

THE EIGHTH GRADERS' PERCEPTION ON SPEAKING ONLINE LEARNING DURING COVID-19 PANDEMIC IN SMP IT MISYKAT AL-ANWAR

Khofifah Indah Hasanah^{1,2}, Sakhi Herwiana¹

^{1,2} Universitas Hasyim Asy'ari

¹Email: Khofifahindah254@gmail.com

ABSTRACT

This research examines how students perceive online English learning as well as the advantages and disadvantages of online learning during the Covid 19 pandemic. Moreover, speaking skills require a lot of practice so that students are fluent in English. However, with the Covid-19 pandemic, all learning activities are carried out online. The problem of this research is how the students perceive online English learning and its advantages and disadvantages. The researchers used qualitative methods. Result of this research shows that learning to speak online through media such as Google Classroom, Google Meet, and Zoom makes students enjoy learning more because the material can be accessed from anywhere without having to come to school. The disadvantages are, that many students experienced material that was not conveyed, felt monotonous, and also that the network signal was inadequate for smooth learning.

Keywords: *speaking, online learning, eighth graders*

Introduction

At the beginning of 2020, the world was shocked by the Covid-19 pandemic which hit all countries in the world, including Indonesia (Olivia et al, 2020). In Indonesia, since the beginning of March 2020, the Covid-19 pandemic has become a frightening threat because it is an infectious disease, which can spread either directly or indirectly, from one person to another. The Covid-19 pandemic ultimately had an impact on all fields. To be able to break the chain of the spread of Covid-19, the government issued a policy by limited community interaction which is implemented with the term physical distancing. However, the physical distancing policy can hamper the rate of growth in various areas of life, both economic, social and of course educational. In the education sector, to break the chain of spread of Covid-19, the government issued a policy to give students a holiday and a learning policy in the form of learning from home, so in other words the learning process is carried out online (Wajdi et al, 2020). However, implementing the online learning process has several obstacles. One of the toughest obstacles in online learning is teaching English subjects especially when applying various skills in learning English. Judging from the aim of learning English

itself, it is to prepare Indonesia's young generation to be able to compete globally, language is one of the means of scientific thinking, the language skills you have will help you think scientifically, systematically, and orderly. Language is used in most human activities, without language humans cannot express their feelings, convey desires, give suggestions and opinions, even to the level of someone's thoughts related to language (Fowler et al, 2018). The higher a person's level of language mastery, the better the use of language in communication.

Speaking is an important skill in language learning, it is an active key to communication. Speaking is used by general people to measure how well a person's ability to acquire a second language is. According to Harmer (2007), speaking is active in real-time. When people create a conversation, they will produce words at that point, and the interlocutor will respond immediately. In daily life, speaking is an element that can be said to be difficult. Because the most common problem is that students feel less confident about their abilities. As a compulsory subject in junior high school, there are still so many students who find it difficult to express their ideas in English. These difficulties originate from individual students, as stated (Fajri et al, 2020) that difficulties that occur can originate from

individuals, such as language patterns and the frequent use of regional languages. The pattern of English which is different from Indonesian is indeed a difficulty in itself for students, especially if students use regional languages in their daily lives, this certainly adds to the difficulty in understanding foreign languages. The next difficulty comes from learning English speaking, according to (Riyanto, 2015:6) analyzing the factors that influence these difficulties are as follows: (a) teaching techniques which then determine student interest, creativity and learning outcomes (b) English teacher competency. According to (Sofiana N. 2015) that improving speaking skills in English can be done either online using online media or face to face, especially improving listening skills. For this reason, the competence and innovation of a teacher is expected to be able to overcome difficulties in learning, especially during the pandemic. With the rapid development of technology, teachers should have various alternatives in learning to achieve good learning outcomes.

Research related to the problem of online English learning was conducted by Jannah (2021) with the title "Knowing Student Perceptions of Using Video Conferencing Applications for Learning English amid the Covid-19 Pandemic". The research results show that students have a positive perception of using video conferencing applications to learn English amid the COVID-19 pandemic. With an average score percentage of 87.7%, most students agreed that the video conferencing application they used was quite efficient in learning English during the pandemic. They consider the applications they use to be easy to apply in the online learning process. They can get input/feedback directly from the lecturer. Apart from that, the application they use can replace traditional classrooms with online classes during the pandemic. This can help students to improve their English language skills. Most participants believe that the video conferencing application they use is very fun, practical, economical, and affordable. Another research was conducted by Irawan (2022) with the title "Students' Perceptions of Online English Learning Using the Google Platform". In learning English, teachers are not only required to teach sentence structure, but the focus of English learning at the high school level is mastery of skills such as Listening, Reading, Speaking, and Writing. During the pandemic, the process of teaching English faced many obstacles, one of the obstacles that was felt was of course being able to teach English with mastery of skills. One of the factors

that determines the success of learning English is an application that is able to facilitate skill improvement. If we look at several features, the Google application is able to facilitate improving these skills.

Problems like those mentioned above were also experienced by students at SMP IT MISYKAT AL-ANWAR, where in pre-observation activities, especially in class VIII C, researchers found that students were less fluent in speaking English. This is because English is not our main language, especially when this language should be taught directly in class, because there is the Covid-19 pandemic so it has to be taught online.

There are several kinds of speaking, one of which is interactive speaking. Interactive speaking is the interaction between speakers and audio. In the world of education, interactive teaching and learning processes are certainly more fun than just listening and writing. The aim of the study was to find out how VIII C students perceive online English learning as well as its advantages and disadvantages. The method used in this study is the qualitative method. The ability to use spoken language, both languages and the target language, is a habituation activity.

In overcoming this problem, teachers must be creative in choosing the materials or methods that will be taught to students, so that information reception and understanding can still be maximized even though learning is done online. One technique that can be used is interactive speaking learning. There are several types of speaking, one of which is interactive speaking. Interactive speaking is the interaction between a speaker and audio. In the world of education, an interactive teaching and learning process is certainly more fun than just listening and writing. The aim of this research is to find out how VIII C students view online English learning and its advantages and disadvantages. The ability to use spoken language, both languages as target languages, is a habituation activity.

This can be seen from the facts found in daily life. Richard and Rodgers (2001 in Ernanti: 2009) suggest that the learning language component serves as a medium or tool to master English speaking skills (speaking). There are several techniques for teaching effective English speaking. Such as discussion, role-playing, storytelling, and story completion. In the classroom, interactive speaking is needed to launch learning activities. When the teacher asks, the student expects to answer. There are various reasons for a person to speak, among others: producing speech, the authenticity of the purpose

of communicating, expressing ideas and opinions directly, and bringing up expressions naturally. McDonough and Shaw (2005 in Risa and Eva: 2018). Online learning emphasizes learning by using the internet technology. Line Rosenberg (2001) explains that online learning refers to the use of internet technology to deliver a series of solutions that can increase knowledge and skills.

Method

This study uses qualitative research methods. Qualitative research is a type of social science research that collects and works with non-numerical data and seeks to interpret the meaning of that data which helps to understand social life through the study of a targeted population or place (Sugiyono, 2016: 8). Therefore, the researcher uses qualitative research methods based on the objectives and needs of the study. The research was conducted at SMP IT Al-Anwar. The school is located on the street. Grilya Number.8, Kwaron, Cukir, Kec.Diwek, Jombang Regency, East Java.

The instruments of this research are the researcher himself, the observation checklist, and the interview guidelines. The technique of collecting data is observation, interview, and documentation. The technique of analyzing data is by using data reduction, data display, and conclusion drawing/verification. In data verification, the researcher uses source and methodological triangulation to verify the data. In this case, source triangulation is used to examine and check the credibility of data by checking data has been taken through some sources. Moreover, the data research examines the credibility of data based on the reading by the students. While methodological triangulation is used to examine the data credibility by checking on the same source with different techniques. Meanwhile, the researcher does observation of the school and then checks it through other techniques like interviews.

Findings and Discussion

Pre-activities are the steps before teaching speaking using Google Classroom Google Meet, and Zoom. In this step, the teacher starts the teaching-learning process by greeting the students and asks the student's condition via WhatsApp group. The teacher says "*Good Morning class*", and then the students answer "*Good Morning Miss*". Then the teacher asks "*How are you today?*", and then the students answer "*I'm fine, thank you.*". After that, the teacher asks the students to pray together by saying "*Bismillahirrohmaanirrohiim*". Then, the teacher checks the attendance of students by asking them to write their names on a list. Some of the students are not active because they have limited internet quota or connection. After that, the teacher tells

the students how to download Google Classroom in the Playstore, the teacher says "*Class, please you download Google Classroom in Playstore. First, you open Playstore on your phone, and then you search 'Google Classroom', and then download it, any question?*". The students answer "*Okay Miss*", and then they start downloading it. While the teacher waits for the students to finish their download, the teacher explains the use of Google Classroom in teaching-learning process, and the students pay attention to their teacher's explanation. After a few minutes, the students finish their download. The teacher says "*Now please make a Google Classroom account as the students, you should register with your email*". The students follow instructions from the teacher until they have successfully made a Google Classroom account.

In this step, the teacher follows the step of applying Google Classroom to teach speaking. The steps consist of some activities related to the theory from Bute (2020: 241). At first, the teacher creates a class and adds the students into Google Classroom, Google Meet, and Zoom by sharing a link or giving a QR code. The teacher makes sure that all students have joined the class. Next, before the teacher gives the assignment, the teacher first gives an explanation and material about narrative text to students through the task page on the Google Classroom which automatically stores in the Google Drive folder. Next, the teacher asks students to read all the material by asking them "*Class, please read the text in the picture that I have shared, and then I will explain to you about it*", the students answer "*Yes Miss*". Then, the teacher explains the material of the narrative text. In this step, the teacher shares each point of material in a different room so students can check it one by one including the question and answer section below the material. The first material is the definition. The teacher shares a picture containing with definition explains it, and then asks the students to ask at least one question to make sure they read the material. It continuously until the last point which is exercise time. The teacher always reminds the students to read all the material, the teacher says "*Class, don't forget to read the material so you can reach the goals of our meeting today*", and then the students answer "*Yes Miss/Okay Miss*". The teacher also gives an example of how to read a narrative text by sharing a sound recording in Google Classroom, Google Meet, and Zoom and asks the students to listen to it. All students listen to the example of narrative text shared by the teacher in Google Classroom. They also try to read the text the same as the teacher. The teacher as the director in Google

Classroom can immediately allow the students to ask about the material that they do not understand. The teacher and students can interact directly through the live chat feature found on those online media. While explaining the material, the teacher asks *“Do you understand my explanation?”*, some of the students answer *“Yes miss”*, but some of them ask about the part that they do not understand yet, they type in the live chat *“Miss, how to get the moral value of narrative text?”*, then the teacher answers *“We should feel and follow the story starts from the beginning until the end of the story, then we will get the moral value.”*, then the students answer *“Yes Miss, I got it. Thank you”*. Another student asks about the character in the story, the student asks *“Miss, the character in the narrative text is only one or it can be more?”*, then the teacher answers *“There are so many characters in narrative text, it is to make a story more lively, but for the main character, mostly there is only one or two characters in a story.”*, then the student answers *“Yess thank you, Miss”*. The teacher also asks the students *“Have you read all our material today?”*, then the students answer *“Yes Miss”*. After students are given time to understand the material, the teacher assigns the task and directs the students to do their work on the Google Docs feature found on the Google Classroom.. The teacher asks students to make a short narrative text and read the text. The teacher tells the students to submit their work by capturing a picture of the text and recording their voice into the Google Classroom before the deadline. Some students ask *“Miss, I can’t read the text clearly”*, then the teacher answers *“Don’t be worry, you can just try your best”*, and for the students who really can not read English well, the teacher helps them by asking to re-write and read the example of the text given by the teacher before, the teacher says *“If you are still difficult to make a short narrative text or to read it, you can use my example before and listen to my example and record your voice class”*, the students answer *“Yes Miss, thank you”*. Another student asks *“Miss, can I do a trial first before recording my voice and sending it to me?”* then the teacher answers *“Yes of course”*. The teacher asks the students whether they understand how to upload the file into Google Classroom or not. Some students answer *“Yes Miss, I will upload the file when I finish my work.”* but some of them answer *“Miss, how do upload the file in Google Classroom?”* then the teacher answers *“You should click ‘tugas kelas’, then ‘exercise time’, then ‘tambahkan tugas’, then upload foto’, wait until you see the word ‘serahkan’, then you click again ‘tambahkan tugas’, then ‘upload file’, then choose your recording audio, then click*

‘serahkan’”. Then the teacher asks again *“If you still confuse, don’t hesitate to ask.”* Then the students answer *“Yes miss, thank you”*. After that, the teacher waits until the students finish and submit their work. Some of them ask *“Miss, what if I upload my file tomorrow? I don’t have a good internet connection right now”*, then the teacher answers *“Yes, it is okay”*. After a few minutes, the students start to make the short narrative text and they try to read it. Students submit the tasks before the deadline on the task page and start working with one click, but some students are still on working because they have some problem with their internet connection. The teacher can quickly see anyone who has not completed the task, and also provides input and values directly in the class.

Post-activities are the last activities in the teaching-learning process. In this step, the teacher gives the evaluation and concludes the material. After that, the teacher does a reflection of the material. Then the teacher gives motivation to the students. At the end, the teacher says to the students *“Okay students, that’s all the material from me. Thank you for your attention, Wassalamualaikum Wr. Wb.”*, the students answer *“Wa’alaikumussalam Wr. Wb. Thank you Miss”*.

After observation, the researcher get the strengths and weaknesses. The strengths of Speaking Online Learning During the Covid-19 Pandemic In Smp It Misykat Al-Anwar are as follows, a) Google Classroom, Google Meet, and Zoom are interesting online applications for learning to speak. b) Google Classroom, Google Meet, and Zoom make students more challenged to read English texts. c) Google Classroom, Google Meet, and Zoom are easier to use than other applications. d) The students still can learn English even without face-to-face learning. e) The students better understand English texts. f) The students increase their speaking motivation. g) The students increase their speaking skills.

Then, the weaknesses of Speaking Online Learning During the Covid-19 Pandemic In Smp It Misykat Al-Anwar are as follows: a) Sometimes, the internet connection is low. b) The students find difficulties in reading English words or sentences. c) Some of the students do not join the class because they do not have internet quota.

The use of Google Classroom, Google Meet, and Zoom as the media are successfully applied to teach speaking because of students' interest while teaching the teaching-learning process is very good. It is supported by the student’s interview before observation *“menggunakan aplikasi online yang menarik (using interesting online application)”*, it can be seen from the result of their scores, all students increased their

speaking scores. This statement is appropriate with the result of research conducted by Ari (2020: 7) who stated that students are interested when they learn narrative text by using Google Classroom.

Google Classroom, Google Meet, and Zoom as media can make students more challenged to read English texts. Even though the teacher only teaches narrative text on Google Classroom, they still have a sense of speaking another text to challenge themselves. It can be seen from the result of interview with the students after observation, "*Ya, karena menjadi lebih tertantang untuk belajar berbicara bahasa Inggris (Yes, because I feel more challenged to speak English texts)*", and the result of interview with the teacher after observation, "*siswa juga jadi lebih tertarik dan tertantang untuk berbicara karena mereka menyukai jenis teks naratif (students also more interested and challenged in speaking because they like narrative text)*". It is appropriate with the result of research conducted by Sibuea (2018: 9) that all students said that Google Classroom is easy to use.

Google Classroom, Google Meet, and Zoom as the media are easier to be used than another applications. Because it is simple, where both teachers and students only need their email to register without any payment. It can be seen from the result of interview with the students after observation, "*Ya, karena Google Classroom, Google Meet, dan Zoom lebih mudah digunakan daripada aplikasi lain (Yes, because it is easier to be used than another applications)*". It also considers with the quotation of the teacher, "*Hampir semua siswa mau mengikuti pembelajaran kapanpun mereka memiliki kuota internet (Most all students want to follow the learning process whenever they have internet quota)*". It is appropriate to the result of research conducted by Alim, et.al (2019: 242) that Google Classroom, Google Meet, and Zoom as media are easier for students to meet the deadline and online learning can be tailored to daily schedules.

Google Classroom, Google Meet, and Zoom as media can allow students to learn English everywhere, even if they are not in the real classroom where the teaching-learning process can be done face-to-face. By using those online media, the students can learn English from their place. It can be seen from the result of interview with the students after observation, "*Tetap bisa belajar bahasa Inggris meski tanpa bertatap muka secara langsung (They still can learn English even without face-to-face learning)*", and the result of interview with the teacher after observation, "*siswa bisa langsung mengecek apa saja materi yang disampaikan dan tugas apa yang mereka harus kerjakan di aplikasi ini kapanpun (Students can*

check directly the material and the task that they should do in this application)". It is appropriate to the result of research conducted by Mualim, Ma'rufah, & Sartika (2019: 299) that Google Classroom, Google Meet, and Zoom as media offer flexibility, it can be accessed at times and places of its user favor.

Google Classroom, Google Meet, and Zoom as the media can make students understand English texts. It is because in those media, the teacher teaches and explains about speaking interactive as the material, so the students more challenged to read the text. The student's understanding can be seen from the result of their score after observation and the result of interview after observation, "*Jadi paham mengenai teks bahasa Inggris (More understand about English texts)*". This statement is appropriate with the result of research conducted by Bute (2020: 243) that Google Classroom, Google Meet, and Zoom as the media are the best option to help the student better understanding of the subject as well as completion of the syllabus on time.

Google Classroom, Google Meet, and Zoom as the media can make students increase their speaking motivations. It because students are very excited to follow the class and read the text. It can be seen from the result of interview with the students after observation, "*Meningkatkan motivasi berbicara (Increase speaking motivation)*". It also considers with teacher's quotation, "*Mereka memberikan respon yang positif terutama hal-hal yang berkaitan dengan materi yang belum mereka pahami (they give positive respons especially with the material that they still confuse)*". This statement is appropriate with the result of research conducted by Ari (2020: 8) who stated that students increase their speaking motivations by teaching and learning using Google Classroom, Google Meet, and Zoom.

By using Google Classroom, Google Meet, and Zoom as the media to teach speaking, students can increase their speaking skills. It is because they enjoy the teaching and learning process. Students feel free to join or ask questions they do not understand related to the material in live chat features that are available in Google Classroom. From enjoyable learning, students feel more comfortable learning so they can increase their speaking skills. It can be seen from the result of an interview with the students after observation, the researcher asked do their speaking skills increased after teaching and learning speaking by using Google Classroom, Google Meet, and Zoom as the media, and the students answered "*Ya (Yes)*". The result of their scores after observation is also in line with their answer in the interview section. This statement is appropriate with the result of research

conducted by Dewi, Zahrowi, & Sulistyawati (2021: 5) who stated that students can increase their speaking skills by using Google Classroom, Google Meet, and Zoom as the media.

Some students are from remote areas which have a low internet connection. They should go to another place to get a good internet connection or connect their phone to WIFI from their neighbors. It is supported by the result of students' interview after observation, "*Terkadang koneksi internet tidak stabil (Sometimes, the internet connection is low)*". It is also supported by teacher's quotation "*Beberapa siswa terlambat mengupload tugas karena keterbatasan sinyal (Some of students are late to upload their assignments because the limited internet connection)*".

Some of students find difficulties when they try to speak English words or sentences. It is supported by the result of interview with the students before and after observation, "*Sulit mengucapkan kata atau kalimat dalam bahasa Inggris (Difficult to say English word or sentence)*," , and "*Sulit melafalkan kata atau kalimat dalam bahasa Inggris (Difficult to say English word or sentence)*". It is normal because English is not their first language and the moment they want to try to speak English is quite good.

Some students do not have internet quota so they should buy it first to follow the class. It is supported by the teacher's quotation, "*tidak memberatkan baik dalam hal kuota maupun kapasitas penyimpanan (do not burden the students with quota or storage capacity)*". It is also supported by some students who submit their assignments the next day because they do not have an internet quota at that time.

Conclusion

The use of Google Classroom, Google Meet, and Zoom as the media consists of three activities. Those are pre-activities, main activities, and post-activities. Pre activities: (1) the teacher opens the teaching-learning process by greeting, (2) the teacher asks the students to pray together, (3) the teacher checks the attendance of students, (4) the teacher tells the students how to download those applications in the Play store, (5) the teacher explains the use of those media in the teaching-learning process. Main activities: (1) The teacher creates a class and adds the students to those media by sharing a link or giving a QR code, (2) before the teacher gives the assignment, the teacher first gives an explanation and material about narrative text to students containing an explanation of the Speaking Interactive to students through the task page on the Google Classroom, Google Meet, and Zoom which automatically stores in the Google Drive folder, (3) The teacher as the director in those

media can immediately allow the students by asking about the material which they do not understand. The teacher and students can interact directly through the live chat feature found on those media, (4) after students are given time to understand the material, the teacher assigns the task and directs the students to do their work on the Google Docs feature, (5) the students submit the tasks before the deadline on the task page, and start working with one click, (6) the teacher can quickly see anyone who has not completed the task, also provides input and values directly in the class. Post activities: (1) the teacher evaluates the material and gives the summary, (2) the teacher gives the reflection of the material, (3) the teacher gives motivation to the students, (4) the teacher closes the meeting.

Speaking Online Learning During Covid-19 Pandemic In SMP IY Misykat Al-Anwar promotes some strengths such as: (1) Google Classroom, Google Meet, and Zoom are interesting online applications for learning speaking, (2) Google Classroom, Google Meet, and Zoom make students more challenged to read English texts, (3) Google Classroom, Google Meet, and Zoom are easier to be used than another applications, (4) the students still can learn English even without face-to-face learning, (5) the students more understand about English texts, (6) the students increase their reading motivations, (7) the students increase their reading skills.

The use of Google Classroom, Google Meet, and Zoom to teach speaking has some weaknesses such as: (1) sometimes, the internet connection is low, (2) the students find difficulties reading English words or sentences, (3) some of the students do not join the class because they do not have internet quota.

By this thesis, it is expected for the school to be able to provide additional innovation as a learning medium for students. Schools are expected to monitor students more whether they are taking lessons or not, especially during online learning where teachers and students cannot meet face to face. Students are expected to be able to maximize their participation in participating in online teaching and learning activities that are currently implemented. If students have problems, both in terms of internet network problems and the material being taught, students can directly contact the teacher concerned so that solutions can be given according to the problems they are complaining about. Hopefully, this thesis can be a reference for other researchers to conduct further research. This thesis contains the application of an online application that only focuses on one skill, namely reading. For future research, the researcher hopes

that researchers can use other online applications that suit future needs.

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