

# **Encouraging Autonomous English Learning in Overcrowded Online Class of Elementary School during Pandemic**

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## **Abstract**

*During the Covid-19 pandemic, most schools have been closed by the government to prevent Coronavirus spread. It mandates students to learn and teachers to teach from home. This condition is also illustrated in the English classes for the first, second, and third grades of SDN Sedatigede 1. With more than 80 students in one class, it can be assumed that each English session is overcrowded. A pupil may have a slim chance to learn with a teacher's guidance in an overcrowded class. Therefore, this analysis attempts to discover a way for students to learn a language independently using language learning program accessible on the internet. This research then reveals three language learning services believed to be suitable for elementary school students. From these results, this study provides solutions for the teachers to motivate their students to apply these resources for learning English autonomously and with minimal teacher guidance. Further research is required to find autonomous learning ways in offline media for students with no access to the internet and proper ways for teachers to fulfil their role as a motivator in this pandemic era.*

*Keywords: autonomous learning, English class, elementary class, language learning service*

## **1. INTRODUCTION**

During the Covid-19 pandemic, most schools have been closed by the government to prevent Coronavirus spread. Nowadays, lockdown is a common buzzword that was buzzed by people during the Covid-19 pandemic. Lockdown is an emergency protocol imposed by the relevant party to prevent all people from leaving their hometown. Many countries worldwide have implemented it to quarantine their community, and it generally has taken

effect since March 2020. Students are also required to study at home. This behaviour has, in effect, adds tension to the students, teachers, and parents. The students find it difficult to absorb lessons due to a slim chance to ask the teachers. The teachers also face difficulties in explaining the materials to the class. Besides, parents find it hard to teach their children about school materials due to a lack of understanding.

As a solution, some schools encourage students and teachers to use Video Conference Services (VCS), such as Zoom, Google Meeting, WhatsApp, and so forth. By using VCS, students may keep contacting teachers while studying at home, and teachers can still teach their students while working from home or in the schools. VCS also allows teachers to set schedules based on student's availability. The use of VCS could open teachers' possibilities to deliver the materials to their students, to involve electronic text sharing, such as lesson plans, student job pictures, PowerPoint slide shows, web pages, and multimedia video recordings (L. Sharpe et al., 2020). It seems that using VCS is helpful while teaching in this pandemic era. However, the number of people attending one session arises as a problem when using the service. During the pandemic, some schools tend to put two to three classes in one session under the same lesson. It would merge those classes into one big class.

This case can be seen in the English class of SDN Sedatigede 1. A total of 83 students were divided into three classes for first grade, 90 students were divided into three classes for second grade, and 112 students were divided into four classes for third grade. What makes it worse is that during this pandemic era, each class takes their English class at the same time, which means one session of English class consists of at least 80 participants. The Regulation of the Ministry of Education and Culture or *Permendikbud* Number 44 of 2016 Chapter IV Point 2 stated that the maximum number of students in one class is 28 students for elementary school. Based on the regulation, the online class of each session is considered overcrowded. Küçükler and Kodal (2018) stated that when the total number of students exceeds the teacher's expectation or lecturer's contract, a class is considered overcrowded. It causes long-distance learning is hard to implement.

Other problems regarding the occurrence of the overcrowded class mentioned by Küçükler and Kodal (2018) include the inability to assess student's knowledge and feedback, issuing problems faced by the teachers for managing class, and encouraging effective learning. Several solutions are provided to handle those problems, such as video conferencing technology, virtual reality (Ip and Li, 2015), as well as using pairing and group work to encourage cooperative learning. Ip and Li (2015) stated that Virtual Reality (VR) technologies bring new opportunities and challenges to teaching and learning activities. Virtual Reality Learning Environment (VRLE) is a VR-based interactive environment incorporating the instructional design. This learning process is believed to be useful during the pandemic to allow teachers and students to hold their class virtually.

Marais (2016) discussed overcrowded class challenges using 112 data-rich assignments obtained from final-year students of Bachelor of Education (BEd). This research aimed to explore overcrowded class challenges faced by the teachers in South Africa. The research discovered that the teachers of the overcrowded classes faced multiple issues, such as the difficulties in applying discipline and certain teaching strategies to handle the students in the class, as well as students' lack of learning motivation. Marais (2016) employed the

data from university students. Thus, this research employed the data from the elementary students to fill the gap.

Sugianto and Ulfah (2020) also analysed the challenges in the Intercultural English teaching class during the pandemic instead of those in the overcrowded classes. Besides, they also examined the opportunity of Intercultural English teaching during this pandemic era. The research combined questionnaires and interviews with 52 teachers taking a Master's Degree in English Education Study Program in Bandung city. It indicated that most of the teachers' intercultural skills were considered moderate. In addition, the study also identified some difficulties, including internet access and learners' psychological aspects, such as attitudes towards intercultural language teaching and online learning. Meanwhile, the discovered possibilities included language skills, behaviours, and other supportive skills, such as critical thinking growth. They only observed the challenges and opportunities of the general teachers. This present research attempts to narrow the teaching problems in an overcrowded online class at the elementary school level during the pandemic.

Rathiga (2015) conducted research on the possibilities of English self-learning using mobile apps. The researcher believed that, in this era of technology, book use could be reduced since students and teachers tended to use their mobile devices to access any information. The researcher also suggested the proper way to utilize the mobile phone for learning English and stated that many applications were available in the application store. Thus, the researcher believed that language learning apps constituted the ideal tool to engage learners with high technology literacy and naturally enjoy using gadgets. Unfortunately, Rathiga (2015) did not specify the self-learning apps. Therefore, this current study attempts to fill the gap in Rathiga's research.

Kim (2014) also mentioned the ways to develop oral proficiency in English autonomously. The study examined whether the learners of English as a Second Language (ESL) could develop their oral skills using online tools for self-learning, online recording, and speech-text-program (STP). The researcher also provided inputs for an autonomous learning environment. The study involved five participants from a university at the city level. Each participant was asked to perform storytelling of silent movies and assessed based on four aspects. The result indicated that all participants developed their speaking skills and self-confidence. It also suggested that storytelling assessment could autonomously develop students' oral proficiency. Kim (2014) applied assessment as a benchmark of autonomous learning effectiveness. This current research does not apply assessment since it focuses on describing the possible way to learn language autonomously using online language learning services instead of applying theory.

Krishnan et al. (2020) analyzed how online learning using free online resources was more effective than that of using books, especially during the Covid-19 pandemic. This study identified learners' perception of learning English via free online resources in comparison to traditional learning. This research was qualitative and quantitative research with 55 students of international pre-elementary intensive English aged 18-24 years old as the samples. It indicated that students considered free online resources as useful tools for learning English in terms of reading, communication, and vocabulary, as well as for supporting free-learning requirements for English learning. Students also found that free online resources encourage them to stay motivated in learning English. It is because free

online resources provided a motivating learning environment, enhanced learners' analytical and critical thinking skills, and encourage social interaction between teachers and learners, learners and their peers, as well as learners and other participants. Krishnan et al. (2020) did not specify the type of online resources used in the research. Thus, this research attempts to fill the gap.

In this pandemic era, it is hard to conduct normal study sessions with the students since not all students have mobile phones or sufficient internet access to focus on their school sessions. Some of them only have one mobile phone for the whole family members which is used by their parents while working. This condition becomes a different problem for teachers besides managing the overcrowded class to notice students' needs during online learning. Therefore, a good method to teach students in this pandemic era is required.

These problems lead the present study to a question: what is the most suitable method for elementary students to learn English in overcrowded classrooms during the pandemic while keeping them inspired by the learning process. This study aims to discover the most suitable method for elementary students to learn English at home. It would also become solutions for teachers to keep the students learning, even without a teacher by their side.

## **2. LITERATURE REVIEW**

### **2.1. Overcrowded class management**

The overcrowded class has become an issue for many teachers beyond this pandemic era. It takes more concern during the pandemic since teachers and students conduct their learning sessions in the virtual classroom instead of the real classroom, and teachers have trouble presenting their contents.

Wright and Bartholomew (2017) mention the use of small classes to measure progress in higher education. This theory supports the idea of Marais (2016) regarding teaching in overcrowded classrooms, which poses a major challenge to creating an effective classroom. It then suggests a learning environment in which effective teaching and evaluation approaches are applied. It makes students difficult to use various methods, such as higher-order analysis and positive learning techniques. It is caused by teachers' less attention to students' progress, in this case, their progress in English learning.

Marais (2016) and Küçükler and Kodal (2018) discuss issues of overcrowded class. The issues they see in the overcrowded class include how hard students obtain input from an instructor. With an increased number of students in one class, it is more difficult for teachers to handle student space, time, and material. According to Imtiaz (2014), Mustafa et al. (2014), and Marais (2016), teachers who teach in overcrowded classrooms spend less time in the classroom than managing the administration for teaching. Classrooms with a huge number of students could lead to a disciplinary issue due to their bustle when the lessons are held (Mustafa et al., 2014; Maris, 2016; Küçükler and Kodal, 2018).

### **2.2. Autonomous language learning**

An autonomous learner is an individual who can make responsible decisions about what they want to learn and what they want to know (Nunan, 2015; Hendar, 2014) based on their self-assessment of linguistic competence (Kim, 2014). Nunan (2015) assumed that

autonomous learners could; Self-assess the overall direction of learning; Effectively participate in the development of the learning process; Exercise equality of choice in the area of learning experiences and activities.

In this pandemic era, learning a language, especially English, is quite difficult since the teachers could not directly teach and observe students' progress in learning English. Thus, for encouraging autonomous learning, Kim (2014) and Rathiga (2017) propose the use of mobile and online service programs for learning English. Their consideration is that everyone possesses mobile phones and could easily access the internet. The idea of learning a language on the internet is supported by Kartal and Uzun (2010). They analyzed four internet services of learning English to support the idea of Computer-Based Language Learning (CALL). They believed that online language learning services could boost the proficiency level of learners who use the services. Thus, the use of these services could encourage students who want to learn English and what kind of English they want to start study.

Almusharraf (2020) has conducted a relating study on autonomous learning by examining teaching methods and the role of agents in language learning. This research was carried out based on a social constructivist paradigm and transformative learning theory, approaching learners as agents and in the socio-cultural sense of language learning, especially vocabulary learning. The results suggest that the application of autonomous learning is a crucial factor in the student's dedication and willingness to improve their vocabulary skills. Almusharraf's study did not suggest overcrowded classes to perform autonomous learning. Cotteal (1998) also has analyzed the good strategies for autonomous language learning. The research focused on how teacher-student role relations in class could affect the way students perform their autonomous learning. The research also mentioned three roles, including self-directed role - setting students' and teachers' times to learn a language, institutional roles - using formal regulation on how to perform autonomous language learning and autonomous role focusing on what the learner what to learn, and teachers' role to give a hint on what should the students do to achieve the goal they set before. Since this research was conducted in 1998, the culture of autonomous learning should have changed due to the modernization and the domination of CALL and the internet. Therefore, this study attempts to fill the gap found in the autonomous learning problem.

### **2.3. Teacher as motivator**

Vero and Puka (2017) state that a lack of motivation in education might undermine a student's learning process. In terms of encouragement, teachers' roles in the educational process are to build a positive environment and mindset that promotes learning. They also believe that the educational world is more complex. Typically, all students participating in the learning process are inspired in various ways and types. Therefore, the teacher's role is to maintain this motivation working. Han and Yin (2016) believe that teacher motivation, identified as a key factor, directly connected to various factors in education, such as student motivation, school reform, classroom practice, personal satisfaction, and teachers' well-being.

Tambunan (2018) implies that the intensity of a teacher's motivation to students correlates with students' achievement in mathematic class. This study conducted observation

in the 8th grade of senior high school with 209 students, comprising of five state schools and two private schools in North Sumatra. The data collection method employed was a questionnaire on students' interest and motivation in mathematics and the teacher's role as a motivator. The questionnaire analysis indicated that student's motivation was influenced by the delivery of materials (6.1%), awards for students (6%), learning objectives (5.1%), and various learning approach (5.06%). It implies that good motivation and encouragement would improve student's achievement.

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Almekhlafy (2020) has provided an example of online learning during a pandemic with Blackboard. This research aims to explore students' impressions of the Blackboard application in the Preparatory Year (PY) learning process. Besides, it also explores the effects of student expectations on the use of Blackboard. Blackboard is a virtual class service in which teachers could provide students with assignments, learning materials, and student's growth report. Students could use Blackboard in submitting their assignments, reporting attendance, and joining a built-in video conference service. The data were obtained from a survey conducted with 228 PY students, consisting of 126 students at the first level and 102 students at the second level at Najran University. The first-level students did not have any prior experience with Blackboard, while the second-level students have already experienced Blackboard earlier. It revealed that the perceptions of the first level students of online English learning through Blackboard were higher than those of the second level students. This teaching method offers teachers a chance to communicate with students, but it is required to identify the difference between Almekhlafy's students and the students observed in this study. It is quite hard to apply Blackboard for elementary students. Thus, this study attempts to discover the easiest way for elementary school students to learn English.

### **3. RESEARCH METHODS**

This research utilized a qualitative approach to address the research objective. A qualitative approach is a term that covers interviews, participant evaluation, and textual analysis (Tracy, 2020: 4). It was employed since the data were in the form of text. The researcher analysed the issues arising in each class to design the next step. By applying this approach, this research was then considered as a single instrumental case study since the researcher only focused on one issue (Elkatawneh, 2016) to discover the best solution for overcrowded classes teaching during the pandemic. The classes observed included the first, second, and third grades in SDN Sedatigede 1 since the researcher was a part-time English teacher in SDN Sedatigede 1.

The observation was conducted on English subjects from November 16-28, 2020. It was carried out twice for each class on Thursday for the third grade, Friday for the first grade, and Saturday for the second grade. The researcher analysed all problems that occurred during the two-week observation to answer the research objective. The homeroom teachers' assistance was required in identifying more detailed problems. As representatives of each grade, those three homeroom teachers were interviewed regarding the problems during this pandemic era. As a part of the agreement, the conversation transcription was not attached to this study. The researcher only provided the conversation summary between the researcher and the three homeroom teachers. Furthermore, the researcher tried to discover several possible ways to learn English effectively and autonomously in overcrowded classes. It implies that this research only analysed the potential ways for students to enjoy their English class in an overcrowded class during this pandemic era. One possible way was by exploring any service available on the internet to be utilized for autonomous English learning.

#### **4. FINDINGS AND DISCUSSION**

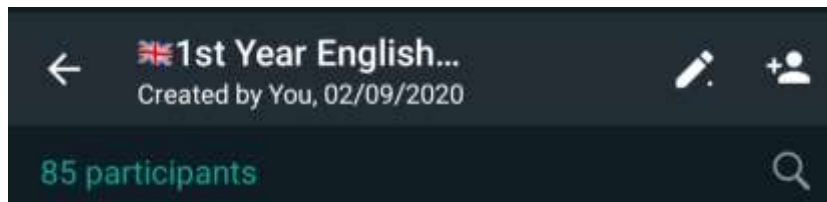
The research findings are presented as a possible solution focusing on managing the overcrowded classes in this pandemic era by performing autonomous learning concepts. To emphasize that, the researcher conducted observation for two weeks. Furthermore, this study analysed any possibilities available on the internet for students to keep learning English autonomously even without teachers' guidance. Various English learning services are available on the internet in the form of a web browser-based service, app-based service, and even online class with online conference service to deliver the course. This study found three services accessible for elementary students, i.e., Duolingo, Busuu, and British Council Learn English Kids. Then, this study described the best possible ways for the teachers to encourage the students to learn autonomously using an online language learning service.

##### **4.1. Problems in overcrowded remote class**

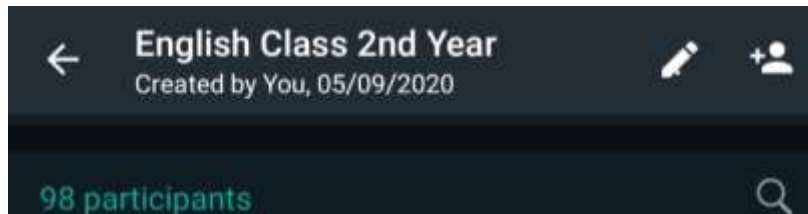
Based on the observation result, the overcrowded class was not the only problem that the English teacher faced. During this pandemic era, all school activities were conducted at home, which means the students could not go to school. Their parents could represent them when they were required to collect their works at school. When the teachers carried out an online class using Zoom or Google Meet, not all students had access to the mobile phone during study time. Homeroom teachers clarified that one household sometimes only had one mobile phone. Their parents commonly used the mobile phone at school time. Consequently, the students only had access to the mobile phone when their parents were at home around 4-6 pm. It would be troublesome in learning English since it required practice, while the teachers could not provide detailed feedback for the students. The English learning for students became more complicated since not all parents understood how to speak English.

During the pandemic, the government did not allow schools to carry out any activities, and remote learning became a solution to keep the lesson running. WhatsApp (WA) is the most-used technology in this pandemic era. In WA, someone could create a chat group with a maximum of 256 members. By using WA, the teachers could give any assignment to the students. Students then took a picture of their completed assignment to the worksheet assignment or upload their video for speech assignment to the WA group for the teacher to assess. The problem was on the teachers instead of the students. As has been stated before, 83 students were divided into three classes for 1<sup>st</sup> grade, 90 students were divided into three classes for 2<sup>nd</sup> grade, and 112 students were divided into four classes for 3<sup>rd</sup> grade. With a total of 285 students per week, their works appeared to be disorganized due to the student's attempt to upload their works at the same time. It could lead to confusion in organizing student's work, and teachers might miss one or two students' works.





**Figure 1.** The number of participants in the first-year English class



**Figure 2.** The number of participants in the second-year English class



**Figure 3.** The number of participants in the third-year English class. Homeroom teachers from four classes agreed to create this group. As agreed by researcher and teachers, teachers' names are redacted.

## **4.2. Media for autonomous learning**

For this section, the researcher searched for available online instruments to learn English independently because it is impossible to implement an offline alternative during the pandemic due to students' surveillance. It implied that this research only included online learning platforms to help students learn autonomously.

Many online services are available for learning English. Therefore, this research identified the easiest and fun-to-do services to build up students' enthusiasm to learn English. This research analysed three well-known services available on the internet, including Duolingo, Busuu, and British Council Learn English Kids.

### **4.2.1. Duolingo**

Duolingo is probably the most well-known language learning program because it has internet meme notification in the web version. According to the website profile, Duolingo has more than 300 million subscribers. Duolingo is designed as a game-like app and has been proven to be effective in learning another language by its testing team. Duolingo has 36

language courses available for users who already understand English. However, if the users only speak Indonesian, Duolingo only offers an English language course. This service offers an important path to accomplish users' goals. Duolingo clearly asks new users to decide their goals, such as educational purposes, travelling purposes, business purposes, or simply learning a new language. Duolingo's Grammar-Translation Approach is designed for learners to translate phrases and basic sentences. Game is a simple alternative to learn a language and effective for attracting children's interest. The video game service offers more experience to learn a foreign language. Duolingo also focuses on pronunciations and sentence quiz. However, Duolingo is restricted only for premium, but the free version is still sufficient for elementary students to learn English.

#### **4.2.2. Busuu**

Busuu is another well-recognized online language learning provider. It offers courses in 12 different languages on the web and mobile and has over 100 million users worldwide. The word "Busuu" originates from Cameroon's Busuu language, which, unfortunately, is almost extinct. Busuu company was founded in 2008 by Bernhard Niesner and Adrian Hilti. The new users may select their language learning goals, such as travel, school, industry, or simply learning a new language. Besides, Busuu decides the actual target for each option. For instance, in the travel goal, the new users are asked what kind of travel they wish to accomplish. They could select "easy travel", "for speaking to native", or "learning the local media" option. The contents seem more compact than the Duolingo's. Busuu is more focused on applying the simple translation of words than on grammatical-translation as Duolingo. In Busuu, premium users could take a placement test, and the results would decide courses required by the users. However, Busuu provides minimal services for free edition. This service needs a lot of internet data due to pictures and audio files played in one session.

#### **4.2.3. British Council Learn English Kids**

This service is the easiest and most complex service on the internet. It is considered easy because this service is completely free and can be accessed from <https://learnenglishkids.britishcouncil.org>. Meanwhile, this service is regarded as complex since the contents sometimes do not fit with eastern culture. British Council Learn English Kids has a bright orange color as their background on the website. This color could maintain children's focus on the monitor. British Council Learn English Kids offers six options for English learners, including listening and watching, reading and writing, speaking and spelling, grammar and vocabulary, fun and games, and painting and making. Those options are targeted at children aged 6-17 years old. Since learning activity is carried out at home during the Covid-19 pandemic, this website keeps updating new content for children. The users could create their unique avatar to boost their motivation to use this website. In the listening section, users could listen to songs and short stories. The users also could read and listen to poems, watch short videos or tutorial videos to be followed by the users while learning English.

The reading and writing section focuses on how to write certain daily topics. The reading practice could help the users learn English in practical daily conversation.

Meanwhile, writing practice could teach users to write more complex content in daily activity. In addition, the speaking and spelling section focuses on how to pronounce English words fluently and understand some tricky words in English. This section provides expression on simple and fun commands. The speaking section particularly focuses more on the pronunciation of simple English words used in daily activity. Meanwhile, the spelling section concerns how to spell the name of stuff around. Then, the last part is a section to teach tricky words of English used daily.

In the grammar and vocabulary section, the users focus on learning grammar and commonly-used words in daily activities. This section is the most grammatical translation because it is more serious while fun to play and focuses on word structure in conversation. It also contains interesting and simple explanations and examples that could be applied in daily conversation. Besides, this section contains a word game explaining words used on special occasions and places. The last lesson in the grammar and vocabulary section is a word of the week. This lesson consists of an explanation of a special word updated every week and its example in a simple short sentence.

The next section is Fun and Games, focusing on entertaining the users while maintaining them to focus on learning English. This section offers three services, including games for the users to play and learn English; jokes related to English, usually a pun which is unfortunately not quite relatable with eastern culture; and a mini-game of English tongue twister. The users could select several tongue twisters available in this section on the website.

The last category is the painting and making section, which consists of activities to improve users' creativity while learning English. This section allows users to perform activities such as colouring a picture to making a complex worksheet. This section is designed for users aged 6-17 to learn English by making artworks. If a user is comfortable learning based on a theme instead of the designed activities, this website provides several themes from A to Z from transportation to an animal group. Each theme consists of all skills mentioned in the preceding paragraphs.

In case parents are confused about how to teach English to their children, this website provides tutorial videos for parents to teach English. The tips are available on the website in the form of videos and short articles. The tips aim to motivate children to learn English at home. Besides, parents could download an English learning app that is attractive for children. However, all interference is available in English, and it causes confusion for the users since English is considered a foreign language for Indonesian. Consequently, it would be difficult to operate the website. Since many videos are available to access, it requires more mobile data than the other two categories mentioned before.

### **4.3. Encouraging students to perform autonomous learning**

This study aims to encourage students to perform autonomous learning after considering another possibility to learn English due to the overcrowded classes. This part discusses good encouragement that teachers should offer to their students to use autonomous learning service on the internet. Based on the problems that occur during learning, autonomous learning is a preferable solution for students to learn even without a teacher by their side, and for the teachers to deal with overcrowded class.

The problem apparently was that not all student had access to a mobile phone. Since students could access Duolingo, Busuu, and BCELK at any time, the teachers could emphasize those apps' benefits. The teachers could explain the advantage of using both Duolingo and Busuu. However, not all students have access to the internet or could afford an expensive internet plan. To address that problem, the Ministry of Education and Culture (*Kemdikbud*) provides students with free internet data for joining a remote class. According to the website <https://kuota-belajar.kemdikbud.go.id/>, a student in elementary school obtained 35 GB of internet data per month to join video conference service and educational service, Duolingo. The teacher could tell the students that the free internet data were provided by the government to access Duolingo. It could not be used for Busuu or British Council Learn English Kids. When the students could perform autonomous learning in English, it answered the research question regarding solutions for autonomous learning media.

The problems that emerged from the overcrowded classroom in elementary or higher education can be rendered as similar according to the study by Marais (2016). However, since this research was conducted during the Covid-19 pandemic, it revealed that the problem arose from not only the overcrowded class but also the remote learning problem, as suggested by Sugianto and Ulfah (2020). With that in mind, this research mentions autonomous learning as a solution to allow the students to learn English while receiving limited support from their teachers due to both overcrowded and remote classes in this pandemic era. Rathiga (2015) had offered a solution to using online language learning services for autonomous learning. This study then narrowed it down into three services that were considered easy to access and practical for elementary school students. The next problem included encouraging students to use it for learning English.

Encouraging students was not a simple matter to perform because some parents prefer their children were taught at school instead of learning by themselves at home. In this situation, the teacher's role as a motivator is required to maintain parents' trust in their children. In addition, teachers could keep their students motivated to learn English even though it is an extracurricular subject in the current curriculum. In other words, it is necessary for teachers to encourage students' ambition for learning English because it is a personality construct that strongly impacts an individual in achieving goals in education and career, as well as status attainment (Jones, Sherman, Hogan, 2016). Ambition motivates the student to learn English. The teacher could start by providing examples of effective learning using the services mentioned above. The teachers could tell them that the government's internet data support could be used for accessing Duolingo, so the students know how to utilize the internet data properly. Teachers may also suggest parents ensure that their children spend it for educational purposes by convincing them that autonomous learning could help their children learn English effectively. It was in line with Khrishnan et al. (2020) study regarding the effectiveness of learning using free online service. It should be kept in mind that autonomous learning does not exempt teachers from controlling the class. The teachers are required to make sure that their students learned from one of the services mentioned by providing them targets. Since students also had workbooks from their schools as main resources to learn English, teachers could include learning activities using Duolingo

as an extra point for them. Challenging them with a simple goal, such as completing one level a week, could maintain their motivation because Duolingo could make learning activities like fantasy games. In addition to students, the teachers were required to maintain their motivation as well. Han and Yin (2016) believed that teachers' self-determination towards works influenced student's motivation. The teachers could combine activities on student workbooks with those on British Council Learn English Kids. Besides, the British Council Learn English Kids also offers users access to PDF file format materials. The teachers could combine today's activities at formal school time with the materials downloaded from the British Council Learn English Kids. With these activities, the teachers could run the class based on the lesson plan even though the class was overcrowded. In addition, the students could still learn English more effectively even with minimum teacher guidance.

## **5. CONCLUSION**

The Covid-19 pandemic affects school activities by shifting normal school activity to a remote school which requires students to learn from their home. Since English classes are scheduled in one session, it results in an overcrowded class. Therefore, teachers' pay less attention to each student due to the huge number of class members in one session. With autonomous learning from the internet language learning service, the students could develop their English understanding even without direct guidance from their teachers. Duolingo, Busuu, and British Council English Learning Kids are believed as the best possible ways to keep students learning English even though with minimum guidance from their teachers due to overcrowded class. Besides its advantages, these services have a weakness in learning English with this kind of activity. It could be managed by how the teachers, who dedicated themselves to this profession, motivate their students to learn English. Besides teachers' motivation, parents should understand that this study model is performed as response to the Covid-19 pandemic. With both motivations, not only the elementary school students but also every student could maintain their motivation to learn a new subject, especially learning English.

Further research is required to provide analysis on how Duolingo, Busuu, and British Council English Learn Kids could replace the use of workbook. When conducting the observation, the researcher found that during this pandemic era, the Indonesian Ministry of Education and Culture or *Kemdikbud* designed a new curriculum called "*Kurikulum Darurat*" or Emergency Curriculum. Further research on new curriculum effectiveness during the pandemic would be highly recommended. To raise this topic, the researcher suggests to conduct observation for more than two weeks, and two months is preferable to obtain more insight into how this pandemic era affects schools in holding their learning activities. There might be many gaps in this paper that could be filled with more improved and complex future research.

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