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THE CORRELATION BETWEEN EFL LEARNERS' COHESION AND THEIR READING COMPREHENSION

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Abstract

Reading simply can be defined as a process to understand and get information from a text. Cohesion is the meaning relation that appears within the text in order to build connection among the different parts of the text. Understanding the cohesion can bring the students to get good comprehension in reading. Therefore, in this research, the researchers want to prove that students' cohesion understanding can be correlated with student's reading comprehension. The purpose of this research is to investigate and to find out the correlation between EFL Learners' cohesion and their reading comprehension. The subjects of this research were the fourth semester students at English education department of State Islamic Institute of Metro in the Academic Year of 2019/2020. To investigate and calculate the correlation between those variables, the researchers apply Product-moment Pearson- correlation. The result of data analysis shows that "*r* observed" for correlation between cohesion understanding and reading comprehension is 0.728, after considering the Product Moment table by using *df* 30 it can be found that the critical value of *r* Product Moment for the 5% level is 0.361 and for the 1% level is 0.463. The data confirmed that "*r* observed" is higher than "*r* table". Therefore, it can be inferred that there is a positive and significant correlation between the students' cohesion understanding and reading comprehension among the fourth semester students at English education department of State Islamic Institute of Metro in the Academic Year of 2019/2020.

Keywords: *Cohesion, EFL, reading comprehension*

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INTRODUCTION

Language has been a part of human life. The language is used to communicate one to another either in spoken or written language. Language is the system of arbitrary, symbol and meaning. Every language has its own arbitrary symbols or words to express the meaning of an object or an idea. The arbitrary symbols and the words are purposed to communicate, to speak, to understand each other, to hear, to respond, or react spoken words (Sulaiman, 2019).

English is an international language which is learned by many people to catch up with the development of the world, especially in education, science, and technology. Therefore, it is very important to master it in order to be able to perform smooth communication with other people from other countries. Realizing the importance of English, the government of Indonesia has declared English as the first foreign language which is taught in Indonesia, starting from elementary school until university levels (Septiyana, 2019). Therefore, in order to boost students in learning international language, teachers or lecturers use different types of media from simple to advanced technology to teach in every meeting (Aminatun & Oktaviani, 2019; Sinaga & Oktaviani, 2020; Oktaviani & Sari, 2020). Besides, some strategies are also needed to maximize students' mastery of language (Mandasari & Oktaviani, 2018; Simamora & Oktaviani, 2020).

In learning English, there are four basic skills that must be mastered by the students and one of them is reading (Lestari, 2018). Reading is a complex cognitive process of decoding symbols in order to build or to derive meaning from the text. Reading, in this term, is a means of language acquisition, of communication, and of sharing information and ideas (Kaganang, 2019). Reading is one of the language skills in English which

gives a huge input to the learners (Januarty & Nima, 2018). Reading comprehension is the interaction between the readers and the text in order to form a meaning from the text which is involved a complex process, word knowledge, and world knowledge (Ayu, Diem & Vianty, 2017). Furthermore, reading comprehension is the process of constructing meaning from text. The goal of all reading instruction is ultimately targeted helping a reader comprehend text (Melsandi, 2018). It means that the reader who has capability in knowing how to read words has a little value if they cannot construct the meaning from the text. In other hand, the goal of reading is able to construct meaning from a written text with comprehension.

It has been stated above that reading comprehension is a complex process that doesn't only involve the ability in reading words and sentences correctly but also involves word and world knowledge to form meaning from the text. Then, the text is the set of language that may be longer than a sentence. It means that in comprehending a text, the readers not only form a meaning from one sentence only but from the set of sentences that links and hold together in the different part of the text. According to Yuliansyah and Ayu (2021), by giving appropriate text for students to comprehend the materials will aid them to interpret and follow all activities given by teachers. Therefore, the cohesion understanding is necessary in order to support readers' comprehension in reading text. Reading demands readers to interpret and negotiate both design element and graphic image to comprehend written language (Tuzahra, 2021).

In addition, a text is best regarded as a semantic unit; a unit not of form but of meaning. In analyzing text, there are still some problems found, for example, it is hard for us to understand the meaning of a text if we do not have the ability to understand various words and their uses in the text (Halliday & Hasan, 1976). Cohesive in the text can be achieved grammatically and lexically. Based on the book of Cohesion in English by Halliday and Hassan, grammatical cohesion is a kind of cohesion that expresses relations on grammar and can be divided into four parts; references, ellipsis, conjunction, and substitution. Moreover, the lexical cohesion is the cohesion that is expressed through relation on vocabulary which can be divide into two parts; reiteration and collocation (Supini & Savitri, 2017). Thus, the researchers did a pre-survey on September 14th 2019 to fourth semester students of English Education Program of State Islamic Institute of Metro. Based on the data of pre-survey, the researchers found that 4 students or 2% overall have bad comprehension in reading, 21 students or 10% overall have poor comprehension in reading, 98 students or 48% overall have fair comprehension in reading, 79 students or 37% overall have good comprehension in reading, and 7 students or 3% overall have excellent comprehension in reading. It means that most of students among the fourth semester have problem in comprehending reading text.

According to the condition above, the researchers interested to investigate the correlation between EFL learners' cohesion understanding and their reading comprehension.

RESEARCH METHOD

The population of this research was the fourth semester students of English Education Department of IAIN Metro, which consists of six classes. The total of population was 206 students. Based on this condition, the researchers used 15% of the population as the sample of the research. Therefore, the sample of this research was 31 students.

In this research, the researchers used documentations to collect the data about the correlation of EFL learners' cohesion understanding and their reading comprehension. Documentation as the method that used to get more data about the level of students' cohesion understanding was the document of students' test score about the cohesion in the subject of Discourse Analysis from Mrs. Syahreni Siregar, M.Hum. Besides, for the data about the level of students' reading comprehension was the document of student's final test score in the subject of Reading 4 from Mrs. Dra. Umi Yawisah, M.Hum.

To investigate whether there was positive and significant correlation between cohesion understanding and reading comprehension the researchers applied Product Moment Pearson correlation in which there were one predictor variables and one criterion variable.

FINDINGS AND DISCUSSION

1. Reading Comprehension Data

Reading comprehension in this research was the dependent variable (Y). It refers to the level of the students' reading comprehension. In the process of reading comprehension, the students must be able to process the text start from processing every single sentence into a clause and phrase, processing the entailment of the sentences within the text, determining the main idea and the important information, and making inference and prediction. In measuring the students' reading comprehension, the researchers documented the data of students' final test score in the subject of Reading IV from Mrs. Dra. Umi Yawisah, M.Hum. as the lecturer. Based on the data, it can be described that the total score of Reading IV final test from 31 students as the sample using simple sampling technique is 2318, where the highest score is 80, the average score is 74.8, and the lowest score is 63. Thus, the measured of the class interval as follows:

$$\begin{aligned}
 R &= \text{The Highest score} - \text{The lowest score} \\
 &= 80 - 63 \\
 &= 17
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + (3.3 \log n) \\
 &= 1 + (3.3 \log 31) \\
 &= 1 + (3.3 \times 1.49) \\
 &= 1 + 4.91 \\
 &= 5.91 \approx 6
 \end{aligned}$$

$$P = \frac{R}{K} = \frac{17}{6} = 2.83 \approx 3$$

After knowing the class interval, the researchers put the data on the table of frequency as follows.

Table 4. Frequency of Reading IV Final Test Scores

No	Class interval	Frequency	Percentage	Explanation
1.	78 – 80	10	32%	Good
2.	75 – 77	11	36%	Good
3.	72 – 74	3	10%	Good
4.	69 – 71	1	3%	Fair
5.	66 – 68	5	16%	Fair
6.	63 – 65	1	3%	Fair

The table of frequency above shows that there are 1 student or 3% who got score 63-65, 5 students or 16% who got score 66-68, 1 student or 3% who got score 69-71, 3 students or 10% who got score 72-74, 11 students or 36% who got score 75-77, and 10 students or 32% who got score 78-80. In short, it can be inferred that the students Reading IV Final Test score is good.

2. Cohesion Understanding Data

Cohesion understanding is the independent variable (X) of this research. Cohesion understanding related to students' knowledge about grammatical cohesion and lexical cohesion. Students' knowledge in grammatical cohesion consists of reference, ellipsis, and substitution. Meanwhile, students' lexical cohesion knowledge consists of repetition, synonym, antonym, hyponym, and meronym. Therefore, this variable was focused on lexical and grammatical cohesion. To measure the students' cohesion understanding, the data of students' test score about cohesion in the subject of Discourse Analysis was obtained from Mrs. Syahreni Siregar, M.Hum. as the lecturer. Based on the data, it can be described that the total score of Cohesion test from 31 students as the sample using simple sampling technique is 2245, where the highest score is 85, the average score is 72.4, and the lowest score is 60. Thus, the measurement of the class interval are as follows:

$$\begin{aligned}
 R &= \text{The Highest score} - \text{The lowest score} \\
 &= 85 - 60 \\
 &= 25
 \end{aligned}$$

$$\begin{aligned}
 K &= 1 + (3.3 \log n) \\
 &= 1 + (3.3 \log 31) \\
 &= 1 + (3.3 \times 1.49) \\
 &= 1 + 4.91 \\
 &= 5.91 \approx 6
 \end{aligned}$$

$$P = \frac{R}{K} = \frac{25}{6} = 4.17 \approx 4$$

After knowing the class interval, the researchers put the data on the table of frequency as follows:

Table 4. Frequency of Cohesion Test Scores

No	Class interval	Frequency	Percentage	Explanation
1.	80 – 85	7	23%	Good
2.	76 – 79	0	0%	Good
3.	72 – 75	9	29%	Good
4.	68 – 71	10	32%	Fair
5.	64 – 67	1	3%	Fair
6.	60 – 63	4	13%	Poor

The table of frequency above shows that there are 4 students or 13% who got score 60-63, 1 student or 3% who got score 64-67, 10 students or 32% who got score 68-71, 9 students or 29% who got score 72-75, and 7 students or 23% who got score 80-85. In short, it can be inferred that the students Cohesion Test score is good.

3. Data Distribution of the Variables

After applying the documentation methods, the researchers analyzed the data by using analysis of product moment Pearson-correlation in order to prove whether there is a positive and significant correlation between cohesion understanding and reading comprehension.

Table. 7 Distribution Table of the Correlation between Cohesion Understanding (X) and Reading Comprehension (Y)

No.	X	Y	X ²	Y ²	XY
1	80	76	6400	5776	6080
2	70	66	4900	4356	4620
3	75	80	5625	6400	6000
4	75	80	5625	6400	6000
5	75	80	5625	6400	6000
6	60	63	3600	3969	3780
7	75	80	5625	6400	6000
8	70	76	4900	5776	5320
9	80	73	6400	5329	5840
10	70	73	4900	5329	5110
11	80	76	6400	5776	6080
12	75	80	5625	6400	6000
13	65	70	4225	4900	4550
14	75	80	5625	6400	6000
15	70	76	4900	5776	5320
16	80	76	6400	5776	6080
17	80	76	6400	5776	6080
18	70	66	4900	4356	4620
19	75	80	5625	6400	6000
20	75	80	5625	6400	6000
21	70	73	4900	5329	5110
22	80	76	6400	5776	6080
23	75	80	5625	6400	6000
24	85	80	7225	6400	6800
25	60	66	3600	4356	3960
26	70	76	4900	5776	5320
27	60	66	3600	4356	3960
28	60	66	3600	4356	3960
29	70	76	4900	5776	5320
30	70	76	4900	5776	5320
31	70	76	4900	5776	5320
$\Sigma X = 2.245$		$\Sigma Y = 2.318$	$\Sigma X^2 = 163.875$	$\Sigma Y^2 = 174.172$	$\Sigma XY = 168.630$

4. Correlation between EFL Learners' Cohesion Understanding and Reading Comprehension

Based on the distribution table above, the correlation between cohesion understanding and reading comprehension can be calculated as follows:

$$\begin{aligned}
 N &= 31 \\
 \sum X &= 2.245 \\
 \sum Y &= 2.462 \\
 \sum X^2 &= 161.275 \\
 \sum Y^2 &= 190.244 \\
 \sum XY &= 173.275 \\
 r_{xy} &= \frac{31(168.630) - (2.245)(2.318)}{\sqrt{[31(163.875) - (2.245)^2][31(174.172) - (2.318)^2]}} \\
 r_{xy} &= \frac{5.227.530 - 5.203.910}{\sqrt{(5.080.125 - 5.040.025)(5.399.332 - 5.373.124)}} \\
 r_{xy} &= \frac{23.620}{\sqrt{(40.100)(26.208)}} \\
 r_{xy} &= 0.728
 \end{aligned}$$

Based on the calculation above, it was known that "*r observed*" was 0.728. It is a correlation coefficient (*r*) as the result of the counting by using Product Moment Pearson-correlation above.

5. Interpretation

a. Interpretation of "*r observed*"

Table 8. Interpretation to the Grade of " <i>r observed</i> "	
Values of " <i>r observed</i> "	Interpretation
0.800 - 1.000	High
0.600 - 0.800	Fair
0.400 - 0.600	Quite Low
0.200 - 0.400	Low
0.000 - 0.200	Very Low

Based on the calculation of the test result data using Product Moment Pearson-correlation above, the result of calculation can be interpreted as follows: "The critical value of "*r observed*" between the students' text analysis performance and reading comprehension was 0.728. Therefore, it can be inferred that there is fair correlation between students' cohesion understanding and reading comprehension.

b. Statistical Significance

After H_a above was formulated, the researchers consulted "*r observed*" to "*r table*", as follows:

1. If "*r observed*" is higher than "*r table*", Alternative Hypothesis (H_a) is accepted
2. If "*r observed*" is lower than "*r table*", Alternative Hypothesis (H_a) is rejected and Null Hypothesis (H_0) is accepted.

To know the critical value of *r* Product Moment (*r table*), the researchers firstly counted *df*. *df* is degree of freedom. Below is the formula:

$$df = N - 1$$

Note:

N is the numbers of sample.
Therefore,

$$\begin{aligned} df &= N-1 \\ &= 31-1 \\ &= 30 \end{aligned}$$

Table 9. Table of r Product Moment

N	Significant Level		N	Significant Level		N	Significant Level	
	5%	1%		5%	1%		5%	1%
3	0.997	0.999	26	0.388	0.496	55	0.266	0.345
4	0.950	0.990	27	0.381	0.487	60	0.254	0.330
5	0.878	0.959	28	0.374	0.478	65	0.244	0.317
			29	0.367	0.470	70	0.235	0.306
6	0.811	0.917	30	0.361	0.463	75	0.227	0.296
7	0.754	0.874						
8	0.707	0.834	31	0.355	0.456	80	0.220	0.286
9	0.666	0.798	32	0.349	0.449	85	0.213	0.278
10	0.632	0.765	33	0.344	0.442	90	0.207	0.270
			34	0.339	0.436	95	0.202	0.263
11	0.602	0.735	35	0.334	0.430	100	0.195	0.256
12	0.576	0.708						
13	0.553	0.684	36	0.329	0.424	125	0.176	0.230
14	0.532	0.661	37	0.325	0.418	150	0.156	0.210
15	0.514	0.641	38	0.320	0.413	175	0.148	0.194
			39	0.316	0.408	200	0.138	0.181
16	0.497	0.623	40	0.12	0.403	300	0.113	0.148
17	0.482	0.606						
18	0.468	0.590	41	0.308	0.398	400	0.098	0.128
19	0.456	0.575	42	0.304	0.393	500	0.088	0.115
20	0.444	0.561	43	0.301	0.389			
			44	0.297	0.384	600	0.080	0.105
21	0.433	0.549	45	0.294	0.380	700	0.074	0.097
22	0.423	0.537						
23	0.413	0.526	46	0.291	0.376	800	0.070	0.091
24	0.404	0.515	47	0.288	0.372	900	0.065	0.086
25	0.396	0.505	48	0.284	0.368			
			49	0.281	0.364	1000	0.062	0.081
			50	0.279	0.361			

After considering the product moment table by using df 30, it can be found that:

- The critical value of r Product Moment (r table) for the 5% level is 0.361.
- The critical value of r Product Moment (r table) for the 1% level is 0.463.

From all of data analysis above, it can be found that:

- " r_{observed} " of cohesion understanding and reading comprehension correlation was 0.728
- " r table" in the significant level of 5% = 0.361 and 1% = 0.463.

Finally, the data confirmed that " r observed" is higher than " r table". Therefore, it can be inferred that H_a is accepted and H_0 is rejected. Therefore the statistical correlation significance can be interpreted as follows:

"There is positive and significant correlation between EFL Learners' cohesion understanding and reading comprehension among the fourth semester students of English Education Department of IAIN Metro".

CONCLUSION

Based on the analysis of the research data, it showed that this correlation can be shown by the calculation of " r_{observed} " of 0.728 using Product Moment Pearson-correlation formula is higher than " r table" in the significant level of 1% 0.463 and in the significant level of 5 % 0,361. Therefore, it can be

concluded that H_a is accepted and H_0 is rejected. It means that there was positive and significant correlation between EFL learners' cohesion understanding and their reading comprehension at the fourth semester students of English Education Department of IAIN Metro.

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THE PERCEPTION OF SEMESTER 4 ACCOUNTING STUDENTS ON LEARNING ENGLISH THROUGH WHATSAPP APPLICATION

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Abstract

The pandemic due to the Covid 19 virus has brought all kinds of learning processes into a new era of online and mobile learning. One application that is widely used in online learning is WhatsApp. WhatsApp is not only easy to use because it can be operated via a mobile phone or operated via a personal computer or laptop, but also has features that support the English learning process. This research aimed to determine the perception of 4th semester students majoring in Accounting towards learning English through WhatsApp application at STIE Gontias, Bandar Lampung. This research was a quantitative descriptive research. The data was obtained using a questionnaire given to respondents online via Google Form. The population and sample of this research were 34 4th semester students majoring in Accounting. The data were analyzed using a Likert Scale and processed using SPSS 22. The results of the research were divided into 3 dimensions. However, 35.3% of students are doubt whether online learning is more comfortable than offline learning. From the results of the analysis, it can be concluded that the perception of 4th semester students majoring in Accounting at STIE Gontias Bandar Lampung towards learning English through the Whatsapp application is positive.

Keywords: Perception, Learning English, WhatsApp

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INTRODUCTION

The pandemic due to the Corona Covid-19 virus has brought all kinds of learning processes into a new era of online and mobile learning. Students must prepare themselves to learn online and dynamically. They have to adapt their way of learning English in order to learn the language intensively and comfortably. The world of education has now conducted online learning due to a new virus called covid-19 or coronavirus. According to Dewi (2020: 56) stated that Corona virus is a large family of viruses that cause disease ranging from mild to severe symptoms. Symptoms of this virus are almost the same as flu, such as cough, runny nose, fever and shortness of breath. The average incubation period is 5-6 days with the longest incubation period being 14-22 days. This virus causes people to become restless and the impacts caused by the Covid-19 virus are such as in the fields of education, economy, and tourism. Several fields in Indonesia were temporarily closed to stop the spread of the COVID-19 virus. One of the impacts of the Covid-19 virus is education where students learn online starting from the Elementary School (SD), Junior High School (SMP), High/Vocational High School (SMA/SMK), to Higher Education. According to Nuryana as quoted by Prabowo (2020), online or online learning during the Covid-19 pandemic is part of efforts to increase awareness of the spread of the Covid-19 virus. Meanwhile, the Ministry of Education and Culture of the Republic of Indonesia (2020) stated that online learning at all levels of formal education is also a real effort made by the government to break the chain of spread of the Covid-19 virus.

This phenomenon is not easy for students because they face many problems such as unstable internet signal and boredom because they do not interact directly with their friends and lecturers. In addition, each student has their own needs, talents, potential, and strategy in learning English (Mandasari & Oktaviani, 2018). Those who used to learn English in class and interact with their classmates and lecturers had to learn English in a different and more difficult way because they had to learn individually and from a distance. For students who live in the city and have a good internet connection, it is not a big problem for them to study English online. But for students who live in remote areas with poor internet connections, this is a very big problem for them.

The students also have their own style of learning English. It is line with research conducted by Ayu (2018) that learning strategies can help students to comprehend materials given by teacher if they apply it consistently during learning process. There are students who like to study with friends and there are students who

like to study individually. Students who like to study with their friends will really get into trouble when they have to study individually, at home without a teacher or classmate to meet. Therefore, learning applications that suit the needs of students are needed. They need to use applications that are suitable for their learning abilities, internet signals that are stable, strong, cheap, and easy to get.

In this pandemic situation, online learning has become an alternative way for students to learn independently (Ayu, M. 2020). It gives them more opportunities to learn English more flexibly and access materials anytime and anywhere. There are many types of apps or platforms that can be used to help students learn English online, such as *memrise*, *slidesgo*, *powtoon*, and social media (Aminatun & Oktaviani, 2019; Oktaviani & Sari, 2020, Oktaviani et. al, 2020). One of that is widely used like WhatsApp Messenger or WhatsApp for short. WhatsApp is not only easy to use but also cheap for students. However, many students claim to have difficulty learning English online using WhatsApp. The effectiveness of the WhatsApp application for learning English is important for lecturers and students to know so that the weaknesses and strengths of this application can be evaluated for quality and effective teaching and learning programs. Iskandar (2020:101) who conducted research on the use of WhatsApp groups as a learning medium, concluded that the WhatsApp application is quite helpful for tutors and students in the learning process. Pranajaya and Hendra Wicaksono, (2018: 59) stated in their research that the learning process through the WhatsApp application was very useful, although in their statement the use of the WhatsApp application did not fully affect the value of learning. Based on the description above, a study was conducted to determine the perception of 4th semester students majoring in Accounting on learning English through WhatsApp application at STIE Gentiaras Bandar Lampung.

Literature review

1. Perception

According to Rahmat (2013: 50), perception is the experience of objects, events or relationships obtained by inferring information and interpreting messages. Perception is a person's view or assumption about an object being observed, so that it can interpret or conclude an event and the object. This is obtained through the process of one's judgment using the senses of the surrounding objects. Everyone can give their own and also different perceptions, because it all depends on the process of perception by each individual.

Perception can occur if there is a stimulus that is forwarded to the nerve center, namely the brain, so that a psychological process will occur and an individual will experience perception. According to Walgito (2010: 99), perception is a process that is preceded by sensing, which is a process that takes the form of receiving a stimulus by the individual through the receptor device. Meanwhile, according to Slameto (2010:102), perception is a process that involves the entry of messages or information into the human brain, through human perception continuously in contact with the environment. To find out about perception, it is necessary to conduct a more in-depth study of the things that are observed by someone.

Irwanto (2002: 71) says that the process of receiving a stimulus (object, quality, relationship between symptoms, and events) until the stimulus is realized and understood is called perception. Perception can occur when a person's five senses receive stimuli and are realized or understood, there will be an interpretation of the experience of an event. Stimulation obtained through the senses will make humans more familiar with their environment, because without the right perception, a human being will be impossible if he can capture and interpret an event, phenomenon, information or data around him.

Based on the explanation above, it can be concluded that perception is a person's view of an event, phenomenon, information or data around him through a stimulus and is accepted by the five human senses consciously and understood by each individual. environment through a stimulus and is accepted by the five human senses consciously and understood by each individual.

2. Learning English

English is one of the languages studied by many people in the world for many purposes. It is increasingly used as a tool for interaction among the world's non-native speakers and is used by more than one billion English speakers worldwide. English is learned and taught in a variety of contexts and in many different classroom settings acquired through formal and informal education.

According to Sapir as quoted by Poole (1999), language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. Language is used as a means of communication to convey messages and express feelings, ideas, emotions, and desires. Language is needed to interact with other people. Humans must meet their needs: psychologically, biologically and spiritually. This can be done by using language as a means of communication with other humans.

Kimble (1961) in Hergenhahan, B.R. and Olson, M.H (1993) say that learning is a relatively permanent change in behavior or in behavioral potential resulting from experience and cannot be associated with temporary

bodily states such as those caused by illness, fatigue, or drugs. The learning process cannot be studied directly. Instead, its nature can only be inferred from the behavior of the change. Therefore, learning is something that occurs as a result of certain experiences and precedes behavioral changes as a result of learning.

In addition, Brown (2000) defines "Learning is the acquisition or 'gain' retention of information or skills, storage systems, memory, cognitive organization, active, conscious focus on and acting on events outside or within the organism, relatively permanent but subject to forgetting, practicing, perhaps reinforced practice, behavior change".

According to Harmer (2007), learning is a conscious process in which separate items of language are learned and practiced in turns. Learning should be directed to the visible world of senses and experience, not to words and their logical nature or style (A.P.R. Howatt and H.G. Widdowson, 2004). In the process of getting the target language, students need to build motivation and good strategies to achieve the goal of mastering these four skills. In the process of getting the target language, students need to build motivation and good strategies to achieve the goal of mastering these four skills.

The process of acquiring a new language takes a long time because students have to transfer and memorize all language knowledge into their storage system and then practice the language as a manifestation of mastering the four skills. Moreover, learning is a process of change from not knowing. Camoune (1990) as quoted by Sugirin (2003) asserts that learning is a process of making connections, identifying patterns that organize previously unrelated pieces of knowledge, behavior, and activities into a new patterned whole. Learning a language means learning to communicate in that language as the target language.

3. Whatsapp Application

Whatsapp messenger or commonly called WhatsApp is a free application originating from America, a cross-platform messaging and Voice over IP (VoIP) service owned by Facebook, Inc. According to What is WhatsApp? How it works, tips, tricks, and more (businessinsider.com), WhatsApp is a free, multi-platform messaging app that allows users to make video and voice calls, send text messages, and more - all with just a Wi-Fi connection. WhatsApp's core features are: Voice and video calls: In addition to voice calls, WhatsApp also offers video calls, including a group function, which allows up to eight participants in a single call. Voice messages: Users can record and send voice messages to individual chats or group chats. Secure messaging: WhatsApp uses end-to-end encryption, a secure communication standard where only the people who sent the message can read the message. Photo and video sharing: Users can send videos, photos and GIFs without worrying that the images will be fragmented or undownloadable, which can sometimes happen in SMS messages between different mobile platforms and wireless carriers. Document sharing: WhatsApp allows users to send all types of documents, such as PDFs, spreadsheets and slideshows without the hassle of email or separate document sharing apps. Desktop access: WhatsApp offers a desktop version for Mac and PC. WhatsApp Business: A dedicated WhatsApp business account is designed for entrepreneurs to showcase their products and connect with their customers on a convenient and familiar platform.

According to Pustikayasa (2019: 60-61), the advantages of WhatsApp as a learning medium are:

- 1). Through WhatsApp groups, educators and students can ask questions or discuss in a relaxed manner without having to focus on educators such as learning in class which often creates fear of mistakes and shame in students.
- 2). Educators can be creative in providing additional material and assignments to students.
- 3). Students can easily send back the results of their work, either in the form of direct comments (group chats), pictures, videos, or other documents related to learning.
- 4). Learning methods are environmentally friendly because they no longer use hard copies (the use of paper to print or write students' work)
- 5) Become one of the solutions for educators to deliver additional material as learning materials outside the classroom.

The disadvantages of the WhatsApp application as a learning medium are:

- 1). Educators and students must be connected to internet services to get information in real time.
- 2). Communication using videos, images and large files affects data usage (cost).
- 3). Without clear rules or agreement by group admins (educators), communication can get out of the context of learning.

4. Online Learning

Online learning is the use of the internet network in the learning process. Online learning is learning that is done online or from home to provide meaningful experiences for students. According to Dewi (2020: 56), with online learning students have the flexibility of learning time, can study anytime and anywhere. This online learning is carried out through several applications such as Google Forms, WhatsApp groups, video conferences, Google

Classroom, telephone, and so on. With online learning, educators are required to be more creative and innovative in giving assignments to students. Through online learning, students have the flexibility of learning time, can learn anytime and anywhere. Students can interact with lecturers using applications that have features such as video calls, chat, telephone, and document sharing. One of the most widely used is the WhatsApp application. This online learning is an educational innovation in responding to the challenge of the availability of varied learning media. The success of a model or learning media depends on the characteristics of the students. Yuliansyah and Ayu (2021) found that online learning that uses multimedia technology, virtual classes, video streaming, voice messages, email, conference calls, animated online text, and online video streaming can aid students comprehend materials more easily.

According to Nakayama M, et al (quoted by Dewi, 2020: 56), all the literature on e-learning indicates that not all students will be successful in online learning. This is due to the learning environment and the character of the students. Thorne (in Kuntarto, 2017: 102) says that online learning is learning that uses multimedia technology, virtual classes, CD ROMs, video streaming, voice messages, email, conference calls, animated online text, and online video streaming. In addition to the material, exercises and learning are also provided online.

However, Levy and Kennedy (2005) as quoted by Stockwell (2008) argue that widespread acceptance of communication technologies in non-learning contexts does not necessarily mean that they will be effective or rewarded in educational contexts.

RESEARCH METHOD

This research is a quantitative descriptive research. The aim of this research is to know the perception of semester 4th Accounting students on learning English through WhatsApp application. The research was done in Sekolah Tinggi Ilmu Ekonomi (STIE) Gentiaras, Bandar Lampung in 2021. This research used total sampling method. The population and the sample of the research were 34 students of semester 4th at Accounting major in STIE Gentiaras, Bandar Lampung. They had studied English online for four semesters.

The data gathering technique used questionnaire and literature studies. The questionnaire consists of 15 positive statements using five point of Likert Scale. The scale is Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1).

The validity test and Realibility test were done to examine the questionnaire validity and reliability. The instrument validity test is carried out before the questionnaire is given to the actual students or respondents. The purpose of the instrument validity test is to describe whether the research instrument that has been made is valid or not to be used in conducting research. According to Sugiyono (2010: 173), valid means that the instrument can be used to measure what should be measured. Reliability tests were conducted to determine whether the instrument was sufficient to be used as a tool in collecting data and whether it was reliable. According to Arikunto (2010: 221) states that reliability is an instrument that is reliable enough to be used as a data collection tool because the instrument is good. To test the reliability of the instrument in this study, the researcher used the Alpha Cronbach technique. After being calculated with the help of SPSS 22, it was found that Cronbach's Alpha value was 0.916 while the validity was 0.05, so the instrument in this study was declared valid and reliable so that it was feasible to use for research.

This research is a descriptive research. Therefore, the data analysis used is quantitative descriptive analysis. The descriptive statistical calculations used percentage descriptive statistics. The data obtained from the questionnaire is calculated and processed using SPSS 22. Then the data is presented in the form of tables to find out the tendency of students' perception of English learning through whatsapp application.

FINDINGS AND DISCUSSION

The perception of 4th semester students majoring in accounting towards learning English can be viewed into three dimensions: the dimensions of English teaching materials, the dimensions of English language skills, and the dimensions of the environment and student interaction during learning English through the Whatsapp application.

Dimensions of English Teaching Materials

Table 1. English Teaching Materials

Statement number	Statement Character	Number of Answers				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	positive	13	19	2	0	0
10	positive	10	19	4	1	0
12	positive	7	23	4	0	0
13	positive	6	24	4	0	0
14	positive	2	23	6	3	0
15	positive	2	26	5	1	0

Based on table 1 related to student perceptions seen from the dimensions of the English teaching material with 6 statements, the results obtained are the first statement: "lecture material is easily accessible". Of the 43 respondents, 13 people (30.2%) strongly agreed, and 19 people (44.2%) agreed. Meanwhile, as many as 2 respondents (4.7%) answered doubtfully and no respondents answered neither agree nor strongly agree. This shows that the WhatsApp application helps make it easier for students and lecturers to send data such as document files, videos, and images. Nezarat (2012), the two main characteristics of mobile devices are portability and connectivity. As for connectivity, designing a mobile system must have the ability to connect and communicate with learning websites using the device's wireless network to access learning materials everywhere including short message services (SMS) and mobile e-mail. Portability allows students to move mobile devices and carry learning materials. As quoted from the What is WhatsApp page? How it works, tips, tricks, and more (businessinsider.com), WhatsApp has a photo and video sharing feature that allows users to send videos, photos, and GIFs without worrying that images will be fragmented or undownloadable, which sometimes can sometimes occur in SMS messages between different mobile platforms and wireless carriers. WhatsApp also has a document sharing feature that allows users to send all types of documents, such as PDFs, spreadsheets, and slideshows without the hassle of sending them to email or separate document sharing apps.

The tenth item of the statement is "the material is taught clearly and easily understood", as many as 10 respondents (23.3%) answered Strongly Agree, 19 respondents (44.2%) answered Agree, 4 people (9.3%) Doubt-undecided, and 1 person (2.3%) Disagree. No respondents answered Strongly disagree. This indicates that students are able to follow the learning process well and the material is explained by the lecturer clearly and easily understood by students. This shows that students have a positive perception of the learning process. However, these results are different from the results of research conducted by Muntazhima et al (2020) on the responses of high school students which showed that the majority of students were not happy with online learning. Among the causes he explained were material that was difficult to understand, lack of student interaction, electricity and internet problems and lack of focus during learning.

The twelfth item of the statement is "the tasks given are easy to do". A total of 7 people (16.0%) answered strongly agree, 23 people (53.3%) answered agree While 4 people (9.3%) answered undecided, and no respondents answered neither agree nor strongly agree. From these data, the majority of students answered agree. This shows a very positive perception of students, namely students feel not burdened with the tasks that have been given by their lecturers.

The thirteenth question item is "the exercises provided are easy to do", a total of 6 people (13.8%) answered strongly agree, 24 people (55.6%) answered agree, and 4 people (9.3%) answered doubtful. No respondents answered neither agree nor strongly agree. The data shows that the majority of students answered agree. This shows a very positive perception from students, namely they feel that the exercises provided by the lecturer do not burden them and are easy to do.

The fourteenth question item is "Group assignments are easier to do". as many as 2 respondents answered strongly agree, 23 people (53.3%) answered agree. 6 people (13.8%) answered undecided and 3 people answered disagree. There were no respondents who answered strongly disagree. The data shows that the majority of students answered agree. This shows a very positive perception from students, namely they feel that the group assignments given by the lecturer are not difficult for them and easy to do with their group mates.

The fifteenth question item is "the exam questions are easier to do". A total of 2 people (4.7%) of respondents answered strongly agree, 26 people (60.5%) answered agree, 5 people (11.6%) hesitated, and 1 person (2.3%) disagreed. No respondents answered Strongly disagree. The data shows that the majority of students answered agree. This shows a very positive perception from students, namely they feel that the exam questions given by the lecturer are not difficult to do.

Dimensions of English Skills

Table 2. English Skills

Statement number	Statement Character	Number of Answers				
		Really Agree	Agree	Undecided	Disagree	Really Disagree
3	positive	6	23	4	1	0
4	positive	4	25	5	0	0
5	positive	5	19	9	1	0
6	positive	2	23	8	1	0
7	positive	1	18	13	2	0
8	positive	3	27	4	0	0

Based on table 2 English skills related to student perceptions, the results obtained are from the third statement item: "My reading ability has increased", as many as 6 people (17.6%) of respondents answered Strongly Agree, 23 people (67.6 %) answered Agree, 4 people (11.8%) Not sure, and 1 person (2.9%) Disagree. The results of these data indicate that the majority of students agree that their reading skills have improved.

The fourth item of the statement is: "My speaking ability has improved", as many as 4 people (11.8%) answered Strongly agree, 25 people (73.5%) Agree, and 5 people (14.7%) answered Doubtful -doubt. No respondents answered Disagree or Strongly disagree. This data shows the tendency of students to choose the answer agree. Ainun, et al (2020) who examined students' perceptions of voice chat through the WhatsApp application in the Speaking class in their research found that the majority of students had positive perceptions of the implementation of online voice chat, especially in terms of stress and interest. Implementing a voice chat can help minimize stress and anxiety levels because they don't have to face their speaking partner directly. It also provides a different learning atmosphere that makes students more interested in practicing speaking.

The fifth item of the statement is "My listening skills have improved. as many as 5 people (14.7%) answered Strongly agree, 19 people (55.9%) Agree, 9 people (26.5%) Not sure, 1 person (2.9%) Disagree. No one answered Strongly disagree. The results of these data indicate that the majority of students agree that their listening skills have improved.

The sixth item of the statement is "My writing skills have improved". A total of 2 people (5.9%) answered Strongly agree, 23 people (67.6%) Agree, 8 people (23.5%) Doubtful, and 1 person (2.9%) Disagree. No one answered Strongly disagree. The results of these data indicate that the majority of students agree that their writing skills have improved.

The seventh statement item is "My grammar (grammar) skills have improved. A total of 1 person (2.9%) answered Strongly agree, 18 people (52.9%) Agree, 13 people (38.2%) Not sure, 2 people (5.9%) Disagree. No one answered Strongly disagree. The results of these data indicate that the majority of students agree that their grammar skills (grammar) have improved.

The eighth item of the statement is: "My vocabulary (vocabulary) has increased. A total of 3 people (8.8%) Strongly agree, 27 people (79.4%) Agree, and 4 people (11.8%) Doubt. No respondents answered Disagree or Strongly disagree. The results of these data indicate that the majority of students agree that their vocabulary has increased

Dimensions of the environment and student interaction during learning English through the Whatsapp application

The learning environment and the interactions between fellow students and lecturers are very important in supporting the learning process, especially to raise the spirit of learning so that in the end students can achieve maximum learning outcomes. According to Lin and Lin (2015), the interaction among students, and between students and the teachers should always be built to improve communication and discussion about every activity in the teaching and learning process.

Table 3. The environment and student interaction during learning English through Whatsapp application

Statement number	Statement Character	Number of Answers				
		Really Agree	Agree	Undecided	Disagree	Really Disagree
2	positif	4	23	5	2	0
9	positif	10	21	4	1	0
11	positif	6	5	12	9	2

From table 3 above, it can be seen the results of the data analysis, namely the second statement item about "Fun online class atmosphere", as many as 4 people (11.8%) answered Strongly agree, 23 people (67.6%) Agree, 5 people (14.7%) Doubtful, 2 people (5.9%) Disagree, and none of the respondents answered Strongly disagree. From these data, it shows the tendency of students to agree that the online class atmosphere is fun. Adila and Harisa (2020) in their research on student perceptions of online learning in mathematics, found that the interest aspect was obtained by 85.2% with a very positive category. This shows that online learning makes students very interested because they use mobile phones to study without feeling pressured to listen to the teacher's directions until the end of the KBM. In the aspect of motivation obtained 85% with a very positive category. This result shows that by using online learning students feel happy and enthusiastic. In the aspect of satisfaction obtained 71.7% with a positive category. This can be seen in most of the impressions conveyed that online learning is more practical than ordinary learning. In the assessment aspect, 70.6% were obtained in the positive category and 73.5% in the response aspect in the positive category. So, it can be said that students like online learning.

The ninth item of the statement is "it is easier to discuss with classmates". A total of people (8.8%) of respondents answered strongly agree, 21 people (61.8%) Agree, 7 people (20.6%) Doubtful, 2 people (5.9%) Disagree, and 1 person (2.9%) Strongly Disagree. The data shows the tendency of students to agree that it is easier to discuss with classmates.

The eleventh item of the statement is "It is more comfortable to study online", as many as 6 people (17.6%) answered Strongly Agree, 5 people (14.7%) Agree, 12 people (35.3%) Doubtful, 9 people (26.5%) Disagree, and 2 people (5.9%) answered strongly Disagree. The data shows the tendency of students to express doubt about the statement that they are more comfortable studying online. This may be related to the inability of students to interact directly with lecturers and other students. Another study related to perceptions of interaction in learning was also carried out by Adijaya and Santosa (2018) with university students as the research objects, showed the results that online learning reduced student interaction because it did not interact directly (face to face) so as to reduce direct communication among students and between students and the lecturer.

CONCLUSION

Based on the results of the research analysis above, it can be concluded that in general, 4th semester students majoring in Accounting at the Gentiaras College of Economics, Bandar Lampung have a positive perception of learning English through the WhatsApp application in terms of the dimensions of English teaching materials, the dimensions of English skills, and the dimensions of the environment. and student interactions while learning English through the WhatsApp application. It is suggested that the lecturers or the teaching staff continue to maintain or further improve the quality and creativity in teaching and learning English through WhatsApp application. Lecturers or teaching staff need to pay attention to student perceptions of learning through WhatsApp application to make it easier to determine the materials or teaching methods to be used so that learning can run better and students participate in learning activities happily and comfortably.

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WEBTOON'S POTENTIALS TO ENHANCE EFL STUDENTS' VOCABULARY

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Abstract

The aims of this paper to show the use of Webtoon for EFL students to get more vocabulary either by the dialogue or even just the picture itself because it also can increase the level of curiosity and let them create new words. Webtoon has been known as one of the e-comic applications that are loved by young generations because it is simple yet fun. The use of outstanding visual and daily basis dialogues surely will help students to understand the meaning of the whole scene. The method of the research used qualitative descriptive. The technique of collecting data and the data are questionnaire from EFL Learners that also use webtoon on their daily activity as well as English teachers who use webtoon in their class. Overall EFL learners who are also webtoon users found that the application helps them to create new words by seeing the visualization along with the dialogue.

Keywords: EFL, Vocabulary, Webtoon

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INTRODUCTION

Technology brings people to see how the world develops from year to year. So many things that seem impossible but slowly become possible. In today's era, there are many innovations created to facilitate human life, not only for daily needs but also for other things. Humans often feel attracted to something that we can see directly with the eyes, because the brain is faster to receive stimuli from the eyes or it can be said that the eye is the sense of sight that dominates the other senses. Seeing this fact, many people are competing to make something creative to attract people visually, not only by applying technology in it, but also involving English as part of the innovation they make.

English is one of the many languages most widely used by many countries in the world therefore people need to study it as a medium of communication among nations and as a bridge of information from all over the world. In the context of Indonesia, English is a foreign language, unlike in Malaysia as a second language or Australia as a first language. Due to this position, the government stipulates that English needs to be mastered and taught in education units. For this reason, English has become a compulsory subject for all levels of education from elementary school to university level. Because most Indonesians are English as Foreign Language Learners, learning English is still limited to be learnt in schools. This makes English skills not entirely sufficient for some students. Therefore, not a few students who need to take additional courses outside school or university to improve the English language skills of their (Haryanto, 2016).

Furthermore, current English students are Generation Z, the generation who always carries their gadget or smartphone and is connected to the internet at school, home, and everywhere (McCoog, 2008). Students have invented technology that provides a constant connection to friends and family. Cell phones, text and instant messaging, blogs, and social networks are becoming a common part of their daily lives. Integration of technology in language teaching also have become concerned of several researchers, such as Al Falaq et al (2021) on the use of Wattpad in literature class, Pranoto & Suprayogi (2020) on the use of 9Gag application in daily conversation class, Suprayogi & Pranoto (2020) on the use of zoom for virtual exhibition, Aminatun & Oktaviani (2019) on the use of Memrise in Business English class, Oktaviani & Mandasari (2020) on the use of Powtoon for cultural presentation, Wahyudin, et al (2020) on the use of Tondoo Comic in teaching English, and many more. It is to address the problem that teaching Gen Z learners is more difficult than other generation groups, including preparing teaching English material for them. Therefore, many teachers tend to use some applications to teach English among Generation Z becomes interesting, fun, and effective (Oktaviani & Sari, 2020).

Webtoon is an application that is currently being favored by the public. Webtoon is considered attractive because of its colorful design, attractive animation is also simple. Webtoon literally means "website", meaning webtoons are comics published over the web and optimized for computer or smartphone screens. The webtoon is here in Korea, and this discovery is extraordinary. According to Putri (2018), Webtoon have distinctive features that can not be ditemukandi webcomics countries ity else her. This app naturally attracts the younger generation especially the Z generation as each presents a variety of genres along with amazing image illustrations. However, webtoons and print comics have differences in general, Webtoons are places where new and old media come together to produce different effects, stories, genres and become a platform for disseminating works. There is also the insertion of background music to strengthen the atmosphere and emotion of a story.

Webtoon has several languages used for comics, one of which is English. The presence of a Webtoon in English is an opportunity for students of English as a foreign language to improve their English skills, one of which is the vocabulary aspect. Research on Webtoon as an English learning medium has been carried out by Putri (2018) entitled "The Use of Webtoon and KWL (Know-Want-Learn) Strategy to Improve Students' Reading Fluency" explaining that the use of webtoons helps to improve reading skills. The study remains unclear whether reading can also increase students' vocabulary indirectly. Wulandari (2019) in a study entitled "The Effectiveness of Webtoon for EFL Student in Mastering Vocabulary" explains that Webtoons can help improve language skills by adding vocabulary but does not explain how. Supitri (2019) investigated how webtoons can increase Indonesian high school students' English vocabulary. However, research that combines literature studies and surveys for a wider segment of students is still very rare. For this reason, this research focuses on the use of technology which has increased during the COVID-19 period, which has had a major impact on the process of learning English vocabulary.

RESEARCH METHOD

This study aims to analyze how Webtoon has the potential to be used as a source of vocabulary learning. Therefore, the research method used is descriptive qualitative research method. The descriptive research method is prioritizing analysis and descriptive data from the people or actors being observed (Suprayogi, 2020). The subjects of this research were 48 mixed high school students and college students from Bandarlampung, Lampung Province. Subjects were selected by random sampling technique or random selection. However, the 48 students must be active users of the webtoon for the last 6 months and are studying English at their education level. Data were collected through questionnaires online using *Google form*. The questions developed in accordance with the purpose of research, then passes through whatsapp application, through group and whatsapp story. The questionnaire consists of 5 questions with answer choices and 2 descriptive questions, ranging from an overview of genre preferences, duration of use to the use of webtoons in adding English vocabulary to the subjects of this study. The answers to these questions were then analyzed for each item.

To explore the discussion on optimizing the use of webtoons to learn English, interviews were conducted with 5 English teachers at the university level and the criteria for interviewed lecturers was lecturer who's speaking skills and have been using intensive technology in learning. Interview questions were asked in a semi-structured manner. Interviews were recorded using a smartphone for data analysis purposes. The data were analyzed qualitatively and linked to the results of the previous questionnaire.

FINDINGS AND DISCUSSION

To find out how Webtoon has the potential to increase English vocabulary, it is first necessary to know the characteristics of the webtoon users themselves, especially those who use them as learning media. After conducting a survey to 48 students and college students, the following data were obtained:

Table 1. Response to Choice Questions

No	Question	Response
1	In a day, how much time do you spend reading Webtoons?	43.8% less than an hour 56.2% more than one hour
2	Are you a typical reader of all episodes in 1 story Webtoon	75% readers of all episodes 25% of readers of incomplete episodes
3	How often do you find difficulty to understand webtoon's story?	58.3 % often 41.7 % rarely
4	Does the visualization in Webtoon comics help you understand unfamiliar dialogue or words ?	91, 7 % helped 8, 3 % doesn't help

From the results of the distributed questionnaires, it can be seen that most of the webtoon users who are English learners from Generation Z are readers who feel comfortable reading for a long time. It is seen that 56.2% of readers spend more than one hour. This result correlates with the second question about reader type. There are 75% of readers who tend to spend an episode of the story until the end, while 25% only read part of the story. As learners of English as a foreign language, some of the respondents to the questionnaire often had difficulty understanding stories in English, while some of the other respondents had no difficulty. These results are quite balanced, i.e 58.3 % and 41.7%. Almost all webtoon users as respondents to this research believe that visualization of webtoon comics understands the meaning of dialogue or words that they consider familiar.

The results of the descriptive questions about the reasons respondents chose Webtoon became an interesting discussion. This is because respondents have varied responses regarding the accessibility and popularity of Webtoon.

Table 2. Response Question Description 1

Respondent	Answer
5	<i>"The pictures on the webtoon look very original and I'm a visual person, so it's like a real story."</i>
9	<i>"Because it's free and it's not like stealing anywhere else . If there are other applications that are paid ."</i>
17	<i>"The application is very easy to use, not complicated when you want to read."</i>
23	<i>"There are various genres, so you can explore. Don't be bored."</i>
39	<i>"The stories are good, some of them were made into movies."</i>

The results of the questionnaire on the description questions explain that Webtoon helps increase English vocabulary because of its visualization. It is in line with Simamora and Oktaviani (2020) that stated students can improve their vocabulary by looking at picture, checking the spelling, and remembering the pronunciation. The following is an example of respondents' answers to this question item.

Table 3. Response to Questions Description 2

Respondent	Answer
3	<i>"I think there's a lot of new vocabulary in Webtoon, I don't know what it means. But the visualizations/images in the webtoon help me understand the story well"</i>
7	<i>"The English webtoon was able to make me understand the words better by looking at the visualization of the story"</i>
13	<i>"There are so many new words that appear in every dialogue. I'm still new to English so with this picture I know what it means"</i>
41	<i>"Especially in the fantasy genre, there is a lot of terminology that we don't know, because not all of it is everyday vocabulary."</i>

The results of this research show that there are 3 potentials for Webtoon in improving English vocabulary. The questionnaire consists of choice questions and description questions to help formulate the potential of the Webtoon to increase English vocabulary for groups of learners of English as a foreign language.

First, Webtoon is Generation Z friendly. Webtoon is practical where it can be downloaded in the *play* store; therefore, it can be opened via both smartphone and laptop. By using advanced features that make the readers enjoy the reading process, Webtoon is also supported by new types of stories consisting the conflicts of today's youth. Second, webtoon offers interesting learning activities. Students feel enjoyed because they can do story reading during free time or even leisure time like doing their hobbies. Webtoon provides a fun learning experience and tend to be effortless because Generation Z generally likes activities that are directly related to application, social media, and the Internet (Haron, 2015; Oktaviani and Desiarti, 2017). Third, Webtoon provides new vocabularies and visualization. This is in line with the essay responses from research respondents about how webtoons help users in adding new vocabulary in English. According to (Erzad, 2018) students tend to use applications such as *YouTube* and *Instagram* as learning media because the visualizations offered are interesting and easy to understand.

Talking about genres, all kinds of genres that are of interest to readers will help them improve their English skills because each genre has its own vocabulary or language. New genre for the students will add their insights as well. Not only in vocabulary, readers can also find the style of language used or characterize the language of that genre. In addition, the readers usually get a lot of slang vocabulary through Webtoon they read, so that they not only speak formally or speak English too Indonesia, but readers can also learn how English is used by the natives.

The more variety of genres in Webtoon, the more insights readers will get. Consequently, it will also help them improve their English. Each genre has different story characters with different characteristics. In the context of English literature students, reading Webtoon would be seen as another form of entertainment. Not

only as entertainment, but also to analyze how the story line is, how sociological in the story is, what problems are raised from the story, besides that another part that is no less interesting is how psychoanalytical perspective of the characters. This strengthens the reason why webtoons can be a learning media for students.

Based on the results of interviews with respondents who teach Webtoon as a medium, Webtoon has the potential to improve English vocabulary. The five respondents believe that students' vocabulary can increase along with the number of stories students read, and the vocabulary will still be remembered if used in everyday language contexts and practiced. There are at least 3 recommendations on how to optimize Webtoon in terms of improving English vocabulary.

The first is the "Guess – Translate – Save" Technique. Based on (Bertamini and Makin, 2018), the human brain responds faster when dealing with visualizations. Of course, this can be the main reason. This technique is one way of optimizing the use of Webtoon in the process of getting English vocabulary, with good visualization it allows users to easily understand the meaning of the image that contains the dialogue in it and then look up the meaning of the word in the dictionary. This activity will be useful in the process of absorbing a new language, especially English.

The second is the "Scene Description Technique". Electronic comics offer many conveniences for their users, which can be accessed at any time and free of charge. This of course can be used as a means of learning foreign language vocabulary in a fun way (Zalmansyah, 2013), with the ease of access that students get, students can learn vocabulary from what happened in the comic involving players and conflicts in it while increasing cognitive function in the function of learning media (Arsyad, 2011).

The third is the "Technique of Creating Dialogs from Images". Visualization is a strong supporting factor in terms of increasing understanding. There are several types of visuals that can teach vocabulary to students, namely pictures, posters, photos, illustrations, icons, symbols, sketches, drawings, presentations, and mind mapping. These things can be a motivation for students, to make it easier to memorize English vocabulary. A variety of teaching techniques need to be introduced to maintain students' interest in the teaching and learning process of vocabulary. Studies conducted by Wijayanti (2018) shows that the use of plain images without dialogue helps students to translate the idea of an abstract to be more realistic and also useful for to make students more active in class and improve the performance of vocabulary.

CONCLUSION

Many people create something creative and innovative but economical to attract people with extraordinary visuals or significant young generation because of the leading role. For this generation, it does not only involve technology but also involves English as the main language used in most of the world. big latest innovation. English is one of the most widely used language used by Bome countries in the world where people are forced to learn it because the key communication and getting information from around the world, especially in Indonesia. This supports the use of the Webtoon application for Generation Z to learn foreign languages in a fun way, supported by the internet and also the ease of accessing Webtoon, which is one of the platforms that has succeeded in becoming a means of learning English vocabulary in today's era.

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ENHANCING READING FLUENCY AND COMPREHENSION IN ORAL READING THROUGH READING THEATRE

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Abstract

A Comprehension is the key of success reading. Researchers have shown that reading comprehension is improved when fluency increased. In order to construct the meaning of the text, instructional strategy which helps English language learners decode word until they fluently read and understand must be applied. This paper focuses on discussing the effects of using Readers Theatre as strategy to enhance English language learners' fluency and comprehension in oral reading. It also provides the overview of the use of repeated reading; Readers Theater in particular, the role of fluency and comprehension in reading and the correlation about how fluency influences reading comprehension.

Keywords: Reader's Theatre (RT), Reading Fluency, Reading Comprehension.

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INTRODUCTION

Reading is a process where readers strive to understand and respond to ideas that are expressed in written text (Rachmatia, 2016). The capability to master reading skill is essentially needed to ensure future success. People who are good in reading are also indicated to have good linguistic intelligence which can be a basic provision for their future (Aminatun, Ngadiso, and Marmanto, 2018). Students or learners need to develop strong reading skill from early age, unless they will find difficulties in struggling for their education or career, it also makes them feel uncomfortable to enjoy reading.

In reading, especially in oral reading, the learners' fluency is like a mirror for other skills' proficiency. Fluency is also a bridge to build comprehension. In fact, reading fluency is defined as involving accurate prosody and expression revealing the text in an appropriate rate (Hudson, Lane & Pullen, 2005). Moreover, reading comprehension is perceived as a simultaneously extracting and building contextual and interactive meaning process (Ayu, 2019). Reading comprehension is actually thinking about the text and making meaning out of it.

Fluency and comprehension in reading are related one and each other. In order for students to learn to construct meaning from text, it is necessary for teachers to apply instructional strategies that will help readers transition from simple decoding of words to fluent word identification. Moreover, fluent readers are able to identify words automatically and accurately, they are able to focus most of their attention on other components of reading, particularly comprehension (Ayu, Diem & Vianty, 2017)

Repeated reading has been identified by the National Reading Panel (2000) as a widely used instructional approach for building reading fluency. Repeated readings emphasizes practice as a way of working on all of the areas of reading fluency— accuracy, rate, and prosody—and is one of the most-studied methods for increasing reading fluency (Kuhn & Stahl, 2000). The repeated reading method, which is used with Readers Theatre, is one research based strategy that has been shown to build learner's fluency especially for early age learners. Hence, rereading the same passage repeatedly has been found to have a positive impact on both fluency and comprehension (Dowhower, 1989; Hoffman & Isaacs, 1991; Samuels, 1997).

Reader's Theater is a form of repeated readings. The scripts are adapted from a piece of prose or poetry so they are suitable for oral reading (Hertzberg, 2000). Reader's Theater is a student performance of literary work in which the text is read expressively, but not fully staged or acted out (Reutzel & Cooter, 2011). In line with Vasinda & McLeod (2011) Reader's theater is a voice-only performance, where it is the reader's job to make the

characters come to life. Not only are students reading the text with expression, they essentially understand the meaning of the text when they understand where to pause and emphasize certain pieces of the text. There can be a deeper motivation when reading scripts because students have to essentially become a character, which creates a need for students to comprehend the text. Moreover Rasinski (2010) states that Reader's Theatre is "... an authentic, entertaining and educationally powerful way to read and communicate meaning ... Reader's Theatre yields improvements in ... word recognition, fluency and comprehension."

To summarize, reading comprehension is defined as the act or result of applying comprehension processes to obtain the meaning of a communication process (Rasinski, 2010). In addition, the comprehension level is categorized as: (a) getting the literal meaning, (b) getting the interpretive or suggested meaning in reading, and (c) evaluating what is read in a critical way (Harris & Hodges in Black, 2016). Furthermore, the reading fluency is a skill of word-recognition to help readers reveal the value or real meaning of the text (Rasinski, 2010). Reading theatre as a part of re-repeating reading is a way of rereading passage, text, or script until the level of fluency is reached. (Black, 2016)

RESEARCH METHOD

This study carried out a theoretical research, defined as a collection of related statements or propositions that attempt to describe, explain, or predict a particular aspect of experience. (Thyer, 2010). Theory based research means that the writers build predictions based on theoretical conceptualization.

FINDINGS AND DISCUSSION

Prosody or expressive reading is a transitional bridge to link fluency to comprehension since to read with appropriate expressions, the readers have to understand the meaning of the passage and the prosody reflects and adds those meaning (Rowen, Biggs, Watkins & Rasinski, 2015). Furthermore, as stated by Miller & Schwanenflugel in Rachmatia (2016), prosody in reading fluency encompasses many oral reading skills, such as expression, intonation, suprasegmental ability and voice pitch. Expert Dowhower's (1991) states that foundational work on reading prosody consists of six indicators of prosodic reading:

1. There is a presence or lack of pausal intrusions with valid duration.
2. There is a minimum of seven words per phrase.
3. There is an appropriateness to phrasing (suprasegmental ability).
4. There is a lengthening of final words in phrases.
5. There are terminal intonation contours (pitch changes at punctuation).
6. There is a maximum of one stressed word for every five words read.

Reading key point: Reading comprehension

According to Tarchi (2017), reading comprehension is a process of reading in constructing the meaning or understanding of a text or passage. Reading comprehension is considered to occur at four levels of complexity. These levels are often referred to literal level, inferential level, critical level and creative level. In reading comprehension process, there are some stages that should be known such as literal, inferential, critical, and creative (Duchovičová, Kozárová, Kurajda, Bajrami, & Baghana, 2019)

1. Literal level

In this level, the readers have access to the surface details of the text, and can recall details which have been directly related. The skills in this level are identification and remembering simple or detailed information.

2. Interpretative level

In this level, the students go beyond what it is said and read for deeper meaning. They process their ideas based on what is not stated, but implied, by author, including points the author intended the reader to deduce.

3. Critical level

At the critical level the reader assesses the good sense of what she/he reading, its clarity, accuracy, and any apparent exaggeration of bias. To read critically is to make judgment about how a text is argued.

4. Creative level

In creative reading, the readers try to come up with the new or alternative solutions to those presented by the writer. Creative reading uses divergent thinking skills to go beyond the literal comprehension, interpretative and critical reading.

Similarly, Duncan, et.al., (2016) mentions that at the lowest stage, students are only able to interpret the reading explicitly. Furthermore, for the second stage, the readers can reveal and try to understand the implicitly

stated meaning of a text (Kocaarslan, 2016). The next stage of comprehension is critical comprehension where the readers are required to have the ability to evaluate text material. Critical comprehension is basically similar with evaluative comprehension (Bogan, King-Mckenzie, & Bantwini, 2012). While the highest stage of comprehension is the stage when the readers are required to use their imagination to get new perspective exceed from what served by writer (Yavuz Mumcu & Aktürk, 2017)

Instructional Plan for Readers Theater

Based on the instructional model for 30-minute daily sessions in Readers Theatre, there are four main steps in applying Readers Theater namely; choosing the text, preparing the scripts, organizing repertory groups and performing (Martinez, Roser, & Strecker, 1998) Choosing the text means that the students look for books or story of varying difficulty level, so that each child could meet with text within his or her instructional range. It is also important to look for a body of work or a series with interesting characters who meet pondering dilemmas to ensure that children would come to know the characters well and thoroughly. Preparing the script is defined as a step on which students prepare for the brief narration and scripts. The next step is where the students divided into groups called repertory groups, each of the member has role and own script. They are rehearsal repeatedly before having performance.

There is also brief instructional plan for Readers Theater by Martinez et al. (1998)

Figure 1. A 5-day instructional plan for Readers Theater

Pre Day 1	Teacher chooses stories and develops scripts for each text.
Day 1	<ul style="list-style-type: none">• Teacher models fluency by reading aloud the stories on which the week's scripts are based.• Teacher offers a brief minilesson that presents explicit explanation of some aspect of fluency.• The teacher and students discuss each of the three stories.• Students begin to practice reading personal copies of scripts, reading all the parts independently.• Teacher encourages students to take these unmarked scripts home for further practice.
Day 2	<ul style="list-style-type: none">• Students gather in repertory groups. Teacher provides scripts for each group with specific parts highlighted.• Students read the script, taking a different part with each reading.• Teacher circulates among the three repertory groups, coaching and providing feedback.
Day 3	<ul style="list-style-type: none">• Procedures are the same as for Day 2.• During the final 5 minutes, students within each repertory group negotiate and assign roles for Day 5's performance.• Teacher encourages children to pay special attention to their newly assigned performance role when practicing at home.
Day 4	<ul style="list-style-type: none">• Students read and reread the parts to which they are assigned within their repertory groups.• During the final 10 minutes, students make character labels and discuss where each will stand during the performance.
Day 5	<ul style="list-style-type: none">• Repertory groups "perform," reading before an audience

Similarly, Marz et al. (2013) had been developed and published the program and scripts were read daily during the first 30 minutes of the two-hour literacy block. The program was administered to provides for repeatedly reading each new script which mainly divided into 5 days for a weekly cycle.

- Day 1 - Shared Reading: In a whole class setting the story was introduced. Background knowledge was activated and developed during this initial reading. The teacher modeled expressive reading in order to demonstrate what accuracy, automaticity, and prosody should sound like. Next, the shared reading approach was used where students followed along in their text as the teacher read the story out loud to model automaticity and prosody.

- Day 2 - Echo Reading: Still utilizing a whole class setting the teacher read a portion of the selected text aloud and then the students read the same section back to the teacher chorally

- Day 3 - Paired/Partner Reading: At this point in the lesson students were divided into pairs and took turns reading alternating sections of the script until the entire text was read. Afterwards, students reread the text reading the opposite sections that were read during the first reading. The partners were encouraged to provide positive feedback to one another regarding the reader's fluency efforts.

- Day 4 - Choral/Expressive Reading: Choral reading provided practice and motivation for another reading as students read together as a class and then took on their selected parts.
- Day 5 - Performance: After quickly reading through the selection one final time in their assigned parts and having a final discussion regarding aspects of the performance, the script was performed before another third grade class.

CONCLUSION

Repeated readings emphasizes practice as a way of working on all of the areas of reading fluency—accuracy, rate, and prosody—and is one of the most-studied methods for increasing reading fluency (Kuhn & Stahl 2000). After certain period of time, Readers Theater must help student to have a good word accuracy as LaBerge and Samuels (1974) stated that there should be as little mental effort as possible expended on decoding so that readers are able to use their finite cognitive resources for construction meaning. The capability of decoding words into meaningful context helps students deepen understanding and comprehension. While students' prosody which related to the rhythm, intonation and expression are improved as Dowhower (1991) state that at the end of the six weeks of Readers Theater implementation, students read in expressive, rhythmic, and melodic patterns. Prosody is like a mirror of students' fluency. By listening to models of fluent reading, children were able to hear how the reader's voice made text make sense (Martinez et al., 1998). Since the ultimate goal of this fluency intervention was to increase students understanding of text the post measure on comprehension also revealed encouraging results.

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THE IMPLEMENTATION OF ONLINE LEARNING IN ENGLISH LANGUAGE TEACHING DURING PANDEMIC: THE TEACHERS' VOICE

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Abstract

This study aims to explore the implementation of website that used in MAN 2 Bandar Lampung. To overcome the problem structurally, the theoretical framework by discussing about theory and approach was conducted. The theories applied helped in finding out the implementation of this website. Meanwhile the approach was emphasized on one approach that is online media learning in the learning process during pandemic. Moreover, this analysis applied descriptive qualitative method to depict clearly about the problem by using the words. The result of this analysis shows that the use of online learning, especially *Rumah Belajar* brings some factors for the teachers in deliver the material. First factor is from the technology, it has some benefits and also problems for the teacher. The second factor is the teachers' behavior in using this website. It can be concluded this website is quite good to help the teacher to do the learning process during pandemic because this website has covered the teachers need, but the school has not explained some features, so it hinders the teacher from doing their best. The implementation of *Rumah Belajar* during pandemic must have sufficient training to help teachers do their teaching during e-learning maximally. As a result, *Rumah Belajar* during pandemic can assist in the implementation of online learning.

Keywords: *online learning; pandemic; Rumah Belajar*

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INTRODUCTION

Nowadays, Covid-19 disease has seriously affected many human life aspects. Its gigantic impact has influenced numerous sectors, such as economy, politic, health, and education. Education sector has been one of the big areas that get impact by Covid-19 disease. In order to minimizing the transmission of infectious diseases, the Minister of Education makes policies for students and also the teacher to do the learning process at home. As a result, education has changed dramatically, with the distinctive rise of e-learning, whereby teaching is undertaken remotely and on digital platforms. The government does not limit the platforms on specific application on conducting E-Learning because it is based on the environment of each school. Thus, some schools use social media or applications during covid-19 disease as many research also have been conducted that social media and applications can be used to teach English because it suits students' character (Oktaviani and Desiarti, 2017), improves their autonomous learning (Aminatun and Oktaviani, 2019), and boost their understanding (Oktaviani et. al, 2020).

Moreover, some schools in secondary level in Indonesia have used the website E-Learning as their media learning. Some schools make their own website to do online learning as well as government also provides a website namely *Rumah Belajar* to help both teachers and students to conduct online learning. Every website has its own features to helps teachers to create an online classroom area in which all of the documentation their students need can be handled. Then, how can students learn English online while the fact that learning English in class is still hard for some students? It does not rule out the possibility that we would find the problems in using e-learning. The researchers have an opportunity to teach online learning to Senior High School students during this Pandemic. For at least one month, the researchers found some experiences while teaching students with online learning, and even it is the advantage or disadvantage to teaching students using the website as media learning. The teachers could not face their students normally, but they still have to teach them. So, the teachers were using the website as a media for their online learning. This is not the first time in education to teach students in online learning, the study was conducted by Yanti (2018) in secondary level of school in Pasaman,

city of West Sumatera, Indonesia, showed that more than a half of teacher-reported positive perception about the use of E-Learning. In the result of the data, 55% of teachers reported positive perceptions about perceived ease of use, and 25% strongly agree that e-learning is useful for the teacher. Having a website of online learning as the platform helps the educator to record the discussions' results which later would be used to assess their performance (Ayu, 2020). Another teacher also agreed that the utilize of e-learning was helpful for students' engagement. Teachers perceived the implementation of online learning as very helpful to conduct their virtual classroom. Moreover, implementation e-learning saves their time much. Teachers no need to spend time copying materials and distribute them to students. Through one click, all the materials can easily be admitted. This is the benefit of using technology which can save time, so teachers would have more spare time to prepare the lessons (Beuning, 2014).

Further, in researchers' experience, while teaching with online learning, this media makes all students and teachers easy to do their own work. Teachers can still make an assignment, an announcement, store classroom materials, and allow students to interact with each other. The teacher can still make a deadline for the student, so the assignment will be clear. Then, for the students, they still have material from the teacher, even if it is a video or slide that can be used and students can still interact with their friends if there is any discussion on some topics (Ayu, 2018; Sari and Oktaviani, 2021). So, e-learning is good enough to complete the learning process. There are discussions, tools for material, deadline, asking and questions can be done in E-learning. However, the learning process depends on the teachers in how they guide the students, creating the teaching-learning process becomes comfortable, and teachers need to have a clear understanding of their teaching background and the challenges and opportunities available in the online setting to plan effectively for e-Learning (Yuliansyah & Ayu, 2021). Previous research on teacher concerns and technology adoption challenges suggests that significant professional development of teachers should be considered in the interests of teachers (Rakes, 2015).

Besides implementation e-learning, there are some problems that can affect the learning process inside. The researchers also faced these problems when teaching online learning, since there are many differences in students' areas that can not be accessed by the internet, it truly affected their learning process. Sometimes they cannot download the material or even cannot open the website because their houses do not have internet access. Further, not only the internet access, it because some students do not have their own phone. Many students used their parents' phones to access the website because they limit access to their phones. So, they cannot directly do the assignment or download the assignment because of this situation. Since some families have parents home all day, while other parents have to go to work, then some school systems do online classes all day long, and students are completely involved and have a lot of homework, and there is not anything that parents need to do. We can look back to the Influenza Pandemic in 1918, in which both teachers and students that all them did not have a handphone. To solve this problem, students during the 1918 pandemic took care of their learning without access to their teachers: they read the few books they had, kept journals, and wrote extensive letters. So it means students must not depend on the media, they must find other media to learn English in this Pandemic.

In this study, the researchers would like to find the implementation and the benefits of using website *Rumah Belajar* for e-learning in detail based on teachers' point of view in the online learning English process, whether the teachers could implement website *Rumah Belajar* maximally.

Literature review

There are some similar kinds of literature with this study. First, the study was conducted by Sabar (2011) at the International English School. The research was a descriptive qualitative study conducted Central Office of Briton International English School of Makassar located on Jl. Lasinrang. The method of obtaining the data was recording, interview with 7 informants, class observation, documentation, and literature study. The data were analyzed by using Miles dan Huberman interactive model. The research results reveal that the multimedia center in Briton International English School of Makassar has a role as a supporting facility for the syllabus of English learning process in Briton International English School of Makassar. It functions as a facility to access the Web (E-Learning), as an interesting and attractive learning facility to the students since they are more closely related to information and communication technology of English learning process, and a facility for the students to get together have a discussion.

Second, the study was conducted by Alhumaid (2020) at the university level. The participants in the research were 30 university-level instructors from Rawalpindi, Pakistan. The study aims to examine the teachers' perceptions regarding online learning as a substitute for formal education. By using the Technology Acceptance Model (TAM) as the conceptual framework. The finding revealed a positive relationship between technology acceptance and eLearning during Covid-19 in Pakistan. Overall, the respondents expressed a favorable opinion concerning e-Learning acceptance during the lockdown situation and its impacts on students' academic performance. This meant that utilize technology has been familiar for the instructor. Then, e-learning itself

became a source of data. This was to determine how much students were using the platform, but also how they were interacting with other students and the platform itself.

Third, the study was conducted by Tanveer (2015) at the University College. Following the qualitative and quantitative research approaches, the study interviewed 8 English lecturers and administered a five-point Likert scale questionnaire with 46 learners. The qualitative data were analyzed using a coding system, and quantitative data were analyzed using a computer excel program to get the highest and lowest percentage of subjects' responses. The study tried to explore the perceptions of students and teachers regarding the use of e-learning pedagogical tools in a language classroom, the challenges they face, and some strategies to enhance the practical application of e-learning tools in classroom-based language teaching. The finding showed that both teachers and learners perceive that e-learning: helps students take ownership of their learning, provides diversification of activities, fosters intrinsic impetus of education, enables introverted students to interact better, permits acquiring valuable study and time management skills, allows teachers to have more student-centered form of learning, etc. So it means that overall, respondents are satisfied with e-learning, thus show it is effective as an active learning tool.

With the previous study, this study has a distinct study design, setting, and participant. Most of the previous studies used qualitative research such as surveys, interview, and observation. This performed in the second grade of senior high school, using a qualitative approach by performing observation and interview. In this study, the researchers would like to find out implementation *Rumah Belajar* as the platform of e-learning to help teachers teach English at second grade of senior high school in this Pandemic-Covid.

RESEARCH METHOD

Research Design

The researchers used qualitative research and got data from the teacher teaching students in second grade. The researchers asked a list of questions that are related to the issues in this study. One of the most popular qualitative methods of research is performing in-depth interviews. It is a private interview that is conducted with one respondent at a time. This is strictly a form of discussion and encouragement.

The study planned to observe the teacher when they were using *Rumah Belajar*, then, the researchers interviewed the teacher in the school. After conducting the observation and interview, the researchers could interpret the data by comparing the data in observation and interview. The data can show whether there is a benefit in implementing e-learning in a pandemic situation

Population and Sample

The study was conducted in MAN 2 Bandar Lampung in the academic year of 2020/2021. The population of this study was English teachers in second grade in MAN 2 Bandar Lampung. There were three-second grade English teachers at MAN 2 Bandar Lampung were selected as the sample. They were the teachers who taught in second grade students using *Rumah Belajar*.

Data Collection Technique

The researchers used observation non-participant to collect the data, so the researchers became observer of the object to be studied, without being directly involved in the learning process to find out the problems and know how to utilize *Rumah Belajar* online learning during this pandemic. For this research, the researchers divided the observation into two aspects, the first one, observing teachers' behaviour when teaching using *Rumah Belajar*, and the second aspect was about the technology.

Tabel 1. Research Aspects

No.	Aspect	Parts of aspect
1.	Teachers' Behavior	1. Interaction between students and teacher 2. Result of the students assignment 3. In response students' question 4. In delivering material
2.	Technology	1. Fluency in using <i>Rumah Belajar</i> 2. Need training or not 3. The comfortable in using <i>Rumah Belajar</i>

FINDINGS AND DISCUSSION

To find out the teachers' voice about the implementation of online learning in teaching English during pandemic, the researchers used observation sheet with two main aspects, namely teachers' behavior consists of interaction between students and teacher, result of students' assignment, response students' question, and delivering material. The second aspect is technology which focuses on fluency in using *Rumah Belajar*, need

training or not, and the comfort in using *Rumah Belajar*. All of these aspects were implemented in the observation done by the researchers and described descriptively.

Teachers' Behaviour

In teachers' behavior, the researchers have to focus in some aspects there are interaction between students and teacher, result of students' assignment, response to students' question, and delivering material, so it could help the researchers to found the answer from the first question, implementationg e-learning for teaching English. The researchers have observed three teachers with observation sheets. The participants who have been observed were the English teacher in MAN 2 Bandar Lampung who used *Rumah Belajar* for one month. The statements used yes and no to make it specific and help the researchers to identify the data. From the observation, the researchers found out that two of three teachers felt *Rumah Belajar* could not support the teacher do the learning process, and other results would be explained below in the form of percentage in the observation sheet.

Table 2. Result of Observation Sheet (Teachers' Behavior Aspect)

Teachers' Behavior	Yes %	No %
The interaction between students and teacher run well	0	100
The result of the students assignment help teacher to assess students	3.3	66.7
The teachers could response students' question	0	100
The teacher could delivering material well	100	0

In general, from the result of this research, the researchers found that three teachers said the interaction between students and teachers could not run well in the first point. The teachers said they had difficulty with the features because the trainer did not explain the chat feature. So when they have a discussion, they used other media. From the first point, it could say that the teachers cannot utilize *Rumah Belajar* well because as they should have interaction with students, but in using *Rumah Belajar*, they could not do that. In the second point, the first teacher said that the result of students' assignments help her to assess students ability in learning English. Then other teachers said they did not feel that students' assignment can help teachers to assess students because they feel the answers are not their own answer. From this point, the utilization of *Rumah Belajar* seems less in teaching English because the system cannot check if the answers of students' assignments are real from their own or copied from another website. So in this part, teachers could not measure their students if their students understand the material. The third point, as explained before that the teachers have not trained well about the chat feature in *Rumah Belajar*, so both students and teachers can not use chat features, then if they want to have a conversation, they used other media. This point could not judge that *Rumah Belajar* seems useless for teaching English, but it can be a factor that school also could be caused by the implementationg itself. About the last point, all teachers said they could deliver material well because they have trained about how to do the learning process well in *Rumah Belajar*.

Technology

For this section, the researchers have to focus on some aspects such as fluency in using *Rumah Belajar*, the needs of teachers using this media, and the comfortable using *Rumah Belajar*. Then the result of data would help the researchers to find out the answer from the first question in this study. The data below show the technology aspect in the form of percentage in the observation sheet.

Table 3. Result of Observation Sheet (Technology Aspect)

Technology	Yes %	No %
The teacher could use <i>Rumah Belajar</i> fluently	33,3	66,7
The teachers need training or not	100	0
The teacher is comfortable in using <i>Rumah Belajar</i>	66,7	33,3

Look at the table above, in the first point, in Yes score there is 33,3% which means one teacher said that she could utilize *Rumah Belajar* well because she can use *Rumah Belajar* fluently since the teacher feels that she has enough training to use *Rumah Belajar* for the learning process so that the teacher could run the learning process well except the discussion. Then others teachers who said No could not fully utilize *Rumah Belajar* because they could not use *Rumah Belajar* fluently then based on that result, they need more training because they think that many features in *Rumah Belajar* that has not been trained for them, so they could not use *Rumah Belajar* properly. There is 100% Yes score in the second point, which means all the teachers feel they would utilize *Rumah Belajar* fully if they have more training to learn how to use *Rumah Belajar*. As explained before that many features in *Rumah Belajar* have not trained yet. Then the last point, there is 66,7% for Yes score which means two teachers said they feel comfortable using *Rumah Belajar* because, in the previous media, they

only have a conversation with the students and they have to more effort to explain about the material, then in *Rumah Belajar*, they can store all the material so the students can access the material and learn from that. Then another teacher said she did not feel comfortable with *Rumah Belajar* because she could not do more in *Rumah Belajar*. She can only store the material and assignment without discussing with the students.

DISCUSSION

This study focuses on implementation online learning during pandemic at MAN 2 Bandarlampung. The researchers observed three English teachers based on some aspects. The first part is about teachers' behavior in using *Rumah Belajar* for e-learning media during pandemic Covid-19. According to the observation conducted with three English teachers, training before using the media in learning online is important. Adeniyi (1995) observed and said that staff training & development is a work or an activity that contributes to the overall effectiveness & profitability of the organization. Training should provide a systematic approach to a human being. The school must facilitate teachers with full training to make the learning process run well. As we can see from teachers' answers, a lack of training can hinder the learning process. If the teachers have enough training, it will maximize the utilization of E-Learning because they have some information to use E-Learning *Rumah Belajar* as media for teaching English.

Moreover, many schools lack necessary e-learning equipment, such as highly efficient devices and Internet connections. Teachers also lack skills in computer literacy and self-motivation (Randy, 2011). From those data, we can conclude the aspects of the table interview such as usefulness, ease of use, ease of learning, and satisfaction. From the usefulness, we can see from the data that the teachers have problems when using E-Learning *Rumah Belajar* to teach English. The teachers feel this website will be useful if they have enough training for *Rumah Belajar*. In the features, *Rumah Belajar* has covered the teachers' needs like quiz, lessons, and also chat, but unfortunately, they have not trained thoroughly to use the features. So far, the learning process has run well, but it can not run at *Rumah Belajar* because of the lack of training for the discussion. This is one of the problems in the aspect of usefulness for E-Learning *Rumah Belajar*. Then for ease of use, all of the English teachers said *Rumah Belajar* is the ease of use because they can access it everywhere and every time. It can be accessed easily by phone or even by laptop. So, the researchers did not find the problem in this aspect. Further, it is easy for how to run the learning process because they served all the teacher needs, like how to store the material and even assignment. So for ease of use, the teachers can easily use it for access and run the learning process according to the lesson plan. Next, for the aspect of ease of learning, teachers are not completely easy for them, but it is easy for students because they need to download the material and submit the assignment. But for the teacher, they have problems that are appropriate with this aspect, from the attendance, they spent a lot of time for the attendance because the attendance was randomly arranged.

Then for the assessment, they do not get the specific graph for each question. But as explained before, the learning process it could run well because the features have covered it. The last is satisfaction, two teachers of three teachers said they are not satisfied with *Rumah Belajar* because they lack the training to use *Rumah Belajar*. It showed that E-Learning *Rumah Belajar* still has problems when the teacher utilizes it as media for the learning process in this pandemic. But besides that, one teacher said, she is quite satisfied to use *Rumah Belajar* as media for e-learning because it has covered all the features that teachers need since this website has some drawbacks, but for her, it is not a reason to hinder the learning process. From those aspects, the researchers concludes that *Rumah Belajar* is good for the features and the access, but unfortunately, it can not be useful for the teacher from the school that lacks training. The teacher can maximize the utilization of *Rumah Belajar*, but the school could not facilitate them maximally, and it brings problems for the teacher when implementationg *Rumah Belajar* as media for the learning process during a pandemic. According to the previous study, Allan (2018), another essential and substantial determinant of perceived ease of use and intention to use e-learning technology was machine self-efficacy. It is important to increase teachers' interest in using technology in general, as this will increase their ability to use other forms of e-learning technology in the future, teachers' optimistic attitudes toward technology are thought to be a crucial factor in promoting technology incorporation in teaching and learning (Yuen, 1999).

E-learning is considered a new solution to bridge the inequality gap in education in many developing countries, i.e., Pakistan, Nigeria, and Thailand (Iqbal, 2010; Folorunso, 2006). However, this media still has advantages and disadvantages for teachers. Based on the observation and interview results, the researchers can give the idea that there are more disadvantages than advantages because this is the first time it has been implemented in Indonesia, especially during the COVID-19 pandemic. Moreover, self-efficacy, described as assumptions regarding one's ability to perform a particular behavior, was proposed by social cognitive theory in the assumption that our perceptions of positive outcomes of behavior would be irrelevant if we questioned our ability to implement the behavior in the first place effectively. The theory is based on the idea that an individual's ability to use technology effectively is linked to decisions about whether and how often to use technology and their ability to learn from training.

The second part is technology. According to the results, the teacher could easily access and store the material on this website because the teacher only needs a link to open the website. Then, this link can be opened on the phone or even laptop. So, the teachers can open the website everywhere and every time. Then in making the class, the teacher can ask the IT team to take the class because they need a code, but the IT team only makes this code. Further, this website needs internet access, so if the teachers want to use the website, they must prepare a good connection to open the link. The teachers answer, so far they have not a problem with the internet connection. Also, this media provide a link to youtube in the lesson part, the special is the students do not need to click the link to open the video, but *Rumah Belajar* made it play directly in *Rumah Belajar*. So, *Rumah Belajar* has covered teachers' needs, but there are some aspects that schools need to pay attention to this website, so it will not hinder the learning process. This result refers to the previous study from Tanveer (2015) to the University College that the finding showed that both teachers and learners perceive that e-learning: helps students take ownership of their learning, provides diversification of activities, fosters intrinsic impetus of learning, enables introverted students to interact better, permits acquiring valuable study and time management skills, allows teachers to have more student-centered form of learning, etc. So it means that overall respondents are satisfied with e-learning thus showing it is effective as an active learning tool. However, according to several reports, the effective pedagogical use of technology is dependent on teachers' attitudes and acceptance of technology. A well-defined framework is needed to predict and understand teachers' technology use and acceptance (Allan, 2008). If they can accept by learning and improving their technology knowledge, the learning process would continue in the framework of pursuing media for distance learning and reduce their dilemma in using technology for teaching (Oktaviani and Sari, 2020).

Shaharanee (2018) discovered that one of the most common explanations for teachers' negative attitudes toward computers is a lack of awareness and experience in the field. Refer to the previous study from Sabar (2011) to the International English School. The research results reveal that the multimedia center in Briton International English School of Makassar has a role as a supporting facility for the syllabus of English learning process in Briton International English School of Makassar. It functions as a facility to access the Web (-ELearning), as an interesting and attractive learning facility to the students since they are more closely related to information and communication technology of the English learning process, and a facility for the students to get together and have a discussion. As a result, it is beneficial to create a school atmosphere that allows teachers to gain more hands-on experience with new technologies (Mafa, 2018), as Ayu, Sari, and Muhaqiqin (2021) found that teachers' growth necessitates not only providing additional training opportunities but also assisting them in experimenting with technology before they can use it in their classroom. Further, another hope is that the COVID-19 pandemic will soon end, the learning process will proceed as usual through face-to-face.

CONCLUSION

Based on the discussed findings, the researchers concludes that the understanding of *Rumah Belajar* has covered the teachers' need to do the learning process according to the lesson plan during this Covid-19 pandemic. The utilization of *Rumah Belajar* has several advantages and disadvantages. However, more disadvantages than advantages. This is because it is the first time to use *Rumah Belajar* during the COVID-19 pandemic. In addition, other factors that cause the weakness of *Rumah Belajar* in terms of usefulness, ease of learning, and satisfaction are still weak. The implementation of *Rumah Belajar* during COVID-19 pandemics must have sufficient training to help teachers do their teaching during e-learning maximally. This training can cover the teachers' ignorance when using this website. According to the result, the weaknesses are because of lack of training from the school. The researchers can conclude this website is quite good to help the teacher to do the learning process during pandemic because this website has covered the teachers need, but the school has not explained some features, so it hinders the teacher from doing their best. Teachers resist adopting from traditional classrooms to computer-led training in virtual classrooms. The expectation of implementation of *Rumah Belajar* during COVID-19 can assist in the implementation of distance learning.

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