical difficulties could greatly improve the e-learning experience.

Moreover, many students initially struggled to understand and navigate the e-learning systems implemented by universities for English literacy classes. As shared by one learner, *"At first using e-learning was very very difficult, but after I learned how to use it, it gradually became easier over time."* Another testified that *"My first experience using e-learning was confusion due to the many features, but after understanding how to use it as explained by one of my lecturers, I became fond of and understood how to use e-learning."* Evidently, the complexity of some e-learning platforms proved challenging for students to grasp initially. However, with guidance from lecturers and self-driven exploration, they were eventually able to utilize these systems for ubiquitous learning. Moving forward, universities could enhance the user-friendliness of e-learning platforms and organize compulsory orientation workshops to equip all new students with basic digital literacy skills as they transition into higher education.

While students faced some challenges, most found e-learning-based English literacy classes interesting and a way to gain new knowledge. As one student recounted, *"I feel it's fun besides being able to learn from mistakes, it also expands my insights and knowledge."* Another student shared, *"It's enjoyable, I learned many new things from e-learning that I have never known before, there are also interesting features".* A third student added, *"I had an enjoyable experience because learning from eLearning is not boring, everything can be accessed there."* Students highlighted that e-learning provided a fun, interactive, and

dynamic way for them to learn compared to traditional lectures. The multimedia functions, free access to expansive reading materials online, and the ability to learn at one's pace were appreciated. Hence, e-learning shows promise in promoting engaged and self-directed learning. However, universities must continue enhancing the e-learning infrastructure and environment to better sustain student motivation.

In addition, E-learning English literacy classes were perceived by students as helping them better manage their time as well as enabling ubiquitous learning. As shared by one learner, *"It really helps me manage my time anywhere and anytime as a student."* Another student elaborated, *"When learning using e-learning, I can access study materials anywhere."* A third student explained, *"E-Learning enables the teaching and learning process to be carried out by anyone, anytime, and anywhere online."* Students emphasized that e-learning gave them flexibility to learn at their own pace, without being constrained by fixed class times or locations. This facilitates time management, especially for working students or those with other commitments. However, students also noted internet connectivity issues must be addressed by universities to truly unlock the full advantages of ubiquitous e-learning. Overall, e-learning shows strengths in promoting personalized and self-directed learning, trends that are well-aligned with the needs of 21st century students.

Engagement and Participation in E-Learning Classes

Moving on to the second part, engagement and participation in e-learning classes are examined. This involves assessing the frequency of accessing e-learning systems, active participation in online discussions and group work, as well as asking questions and interacting with lecturers. Students' commitment to doing and submitting assignments is also explored.

For the frequency of accessing e-learning systems for English literacy classes, some insights shared include: *"Sometimes twice a week to access e-learning to do and submit assignments*." Another testified: *"A few times a week when lecturers cannot conduct offline classes, so materials are sent online on Google Classroom."* However, one student reported infrequent usage: *"Rarely*

because there is only one lecturer using it." Evidently, frequency of e-learning system access varied based on assignments given and the lecturers' own e-learning integration. While most students accessed these systems a few times a week, usage still skewed towards supplementary rather than core learning. Moving forward, university administrators could encourage more faculties to intentionally incorporate e-learning as part of their core pedagogical strategy, rather than an ad-hoc platform. This could boost usage rates and allow students to reap maximal rewards from online learning.

Furthermore, this also examined students' participation in online discussions and group work within e-learning English literacy classes. Some insights include: *"In e-learning classes we are often asked to comment on materials provided by lecturers"*. Another student explained: *"I always use e-learning every day, so the level of involvement is very high. When doing assignments, I always rely on e-learning"*. However, one learner shared: *"The interaction is quite rare because e-learning systems are usually used for online based learning, so interaction and communication become less effective"*. While e-learning facilitates ubiquitous learning, students' responses indicate that more efforts may be needed to promote active online discussions and collaborative group work. Developing guidelines, providing motivation, and allocating specific rubric scores for online engagement could encourage participation. More media-rich features like live video could also enhance interactivity between students and lecturers during e-learning classes.

Besides, students asked questions and interacted with lecturers in e-learning English literacy classes. Some feedback received includes: *"In e-learning we cannot be satisfied in asking or participating compared to traditional learning"*. However, one student reported active engagement: *"The interaction between me or other students with lecturers during learning was quite active because discussion time was still long so it was enough to have a discussion"*. Students' experiences vary in the level of interactivity e-learning platforms provide for clarifying doubts with lecturers. While online discussions are facilitated, the depth of engagement appears insufficient for some students compared to face-to-face sessions. Hence, universities

could consider requiring minimum student participation scores, and leveraging technologies like online whiteboards for more collaborative learning.

Additionally, this looked at how students did and submitted assignments for e-learning-based English literacy classes. Some insights shared include: *"Sometimes twice a week to access e-learning to do and submit assignments"*. Another student explained: *"E-learning must be accessed every time there are assignments"*. However, one learner expressed difficulties: *"My experience using e-learning is I'm often late to submit assignments, and it's very difficult to send assignments when the internet connection is poor"*. Students accessed e-learning platforms consistently to complete given assignments. However, connectivity issues hampered timely submission for some. Moving forward, universities could provide offline e-learning mobile apps, extended deadlines for students facing technical constraints, and secure online cloud storage so assignments can be uploaded as soon as internet access is available. This would help ensure assignments are submitted promptly despite intermittent connectivity issues.

Perceived Effectiveness of E-learning in Teaching English Literacy

The third segment evaluates the perceived effectiveness of e-learning in teaching English literacy. Balancing flexibility in time management with the discipline required in traditional learning is discussed, along with the convenience versus the challenge of maintaining focus. The role of understanding materials through provided examples and the ability to apply gained knowledge are focal points.

When comparing the effectiveness of e-learning and traditional learning for English literacy education, students highlighted the benefit of flexibility in time management that e-learning provides versus the discipline required in attending traditional classes. As one student explained, *"E-learning can help manage time whereas traditional learning must be very disciplined with time"*. Another shared, *"E-learning is good to use because it provides a lot of time"*. However, one student voiced *"Learning through e-learning can be accessed anywhere while traditional learning requires preparing everything first before starting class"*. Students highly valued the time flexibility of e-learning, which empowers self-paced learning. However, others cautioned that traditional classroom learning still requires commitment to attend and prepare for lessons punctually. Hence, a balanced blended learning model, thoughtfully integrating offline and online learning, could potentially harness the advantages of both approaches. This caters to diverse student groups, while upholding academic rigor.

Students also highlighted the convenience of e-learning though some cautioned it can reduce focus. As one student shared, *"E-learning is good, but it can make us less focused especially when there are network issues"*. Another elaborated: *"E-learning is fun and has positive sides but at times I also like traditional because it's very comfortable for the eyes when reading"*. However, a student highlighted: *"Able to study independently and collaborate via media"*. While valuing the convenience of e-learning, some students expressed concerns over lack of focus compared to traditional classroom settings. Hence, educators must creatively enhance interactivity, provide motivators, and develop engaging e-learning content to sustain student attention. Traditional learning also has a place in moderation to prevent eye strain and fatigue from excessive screen time. An optimal balance between the two systems can be tailored based on learning objectives and student profiles.

Furthermore, some students highlighted the usefulness of examples provided in e-learning systems to understand English literacy materials. As one student shared, *"Of course because we can learn from the various media provided by e-learning"*. Another explained, *"In traditional learning I always try to get involved and participate actively at certain times"*. However, a student voiced *"I feel it's still lacking, I think lecturers still need to explain materials more thoroughly directly for easier understanding"*. While e-learning supplements learning with rich media examples, some students still preferred detailed explanations from lecturers to solidify understanding. Hence, a balanced approach leveraging the strengths of both traditional and e-learning pedagogies is recommended. E-learning content can provide strong conceptual foundations reinforced by

in-person classes for clarifications, discussions, and practical application.

In addition, students also considered their ability to apply the English literacy knowledge gained. As one student explained, *"By looking at the weaknesses and strengths of the e-learning system used"*. Another student added: *"Through practice"*. In addition, a student shared: *"By being able to answer exam questions well"*. Students gauged their ability to apply learned English literacy concepts in different ways, some through practice, others by performance in assignments and tests. While e-learning equips students with knowledge, traditional learning may play a stronger role in providing guided practice and development of practical skills. Hence, a combination model would allow students to first gain foundational knowledge through e-learning, before honing English literacy proficiency through in-person coaching, feedback, and rehearsal.

Interactions and Communication in E-learning Systems

In the fourth section, interactions and communication within the e-learning system are scrutinized. Issues such as the quality of discussions impacted by internet stability, students' comfort level in virtual communication, connectedness to lecturers and classmates, and the conduciveness of the platform for collaborative learning are considered.

When analyzing the quality of interactions in e-learning English literacy classes, students highlighted how internet stability issues hampered discussions. As one student shared, *"Communication through e-learning is not really recommended because we interact less"*. Another elaborated: *"The interaction is quite rare because e-learning systems are usually used for online based learning, so interaction and communication become less effective"*. However, one student had a positive experience: *"The interaction between me and other students with lecturers during learning was quite active because discussion time was still long so it was enough to have a discussion"*. While e-learning facilitates online discussions, frequent connectivity issues hampered meaningful engagement for some students. Hence, universities should optimize network infrastructure and provide alternative interaction channels to sustain vibrant intellectual exchange. Blended learning balancing online and face-to-face discussions could also help overcome bandwidth limitations.

Students' comfort level in communicating virtually for e-learning English literacy classes was also examined. As one student shared, *"I feel quite comfortable using e-learning"*. Another elaborated: *"The reality is e-learning-based and traditional learning have their own comforts depending on how we perceive the learning"*. However, a student expressed: *"Understand better during traditional learning"*. Students had varying levels of comfort with e-learning, depending on individual learning preferences and their mastery of requisite digital skills. While most managed to adapt, those accustomed to face-to-face interactions found the virtual environment more challenging. Hence, a blended program combining both online and in-person classes could ease this transition, while digital literacy modules could equip students with essential skills to communicate confidently.

The study also delved deeper into whether students felt a greater sense of connection and community with lecturers and peers through e-learning English literacy classes compared to traditional learning environments. Responses varied greatly. Some students like one who stated, *"Not very close"* felt distanced and detached, while another elaborated *"No, because interacting directly or face-to-face is more fun thus enabling students to become more familiar with lecturers"*. However, a student revealed *"Quite close"*, showing e-learning did help build his/her social circle. Another shared *"Sometimes I participate more than in traditional learning"*, indicating greater involvement facilitated by technology. Some students may be more introverted and prefer virtual interactions. Ultimately, experiences vary based on personal preferences, learning styles as well as the design of e-learning platforms. While online classes can support frequent communications, deep social bonding may require elements of human touch. Hence, an integrated strategy leveraging both online and offline interaction opportunities could potentially nurture well-rounded engagements between students and instructors. More advanced interactive e-learning features like multiplayer games,

breakout discussions and live video could also elevate social presence.

Finally, this also analyzed if students found e-learning platforms conducive for collaborative learning through discussions. Some students like one who shared *"The interaction is quite rare because e-learning systems are usually used for online based learning, so interaction and communication becomes less effective"* felt e-learning curtailed meaningful exchanges. However, others like the student who revealed *"I always use e-learning every day, so the level of involvement is very high. When doing assignments, I always rely on e-learning"* highlighted benefits of convenience and accessibility. Another shared *"Sometimes I participate more than in traditional learning"*, indicating greater engagement. E-learning platforms may need further enhancements to facilitate seamless discussion flows. Lagging connectivity hampered some students' participation. Implementing video conferencing, chat functions and digital whiteboards could potentially create more vibrant collaborative learning environments online. However, traditional face-to-face sessions remain better suited for activities requiring tight-knit teamwork, complex coordination, or nuanced communication cues. A balanced blended learning approach leveraging both online and offline modes could allow students to extract the maximum collaborative learning benefits.

Learning Resources and Materials in E-learning

The fifth part investigates learning resources and materials in e-learning. This includes an analysis of the relevance and reliability of provided learning materials, the sufficiency of resources for understanding topics, the frequency of utilizing these materials, and suggestions for additional resources and features.

When evaluating the quality of e-learning materials for English literacy education, students analyzed the relevance and reliability of resources provided. As one student shared, *"By looking at the weaknesses and strengths of the e-learning system used"*. Another elaborated: *"Where the source comes from. Whether from a trusted website/site/source or not"*. However, a student voiced: *"Presented materials must be relevant, accurate and easy for students to understand"*. Students emphasized the need for learning materials to be carefully curated from reliable sources and align with English literacy learning objectives. Moving forward, universities could implement more stringent protocols for curating e-learning content. Recommended practices include referencing reputable sources, indicating dates, validating facts, linking core concepts, and assessing clarity. This ensures students derive maximum value from English literacy resources accessed online.

Moreover, this also evaluated whether the quantity of learning materials provided via e-learning systems was sufficient for students to understand English literacy topics. Some insights shared include: *"Yes, adequate, and easy to understand"*. Another student elaborated: *"if learning is well-designed and delivered properly then students can understand materials well"*. However, one learner voiced: *"I feel it's still lacking, I think lecturers still need to explain materials more thoroughly directly for easier understanding"*. While e-learning offers expansive learning resources, some students still preferred detailed in-person guidance from lecturers to deepen understanding. Hence, a balanced approach combining online self-study supplemented by targeted offline instruction could provide the right number of resources and support to optimize English literacy comprehension.

In terms of the frequency of using provided learning materials, some shared insights include: *"Often"*. Another student revealed: *"A few times a week"*. However, one response was: *"rarely"*. The frequency of usage varies based on factors like assignments given, semester demands, lecturers' e-learning integration and personal motivation levels. While materials are abundantly available online, uptake appears inconsistent. Hence, universities could consider implementing progress trackers and usage analytics to monitor engagement levels. Features like rewards badges, leaderboards and reminders could also boost usage. A blended learning approach integrating offline and online components can ensure students derive maximum value from resources provided.

Lastly, students provided suggestions to enrich e-learning resources for English literacy development. One student proposed *"If possible, more interesting features, provide*

more examples and have lecturers explain in detail beforehand". Another recommended *"More practice and repeating lessons related to the subject, so it becomes more fluent and easier to understand the material".* A third suggested *"I need media that helps me detect my grammar mistakes when I write".* Students hoped for more interactive multimedia features like games and simulations to motivate learning. Others requested tools to automatically diagnose weaknesses and provide personalized recommendations to address English literacy gaps. Some also emphasized that sufficiently detailed explanations must supplement materials for better comprehension.

Role of Technology in Enhancing Quality of E-learning

The sixth and final section explores the role of technology in enhancing the quality of e-learning. It highlights the accessibility of a wide range of learning materials, the facilitation of interactive learning, the flexibility to learn anytime and anywhere, and the barriers faced by students unfamiliar with technology.

When discussing the role of technology in enhancing e-learning English literacy classes, students emphasized the benefit of accessibility to expansive learning materials. As one student shared, *"Technology greatly influences learning because from there we can use it to search for more in-depth information".* Another elaborated, *"By looking at the system and features provided".* A third student added, *"E-learning as a learning process utilizing technology plays a very important role, first the internet to facilitate, deliver, and enable long-distance learning processes".* Students highly valued e-learning for granting unlimited access to global knowledge databases, multimedia resources, and English literacy learning apps. However, schools must also teach responsible online content curation and analysis skills. While technology enables convenient content delivery, traditional classroom guidance remains vital to model research techniques and collaborative critical thinking. Hence, blended learning approaches optimally harness technology's information accessibility strengths, while overcoming potential digital literacy skill gaps.

Students also highlighted the ability to facilitate interactive learning. As one student

shared, *"By seeing how quickly they understand how to use e-learning and apply it in learning".* Another revealed, *"E-learning uses electronic media".* A third student elaborated, *"E-learning as a learning process using technology plays a very important role, firstly the internet to facilitate, deliver, and enable long-distance learning processes".* Students appreciated how features like chat forums, games and multi-media enable engaging, self-paced interactions online. However, not all students possess the digital literacy to maximize these tools. Hence, schools should provide sufficient e-learning technical training and troubleshooting support. Certain complex skills like speech delivery, group work and English literacy proficiencies may be better honed through in-person learning. Ultimately, a balanced blended learning approach can incorporate technology's interactivity benefits while overcoming its limitations for specific learning domains.

Next, students highly value the flexibility it provides to learn anytime and anywhere. As one student shared, *"Just using a cellphone and we can access it anywhere".* Another elaborated, *"E-Learning enables the teaching and learning process to be carried out by anyone, anytime, and anywhere online".* A third student revealed, *"E-learning as a learning process using technology plays a very important role, firstly the internet to facilitate, deliver, and enable long-distance learning processes".* The anytime, anywhere accessibility of e-learning enables self-paced learning for students like working adults or those in remote regions. However, schools must also foster discipline and ensure online materials are sufficiently engaging for sustained self-motivation. Certain skills like speech, groupwork and English literacy proficiencies may be better developed through structured in-person learning. Hence, while valuing e-learning's flexibility, a balanced blended learning approach can provide holistic pedagogical support and optimal learning experiences.

Finally, some students raised concerns that barriers may exist for those unfamiliar with technology. As one student shared, *"moreover I still don't really understand technology so still in the learning process".* Another elaborated, *"At first using E-learning was very difficult but after I*

learned how to use it, it gradually became easier over time". Evidently, students lacking technology proficiency can face challenges adapting to e-learning platforms initially. Hence, schools should provide bridging digital literacy programs, with access to devices and sufficient technical support to ensure inclusivity. While e-learning confers immense advantages, traditional classroom learning still plays an invaluable role in building foundational knowledge, especially for students lacking home internet access or requiring greater coaching.

To provide a clearer overview of the research findings, the key themes emerging from the students' experiences with e-learning in English literacy classes are summarized in Table 1. These themes capture both the challenges and opportunities students encountered, supported by illustrative quotes from their reflection essays.

Table 1
Summary of Key Findings on Students' Experiences with E-Learning in English Literacy

Theme	Focus of Findings
Challenges in E-Learning	Internet connectivity issues and initial difficulties navigating platforms
Engagement and Participation	Varying levels of access and participation; online discussions less interactive
Perceived Effectiveness	Flexibility in time management but challenges in maintaining focus
Interaction and Communication	Limited social connectedness due to unstable internet; comfort varies individually
Learning Resources and Materials	Need for relevant, reliable, and engaging resources; inconsistent usage
Role of Technology in Learning	Technology enables flexibility and resource access, but digital literacy gaps remain

As shown in Table 1, students encountered significant challenges such as internet instability and initial unfamiliarity with e-learning systems, which impacted their assignment submission and engagement. Nevertheless, the flexibility and accessibility provided by technology were widely appreciated. Students valued the convenience of learning anytime and anywhere, although maintaining focus remained a concern. Moreover, the quality and relevance of learning resources were pivotal in shaping their learning experiences, with some students

calling for more interactive and comprehensive materials. The findings underscore the need for educational institutions to enhance infrastructure, support digital literacy development, and adopt a blended learning approach that strategically integrates the strengths of both online and face-to-face modalities.

Discussion

This research explored students' experiences with e-learning for English literacy classes, specifically in reading and writing skills. The findings shed light on several key areas. Firstly, students encountered challenges such as difficulties submitting assignments on time due to poor internet connectivity and initially struggling to understand and navigate the e-learning systems, although with guidance from instructors, they adapted over time. Secondly, the frequency of accessing e-learning systems varied based on assignments given, and while online discussions were facilitated, more efforts were needed to promote active participation and student-instructor interactions compared to face-to-face classes. Furthermore, the study revealed that students valued the flexibility and convenience of e-learning for time management and ubiquitous learning, but some preferred detailed in-person explanations for better comprehension and maintaining focus, indicating a need for a balanced blended approach. Regarding interactions, internet stability hampered meaningful online discussions for some, and students had varying comfort levels with virtual communication based on their learning preferences and digital skills. While social connections were facilitated, they may require some face-to-face elements. Moreover, the research findings emphasized the need for relevant and reliable learning materials. Although abundant resources were available, usage was inconsistent. Students suggested incorporating more interactive multimedia, personalized recommendations, and supplementing materials with detailed explanations. Finally, the study explored the role of technology in enhancing the quality of e-learning. Students valued the accessibility to expansive materials, interactive features for engagement, and the flexibility to learn anytime and anywhere. However, digital literacy gaps and the suitability of certain skills, such as speech, were highlighted as

limitations to address.

The challenges faced by students in this study, such as difficulties submitting assignments due to internet connectivity issues and initial struggles with navigating e-learning systems, resonate with previous research. Ndibalema (2022) highlighted that unstable internet connections and limited digital literacy skills are common barriers to effective e-learning implementation, particularly in developing countries. Similarly, Chen et al. (2020) and Nikou & Maslov (2023) found that technical issues, including internet access and system usability, significantly impacted students' satisfaction with online learning platforms. Regarding engagement and participation, the findings align with studies that suggest e-learning can facilitate ubiquitous learning and self-paced engagement (Rajabalee & Santally, 2021; Shalaby & El-Kasaby, 2024). However, the present study also echoes concerns raised by researchers like Zengilowski et al. (2023) and Hiromori (2024), who noted that online discussions and interactions could be less effective than face-to-face scenarios, potentially hindering active participation and social connectedness. The perceived effectiveness of e-learning in teaching English literacy aligns with previous research highlighting the flexibility and convenience of online learning (Buragohain et al., 2023; Fageeh, 2024; Isma, Sudewi, et al., 2024; Martyushev et al., 2021). However, the need for a balanced approach, incorporating traditional face-to-face elements for better comprehension and focus, resonates with the findings of Buhl-Wiggers et al. (2023) and Tong et al. (2022), who advocated for blended learning models to optimize student outcomes.

Concerning interactions and communication, the present study corroborates findings by Ndibalema (2022) and Martyushev et al. (2021), which identified internet stability and varying comfort levels with virtual communication as potential barriers to meaningful online discussions. The importance of fostering social presence and a sense of community, as highlighted in the current study, aligns with recommendations by Yılmaz & Yılmaz (2023) for enhancing student engagement and learning in virtual environments. Regarding learning resources, the emphasis on providing relevant, reliable, and sufficient materials echoes the

recommendations of Ahmad (2024) and Fülöp et al. (2023), who stressed the importance of curating high-quality, accessible, and engaging e-learning content. The suggestions for interactive multimedia features and personalized recommendations align with the findings of Alobaid (2020) and Moosavi & DeWitt (2023), who advocated for leveraging technology to enhance learner motivation and support. Finally, the findings related to the role of technology in enhancing e-learning quality resonate with previous studies that recognized the benefits of accessibility to diverse learning materials, interactive and engaging features, and flexibility in anytime, anywhere learning (Almaiah et al., 2020; Dumiyati et al., 2024; Ingavélez-Guerra et al., 2023; Poon et al., 2024). However, the identified digital literacy gaps and suitability concerns for certain skills align with previous studies, highlighting the need for a balanced approach that integrates technology with traditional pedagogical practices (Buhl-Wiggers et al., 2023; Isma, 2023; Ndibalema, 2022). Overall, the findings suggest that while e-learning offers considerable benefits for English literacy instruction, its effectiveness is contingent upon addressing infrastructural challenges, enhancing student engagement strategies, ensuring the quality of learning materials, and integrating face-to-face elements where necessary. A thoughtfully designed blended learning model appears to be the most promising approach for optimizing literacy development in higher education settings, particularly in resource-constrained environments.

Conclusion

This study examined students' experiences and responses to the implementation of e-learning in English literacy classes at Universitas Sulawesi Barat. The findings revealed that while e-learning offered notable advantages such as flexibility, accessibility, and opportunities for independent learning, several challenges persisted. Students faced technological barriers, particularly related to internet connectivity and digital platform navigation, which often hindered their engagement and assignment submission. Furthermore, issues related to reduced social interaction, inconsistent participation, and varying quality of learning materials highlighted the complexities of fully transitioning to online

learning environments. Despite these challenges, students acknowledged the potential of e-learning to enhance their literacy skills when supported by appropriate infrastructure, interactive content, and guided instruction. Importantly, the study emphasizes that e-learning, when implemented in isolation, may not fully meet the needs of English literacy development, particularly in resource-constrained contexts. Instead, a balanced blended learning approach that strategically integrates e-learning with traditional face-to-face interactions is recommended to optimize student outcomes.

The findings of this study carry important implications for educational institutions and practitioners. There is a need to invest in improving technological infrastructure, provide ongoing digital literacy support, and develop high-quality, engaging, and contextually relevant learning materials. Instructors should also be equipped with strategies to foster student engagement and social presence in online environments. This study is not without limitations. The research was conducted in a single institution and relied on self-reported reflection essays, which may limit the generalizability of the findings. Future research is encouraged to undertake longitudinal studies to capture changes over time, explore cross-institutional comparisons, and investigate the integration of emerging technologies, such as artificial intelligence, adaptive learning systems, and virtual reality, to further enhance the effectiveness of e-learning in English literacy education. By addressing these areas, educators and policymakers can better support students' literacy development in increasingly digitalized learning environments, ensuring that the benefits of e-learning are accessible and meaningful for diverse learner populations.

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