The Impact Teaching Online Toward Students' Psychology In Learning Listening and Speaking for General Communication

Roni La'biran[1*], Resnita Dewi[2]

[1]English Department, Universitas Kristen Indonesia Toraja

[2]Indonesian language and Literature Education, Universitas Kristen Indonesia Toraja

*Corresponding author:** Roni La'biran

English Department, Universitas Kristen Indonesia Toraja

Abstract

The purpose of this study is to describe the impact of teaching online toward students Psychology in learning listening and speaking for General Communication. In analyzing the data for this study, the researchers used a qualitative method, and using total sampling techniques. The respondents of this research were students at 1st semester at Christian University of Indonesia Toraja (UKI Toraja) and the a lecturer who teach Listening and speaking for general communication. To analyze the data, the researchers used participated observation, interview and collected document relate to the data. In data observation, the researchers used check list observation that happened in teaching online process, then interviewed the students after teaching online, on the other hands, the researchers get students' score of listening and speaking for general communication. The result of this research is the impact of the teaching online

Psychological impacts that occur on students when carrying out online learning are: reduced effectiveness in learning, interaction with the environment, and learning focus. This matter lead to decreased performance. Some students also experience emotional stress in explaining the material given by the teacher. Besides that, students have difficulty dealing with teacher assignments. Because, most of the educational institutions in Indonesia unprepared for online learning that has an impact on the assignment and teaching process for learners. Some of the students' assignments are also completed by their friends or other people. It is sure only have an impact in the future. The impact is that the child will experience dependent on the help of others and less independent in completing tasks.

Keywords: *Online Learning, students' Psychology, learning, English, Listening, Speaking*

INTRODUCTION

Nowadays, we cannot deny that our studying system will be focusing on the manual ways or only face-to-face in the classroom. Since the epidemic of coronavirus-19 hit human beings, the entire world got the effect from it. The educational department mostly feels the impact of this phenomenal disease. This phenomenon

makes the activities in the learning system will be applied by online learning.

The Minister of Education and Culture of the Republic of Indonesia has started to command all the schools to begin online learning on March 17th 2020 where Corona Virus-19 has affected areas (Atmojo & Nugroho, 2020). These policies lead the students to learn from home and teachers work from home. (Gustriani & Hamzah, 2021)It fully replaces face-to-face or offline learning in the classroom that turns into online learning. It becomes a new challenge for boths students and teachers to begin online learning. The application of learning online is not only enhances teach effectiveness but also increases the teachers' creativeness. In other words, online learning can develop students' abilities in their individual or self-oriented learning, and their learning models more varied from online-offline learning (Shih et al., 2013, hal. 2)

At the Christian University of Indonesia Toraja during the pandemic, online learning has been implemented since the government's rules instructed. In the other word, students have forbidden to go to the university to learn face-to-face in the classroom. At the same time, (Wu & Lin, 2014) all the learning system and teaching have carried out full of online. Moreover, the lecturers have been required by following orders from the university to teach from home. (Järvinen & Laukkanen, 2015) Specifically, the students at English Department at Christian University of Indonesia Toraja have got this effect too. This condition makes the teacher and students communicate only via some medium that is connected to the internet network.

The implementation of online learning may create some problems, especially for students. (Syafiq et al., 2021) Those problems are lack of motivation, late responses because of a network problem, and feeling bored because of physical distancing. These obstacles make both students and teachers think that there is only one way of communication by internet connection. The teacher has just explained the subject to the students by uploading the material, which makes them lack understanding. (Saputri, 2021.) Blended learning has recently been the most popular method for addressing the challenges of online education while also increasing the flexibility and creativity of teachers. This also shows the impact of studying English Speaking on students' significantly greater knowledge and skills when using a mixed model system (Yen et al., 2018)

It is well known in most domains of learning that motivation is critical to accomplishing learning objectives.(Suryani et al., 2021) It may be argued that without motivation, (Syafutri & Saputra, 2021) there is no effort for learners to accomplish anything competently. That is to say, motivation is inextricably linked to the learning process. As a result, learners who are more motivated may learn better than those who are less motivated. In other words, if the learners are motivated, they will most likely learn; otherwise, they may be unwilling to learn. This idea has intuitive appeal (Fithri AlMunawwarah, 2018)

(Harahap, 2021) Motivation plays an important role in the teaching and learning process. Learning achievement is determined by students' levels of enthusiasm. Motivation is described as "A crucial component or aspect in the learning process." Learning and motivation are equally important in order to do something. Learners develop new information and abilities as a result of learning, and motivation drives or motivates them to continue learning (Ulfa & Bania, 2019)

In learning, there are normally two forms of motivation: intrinsic motivation and extrinsic drive. Intrinsic motivation arises from within an individual. According to Harmer (2001), a person may be driven by the enjoyment of the learning process or a desire to make oneself feel better. Motivation originates from within an individual rather than from exterior or external benefits such as presents.

RESEARCH AND COLLECT IDEA

In this research design, the writer used a qualitative research method as a way to completed the research. Rahimi & Tafazoli, (2022) define that a qualitative design is the best way to reach a deep and detailed understanding. In addition, a case study research design from qualitative research methodology was adopted in this study as the scope of case study is based on a phenomenon that is investigated deeply in its real context. (Meşe et al., 2021)

A qualitative data provided more detailed data based on the context of the study, which allows a more thorough understanding (Sepulveda-Escobar & Morrison, 2020). To analyze the collected data, we employed a qualitative content analysis due to the nature of our study and its flexibility. Furthermore, content analysis is "an unobtrusive technique that allows researchers to analyze relatively unstructured data in view of the meanings, symbolic qualities and expressive contents they have and of the communicative roles they play in the lives of the data's sources" (Rahimi & Tafazoli, 2022). This research compared the students' psychology between those who were taught through the blended method (online and offline) and those who were taught through the conventional method (offline).

1. Sampling and data collection tools

In order to better understand how online learning affects students' psyche, the researcher will interview a number of English Department 7th semester students.

2. Data analysis

In this study, the technique in analyzing the data proposed by Miles and Huberman for data analysis (2016). In this section, the researcherl analyzed the data by using snowball technique. Through the procedure in collecting data above, it is very important for the researcher to point out how he analyses the data gathered. In this step, the researcher will read the interview questioning to the participant, and write the point of view which related to the researcher's purposing. After that, the data will be managing, organizing and summarizing. In addition, the researcher will classify and choose which data has the similarity to the researcher's purposing.

FINDINGS

The purpose of this study is to provide data collected using field research methods such as interviewing informants and asking them questions to acquire data that can be examined. When assessing the data, the researcher classified the objects. As a result, two sorts of motivation been discussed by experts in previous study. Based on the findings,both intrinsic and extrinsic motivation play a crucial part in students' English speaking learning processes.

The data sources were given by students at the Christian University of Indonesia Toraja, where the interview was performed from August 05 to 08, 2022. The results of an interview done by 9 (nine) informants with intrinsic and extrinsic motivation effects in online learning affects toward students' psychology in learning English speaking . Based on the respondents' responses to the researcher's interview questions, the answer are follows:

A. Intrinsic Motivation

In order to gain rich information, nine respondents were interviewed. The respondents comprised R1, R2, R3 to R9. Based on the interview results, there were three of intrinsic motivations that influence ENGLISH SPEAKING students, which are: students' interest, students' need, and students' goal. Intrinsic motivation is drafted into a few points of the question are follow:

1. Students' Interest

In this point the researcher prepares a question. The responses by respondents, are follow:

Extract 1: Learning Flexibility

When the researcher asked about students' interest in online English speaking learning, there were four respondents who answered that online learning result to flexibility in learning. Below is the excerpt from the interviewing between respondent and interviewer:

I. : *Selama belajar online, apakah ada daya tarik tertentu yang Anda rasakan? Apa saja itu?*

[during your online study, did you feel any particular attraction? What are those?]

R1: …*kalo tertariknya itu mungkin e belajarnya bisa di mana saja dan waktunya bisa lebih fleksiblelah.*

[Maybe you can study anywhere and the time can be more flexible]

R4: … *kita juga bisa belajar di mana saja tidak harus menentukan tempatnya*

[We can also learn anywhere and we do not have to determine the place]

R5: …*kita dapat dengan santai belajar kapanpun dan di manapun*

[We can leisurely study anytime and anywhere]

R7: …*kita bisa belajar di mana saja dan kapan saja yang artinya kita waktu kita untuk belajar itu lebih fleksibel.*

[we can learn anytime and everywhere, which means our time to study is more flexible]

Based on the result of interview, the researcher found that the students who learn English Speaking through online make them feel more flexible to study anywhere, anytime they wanted. In addition, they can leisurely study and do not have to determine the place.

2. Students' Need

In this point the researcher prepares a question. The responses by respondents, are follow:

Extract 2: Depending on Lecturers

When the researcher asked about students' need, there were four respondents who answered that it depended to lecturer in receiving the knowledge. Besides, most of them lack in understanding the material which has been taught, because some of the lecturers did not explain the material clearly. Below is the excerpt from the interviewing between respondent and interviewer:

I. :*Apakah Anda memahami topik yang dibahas selama mengikuti pembelajaran ENGLISH SPEAKING secara online ?*

[Do you understand about the topic which discussed during following online learning ENGLISH SPEAKING ?]

R1: …*Kadang iya, kadang tidak. Tergantung dari dosennya, penyampaiannya bagaimana*

[It depends on the lecturer and how it is delivered]

R2: … *Ee, kalo saya sendiri tergantung dari dosennya, penyampaiannya bagaimana*

[E, I myself depend on the lecturer how the delivery is]

R5: … *sulit memahami materi yang diajarkan diakibatkan karena dosennya kurang jelas memberikan materi*

[It is usually difficult for us to understand the material being taught because the lecturer are not clear in providing the material]

R9: … *Tergantung dari dosennya*

[It depends on the lecturer]

Based on the result of interview, the researcher found that all the respondents answered that to know the materials depend on the lecturer and how it is delivered. On the other word, it is usually difficult for the students to understand the material being taught because the lecturers are not clear in explaining the subject,

3. Students' Goal

In this point the researcher prepares a question. The responses by respondents, are follow:

Extract 3: To Get Good Grades

When the researcher asked about students' goal in online learning English speaking , There Were Three Respondents Who Answered That Online Learning Can Make The students to achieve good marks. Below is the excerpt from the interviewing between respondent and interviewer:

I. : *Apa saja yang mendorong Anda dalam mengikuti pembelajaran English Speaking secara online?*

[What prompts you to follow online learning English Speaking ?]

R1: … *Yah dorongan lain ya pastinya itu mendapatkan nilai*

[Of course, achieving good marks is important]

R4: …. *Yang mendorong saya selama belajar online itu pasti yang pertama nilai*

[What drives me during online learning is that the first is the value]

R9: … *saya harus mengikuti pembelajaran online supaya dapat nilai bagus*

[I have to take online learning to get good grades]

Based on the result of interview, the researcher found that all the respondents answered take online learning is to get good grades. On the other word, the value is one of the students' motivations in English Speaking learning during online which has encouraged them and to prepare everything necessary to attain their goal.

B. Extrinsic Motivation

In order to gain rich information, nine respondents were interviewed. The respondents comprised R1, R2, R3 to R9. Based on the interview results, there were three of extrinsic motivations that influence English Speaking students, which are: involves lecturer, parents and environment. Extrinsic motivation is drafted into a few points of the question, are follow:

1. Lecturers

In this point the researcher prepares a question. The responses by respondents, are follow:

Extract 4: Teaching Creativity

When the researcher asked the respondents about the lecturers' creativity in teaching during online learning English Speaking , there were six respondents who answered that online learning can motivate the students by displays interesting slides, and more creative to teach. Below is the excerpt from the interviewing between respondent and interviewer:

I : *Menurut Anda, bagaimana cara seorang dosen mempengaruhi motivasi belajar Anda selama mengikuti*

proses belajar English Speaking secara online? Apa saja?

[How do you think about the way a lecturer influences your learning motivation during the online process of English Speaking study? What are those?]

R1: … *Penyampaian materinya menarik yah pasti kita juga tentunya tertarik untuk belajar*

[if the delivery of the material is interesting, we are also certainly interested in learning]

R2: … *ada beberapa dosen yang kreatif ketika mengajar*

[there are some lecturers who are creative when teaching]

R3: … *dosen bisa memotivasi mahasiswa lewat menarik perhatian mahasiswa dari segi membagikan kelompok belajar*

[lecturers can motivate students by attracting students' attention in terms of sharing study groups,]

R4: … *cara dosen untuk memberikan dorongan motivasi adalah dengan mungkin menjelaskan materi yang diberikan secara mungkin bisa memperagakan sesuatu atau e mungkin bisa diselingi dengan candaan*

[for lecturers to provide motivational encouragement is to perhaps explain the material given in a way that might demonstrate something or e may be interspersed with jokes]

R5: … *motivasi dari dosen yang dapat mendorong saya belajar secara online yaitu ketika dosen tersebut memberikan tugas dalam bentuk video, kemudian aplikasi-aplikasi yang menarik*

[the motivation from lecturers that can encourage me to study online is when the lecturer gives assignments in the form of videos, then interesting application]

R8: … *misalnya dosen menampilkan slide-slide yang menarik, maksudnya lebih kreatif*

[if the lecturer displays interesting slides, it means more creative]

Based on the result of interview, the researcher found that the respondents answered that the lecturer has main role model in online English Speaking learning which influenced the students, and the motivation from lecturers has encouraged them through the assignments in the form of videos, then interesting application.

2. Parents

In this point the researcher prepares a question. The responses by respondents, are follow:

Extract 5: Parents' Supporting

When the researcher asked the respondents about the parents' supporting through the facilities to the students in online learning ENGLISH SPEAKING , there were eight respondents who answered that the material encouragement, or facility during online learning make comfortable to study well and easier to do the task. Below is the excerpt from the interviewing between respondent and interviewer:

I :*Apakah ada perhatian khusus yang diberikan oleh orang tua yang Anda dapatkan ketika mengikuti pembelajaran English Speaking secara online?Apakah hal tersebut mendorong semangat Anda?*

[Is there any special attention given by the parents you get while following online English Speaking learning? Does it encourage your passion?]

R1: … *orang tua pasang wifi gitu supaya tidak banyk mengeluarkan dana gitu dengan kata lain memfasilitasi*

[so parents install wifi to save money, in other words, to facilitate]

R2: … *orang tua juga memfasilitasi kuota internet dijamin*

[parents also facilitate guaranteed internet quotas]

R3: … *dorongan materi, memfasilitasi kenderaan motor, hp dan laptop juga ada dan kuota*

[material encouragement, facilitating motorbikes, cellphones, and laptops are also available, as are quotas]

R4: … *perhatian khusus dari orang tua itu ada,misalnya kita belum mempunyai hp android terus tiba-tiba dibelikan, memfasilitasi kuota internet*

[there is special attention from parents. For example, we don't have an Android cellphone, and we suddenly buy it, facilitating internet quota]

R5: … *memberikan saya ruangan yang nyaman yang tidak ada kebisingan*

[he gave me a comfortable room that had no noise]

R7: … *orang tua saya sudah membelikan saya laptop sebagai fasilitas untuk menunjang pembelajaran*

[my parents bought me a laptop as a facility to support my learning]

R8: …*kalau saya pribadi difasilitasi wifi di rumah kemudian diberikan tempat khusus untuk belajar online*

[I personally have wifi at home, then I am given a special place to study online]

Based on the result of interview, the researcher found that the respondents answered that the parental encouragements play a crucial role to attract the students' motivation in online English Speaking learning. For example, in pairing wifi at home, and prepares a special place to study online can help the student to study as better as possible.

3. Environment

In this point the researcher prepares a question. The responses by respondents, are follow :

Extract 6 : Offline Class more Comfortable

When the researcher asked the respondents about their online or offline learning English Speaking , most of them like to learn by offline or learning in the classroom. There were seven respondents who answered that study offline is better than online. Below is the excerpt from the interviewing between respondent and interviewer, are follow:

I :*Menurut pengalaman anda, apakah anda senang ketika belajar di dalam kelas disbanding belajar secara online? Mengapa?*

[Did your experience tell you that you enjoyed studying in class rather studying online? Why?]

R1: … *saya lebih senang belajar secara offline karena langsung mendapatkan pengalaman secara langsung dari dosennya dan suasana di dalam kelas juga membuat saya lebih termotivasi karena saya lebih senang belajar bersama orang lain*

[I preferred to study offline because getting immediate experience from lecturer and the atmosphere in the class also made me more motivated because I would rather study with others than study on my own.]

R3: … *lebih baik jika pembelajaran dilakukan secara bertatap muka atau belajar di dalam kelas karena suasana di dalam kelas kita bisa langsung menukar pendapat sesama teman*

[it is better if learning is done face-to-face or learning in class because of the atmosphere in the classroom]

R4: … *Menurut saya belajar secara offline lebih efektif, yah karena e kita mungkin lebih bisa berinteraksi dengan dosen dan juga kadang kita lebih mudah memahami materi yang diberikan*

[offline learning is more effective than online learning because we may be able to interact more with lecturers and sometimes it is easier for us to understand the material given]

R5: … *Menurut saya belajar di dalam kelas itu lebih menyenangkan, karena dapat bertemu dengan teman-teman dan dosen secara langsung. Kemudian, penjelasan materi yang diberikan oleh dosen itu lebih jelas*

[I think learning in class is more fun because I can meet friends and lecturers directly. Then, the explanation of the material given by the lecturer was clearer]

R6: … *Kalau offline itukan dalam kelas kita bisa sharing-sharing, bisa bertanya ke teman yang lain dan kitakan langsung antar muka*

[If it is offline, in class, we can share, we can ask other friends, and we will directly interface]

R8: … *di dalam kelas kita lebih mudah memahami apa yang dijelaskan sama dosen, kemudian kita dapat berdiskusi dengan teman kita*

[I prefer it if we study in class instead of learning online because if we are in class, it is easier for us to understand what is explained by the lecturer, and then we can discuss it with our friends]

R9: … *saya senang ketika belajar di dalam kelas. Alasannya, kalau belajar dalam kelas itu kalau dosen menjelaskan kita mudah pahami, dan suasana menyenangkan dan kita bisa berdiskusi dengan teman-teman*

[I enjoy learning in the classroom. The reason is that when studying in class, when the lecturer explains, we are easily understood, and the atmosphere is fun and we can discuss with friends]

Based on the result of interview, the researcher found that the respondents answered that the environment can attract the students' motivations in English Speaking learning in the classroom. The student has more easily to understand the material and also more enjoying than online, and the atmosphere is fun which can make them to discuss with friends easily.

Based on the results on the findings at the first section at this chapter, now we are going to discuss the discussion. After analyzing the data from the respondents in doing interview, the researcher found that the online learning influence toward students' psychology in English Speaking learning. There are two elements which can impact the students' motivation, they are: intrinsic and extrinsic motivation. Based on the interview results, there were three of intrinsic motivations that influence English Speaking students, which are: students' interest, students' need, and students' goal. Beside, extrinsic motivation is divided into three parts too, which are: lecturer, parents and environment.

Intrinsic motivation is an encouragement, desire, or interest that is so strong within a person to attain specific wants, ideals, and goals, as well as the conditions in a person that stimulate him to carry out activities to achieve goals. This conclusion is consistent to Ulfa & Bania, (2019) in Harmer (2001, p. 51) stated that "motivation is some type of internal desire that encourages someone to do things in order to achieve something.

In addition, from the extrinsic finding, the researcher found that the most significant influence to the students is the parental encouragement which consist seven respondents, followed by the environment seven respondents and the lecturer six respondents. According to the six respondents about lecturers' creativity in teaching, all of them have stated that the way teachers taught, the using of media, and their creativity of the lecturers had a significant impact to the students to study and know more about English. This conclusion is consistent with (Vibulphol, 2016) assertion that students' motivation and learning, as well as teachers' motivating tactics in English, are the most important aspects that may continually inspire students to learn. To sum up, this study was administered to find out the types of students' motivation in English Speaking learning during online and to seek motivational effect that influence the learning process. This study confirms findings from the previous research that intrinsic and extrinsic motivation reveals as major types of motivation for English Speaking (see Salikin et al., 2017). Referring to the findings and discussions that have been elaborated in the previous section, there are at least two conclusions that can be drawn. Firstly, it is better to say that although intrinsic motivation reveals as the major type of motivation affected English Speaking learning, the role of intrinsic motivation in English Speaking learning is considered inevitably. Second, it can also be seen that extrinsic effect of motivation play important role in encouraging English Speaking students to learn.

CONCLUSION

The researcher comes to the conclusion that there are two impacts of student incentives in online English-speaking learning based on the data investigation from the previous study. There are two types of motivation: intrinsic and extrinsic. The interests, needs, and goals of pupils make up their intrinsic motivations. Meanwhile, the instructor, parents, and surroundings make up extrinsic incentive. Additionally, in this study, the lecturers' skills were the most significant factor affecting the motivation of the students to learn English. Additionally, in terms of intrinsic motivation, students' own goals received the most consideration. These pupils are said to study English because their teachers encourage them to do so and because they want to accomplish certain objectives after learning the language.

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