

**AN ANALYSIS OF STUDENTS' PERCEPTION ON ONLINE ENGLISH  
LEARNING DURING COVID-19 PANDEMIC AT JUNIOR HIGH  
SCHOOLS IN BUNGO**

**THESIS**

*Submitted as Partial Fulfillment of the Requirements to Obtain Bachelor of  
Education (B.Ed.) in English Language Education*



**By:**

**NURHAKIKI**

**17018091**

**Advisor:**

**SENORICA YULIA SARI, S. Pd, M. TESOL**

**ENGLISH LANGUAGE AND LITERATURE DEPARTMENT  
FACULTY OF LANGUAGES AND ARTS  
UNIVERSITAS NEGERI PADANG**

**2021**

**HALAMAN PERSETUJUAN SKRIPSI**

**Judul** : *An Analysis of Students' Perception on Online English Learning during Covid-19 Pandemic at Junior High Schools in Bungo*

**Nama** : Nurhakiki

**NIM** : 17018091/2017

**Program Studi** : Pendidikan Bahasa Inggris

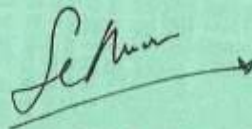
**Jurusan** : Bahasa dan Sastra Inggris

**Fakultas** : Bahasa dan Seni

**Padang, September 2021**

**Disetujui oleh,**

**Pembimbing**



**Senorica Yulia Sari, S.Pd., M.TESOL.**  
**NIDN. 0025078804**

**Mengetahui**

**Ketua Jurusan Bahasa dan Sastra Inggris**



**Desvalini Anwar, S.S., M.Hum., Ph.D.**  
**NIP. 19710525 1998 02 2002**

**HALAMAN PERSETUJUAN SKRIPSI**

**Judul** : *An Analysis of Students' Perception on Online English Learning during Covid-19 Pandemic at Junior High Schools in Bungo*

**Nama** : Nurhakiki

**NIM** : 17018091/2017

**Program Studi** : Pendidikan Bahasa Inggris

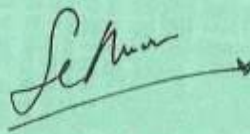
**Jurusan** : Bahasa dan Sastra Inggris

**Fakultas** : Bahasa dan Seni

**Padang, September 2021**

**Disetujui oleh,**

**Pembimbing**



**Senorica Yulia Sari, S.Pd., M.TESOL.**  
**NIDN. 0025078804**

**Mengetahui**

**Ketua Jurusan Bahasa dan Sastra Inggris**



**Desvalini Anwar, S.S., M.Hum., Ph.D.**  
**NIP. 19710525 1998 02 2002**



**UNIVERSITAS NEGERI PADANG**  
**FAKULTAS BAHASA DAN SENI**  
**JURUSAN BAHASA DAN SAstra INGGRIS**

Kampus Selatan FBS UNP Air Tawar Padang. Telp/Fax: (0751) 447347

Web: <http://english.unp.ac.id>

---

**SURAT PERNYATAAN TIDAK PLAGIAT**

Saya yang bertanda tangan di bawah ini:

Nama : Nurhakiki  
NIM/TM : 17018091/2017  
Program Studi : Pendidikan Bahasa Inggris  
Jurusan : Bahasa dan Sastra Inggris  
Fakultas : Bahasa dan Seni

Dengan ini menyatakan bahwa Tugas Akhir saya dengan judul *An Analysis of Students' Perception on Online English Learning during Covid-19 Pandemic at Junior High Schools in Bungo* benar merupakan hasil karya saya dan bukan merupakan plagiat dari karya orang lain. Apabila suatu saat terbukti saya melakukan plagiat maka saya bersedia diproses dan menerima sanksi akademis maupun hukum sesuai dengan hukum dan ketentuan yang berlaku, baik di institusi Universitas Negeri Padang maupun masyarakat dan Negara.

Demikianlah pernyataan ini saya buat dengan penuh kesadaran dan rasa tanggung jawab sebagai anggota masyarakat ilmiah.

Diketahui oleh,

Ketua Jurusan Bahasa dan Sastra Inggris

Desvalini Anwar, S.S., M.Hum., Ph.D.  
NIP. 19710525 1998 02 2002

Saya yang menyatakan,



Nurhakiki  
17018091/2017

**Nurhakiki. (2021). An Analysis of Students' Perception on Online English Learning during Covid-19 Pandemic at Junior High Schools in Bungo. Thesis. Padang: English Department. Faculty of Language and Arts. Universitas Negeri Padang**

### **ABSTRACT**

The issues in online learning can be seen through various dimensions. Especially in the pandemic situation, the process of shifting from offline mode to the online one has occurred abruptly, striking all elements of education and its personnel, not to mention the students. This research aims to reveal student's perception about their learning experience online, analysed from lesson delivery, accessibility, media, and materials used, and students' personal factors aspect. Four hundred and seventy-five (475) students of the eighth and ninth grade of three Junior High schools academic year 2021/2022 were the populations of this research. It can be concluded that students have relatively negative perceptions of online English learning. The students felt bored because the teachers were mostly asked to write the materials from the photos of the book they sent to WhatsApp groups. Some students also stated that most of the time, the teachers did not give further explanations that made the students were confused with the lessons. There is no innovation to make the online class enjoyable. For the media used, the students seemed to enjoy using WhatsApp as a media for learning as they are already familiar with using it daily and it does not require high internet data.

**Keywords: English language learning; online learning; pandemic**

**Nurhakiki. (2021). Analisis Persepsi Siswa terhadap Pembelajaran Bahasa Inggris Online selama Pandemi Covid-19 di Sekolah Menengah Pertama di Bungo. Skripsi. Padang: Departemen Bahasa Inggris. Fakultas Bahasa dan Seni. Universitas Negeri Padang**

### **ABSTRAK**

Isu-isu dalam pembelajaran online dapat dilihat melalui berbagai dimensi. Apalagi dalam situasi pandemi, proses peralihan dari mode luring ke daring yang terjadi secara tiba-tiba, memberikan dampak ke seluruh elemen pendidikan dan personalnya, tak terkecuali para pelajar. Penelitian ini bertujuan untuk melihat persepsi siswa terhadap pengalaman belajar daring mereka, dianalisis dari aspek penyampaian pelajaran, aksesibilitas, media, dan materi yang digunakan, dan aspek faktor pribadi siswa. Jumlah populasi dalam penelitian ini adalah empat ratus tujuh puluh lima (475) siswa kelas VIII dan IX dari tiga sekolah menengah pertama tahun ajaran 2021/2022. Dapat disimpulkan bahwa siswa memiliki persepsi yang relatif negatif terhadap pembelajaran bahasa Inggris online. Siswa merasa bosan karena guru lebih banyak meminta siswa untuk menuliskan materi dari foto-foto buku yang mereka kirimkan ke grup WhatsApp. Beberapa siswa juga menyatakan bahwa seringkali guru tidak memberikan penjelasan lebih lanjut yang membuat siswa bingung dengan materi yang diajarkan. Tidak ada inovasi untuk membuat kelas daring menyenangkan. Untuk media yang digunakan, siswa tampak senang menggunakan WhatsApp sebagai media pembelajaran karena mereka sudah terbiasa menggunakannya sehari-hari dan tidak membutuhkan banyak data internet.

**Kata kunci: pembelajaran Bahasa Inggris; pembelajaran daring; pandemi**

## ACKNOWLEDGMENTS

Alhamdulillah, first of all, thank to Allah, the Almighty who always gives her gracious mercy and tremendous blessing that has helped the researcher finishing this thesis entitled: "An Analysis of Students' Perception in Online English Learning during Covid-19 Pandemic at Junior High Schools in Bungo". Greetings and Salawat are always expressed to the Prophet Muhammad SAW.

The completion of this thesis could not have been possible without support and participation from many people. The researcher would like to express deep and sincere gratitude to her respected advisor, Senorica Yulia Sari, S. Pd, M. TESOL, for her genuine advice and support. Her guidance, patience, and advice truly inspired the researcher. The researcher also owes sincere thanks to the contributors, Sitti Fatimah, S.S., M.Ed., Ph.D. and Fitrawati, S.S., M.Pd., for their guidance, insightful comments and valuable suggestions.

It is also impossible without genuine help and participation from all headmasters, teachers, staff, and students of MTsN 1, MTsN 5, and MTsN 6 Bungo for their kind help and co-operation. The researcher is also grateful to her beloved and supportive parents and little brother, Kevin, for their caring, support and prayers. Finally, the writer would like to express her gratitude to her lovely and dear friends Behfi, Ira, Ipat, Khansa, Nana, Nita, and the others whose names may not be all enumerated.

Padang, Agustus 2021

The researcher

## TABLE OF CONTENTS

<b>ABSTRACT .....</b>	<b>iii</b>
<b>ACKNOWLEDGMENTS .....</b>	<b>v</b>
<b>TABLE OF CONTENTS.....</b>	<b>vi</b>
<b>LIST OF TABLE .....</b>	<b>viii</b>
<b>LIST OF APPENDICES .....</b>	<b>ix</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background of the Problem .....	1
B. Identification of the Problem .....	6
C. Limitation of the Problem .....	7
D. Formulation of the Problem .....	7
E. Research Question.....	7
F. Purpose of the Research .....	7
G. Significance of the Research.....	8
H. Definition of Key Terms .....	8
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>10</b>
A. Review of Related Theories .....	10
1. English Teaching and Learning in High School Level .....	10
2. Perception .....	14
3. Online Teaching and Learning .....	17
B. Review of Related Studies .....	24
C. Conceptual Framework .....	28
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>29</b>
A. Research Design.....	29
B. Population and Sample .....	29
C. Instrumentation .....	31
D. Validity and Reliability .....	34

E. Technique of Data Collection .....	35
E. Technique of Data Analysis.....	36
<b>CHAPTER IV FINDING AND DISCUSSION .....</b>	<b>37</b>
A. Data Description.....	37
B. Data Analysis and Findings .....	38
C. Discussion .....	48
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>55</b>
<b>REFERENCES.....</b>	<b>57</b>
<b>APPENDICES .....</b>	<b>65</b>

## LIST OF TABLE

Table 3.1 Total number of population.....	30
Table 3.2 Total number of sample .....	31
Table 3.3 Indicators of Students' Perception.....	32
Table 3.4 Reliability Score.....	34
Table 3.5 Mean Value .....	36
Table 4.1 Students' response to lesson delivery .....	38
Table 4.2 Students' response to media and material used .....	41
Table 4.3 Students' response to accessibility .....	44
Table 4.4 Students' response to personal factor .....	46

## LIST OF APPENDICES

Appendix 1 .....	66
Students' Perception on Online English Learning Questionnaire .....	66
Appendix 2 .....	68
Kuisisioner Persepsi Siswa terhadap Pembelajaran Bahasa Inggris Online.....	68
Appendix 3 .....	71
Interview Guidelines .....	71
Appendix 4 .....	73
Pedoman Wawancara .....	73
Appendix 5 .....	75
Interview Transcripts .....	75
Appendix 6 .....	75
Students' Questionnaire Result .....	75

# CHAPTER I

## INTRODUCTION

### **A. Background of the Problem**

There has been a gradual shifting from offline learning to online learning since the last decade all over the world. According to Hockly and Clandfield (2010), online learning is a learning process performed using computers or devices connected to the internet as a means to communicate and learn. Laksana (2020) implied that online learning is a way for students to share ideas, be independent, and be more flexible. Moreover, (Sarica and Cavus (2009) say that online learning should be implemented more to provide exciting and interactive learning. Even though it was not entirely performed, few lessons in some countries were done in blended learning for the last few decades. In 2005, Heaton-Shrestha et al. (2005) conducted a study about introducing Virtual Learning Environment (VLE) in a university in the United Kingdom. The study showed that academics staff mostly used VLE to share links or documents with the students.

Moreover, in 2010 Artino (2010) researched the American Academy service that implements self-directed online courses through the Navy's e-learning system. Navy e-learning, the official learning management system of the U.S., was used as an online platform to provide active-duty and reserve personnel a flexible education and training that can be accessed anytime and anywhere. Furthermore, in 2010 Kabilan, Ahmad, and Abidin (2010) also carried out a study in Universiti Sains Malaysia (USM). Their study was aimed to find out the use of Facebook as

a social media to facilitate English learning. Furthermore, in Zamari et al. (2012) found the challenges first-year college students face in online learning. The students have issues mainly related to the internet connection. Other related issues were computers, printers, confusing and challenging learning materials and activities, and the choice of the website as the reference to the materials.

However, the studies about online learning show that online learning concepts have not been applied broadly in some countries, and the progress is various in some other countries. For instance, in Indonesia, the implementation of online learning is still limited. Al-Munawwarah (2014) mentioned the problems encountered by the teachers on the implementation of ICT in teaching and learning English as a foreign language. The difficulties were time allocation, lack of internet connection, and technical problems. In addition, Muslem, Yusuf, and Juliana (2018) conducted a study at the senior high school level in Banda Aceh to see the teachers' perceptions about the implementation of ICT in ELT classrooms. The significant challenges faced by the teachers were limited tools, lack of skills and knowledge in using ICT, and slow internet connection in some areas.

With the COVID-19 outbreak in 2019, the urge to apply online learning methods is increasing. It cannot be denied that we have to walk side by side with the significant development of technology to support the learning process. This current outbreak indeed becomes a new challenge to those who still believe that technology is less critical and cannot be integrated into the teaching and learning process. As a result, education personnel, such as students, teachers, and staff, are

not ready for the sudden changes, and integrating technology into the classroom comes along with its barriers.

Less successful implementation of applications in online teaching and learning is sure because of specific reasons. Anggraeni (2014) mentioned one of the tools to improve students' speaking ability is using virtual learning environments (VLE). It showed that even though VLE was introduced in 2008 in Indonesia, few educational institutions implemented this method due to the lack of supporting facilities such as computers and a good internet connection. Moreover, Gillett-Swan (2017) revealed the challenges of online learning, particularly in remote areas, are inadequate facilities, students' low competency in using technology, and problems in online assessments. The traditional teaching method is mainly used as it allows teacher-students and student-students interaction. Students agree that they prefer to be in conventional class because they are already used to it.

Besides the problems of introducing new applications and assessments, the other issues can be seen through other indicators such as lesson delivery, accessibility, media and materials used, and students' personal factors (Coman et al., 2020; Hariyati, 2020; Nambiar, 2020; Nasution & Ahmad, 2020, et al.). According to Echevarria, Vogt, and Short (2013) lesson delivery is the way the teachers teach the learners or how the lesson is delivered to the students. Yuzulia (2021) found the students encounter difficulties during online learning classes, such as the teacher's explanation. The students hardly understand the lesson because the teachers mainly delivered the lesson very fast in a little amount of

limited time and directly gave the students assignments that were not understandable. The teachers always asked the students to join the zoom meeting, which made the students felt bored and unmotivated. There was no exciting activity besides writing the topic and doing the exercises or assignments.

As stated by Chan et al. (2011), media is a channel, system of communication, or something that can store information. In Harsono's (2017) opinion, learning materials are anything that helps and facilitates the learners to achieve learning outcomes, such as books, audio, video, workbook, and newspaper. A study related to the media and material was conducted by Nuraeni & Nurmalia (2020) in utilizing WhatsApp as a learning media. Students had a relatively positive perception as WhatsApp's implementation allows them to communicate with the teachers and send documents, links, videos, or images for educational reasons.

Accessibility is how reachable, and accessible something is to be achieved by all people. Rotas and Cahapay (2020) revealed the students' problems related to the accessibility of online learning in a remote area. The study shows that one of the big problems is an internet connection. The students often experienced unstable connections due to the geographic location and weather. The other problems encountered are inadequate resources for learning and unclear learning content. Accessibility is still a problem for students who live in areas that have not developed a stable internet connection.

Personal factor in this term means the factors affected the students' performance in online learning. Ayub (as cited in Maheshwari, 2021) mentioned

that the factors affecting students in online learning are intrinsic and extrinsic. Maheswari's (2021) work reveals that the students who spend more time on the computer tend to have a higher intention to learn. Unstable internet connection also made the students felt lazy and became disinterested in continuing the lesson. Students also felt less motivated because they were not confident that online learning would benefit them as face-to-face learning.

The challenges in online learning are also encountered by students in Bungo district, Jambi province. During teacher training in a junior high school, it was observed that challenges faced by the students were lesson delivery, such as lack of explanation for the lessons and no innovation for delivering the lessons. Another problem was the media and materials such as the use of learning platform such as WhatsApp application and confusing learning materials. Accessibility, for instance, slow internet connection, was also considered a challenge for the students. The other problems or challenges faced by the students came from their personal factors such as unfamiliarity with online learning, physical barriers such as eye strain and backach, time management, and their learning environment or surrounding. Particularly in some areas in Bungo, both students and teachers are still less attached to the online teaching and learning system. Students learn through WhatsApp suddenly, and they have never used an online learning application before the pandemic.

With the result from preliminary observation, the researcher wants to see more in students' perception of online English learning during the COVID-19 outbreak in some schools in Bungo related to lesson delivery, media and material

used, especially WhatsApp, accessibility, and students' personal factors. There might have been some studies related to this topic but still in education in general, not specifically in English, and has not focused on one online learning media, particularly WhatsApp, as experienced by students at junior high schools in Bungo.

### **B. Identification of the Problem**

Based on the background, some problems are found related to online learning from the previous studies, such as unfamiliarity with online learning implementation, online assessment, lack of skills and knowledge in using ICT, and slow internet connection in some areas. Moreover, the sudden shift to online classes made teachers face challenges in preparing lesson plans, instructional strategy, media, and material suitable to the current condition. Besides, students are also affected. Those already familiar with online learning and internet technology might not find it difficult to do online learning classes compared to those unfamiliar with the online learning system. Many studies had been conducted to find teachers' and students' perspectives about lesson delivery, media, personal factors, and accessibility, but still in the general context.

There appears to be a gap in the body of research on online English learning. Thus, to close the gap, this study focuses on the students' perceptions in online English learning, not in the general context, during the sudden shifting from the Covid-19 pandemic, in an area that is still less attached to online learning.

### **C. Limitation of the Problem**

Based on the problem above, the researcher will limit the problem to students' perception on online English learning during Covid-19 pandemic at Junior High Schools in Bungo.

### **D. Formulation of the Problem**

From the limitation above, the formulation of the problem is what are students' perceptions on online English learning during Covid-19 pandemic at Junior High Schools in Bungo?

### **E. Research Question**

Based on the formulation above, the research question can be formulated as:

1. What are the students' perceptions of lesson delivery on online English learning during the Covid-19 pandemic at Junior High Schools in Bungo?
2. What are the students' perceptions of media and materials on online English learning during the Covid-19 pandemic at Junior High Schools in Bungo?
3. What are the students' perceptions of accessibility on online English learning during the Covid-19 pandemic at Junior High Schools in Bungo?
4. What are the students' perceptions of personal factors on online English learning during the Covid-19 pandemic at Junior High Schools in Bungo?

### **F. Purpose of the Research**

The purpose of the research can be formulated as:

1. To find out the students' perceptions of lesson delivery on online English learning during Covid-19 pandemic at Junior High Schools in Bungo

2. To find out the students' perceptions of media and materials on online English learning during Covid-19 pandemic at Junior High Schools in Bungo
3. To find out the students' perceptions of accessibility on online English learning during Covid-19 pandemic at Junior High Schools in Bungo
4. To find out the students' perceptions of personal factors on online English learning during Covid-19 pandemic at Junior High Schools in Bungo

#### **G. Significance of the Research**

This research can be helpful to help improve the learning process in class, especially in English class. This research is aimed to have theoretical and practical significance. Theoretically, this study is hoped to provide some information related to the students' perception of online English learning during the COVID-19 pandemic. Practically, this study will be helpful for the students to find ways to deal with the challenges in online English learning; thus, they can focus more on their studies. For the English teachers, this research is expected to give some relevant and helpful information about the students' perception and as an attempt to improve students' comfort in online English learning. For the next researchers, this study is expected to provide reference to their future research.

#### **H. Definition of Key Terms**

1. COVID-19 is caused by the severe critical respiratory syndrome coronavirus-2 (SARS-CoV-2).

2. Perception is a particular way of thinking, understanding, and interpreting something, especially one influenced by one's beliefs or experiences on how things seem.
3. Perspective is a way one sees something or one's point of view that can be influenced by attitude.
4. Online English learning is online-based learning enveloping a scope of technologies like new groups and texts, audio and video conferencing, email, and chat conveyed to computer networks to impart education.
5. Lesson delivery is the way how the lesson is delivered to the learners.
6. WhatsApp is an online message application with internet data and connection that can be used to send messages, images, audio-recording, video-recording, soft file documents, and live location.
7. Accessibility is a term to see how reachable something is to all people.
8. Personal factor is a term related to factors, intrinsic or extrinsic, which affect someone in doing something.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

From the analysis and data described, it can be concluded that students have relatively negative perceptions of online English learning. The students felt bored because the teachers were mostly asked to write the materials from the photos of the book they sent to WhatsApp groups. Some students also stated that most of the time, the teachers did not give further explanations that made the students were confused with the lessons. There is no innovation to make the online class enjoyable. For the media used, the students seemed to enjoy using WhatsApp as a media for learning as they are already familiar with using it daily and it does not require high internet data.

There was also a quite high number of students who struggled with the bad internet connection. It is hard for them to send the assignments back and communicate with the teachers and classmates. Demographic conditions and inadequate development for internet services are the cause of this problem. Some students also stated that they became less interested and less motivated during online classes. It can be caused by the amount of time they spent in front of their gadget's screen and the lack of physical interaction with their peers and teachers.

Even though students have relatively negative perceptions of English online learning, many agreed that online English learning is a good and exciting new way to learn English during the Covid-19 pandemic. Students who agreed

stated that they can find additional materials from websites and YouTube to help them better understand the topic.

## **B. Suggestion**

### 1. The English Teachers

To make English learning enjoyable and understandable, the teachers should consider utilizing the technology to meet the students' needs. It is demanded by most of the students to give further explanations using video recorded materials other than only writing the materials or topic from the textbook because in learning English, it is important to know the right pronunciation and improve speaking skills since it is a foreign language. It is also important for the teachers to control the class to have more teachers-students and students-students interaction in the English classes.

### 2. The students

Students need to be more independent, not only depend on the materials given. If the teachers have not provided explanations using the video, students need to take advantage of online learning to find online materials such as audiobooks, websites, or educational videos themselves. Students should participate in online discussions or contact the teachers if there are any confusing English topics or materials.

### 3. The other researchers

The next researchers can conduct further research regarding the topic of this study so there will be more suggestions and opinions to develop a better online English learning experience for the teachers and students.

## REFERENCES

- Aboderin, O. S. (2015). The challenges and prospects of e-learning in National Open University of Nigeria. *Journal of Education and Learning (EduLearn)*, 9(3), 207–216. <https://doi.org/10.11591/edulearn.v9i3.1728>

- Adnan, M., & Anwar, K. (2020). Online learning amid the Covid-19 pandemic: Students perspectives. *Journal of Pedagogical Sociology and Psychology*, 1(2), 45–51. <https://doi.org/10.33902/jpsp.2020261309>
- Al-Munawwarah, S. F. (2014). Teachers' perceptions on the use of ICT in Indonesian EFL learning context. *English Review: Journal of English Education*, 3(1), 70-80.
- Al-Nouh, N. A., Abdul-Kareem, M. M., & Taqi, H. A. (2015). EFL college Students' perceptions of the difficulties in oral presentation as a form of assessment. *International Journal of Higher Education*, 4(1). <https://doi.org/10.5430/ijhe.v4n1p136>
- Amalia, R. (2020). *Students' perception of Online Assessment use in Schoology in EFL Classrooms*. Undergraduate thesis, UIN Sunan Ampel Surabaya. <http://digilib.uinsby.ac.id/id/eprint/28639>
- Amir, M. F., Fediyanto, N., Rudyanto, H. E., Nur Afifah, D. S., & Tortop, H. S. (2020). *Elementary students' perceptions of 3Dmetric: A cross-sectional study*. *Heliyon*, 6(6), e04052. doi:10.1016/j.heliyon.2020.e04052
- Anggraeni, Anita. (2014). Using e-learning to support learning and teaching language: the importance of virtual learning environments (VLE) to improve students' speaking ability. *ELTIN Journal*, 2(1), 9-16. <https://doi.org/10.22460/eltin.v2i1.p%25p>
- Aprianto, D. (2017). *The English teachers' perceptions on the implementation of 2013 curriculum (A descriptive study at senior high schools in Purbalingga subdistrict)*. Bachelor thesis, Universitas Muhammadiyah Purwokerto.
- Artino, A. R. (2010). Online or face-to-face learning? Exploring the personal factors that predict students' choice of instructional format. *The Internet and Higher Education*, 13(4), 272–276. <https://doi.org/10.1016/j.iheduc.2010.07.005>
- Brown, M. C. (2018). Google classroom for the online classroom: An assessment. *Distance Learning*, 15(3), 51-56. Retrieved from <https://www.proquest.com/scholarly-journals/google-classroom-online-assessment/docview/2169592810/se-2?accountid=62719>
- Bordens, K. S. & Bruce B. A. (2014). *Research Design and Methods: A Process Approach, Ninth Edition*. McGraw-Hill Education.
- Chan, W., Chin, K., Nagami, M. & Suthiwan, T. (2011). *Media in Foreign Language Teaching and Learning*. De Gruyter Mouton.

- Chauhan, V. (2017). Synchronous and asynchronous learning, *Imperial Journal of Interdisciplinary Research (IJIR)*, 3(2), 1345-1348.
- Coman, C., Țîru, L. G., Meseșan-Schmitz, L., Stanciu, C., & Bularca, M. C. (2020). Online teaching and learning in higher education during the coronavirus pandemic: Students' Perspective. *Sustainability*, 12(24), 10367. <https://doi.org/10.3390/su122410367>
- Dung, D. H. T. (2020). The advantages and disadvantages of virtual learning. *IOSR Journal of Research & Method in Education (IOSR-JRME)*, 10(3), 45-48. DOI: 10.9790/7388-1003054548
- Drost, E. A. (2011). Validity and reliability in social science research. *Education Research and Perspectives*, 38 (1), 105-124.
- Echevarria, J., Vogt, M. E. & Short, D. (2013). *Making Content Comprehensible for English Learners: The SIOP® Model*, Fourth Edition. Allyn & Bacon.
- Famularsih, S. (2020). Students' experiences in using online learning applications due to covid-19 in english classroom. *Studies in Learning and Teaching*, 1(2), 112–121. <https://doi.org/10.46627/silet.v1i2.40>
- Finkelstein, J. (2006). *Learning in real-time: Synchronous teaching and learning online*. Jossey-Bass.
- Forsyth, R. P., Yovkova, B., & Aleksieva, L. (2018). Factors affecting students' attitudes towards online learning - The case of Sofia University. *Proceedings of the 44th International Conference on Applications of Mathematics in Engineering and Economics*. <https://doi.org/10.1063/1.5082043>
- Gay, L. R., Mills, G. E., & Airasian, P. W. (2009). *Educational research: Competencies for analysis and applications* (eds). Prentice Hall.
- Gillett-Swan, J. (2017). The challenges of online Learning: Supporting and engaging the isolated learner. *Journal of Learning Design*, 10(1), 20-30. <https://doi.org/10.5204/jld.v9i3.293>
- Gon, S., & Rawekar, A. (2017). Effectivity of e-learning through whatsapp as a teaching learning tool. *MVP Journal of Medical Sciences*, 4(1), 19. <https://doi.org/10.18311/mvpjms/0/v0/i0/8454>
- Guest, G., Bunce, A., & Johnson, L. (2006). How many interviews are enough? *Field Methods*, 18(1), 59–82. <https://doi.org/10.1177/1525822x05279903>
- Hariyati, S. (2020). *An analysis of online English learning in the covid-19 pandemic at senior high school*. Universitas Muhammadiyah Sumatera

Utara. Thesis. Retrieved from  
<http://repositori.umsu.ac.id/xmlui/handle/123456789/14162>

Harmawan, V, & Amri, Z. (2018). Using realia in teaching speaking to junior high school. *Journal of English Language Teaching*, 7(1), 106-111. <https://doi.org/10.24036/jelt.v7i1.8909>

Harsono, Y., M. (2017). Designing and developing appropriate efl learning materials reflecting new contexts and goals. *Proceedings of the Fifth International Seminar on English Language and Teaching (ISELT-5)*, 350-354.

Heaton-Shrestha, C., Edirisingha, P., Burke, L., & Linsey, T. (2005). Introducing a VLE into campus-based undergraduate teaching: Staff perspectives on its impact on teaching. *International Journal of Educational Research*, 43(6), 370-386. <https://doi.org/10.1016/j.ijer.2006.07.001>

Hockly, N., & Clandfield, L. (2010). *Teaching online: Tools and techniques, options and opportunities*. Delta Publishing.

Kabilan, M. K., Ahmad, N., & Abidin, M. J. (2010). Facebook: An online environment for learning of English in institutions of higher education? *The Internet and Higher Education*, 13(4), 179–187. <https://doi.org/10.1016/j.iheduc.2010.07.003>

Kemendikbud. (2018). *Permendikbud Nomor 37 tahun 2018 tentang perubahan atas permendikbud nomor 24 tahun 2016 tentang kompetensi inti dan kompetensi dasar pelajaran pada kurikulum 2013 pada pendidikan dasar dan pendidikan menengah*. Kemendikbud.

Kumar, J. A., & Bervell, B. (2019). Google classroom for mobile learning in higher education: Modelling the initial perceptions of students. *Education and Information Technologies*, 24(2), 1793–1817. <https://doi.org/10.1007/s10639-018-09858-z>

Laksana, D. N. (2020). Implementation of online learning in the pandemic covid-19: Student perception in areas with minimum internet access. *Journal of Education Technology*, 4(4), 502. <https://doi.org/10.23887/jet.v4i4.29314>

Lapitan, L. D. S., Tiangco, C. E., Sumalinog, D. A., Sabarillo, N. S., & Diaz, J. M. (2021). An effective Blended online teaching and learning strategy during the COVID-19 pandemic. *Education for Chemical Engineers*, 35, 116–131. <https://doi.org/10.1016/j.ece.2021.01.012>

Maheshwari, G. (2021). Factors affecting students' intentions to undertake online learning: An empirical study in Vietnam. *Education and Information Technologies*. <https://doi.org/10.1007/s10639-021-10465-8>

- Major, S., Sawan, L., Vognsen, J., & Jabre, M. (2020). COVID-19 pandemic prompts the development of A WEB-OSCE using zoom teleconferencing to resume medical students' clinical skills training at Weill Cornell Medicine-Qatar. *BMJ Simulation and Technology Enhanced Learning*, 6(6), 376–377. <https://doi.org/10.1136/bmjstel-2020-000629>
- Mardiah, S. (2020). *Students' perception on the use of WhatsApp application in teaching of English at eight grade students' of Madrasah Tsanawiyah Nurul Hidayah Bhakti Idaman Tanjung Timur Jambi*. Thesis. UIN Sultan Thaha Saifuddin Jambi.
- Marzban, A., & Jalali, F. E. (2016). The interrelationship among L1 writing skills, L2 writing skills, and L2 proficiency of Iranian EFL learners at different proficiency levels. *Theory and Practice in Language Studies*, 6(7), 1364-1371. <http://dx.doi.org/10.17507/tpls.0607.05>
- McMillan, J. H. (2008). *Educational Research: Fundamentals for the Consumer, Fifth Edition*. Pearson Education Inc.
- Muslem, A., Yusuf, Y. Q., & Juliana, R. (2018). Perceptions and barriers to ICT use among English teachers in Indonesia. *Teaching English with Technology*, 18(1), 3-23. <http://www.tewtjournal.org>
- Nambiar, D. (2020). The impact of online learning during COVID-19: students' and teachers' perspective. *The International Journal of Indian Psychology*, 8(2), 783-793. DOI:10.25215/0802.094
- Nuraeni, C. & Nurmalia, L. (2020). Utilizing WhatsApp application in English language learning classroom. *Metathesis: Journal of English Language, Literature, and Teaching*, 4 (1), 8994. 10.31002/metathesis.v4i1.2289.
- Nasution, A. K. P., & Ahmad, N. Q. (2020). Student perceptions of online learning during the Covid-19 pandemic. *Jurnal As-Salam*, 4(2), 195–204. <https://doi.org/10.37249/as-salam.v4i2.219>
- Nitko, A. J., & Brookhart, S. M. (2011). *Educational assessment of students*. Pearson/Allyn & Bacon.
- Octaberlina, L. R. & Muslimin, A. I. (2020). EFL students' perspective towards online learning barriers and alternatives using Moodle/Google Classroom during covid-19 pandemic. *International Journal of Higher Education*, 9(6), 1-9. <https://doi.org/10.5430/ijhe.v9n6p1>
- Okmawati, M. (2020). The use of google classroom during pandemic. *Journal of English Language Teaching*, 9(2), 438. <https://doi.org/10.24036/jelt.v9i2.109293>

- Oprea, C., L. (2014). The internet - a tool for interactive learning. *Procedia - Social and Behavioral Sciences*, 142, 786-792. <https://doi.org/10.1016/j.sbspro.2014.07.617>.
- Ou, Q. (2017). A brief introduction to perception. *Studies in Literature and Language*, 15 (4), 18-28. Available from: <http://www.cscanada.net/index.php/sll/article/view/10055> DOI: <http://dx.doi.org/10.3968/10055>
- Perveen, A. (2016). Synchronous and asynchronous e-language learning: A case study of virtual university of Pakistan. *Open Praxis*, 8 (1), 21–39.
- Rotas, E. E., & Cahapay, M. B. (2020). Difficulties in remote learning: voices of Philippine University Students in the wake of covid-19 Crisis. *Asian Journal of Distance Education*, 15(2), 147-158. <https://doi.org/10.5281/zenodo.4299835>
- Sakkir, G., Dollah, S., & Ahmad, J. (2020). Favorite e-learning media in pandemic covid-19 era. *Jurnal Studi Guru Dan Pembelajaran*, 3(3), 480-485. Retrieved from <https://e-journal.my.id/jsgp/article/view/435>
- Sari, P, R & Fatimah, S. (2020). Teachers' perceptions of the effective EFL teachers at junior and senior high schools in Padang. *Journal of English Language Teaching*, 9 (3): pp. 553-565. DOI: 10.24036/jelt.v9i3.44101
- Sarica, G. N., & Cavus, N. (2009). New trends in 21st Century English learning. *Procedia - Social and Behavioral Sciences*, 1(1), 439–445. <https://doi.org/10.1016/j.sbspro.2009.01.079>
- Sayem, A. S. M., Taylor, B., McClanachan, M., & Mumtahina, U. (2017). Effective use of zoom technology and instructional videos to improve engagement and success of distance students in engineering. *Non-Serials*, 926–931. (Original work published January 2017)
- Shahabadi, M. M., & Uplane, M. (2015). Synchronous and asynchronous e-learning styles and academic performance of e-learners. *Procedia - Social and Behavioral Sciences*, 176, 129–138. <https://doi.org/10.1016/j.sbspro.2015.01.453>
- Solak, E. (ed.) (2016). *Teaching language skills for prospective English teachers*. Pelikan Yayıncılık.
- Stone, S., & Logan, A. (2018). Exploring students' use of the social networking site whatsapp to foster connectedness in the online learning experience. *Irish Journal of Technology Enhanced Learning*, 3(1). <https://doi.org/10.22554/ijtel.v3i1.28>

- Sujarwo, S., Sukmawati, S., Akhiruddin, A., Ridwan, R., & Suharti Siradjuddin, S. S. (2020). An analysis of university students' perspective on online learning in the midst of covid-19 pandemic. *Jurnal Pendidikan Dan Pengajaran*, 53(2), 125. <https://doi.org/10.23887/jpp.v53i2.24964>
- Surani, D., & Hamidah, H. (2020). Students perceptions in online class learning during the covid-19 pandemic. *International Journal on Advanced Science, Education, and Religion*, 3(3), 83–95. <https://doi.org/10.33648/ijoaser.v3i3.78>
- Suryani, L. (2015). *Improving students' reading skills by using the mind map technique at SMAN 1 Kretek in the academic year of 2013/2014* [Bachelor's Thesis]. Retrieved from: <http://eprints.uny.ac.id/id/eprint/16031>
- Susilawati, S. & Supriyatno, T. (2020). Online learning through WhatsApp group in improving learning motivation in the era and post-pandemic covid -19. *Jurnal Pendidikan*, 5(6), 852-859
- Tomlinson, B. (2011). *Material development in Language Teaching* (2nd Ed.). Cambridge University Press.
- Torky, S. A. E. F. (2006). The effectiveness of a task-based instruction program in developing the English language speaking skills of secondary stage students. Cairo: Ain Shams University. Retrieved from: <https://eric.ed.gov/?id=ED523922>
- Widodo, J., P. (2020). Students' perception towards google classroom as e-learning tool (A case study of master of English education of the second semester at STKIP PGRI Sidoarjo). *Magister Scientiae*, 2(48), 99-109.
- Windiarti, S., Fadilah, N., Dhermawati, E., & Pratolo, B. W. (2019). Teachers' perception toward the obstacles of e-learning classes. *Ethical Lingua: Journal of Language Teaching and Literature*, 6(2), 117–128. <https://doi.org/10.30605/25409190.v6.117-128>
- Yuzulia, I. (2021). The challenges of online learning during pandemic: students' voice. *Wanastra: Jurnal Bahasa Dan Sastra*, 13(1), 08–12. <https://doi.org/10.31294/w.v13i1.9759>
- Zamari, Z. M., Adnan, A. H., Idris, S. L., & Yusof, J. (2012). Students' perception of using online language learning materials. *Procedia - Social and Behavioral Sciences*, 67, 611–620. <https://doi.org/10.1016/j.sbspro.2012.11.367>