

STUDENTS' PERCEPTION TOWARDS ENGLISH ONLINE LEARNING DURING THE COVID-19 PANDEMIC

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Abstract: To find out students' perceptions of online English learning during the COVID-19 pandemic at SMAN 1 Kakas, is the purpose of this study. The research used is descriptive research with a quantitative approach. By using the survey method. Questionnaire is a tool to collect data. Thirty students of class XI semester 2 were randomly selected from class XI IPA, XI IPS, XI Language at SMAN 1 Kakas in the academic year 2021/2022 to be used as samples in this study. Research conducted by researchers found that students' perceptions of online English learning are students have positive perceptions, this is based on data analysis that has been carried out. At SMAN 1 Kakas the applications used to support the online learning process are the Google Class room, Zoom, Google Meet applications, but the most frequently used is the WhatsApp application. Students' perception of online English learning is that students have positive perceptions, this is based on data analysis that has been done. The percentages of some aspects show this. Perceptions with aspects of teaching materials 52%, perceptions with aspects of the atmosphere or learning environment 52%, and perceptions with aspects of student interaction 53.9%. On the category scale, 52% and 53.9% are included in the positive category. This study shows that students can adapt and adjust to all aspects of the online learning process, and online learning can also be a solution during a pandemic based on the findings that have been discussed.

Keywords : *Students' Perceptions, Online Learning, Covid-19.*

INTRODUCTION

In everyone's life, language has the most meaningful role, because language is the basis or foundation for understanding what is on this earth. Language for everyone can be used as a communication tool or as an interaction tool to convey ideas, emotions, feelings, and desires every day, both orally and in

writing (Liando & Tatipang, 2022). Samola et al, (2020) "stated that, language is the main tool for communication; therefore it is always social." "In all its activities, language is used as a medium of interaction" (Rorimpanday et al, 2019). There are many languages in Indonesia, but in Indonesia English is very useful because English is an international language, which means English is a broad language, especially in an advanced era like today, the use of English has become commonplace (Lengkoan & Oliy, 2020). As stated by Maru (2009) "Teaching language is not merely a matter of techniques and teachers teaching role as well as material but also aspect related to an atmosphere or climate within the teaching and learning take place". (Dengah , Maru and Lolowang , 2019). Palenkahu, (2014) states that a person's ability to use English does not come by itself, but comes from the process of learning the language.

At the beginning of 2020, the corona virus pandemic or what is now called COVID-19 hit almost the whole world including Indonesia and greatly affected and damaged all sectors of everyone's activities, including the education sector (Tatipang et al, 2022). Corona Virus (COVID-19) is a deadly/killing virus whose spread began in the city of Wuhan in Hubei Province, China in December 2019. The spread of this virus is very fast, initially only from Wuhan, and in just a few months, this virus has spread to almost all areas of the world. all countries, one of them is Indonesia. This virus is transmitted to humans and is transmitted through human physical contact from daily activities without maintaining physical distance. Which has triggered several countries to make lockdown policies because to avoid and prevent the spread of the corona virus is increasingly widespread. The government in Indonesia with wise decisions must practice limiting activities for every community in Indonesia to avoid the spread of this corona virus. In the education sector, it has a very large effect when it comes to carrying out learning activities during a pandemic, because in one classroom you can gather many students (Andries et al, 2019). Because this is one of the causes of the transmission of the corona virus by holding meetings or gatherings in one room which is very risky and can endanger the safety of teachers and students, teaching and learning activities at every school or

universities are abolished and replaced with distance learning or learning from home. The learning process from home can use a mobile phone or laptop that is connected to the internet. Distance learning or learning from home is certainly a new thing for teachers and students in an educational environment that is still difficult for students and teachers to adapt in this learning process. What can be used in this online learning process is by utilizing existing technology (Liando, Serhalawan & Wuntu, 2021). The solution is to use a mobile phone or laptop that is connected to the internet network and also use applications that can connect many people such as Zoom, Google Meet, Google Class Room, and WhatsApp.

Sourced from informal interviews with students at SMAN 1 KAKAS, difficulties in the online learning process are still often encountered by students, but some of them do not find it difficult. What triggers students to find it difficult to learn with the online method because sometimes when the teacher explains the internet network, each student has a bad connection, so it sounds unclear. And also some of them said that online learners are more likely to make assignments unexplained. That's what makes students not interested in learning, become bored with learning, and the motivation to learn on themselves becomes lost with the demands of making a lot of assignments. Not only that, some of them live in areas where there is no network or low network strength or internet network quota packages that lack availability. So it is difficult for them to enter online classes and also difficult to collect assignments given by the teacher. However, some of them really like online learning because it can be done anywhere and anytime.

RESEARCH METHOD

This research uses descriptive quantitative research. The survey method is the method used. (Saifuddin, 2012) said "that descriptive research aims to systematically and accurately describe the facts and characteristics of a population or a particular field".

According to Sugiyono (2010), population is a generalization area consisting of objects or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions. The population in this study is all students of class XI at SMAN 1 Kakas, consisting of: XI IPA, XI IPS, XI Language. Sugiyono (2010) defines the sample is part of the number and characteristics of the population. In this study, the researcher used convenience sampling for the sampling technique. According to Sukardi (2021), convenience sampling is a sampling technique that occurs because of changes. The researcher only selects a sample of all people who meet accidentally at the chosen place, time, or way. The research sample was class XI (IPA, IPS, Indonesian), but only 10 people were taken from each willing class representative. So the total sample size is 30 people. In the research, the researchers only made a questionnaire in a google form and shared it via WhatsApp groups.

The survey method is the method used in this study and uses a questionnaire instrument (Tumbal, Liando & Olii, 2021). According to Sugiyono (2010), states that "the questionnaire is an efficient data collection technique if the researcher knows exactly what variables will be measured and what can be expected from the respondents". That's the reason the questionnaire was used. In the questionnaire there are 20 closed questions that only focus on student perceptions during online learning during the covid-19 period. The questionnaire is divided into 3 aspects, namely aspects of teaching materials ((numbers 1 to 6), aspects of the atmosphere or learning environment (numbers 7-14), and aspects of student interaction (numbers 15-20). The questionnaires distributed are only in the form of google forms, and distributed to students in the WhatsApp group created by the researcher. The questionnaire on this instrument used a Likert Scale. Sugiyono (2014) states that the Likert Scale is used to measure attitudes, opinions and perceptions of a person or group of people about social phenomena. The questionnaire given to students used a likert scale 4 (Strongly Agree), 3 (Agree), 2 (Disagree), 1 (Strongly Disagree). To

analyze the data, the writer used percentage formula. The percentage formula as follow (Sudijono, 2015) :

$$P = \frac{f}{n} \times 100\%$$

P = Percentage

f = Total Response/Item

N = Total Respondents

FINDING AND DISCUSSION

In this questionnaire, there are several questions regarding the process of learning English which is carried out online during the covid-19 pandemic. There were 30 students who gave responses to this questionnaire who had been selected by the researcher. Students only fill out this questionnaire via google form and provide a check list on the selected answers. In this questionnaire, the questions are in Indonesian, but under the Indonesian text, the researcher also translates them into English. Below will be described the results of the answers to the questionnaire from each respondent.

a. Student perceptions based on aspects of teaching materials

In the aspect of teaching materials, there are 6 questions. Namely numbers 1-6.

Table 2 : Respondents' data based on aspects of teaching materials.

No	Questionnaire Statements	Scale	Frequency	Percentage
1	<i>Guru mampu menjelaskan materi bahasa Inggris dengan baik pada saat online learning.</i>	4	16	53,3 %
		3	13	43,3 %
		2	1	3,4 %

	(The teacher is able to explain English material well during online learning.)	1	0	0 %
2	<i>Materi bahasa Inggris yang diberikan oleh guru pada saat online learning sesuai berdasarkan silabus.</i>	4	13	43,3 %
	(The English material provided by the teacher during online learning is appropriate based on the syllabus.)	3	16	53,3 %
		2	1	3,4 %
		1	0	0 %
3	<i>Terdapat pengevaluasian terhadap tugas yang diberikan oleh guru.</i>	4	16	53,3 %
	(There is an evaluation of the tasks given by the teacher.)	3	14	46,7 %
		2	0	0 %
		1	0	0 %
4	<i>Suasana kelas online menjadi tenang pada saat guru menyampaikan atau menjelaskan materi bahasa inggris.</i>	4	14	46,7 %
	(The online class atmosphere becomes calm when the teacher delivers or explains the English material.)	3	16	53,3 %
		2	0	0 %
		1	0	0 %
5	<i>Efektivitas pembelajaran bahasa Inggris online dijamin selama pandemi covid-19.</i>	4	12	40 %
	(The effectiveness of online English learning is guaranteed during the covid-19 pandemic.)	3	17	56,7 %
		2	0	0 %
		1	1	3,3 %
6	<i>Jadwal pembelajaran</i>	4	14	46,7 %

<i>Bahasa Inggris sangat berhasil dilaksanakan, walaupun dilakukan secara online pada pandemi covid-19.</i>	3	15	50 %
	2	1	3,3 %
	1	0	0 %

(The English learning schedule was very successfully implemented, even though it was carried out online during the covid-19 pandemic).

Table 3 : Analysis students' perceptions based on aspects of teaching material

NO	SCALE		PERCENTAGE
1	4	Strongly agree	46 %
2	3	Agree	52 %
3	2	Disagree	1,4 %
4	1	Strongly disagree	0,6 %

Analysis of student perceptions in the data table above, shows that 46% of students strongly agree with online English learning, 52% agree with online English learning, 1.4% disagree with online English learning, and 0.6% strongly disagree. agree with learning English online. Sourced with the highest percentage of the questionnaire in the aspect of teaching materials, namely 52% agree, indicating that online English learning can be well received by students.

b. Students' perception based on aspects atmosphere or learning environment

In the aspect of atmosphere or learning environment, there are 8 questions. Namely numbers 7-14.

Table 4 : Respondents' data based on aspects of atmosphere or learning environment.

NO	Questionnaire Statements	Scale	Frequency	Percentage
	<i>Sebagai siswa Anda ingin</i>			
7	<i>mempelajari media pembelajaran</i>	4	15	50 %
	<i>yang dipakai oleh guru selama</i>	3	14	46,7 %
	<i>pandemi covid-19.</i>	2	1	3,3 %
	<i>(As a student you want to learn about the learning media used by teachers during the covid-19 pandemic.)</i>	1	0	0 %
8	<i>Sebagai siswa Anda rajin</i>	4	14	46,7 %
	<i>mengerjakan tugas bahasa Inggris</i>	3	14	46,7 %
	<i>yang diberikan guru melalui pembelajaran online selama pandemi COVID-19.</i>	2	2	6,6 %
	<i>(As a student, you are diligent in doing English assignments given by your teacher through online learning during the COVID-19 pandemic)</i>	1	0	0 %
9	<i>Sebagai siswa Anda akan tetap belajar bahasa Inggris meskipun tidak ada tugas selama pandemi covid-19 .</i>	4	15	50 %
	<i>(As a student you will continue to study English even though there is no</i>	3	12	40 %
	<i>1</i>	2	3	10 %
	<i>1</i>	1	0	0 %

	assignment during the covid-19 pandemic.)			
10	<i>Sebagai siswa Anda memperoleh motivasi dan semangat untuk belajar bahasa Inggris melalui online learning selama pandemi covid-19 .</i>	4	15	50 %
	(As a student you gain motivation and enthusiasm to learn English through online learning during the covid-19 pandemic).	3	14	46,7 %
		2	1	3,3 %
		1	0	0 %
11	<i>Pembelajaran online bahasa inggris membuat lebih disiplin dalam mengatur waktu. (Learning English online makes you more disciplined in managing your time.)</i>	4	14	46,7 %
		3	16	53,3 %
		2	0	0 %
		1	0	0 %
12	<i>Sebagai siswa , kejujuran Anda terlatih selama pembuatan tugas dari guru selama pembelajaran bahasa Inggris online.</i>	4	16	53,3 %
	(As a student, your honesty is trained during the creation of assignments from the teacher during online English learning.)	3	10	33,3 %
		2	3	10 %
		1	1	3,4 %
13	<i>Tidak merasa bosan pada saat mengikuti pembelajaran bahasa Inggris online.</i>	4	14	46,7 %
	(Do not feel bored when participating in online English learning.)	3	12	40 %
		2	4	13,3 %
		1	0	0 %
14	<i>Dalam mengikuti pembelajaran online, Anda melakukannya dengan rajin demi mencapai nilai yang baik.</i>	4	17	56,7 %
		3	12	40 %

(In taking online learning, you do it	2	1	3,3 %
diligently to achieve good grades.)	1	0	0 %

Table 5: Analysis students' perceptions based on aspects of atmosphere or learning environment.

NO	SCALE		PERCENTAGE
1	4	Strongly agree	52 %
2	3	Agree	42 %
3	2	Disagree	6 %
4	1	Strongly disagree	0 %

Analysis of student perceptions based on the table above, shows that 52% of students strongly agree with online English learning, 42% agree with online English learning, 6% disagree with online English learning, and 0% strongly disagree with online English learning. . The highest percentage in the questionnaire on the aspect of the atmosphere and learning environment is 52% strongly agree, meaning that online English learning can be accepted by students.

c. Students' perception based on aspects student interaction

In the aspects of student interaction, there are 6 questions. Namely numbers 15-20.

Table 6 : Respondents' data based on aspects of student interaction

No	Questionnaire Statements	Scale	Frequency	Percentage
15	<i>Selama mengikuti pembelajaran bahasa inggris</i>	4	12	40 %

	<i>online, kemampuan berbahasa</i>	3	15	50 %
	<i>Inggris Anda sebagai siswa</i>	2	2	6,7 %
	<i>lebih meningkat.</i>	1	1	3,3 %
	(While following online English learning, your English skills as a student will improve.)			
16	<i>Dalam proses pembelajaran</i>	4	13	43,3 %
	<i>bahasa Inggris online, guru</i>			
	<i>aktif melakukan tanya jawab</i>	3	17	56,7 %
	<i>kepada siswa.</i>			
	(In the process of learning English online, the teacher actively conducts questions and answers to students.)			
17	<i>Selalu mendapat motivasi dari</i>	4	20	66,7 %
	<i>guru sebelum kegiatan</i>			
	<i>pembelajaran dilakukan.</i>	3	10	33,3 %
		2	0	0 %
	(Always get motivation from the teacher before learning activities are carried out.)			
18	<i>Sebelum kegiatan</i>	4	16	53,3 %
	<i>pembelajaran bahasa Inggris</i>			
	<i>online dimulai, guru</i>	3	14	46,7 %
	<i>menjelaskan tujuan dari</i>	2	0	0 %
	<i>pembelajaran.</i>	1	0	0 %
	(Before starting the online English learning activities, the teacher explains the objectives of the learning.)			
19	<i>Dalam proses pembelajaran,</i>	4	17	56,5 %

	<i>guru memberikan contoh dari materi berupa gambar dan video.</i>	3	13	43,5 %
	(In the learning process, the teacher provides examples of the material in the form of pictures and videos.)	2	0	0 %
		1	0	0 %
20	<i>Anda sebagai siswa mau bertanya kepada guru jika terdapat kesulitan dalam proses belajar bahasa Inggris online.</i>	4	19	63,3 %
		3	10	33,3 %
		2	1	3,3 %
	(You as a student want to ask the teacher if there are difficulties in the process of learning English online.)	1	0	0 %

Table 7 : Analysis students' perceptions based on aspects of student interaction

NO	SCALE		PERCENTAGE
1	4	Strongly agree	53,9 %
2	3	Agree	43,9 %
3	2	Disagree	1,7 %
4	1	Strongly disagree	0,5 %

Analysis of student perceptions in the data table above, shows that 53.9% of students strongly agree with online English learning, 43.9% agree with online English learning, 1.7% disagree with online English learning, and 0, 5% strongly disagree with online English learning. Sourced with the highest

percentage of the questionnaire in the aspect of student interaction, namely 53.9% strongly agree, indicating that online English learning can be well received by students.

In general, by looking at the results of data processing, it can be seen that on average students have a positive perception of online English learning. In the category scale table, if 0-25% then the category is very negative, if 26-50% then the category is negative, if 51-75% then the category is positive, and if 76-100% then the category is very positive. Therefore, it was concluded that learning English online at SMAN 1 Kakas during the covid-19 pandemic had a positive perception. This means that online learning can be used as a solution during a pandemic.

Discussion

The purpose of this study is to find out what students perceive during online English learning during the covid-19 pandemic. By distributing questionnaires made in google forms, researchers can collect this data. The questionnaires were distributed to 30 students at SMAN 1 Kakas, and these 30 students were randomly selected students who were taken in class XI IPA, XI IPS, and XI Language. In collecting data, the researcher made a questionnaire in the form of a google form which was distributed in the WhatsApp group. "Online learning is a form of learning model that is facilitated and supported by the use of information and communication technology" (Hanum, 2013). The questionnaire was made with 20 positive questions arranged according to the aspects of the problems that often arise in online learning.

In the learning process, what must be considered is teaching materials because they are a source of learning from teachers to students. The teacher's ability to explain English material is supported by the existence of teaching materials. The data obtained from the questionnaire showed the highest frequency, namely agreeing with the questionnaire on the aspect of teaching materials which has a percentage of 51%. According to (Emda, 2018) "Teachers are required to provide good teaching, create a conducive learning atmosphere

as well as be creative and innovative by using interesting learning media so that students can understand learning materials and learning objectives can be achieved". By looking at the first result data regarding the aspect of teaching materials, the students agreed with the six statements in the aspect of teaching materials in numbers 1-6. In this case, the six aspects of teaching materials included in the questionnaire mean that they can run smoothly and are well received by students. (Huang and et al., 2020) In online learning, in addition to students being able to interact directly with the learning content they find, they can also choose to sequence their learning, direct and evaluate with a teacher. In the aspect of teaching materials, it appears that teachers are able to make students agree with online learning, because teachers are able to pay attention to aspects of teaching materials. The use of online learning systems is one of the efforts that can be made to solve problems and make it easier for students to access learning materials (Arsyad, 2011). With this online learning method, the learning process is still carried out. This online learning is very helpful for students and teachers. Therefore, with online learning, teaching and learning activities are still carried out. Learning by teachers and students continues anywhere, anytime.

The results of the second data are aspects of the learning environment. The learning environment for students is one of the things to achieve optimal learning outcomes. It is known that the highest frequency with a percentage of 52% agrees with the statement in the questionnaire regarding aspects of the learning environment and atmosphere. This second data is in numbers 7-14. They agree with the atmosphere and their learning environment even though it is done online, because in the online English learning process, the teacher is able to create a comfortable learning atmosphere so that they agree with the statement on the questionnaire about aspects of the learning atmosphere and environment. According to Sadirman (2012), "Online learning is a new innovation that has a very large contribution to changes in the learning process, where the learning process is no longer only listening to the teacher's material descriptions directly but students also carry out other activities such as

observing, doing, and demonstrating". They become diligent in doing their assignments and study hard just because the learning atmosphere is conducive. It can be concluded that the importance of a teacher paying attention to the atmosphere and learning environment of students. Based on the second result on aspects of the atmosphere and learning environment, it indicates that students have a positive perception of learning English online in terms of the atmosphere and learning environment.

The third result is about aspects of student interaction. In the learning process, student interaction also has a significant role for students to achieve satisfactory and optimal learning outcomes. The data shows that the results of the student interaction aspect have the highest percentage of 53.9% of the six statements in the student interaction aspect at number 15-20. According to students, the existence of English language learning makes English language skills even more improved, due to accessing material using an Android phone in which there are many references to improve their English language skills. Students are very happy with learning English which is done online, because it can be done anywhere. So that it triggers them to study hard, and makes their English skills increase during online learning during the pandemic. They also said that although the learning process was only done online, the teacher was able to create an active class. The teacher conducts question and answer activities about English material in learning through online learning. Riyanda et al. (2020) "Stating that there are several things that can be done during online learning, namely communicating and discussing online". Online learning does not hinder the interaction between students and teachers, so students can ask or answer questions from the teacher when experiencing difficulties during learning. They are happy with teachers who before starting learning activities, teachers provide motivation first. They said they were also interested in online learning because one of the things was that the teacher continued to explain the purpose of learning English before starting the class. Interest in learning from students is one of the most important factors to achieve student learning success, interest

in learning arises from within the students themselves, and from outside, namely the way of teaching from the teacher. The teacher can provide an overview, example, or motivation according to the material before starting the learning process, so that learning objectives can be achieved and students become more interested in learning. And also they said that the teacher was able to make them actively ask the teacher when they had difficulties in learning English online even though they only interacted through social media, not face to face in class.

CONCLUSION AND SUGGESTION

The purpose of this study was to determine students' perceptions of online English learning during the covid-19 pandemic. From the data analysis carried out, and from the discussion in the previous chapter, it was concluded that during the covid-19 pandemic the online learning process carried out received a positive perception from students. It is said to be positive because in the category scale table, if 0-25% then the category is very negative, if 26-50% the category is negative, if 51-75% then the category is positive, and if 76-100% then the category is very positive. The three aspects of online learning have a percentage that leads to the positive category. Perceptions about the aspect of teaching materials have the highest frequency of agreeing on the questionnaire with a percentage of 51%. Perceptions about aspects of the atmosphere or learning environment have the highest agreeable frequency on the questionnaire with a percentage of 52%. Perceptions about aspects of student interaction have the highest frequency of strongly agree on the questionnaire with a percentage of 53.9%. From the results that have been discussed, it can be concluded that students are able to adjust and adapt to all aspects contained in the online learning process.

During a pandemic, online learning has many benefits and uses. As students can learn independently, not rely on teachers, train themselves to be able to manage time, and also practice honesty in doing assignments, time and place are also more flexible. They can learn anywhere, anytime, can take advantage

of technologies related to the world of education, can even reopen learning videos, or materials that have been provided by the teacher in their learning applications.

Suggestion

Suggestions are given to teachers, students and further researchers. The effectiveness of the learning process if there is active interaction between teachers and students will be maximized. And it will be more effective if every task given by the teacher is always evaluated, as well as student learning outcomes. With a view to measuring how successful a teacher is in teaching his students. In addition, it can also measure the extent to which students' understanding is related to the material that has been taught or given by the teacher.

Students should ask the teacher if there are difficulties in understanding the material provided by the teacher during online learning. Students should be diligent in doing the assignments given by the teacher, in order to see the extent of understanding of the material that has been given by the teacher, and also students must be able to take advantage of the development of communication and information technology during online learning.

For further researchers to discuss the negative perceptions that still appear in online learning so that they can be converted into positive perceptions. And also discusses the application of online learning more specifically with a larger population or using different research methods.

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