



The Importance of Learning English at Public Senior High School in Bali

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Abstract. *The COVID-19 pandemic triggered a major transformation in the education system, bringing both opportunities and challenges due to the unfamiliar nature of remote learning. This study aims to explore how online English instruction has been implemented in public senior high schools across Bali, particularly by examining its strengths, limitations, potential benefits, and inherent risks. Employing a qualitative research design, the study involved four English teachers from four different public high schools. Data collection methods included literature analysis, in-depth interviews, and classroom observations. The study found that online English instruction was shaped by the English for Specific Purposes (ESP) approach, with a particular emphasis on content relevant to the tourism and hospitality sectors. A variety of platforms—such as Zoom, WhatsApp, and other digital tools—were employed to deliver instruction. One of the key advantages identified was the flexibility in time and location, which allowed both students and teachers to access learning materials anytime and anywhere. Furthermore, the availability of diverse digital tools enabled teachers to creatively adapt their teaching strategies. Nonetheless, the implementation also encountered significant barriers, including inconsistent internet access and a lack of adequate digital infrastructure. The study also highlighted opportunities arising from increasing student digital literacy and the expanding use of online learning platforms, which fostered more interactive and engaging learning environments. However, several challenges remained, including low awareness among parents and varying levels of digital competence among educators, which affected the overall effectiveness of the program. The findings underscore the urgent need for sustained teacher training and institutional support, particularly in tourism-oriented education, to ensure that online English learning can be optimized and more effectively integrated into the broader educational system.*

Keywords: *English as a Foreign Language, English E-learning, English for Specific Purposes, Online Learning*

1. INTRODUCTION

The outbreak of COVID-19 significantly disrupted Indonesia's educational landscape, forcing the closure of all learning institutions—from elementary schools to universities—and prompting an urgent shift toward online education (Kurniawati, 2021). This abrupt transformation presented numerous challenges, as both educators and learners were required to swiftly transition into digital environments with limited preparation. The shift exposed deep-rooted inequalities in internet connectivity and technological readiness, particularly in remote regions, hindering equal access to quality education. Nonetheless, the pandemic also acted as a catalyst for innovation, prompting educators to explore creative approaches to digital engagement and pushing forward the evolution of teaching methods and educational technology. As Indonesia continued to adapt, its education system found itself aligned with a global movement toward digitalization as a strategy for crisis resilience.

In the specific context of public senior high schools across Bali, the teaching of English experienced a considerable transformation. Traditionally conducted through in-person instruction, English lessons had to be adapted rapidly for online delivery due to pandemic

restrictions. While this transition introduced a host of challenges—such as the lack of physical interaction and digital literacy gaps—it also opened doors for pedagogical experimentation. Teachers were compelled to develop inclusive strategies and digital tools that could support students' language acquisition remotely. The shift underscored the importance of equipping both students and educators with digital competencies and highlighted the need to ensure equitable access to online learning materials. Over time, these efforts spurred the development of innovative teaching resources and interactive strategies that could potentially enhance the English learning experience even beyond the pandemic.

Before the pandemic, English instruction in Bali's public high schools predominantly took place through direct, face-to-face engagement. This conventional approach was favored because it emphasized practical application—an essential component in language learning, especially for real-life communication scenarios. Classroom-based instruction allowed students to participate in conversations, role-play exercises, and other hands-on activities that promoted both linguistic proficiency and cultural awareness. In tourism-focused education, such as that prevalent in Bali, this method was especially effective in preparing students for interpersonal communication and customer service roles. However, the necessity to shift to digital platforms prompted educators to search for virtual alternatives that could simulate or enhance these interactive experiences, ensuring continuity in language learning despite the limitations imposed by the pandemic.

Globally, English has emerged as the dominant medium in commerce, technology, academia, and cross-cultural communication. In a world that is becoming increasingly interconnected, proficiency in English is not just an asset—it is a necessity. As Indonesia's economy continues to integrate with global markets, the demand for English language education in schools has surged. To be competitive in the international arena, students must not only learn English but master it (Putri, 2021).

Extensive research supports the integration of English instruction from an early age, citing benefits that go beyond language acquisition. Early exposure to English has been shown to enhance cognitive abilities, analytical thinking, and cultural tolerance. Rahman and Sari (2022) found that students introduced to English early tend to demonstrate superior critical thinking skills and openness to cultural diversity. Similar findings by Mulyani (2020) affirm that English proficiency enhances students' academic performance by expanding their access to global knowledge and literature.

Moreover, English fluency is essential for students planning to pursue higher education or careers abroad. Studies published in Scopus-indexed journals have indicated that countries incorporating English instruction into their early education curricula tend to produce a workforce more adept at navigating global challenges (Johnston, 2019). This is echoed by Williams (2020), who argues that English language skills significantly improve students' opportunities for studying overseas and increase their employability on an international scale.

From a socioeconomic standpoint, English language skills are increasingly linked to employment prospects in Indonesia, particularly in the tourism sector and multinational industries. According to Sari et al. (2021), individuals with strong English abilities generally enjoy better job opportunities and higher salaries than those with limited proficiency. This reinforces the notion that English is no longer just a communication tool, but a key socioeconomic asset in today's globalized economy.

Recognizing this, national educational policies in Indonesia have also prioritized English instruction. For instance, the 2013 Curriculum places strong emphasis on English proficiency as part of broader efforts to enhance the quality of education. While this policy has led to improvements in student outcomes (Yusuf & Fadli, 2021), challenges such as inadequate teacher training and limited resources continue to hinder its full implementation. These findings underscore the need for sustained institutional support to ensure equitable access to quality English education nationwide.

In summary, teaching English in Indonesian schools is more than a curriculum requirement—it is a strategic investment in the country's future. Beyond linguistic competence, it fosters cognitive growth, enhances employability, and prepares students to be active participants in the global community. As such, integrating English effectively into the national education system is essential for both individual advancement and national development.

Even after the peak of the COVID-19 crisis, many public high schools in Bali have continued to adopt online English learning methods. The flexibility and accessibility offered by virtual education have encouraged schools to blend online platforms into their regular curricula. This hybrid approach allows for more personalized learning experiences and accommodates students' diverse schedules. Although the transition initially posed technological and pedagogical hurdles, teachers have since refined their online methods, incorporating multimedia tools, virtual simulations, and interactive content to create engaging digital learning environments. These platforms not only simulate real-life scenarios but also offer students exposure to diverse linguistic and cultural perspectives from around the world.

This sustained use of digital learning signals a broader shift toward blended education models that combine the benefits of both online and face-to-face instruction, aiming to optimize outcomes in English language education in Bali.

The growing integration of technology into English instruction in Bali's public senior high schools was the foundation for this study. While several earlier studies have examined online education, few have explored in depth the specific advantages, disadvantages, opportunities, and risks of implementing online English learning at the high school level. Therefore, this study was guided by two key research questions: (a) how have English teachers in Bali's public senior high schools implemented online English learning? and (b) what are the benefits, limitations, opportunities, and challenges associated with this mode of instruction?

Through a detailed analysis of these questions, this research seeks to offer a comprehensive overview of how online English education is being applied in practice, as well as to evaluate the effectiveness of the tools and strategies employed. The study also aims to identify gaps and areas for improvement, providing insights that may inform future policy decisions and the broader development of online learning frameworks in Indonesia.

2. LITERATURE REVIEW

This study focuses on two central themes: e-learning and English for Specific Purposes (ESP). Additionally, it reviews relevant prior research to provide a foundation for the discussion.

E-Learning

E-learning refers to educational approaches that utilize electronic technologies, derived from the terms "electronic" and "learning." Broadly, it encompasses a range of digital tools and methods used to deliver instruction via the internet. Although defined differently across academic literature, most perspectives emphasize the role of technology and internet connectivity in enhancing individuals' knowledge and competencies.

According to Jethro et al. (2012), e-learning involves the use of digital technologies and the internet to offer diverse learning solutions that improve students' understanding. Instructional materials in this format are typically delivered through digital platforms like videos, websites, and interactive tools. The core aim of e-learning is to provide flexible, accessible education, enabling learners to study independently of time and location constraints. This method not only improves the accessibility of education but also enhances the efficiency and scalability of learning delivery.

Carrillo and Flores (2020) identify three essential components that underpin online English learning: facilities, instructional design, and pedagogy.

a. Pedagogy: In the pedagogical dimension, students are viewed as active agents in the learning process. Rather than being passive recipients of knowledge, they are encouraged to question, explore, and apply what they learn. Teachers, meanwhile, act more as facilitators—guiding, supporting, and providing feedback rather than merely delivering content. This learner-centered approach fosters collaboration, encourages critical thinking, and creates a dynamic learning environment where lessons are connected to real-life situations.

b. Instructional Design: Effective instructional design plays a pivotal role in shaping successful learning experiences. It involves designing flexible learning pathways that cater to various learning preferences and individual needs. Instructional design also integrates learners' backgrounds and cultural contexts, ensuring that content is relevant and relatable. Moreover, by embedding appropriate technologies, it enables interactive and engaging learning environments tailored to learners' academic or professional goals.

c. Facilities: Facilities in an online learning context refer to the essential support structures that enhance learning outcomes. These include setting clear expectations, encouraging active engagement through questioning, and promoting inclusivity through cultural sensitivity. Constructive feedback also plays a crucial role—providing students with timely, actionable insights that help them improve and achieve their learning objectives. Together, these elements create a nurturing and goal-oriented online learning atmosphere.

These three pillars—pedagogy, instructional design, and facilities—are crucial for the successful implementation of online education, including in English language learning. In the context of Bali, schools often adopt English for Specific Purposes (ESP) to meet the practical language needs of their students.

English for Specific Purposes (ESP)

English for Specific Purposes (ESP) is a specialized branch of English language teaching that focuses on developing language skills tailored to specific professional or academic fields. As Musikhin (2016) explains, ESP emerges from the need to equip learners with communicative competence in specialized environments that require domain-specific language use. It merges contextual knowledge with real-world application in dynamic, often complex, social settings.

ESP is commonly used in industries such as tourism, engineering, medicine, and business, where effective communication is essential. The primary goal is to provide learners with the language tools—terminology, expressions, and communicative strategies—necessary

to function effectively within their professional domains. As such, ESP courses are highly targeted, aligning closely with the practical language needs of learners.

Dudley-Evans and John (1998) identify three defining features of ESP:

a. Needs-Based Instruction: ESP programs are designed based on the specific needs of learners. Unlike general English courses, ESP focuses on equipping learners with relevant vocabulary, language structures, and skills for their chosen field of study or profession. This targeted instruction ensures that learners acquire the linguistic competence required to communicate effectively in their academic or occupational settings.

b. Contextual Language Use: ESP emphasizes the practical application of English within particular professional or academic environments. It prioritizes teaching language in context, helping learners understand and use terminology and communication styles that are directly applicable to their discipline. This approach fosters a deeper level of fluency and relevance, as learners practice using English in scenarios they are likely to encounter in their careers.

c. Task-Oriented Communication: ESP is driven by the need to perform specific communicative tasks—such as writing reports, delivering presentations, or conducting negotiations—in English. Instruction is centered around real-world activities that require effective language use. By focusing on these practical functions, ESP prepares learners to confidently engage in their professional or academic roles using precise and purposeful English.

Ultimately, ESP empowers learners by aligning language instruction with their immediate and future communication needs, ensuring they are well-prepared to navigate their specialized fields with competence and confidence.

3. RESEARCH METHOD

The study used qualitative methods to investigate the online English learning habits of three English teachers from several tourism institutions in Bali. The purpose of the research was to learn more about the way these instructors taught English lessons online. The qualitative research methodology was chosen to conduct the study based on its objectives, which are to thoroughly analyze and comprehend the implementation of English online learning in schools in Bali, as well as its strengths, weaknesses, opportunities, and dangers.

The researcher employed an interview guide consisting of a question list and notes to gather the necessary data. The data gathering process included interviewing each respondent to learn about their methods, tactics, and experiences teaching English through

online platforms. The interviews offered comprehensive insights into the hurdles encountered, creative practices used, and the general efficacy of online teaching techniques in public education. This study included three research informants. One of the male English lecturers and three of the female English lecturers were English instructors. Those informants earned degrees from Waradewa University and Udayana University and have been teaching English in three different colleges for ten years.

The research tools were developed first, and data collection began there. The next step was to get in touch with the informants in order to set up an interview. Using Online Zoom Meeting, the interviews were conducted online. The interview data was systematically categorized and interpreted using thematic analysis, which looked for recurring themes and trends in the lecturers' experiences and perspectives. This methodological approach made it possible to have a thorough grasp of the subtleties and difficulties of putting online learning into practice in the particular academic environment of Bali's colleges.

This study uses a library research approach, which systematically gathers, analyzes, and interprets data from accessible sources in libraries, academic journals, books, and other pertinent publications. This study is especially well-suited to library research since the goal is to understand and assess the significance of English language learning in schools through a review of current literature. Data analysis comes after data collection. This entails analyzing the information acquired from each source, paying particular attention to arguments, results, and conclusions that pertain to the study subject. The researcher employs a descriptive analysis method, categorizing data according to key themes identified in the literature, such as the advantages of English proficiency, difficulties with English language learning in educational settings, and instructional strategies that encourage English language instruction. Furthermore, the researcher combines data from several sources to present a more complete picture of the subject being studied.

Data interpretation is the last step. The researcher synthesizes results from multiple literatures in this stage in order to provide a more thorough explanation of the value of learning English in schools. To determine gaps in the current literature and their ramifications for instructional practices and educational policy in Indonesia, the researcher also compares findings from pertinent earlier studies. This study's use of library research enables a critical evaluation and examination of the significance of English language instruction in schools, grounded in a robust body of current literature.

Results

The research data analysis revealed a number of results pertaining to the implementation of online English learning in Bali's public senior high school. The study's results are as follows.

The Introduction of Online English Learning

The implementation of English online learning in Bali's public senior high schools has five main conclusions. These findings indicate that the informants' English language instruction was grounded in the traits of English for Specific Purposes (ESP). This is evidenced by the informants' belief that the ESP-based English teaching they provided would aid students in advancing their careers in the hospitality and tourism industries. The learning objectives that guide the learning process and the instructional content addressed throughout the learning process support this. In addition to providing ESP-based instruction, the informants also taught general English, taking into account the English proficiency of their students. The informants integrated online meeting platforms with messaging services while participating in English online learning.

1. Learning objectives are based on schools' learning objectives.

Learning objective is one among five key elements of a lesson plan according to Harmer (1991). Since then, learning objectives were one part analyzed through this research. Based on the data analysis, there was found that the learning objectives were not changing due to the shifting in delivering the learning content to online learning. All lecturers agreed that the learning objectives remained the same. "The learning objectives are the same as the conventional learning. The differences are only in the way I delivered the materials" (Informant 01). The goals of the English training provided by the research informants are that students should be able to (1) identify the language used to communicate with guests/ tourists, (2) comprehend what tourists/ guests say, and (3) effectively use English to interact with guests/ tourists. The learning objectives pursued by the informants in this study were determined by the program to which the students belong, such as hotel management and event management programs.

Additionally, the development of four key English language skills—speaking, listening, writing, and reading—is included in the third learning objective. All four skills are systematically cultivated during the learning process to guarantee a comprehensive mastery of the language. However, every informant unanimously agreed that the learning process places a greater emphasis on speaking and listening

skills.

2. Tourism and hospitality related operations are the basis for the learning topics

The second finding about the use of online English learning in Bali's tourism and hospitality schools concerns the subject matter that is taught and covered in class. These subjects are painstakingly chosen to match the particular requirements and circumstances of the hospitality and tourism sectors. They cover a variety of topics that students must learn in order to communicate and act well in their future professions. These consist of industry-specific terminology, customer service encounters, cultural nuances, and scenario-based conversations that simulate real-world scenarios in the tourism and hospitality sectors. These themes are chosen and discussed with the goal of giving pupils the vocabulary and knowledge necessary to succeed in their professional settings. The selection of learning topics is based on the activities that they will perform in the industry, such as being front office, being housekeeping, etc., as stated by informant 02. Two informants who taught English for Hotel Management delivered and discussed the following topics: (1) greeting and welcoming guests, (2) handling reservations, (3) handling check-in & check-out, (4) escorting guests to the rooms, (5) explaining room facilities, (6) handling complaints, and (7) settling payments. Wicaksono (2023) also included the same subjects in the book he created as part of his research.

3. Learning is mixed of general English and English for Specific Purposes

One research informant noted that his teaching approach extended beyond just delivering English for specific purposes; he also incorporated General English into his curriculum. The rationale for this choice was the discovery that, on the whole, the students' command of English was rather poor, necessitating a larger focus to develop a stronger understanding of the language. He sought to improve his students' language competence by focusing on both specific and broad English abilities, so that they might thrive in their chosen professions as well as in everyday interactions.

4. Learning is carried out using both online meeting tools and messaging tools in real time.

In the course of implementing online learning, all of the research respondents stated that they employed both live online learning platforms and messaging apps to support their instruction. The informants reported that Zoom and Google Meet were the most frequently used online meeting tools. Maintaining a semblance of classroom dynamics in a virtual environment was made possible by these

platforms' synchronous interaction. Despite the physical distance, this synchronous interaction improved the online learning experience by enabling immediate feedback, lively conversations, and a more unified learning atmosphere. WhatsApp Application was the messaging app that the informants used, and they established a WhatsApp Group for each class.

5. Some application was used by English lecturers to facilitate the learning process.

In addition to using WhatsApp and Zoom Online Meeting, the informants also made use of other websites and apps to improve online education. YouTube was one of the most used platforms by the teachers, according to the interviews. They utilized YouTube to locate and play pertinent instructional films, which served as a dynamic and captivating complement to their instructional materials. This method was especially helpful for auditory and visual learners, providing a wide range of material that could be customized to meet specific learning goals.

The Strengths, Weaknesses, Opportunities, and Threats of English Online Learning in Public senior high school in Bali

Online English learning for tourism and hospitality had advantages, disadvantages, chances, and risks during its execution. It was critical to analyze and recognize these strengths, weaknesses, opportunities, and threats in online English learning for tourism and hospitality in order to devise strategies to improve the online learning experience. This analysis and identification were conducted by examining data from observations and interviews with lecturers. The analysis revealed the strengths, weaknesses, opportunities, and threats in online English learning for tourism and hospitality as follows.

1. Strengths

Generally speaking, the benefits or advantages of online learning are closely tied to the flexibility of time and space during the learning process. The data specifically revealed the following advantages of online English learning for the hospitality and tourism industries:

- a. Online English learning offered both lecturers and students the flexibility to choose their own schedules. Students and lecturers could access the learning materials at any time and from any location thanks to the use of Learning Management Systems (LMS), which are frequently used in online learning and do not restrict users to a specific schedule. Some instructors held synchronous sessions using platforms like Zoom Meeting, Google Meet, or Microsoft Teams, forcing students to attend classes at set times. Nevertheless,

students continued to have access to instructional materials because instructors would post resources to the LMS, such as videos, PowerPoint presentations, modules, and other materials.

- b. Online learning provided spatial flexibility along with time flexibility. Without the need to physically attend the educational institution, lecturers and students might carry out the learning process from anywhere, including their homes.
- c. The expenses students incurred were lowered by learning English online. In-person learning frequently necessitated students' expenses for travel to campus, printed assignments, and printed textbooks, among other things. These costs were reduced since everything was done online with online learning. By emailing their assignments, students did away with the requirement to print them out and deliver them to the instructors in person.

2. Weaknesses

Online English learning had flaws that might impede its adoption in addition to its strengths and benefits. The general drawbacks of online learning were associated with technical problems, such as issues with devices or internet connectivity. The gathered data revealed the following drawbacks of online English learning:

- a. Technical issues, like the necessity for appropriate equipment and a stable, dependable internet connection, were the main drawback of online English learning. In reality, a shaky internet connection caused serious problems for both lecturers and students, interrupting the learning experience. The overall efficacy of online learning was hampered by unequal internet access. The tools employed by instructors and students were also essential; if they were subpar, the applications used in the learning process would not perform at their best.
- b. Another weakness of online learning was related to costs. Both students and lecturers needed sufficient internet data to conduct online learning effectively. The amount of data required for the learning process, particularly for video meetings, was substantial, which impacted the overall cost.
- c. Online learning also limited communication between students and lecturers. Students reported that it was easier to communicate with lecturers during face-to-face learning sessions. They found it challenging to express their opinions or ask questions during online learning.
- d. Lecturers' capacity to oversee students was compromised by online learning, especially when it came to developing English speaking skills.

3. Opportunities

Online English learning, along with other forms of online education, offered great potential and growth prospects because to technological advancements and widespread digitalization.

- a. The development of numerous apps and platforms for online learning represented a significant chance for learning English online. Zoom, Google Meet, Microsoft Teams, Moodle, and numerous other applications and platforms were available to lecturers. Lecturers could design interesting and interactive learning environments using the various features provided by these platforms, such as video conferencing, real-time messaging, interactive whiteboards, and resource sharing. This variety enabled instructors to choose the resources that most appropriately matched the particular requirements of their pupils and their own teaching methods. Furthermore, the ongoing development and improvement of these platforms allowed instructors to take advantage of upgrades and new features, which further enhanced the online learning experience.
- b. Another significant factor favoring online learning was students' digital and technological literacy. Students became more proficient at navigating online learning platforms, interacting with digital content, and using a variety of online resources as they became more skilled at using digital tools and technologies. Students were able to concentrate more on the material of their courses than on how to use the tools because this familiarity lessened the learning curve related with new technologies. In addition, students who were familiar with technology tended to be more at ease with independent access to online resources, collaboration on digital projects, and participation in online discussions, all of which fostered a more active and self-directed learning atmosphere. Lecturers were able to use more innovative and interactive teaching techniques, such as multimedia presentations, virtual simulations, and online assessments, as a result of this technological expertise, thus enhancing the entire educational experience.

4. Threats

There were threats that might impede the success of online English learning implementation. The following threats were found in online English learning.

- a. The low level of awareness about online learning among the general public, especially among parents, represented a significant threat. Many parents lacked a comprehensive understanding of the online learning process and its demands. This

gap in awareness often resulted in inadequate support from parents, which is crucial for students' success in an online learning environment. Without proper support, such as creating a conducive study environment at home, monitoring students' progress, and providing encouragement, students may struggle to engage effectively with their online courses. Moreover, parents who are unfamiliar with the digital tools and platforms used in online learning may have trouble helping their children with technical issues or navigating the online learning system. This could further hinder students' ability to take advantage of the available educational opportunities.

- b. Another major danger was the discrepancy in lecturers' knowledge and abilities when it came to providing online learning. Not all instructors possessed the requisite knowledge or experience to successfully teach and manage an online setting. This disparity in digital skills and teaching methods resulted in inconsistencies in instructional quality. Creating engaging and interactive online classes may be challenging for lecturers who are less familiar with online teaching methods and tools, resulting in a less than ideal learning environment for students. This problem is further compounded by the lack of standardized training or professional development for online education lecturers, which leads to inconsistent levels of effectiveness in online course delivery. The overall quality of education and student outcomes in online English learning could be impacted by the disparity in instructors' abilities to conduct virtual interactions, create digital content, and utilize online platforms.

4. DISCUSSIONS

The data analysis revealed that the implementation of English online The English for Specific Purposes (ESP) approach underpins public senior high school education in Bali. The English instruction's learning objectives are aligned with the school's aim of preparing students for careers in the hospitality and tourism industries. As a result, the learning objectives focused on students' mastery of oral communication, including speaking and listening, while not disregarding writing and reading abilities. This prioritization is founded on the notion that the majority of communication in the tourism and hospitality industries is done orally. As a result, improving speaking and listening skills is seen as essential for effective communication in these fields. This agrees with the findings of Chumphong & Chuai-in (2020), who stated that speaking skill is the most frequently utilized in the tourism industry after listening skill. In addition, the subjects

addressed in the informants' online English language learning sessions were connected to activities in the tourism and hospitality industries. This is in accordance with the characteristic of English for specific purposes mentioned by Dudley- Evans & John (1998). The topics delivered and discussed by two informants who taught English for Hotel Management were (1) greeting and welcoming guests, (2) handling reservation, (3) handing check-in & check-out, (4) escorting guests to the rooms, (5) explaining room facilities, (6) managing complaints, and (7) resolving payments. In the book he created as part of his research, Wicaksono (2023) also combined the same subjects.

The data analysis further revealed that the informants were using online meeting platforms like Google Meets and Zoom Meetings. Supporting this method, Gunawan et al. (2021) discovered that Zoom's features improved real-time communication between students and teachers, resulting in more engaging and interactive online learning experiences. In addition, they were using instant messaging services like WhatsApp. Since students had questions or confusion about their learning that could not be addressed through online meeting platforms, an instant messaging service was utilized to facilitate the necessary communication and conversation. According to Mistar and Embi (2016), students might greatly benefit from using WhatsApp for learning English. The informants were also utilizing certain programs or resources to obtain visual and audio learning materials or media in order to make English online learning more enjoyable. Saed, Haider, Salman, Al-Salman, and Hussein (2021) provided evidence for the success of this approach by showing that students who participated in YouTube-based learning activities significantly enhanced their speaking skills, especially in terms of pronunciation, coherence, and fluency. This evidence implies that incorporating multimedia resources such as YouTube into the online learning environment can greatly improve both students' language development and their overall learning experience.

- a. The data analysis findings offer a thorough summary of how public senior high school English lecturers in Bali carried out online English learning during the COVID-19 pandemic. This study emphasized a number of significant advantages.
- b. The research provided important information on the particular needs and obstacles of teaching English for Specific Purposes (ESP) in the tourism and hospitality industries by concentrating on the distinct setting of public senior high schools in Bali. This contextual awareness is essential for creating targeted approaches to improve online English learning in comparable environments.

- c. By documenting lecturers' real-life experiences throughout the pandemic, the study provided the results with real-world significance. For educators and policymakers trying to comprehend the pandemic's direct effects on education and create responsive plans, this relevance is especially crucial.
- d. The research successfully identified the strengths, weaknesses, opportunities, and threats associated with online English learning. This comprehensive analysis provides a solid foundation for future research aimed at exploring and addressing these factors, ultimately contributing to more effective and sustainable online learning practices.

The study's value as a starting point for future investigations is highlighted by these strengths. Future research can investigate potential methods for optimizing online English learning by building on these results, making sure it adapts to the changing demands of both students and instructors in the tourism education field. To improve the effectiveness of online English learning in tourism education, further study should examine a number of crucial topics based on the results of this investigation. One approach is to look into the creation and execution of specialized training programs for instructors to enhance their digital literacy and skill with online teaching tools. This might include assessing various training methods and how they affect the quality of instruction. Furthermore, studies might look at how parents interact with and support their children in online learning settings, as well as how to improve parents' engagement and awareness. Another important area is investigating novel instructional approaches and technological remedies that tackle the technical issues that have been identified, such as poor devices and unreliable internet connections. Studies could also evaluate the lasting impacts of online learning on students' language skills and involvement in the hospitality and tourism industries. Future research can help develop a more resilient, inclusive, and effective online learning framework for English education in public senior high schools by addressing these issues.

5. CONCLUSION

Online English learning for tourism and hospitality has shown considerable potential as well as significant obstacles. The rapid spread of various online learning platforms and apps has, on the plus side, given instructors a wide range of tools to improve their teaching techniques and accommodate the unique needs of their students. Furthermore, students' growing digital literacy has made it easier for them to interact with

online learning environments, promoting more autonomous learning and engagement. However, there are a number of dangers that undermine the efficacy of learning English online. Students have often received inadequate support, hindering their capacity to fully engage with online learning, due to low public awareness, especially among parents. Additionally, variations in instructors' knowledge and abilities in online teaching have led to inconsistencies in instructional quality, which may negatively impact the learning experience. Tackling these issues calls for specific approaches, such as enhancing parents' digital literacy and offering thorough training for lecturers. Online English learning may be optimized to provide a more efficient and inclusive educational experience for everyone by capitalizing on the possibilities and reducing the dangers.

The implementation of online English learning for tourism and hospitality has significant implications for both educational theory and practice. Theoretically, the study underscores the importance of incorporating flexibility and digital literacy into educational models. Practically, According to the research, training and support are essential for improving the efficacy of online learning. Improved digital literacy among students has been demonstrated to promote independent learning and more efficient interaction, suggesting that spending on digital skills training may provide significant advantages. However, the issues caused by low public awareness, especially among parents, and the differing degrees of digital proficiency among lecturers highlight the necessity for focused interventions.

This research has limitations, despite the fact that the online English learning for tourism and hospitality has revealed great prospects and obstacles. The sample's scope, which was limited to three English instructors from four public senior high schools in Bali, is one major constraint. This small sample size and geographic concentration may not adequately reflect the wider picture of online English learning across various regions and educational settings. Furthermore, the study's qualitative data, which was gathered through observations, interviews, and literature reviews, may not be as generalizable as quantitative data, despite being thorough. Another limitation is the possible prejudice in self-reported data, as participants may have portrayed their online teaching experiences in a more positive light. In addition, the COVID-19 pandemic's swift transition to online learning established an emergency teaching environment that might be very different from planned and continuous online learning approaches.

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