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THE IMPACT OF USING INSTAGRAM FOR INCREASING VOCABULARY AND LISTENING SKILL

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Abstract

Currently studying does not have to use books. There are many media besides books that can be a place for us to increase our knowledge. At this time the world of technology is progressing rapidly as one of the needs of every human being. Smart phone, becoming the most commonly used technology in daily life, is no longer a luxury item. Moreover, the existence of various applications on smart phones makes it easier for us to find information anytime and anywhere. One of the applications found on smart phones that many people enjoy to use is Instagram. Instagram is a social media that can share various information such as photos and videos. There are several Instagram accounts where they share information about English lesson such as sharing photos using English captions and sharing long-duration videos such as IGTV using English, and not infrequently some accounts make teaching videos like in class using markers and whiteboards that will make us understand English more easily and interestingly and we also can increase our vocabulary by seeing the caption or watching video.

Keywords: social media, Instagram, vocabulary, listening

INTRODUCTION

There are so many learning media that students can use to boost knowledge and language mastery (Aminatun and Oktaviani, 2019a; Sari, 2020; Putri & Sari, 2020) such as printed books, brochures, modules, pamphlets, CD, multimedia, videos, internet (Sari, 2016), etc. Printed books are one of the media that is considered as a very effective medium for students to increase their language knowledge. Evidenced by research conducted in 1992 proves that students can better understand information from printed books that are more than one-page long. Pustika (2018) argues that through the activity of reading, students will be able to transform themselves into long life learners because their knowledge is always being modernized and improved every time they read the texts. Printed books are also very helpful for teachers in delivering material (Sasalia & Sari, 2020). In today's digital era, we cannot only learn to use books, there are many ways or media that we can use to increase our knowledge of our language like online platform and multimedia game (Oktaviani & Desiarti, 2017; Sari, 2020; Sari & Oktaviani, 2021). In addition, vlog is one of medium used to improve students' understanding in learning English (Mandasari, & Aminatun, 2019). The existence of printed and online platform can be used to teach students by using flipped classroom learning model (Mandasari & Wahyudin, 2021). Therefore, it is important to master how to optimize both printed and online media in learning English as an effort to achieve the target language.

Besides reading, listening is also important skill that we must have in order to increase our knowledge of our language. However, the reality is that both at the school or college level the teachers or lecturers deliver material using the boring lecture method. So that, it makes students not interested in the material provided by the teachers. Form teacher's point of view, it is difficult to find materials for teaching listening (Mandasari, 2016). Moreover, Rahbar & Khodabakhsh (2013) revealed that the ability to understand listening is one of the most difficult to master, especially in an EFL context where students are not exposed to the natural speech of native speakers and are therefore reluctant to attend listening classes.

Language is a very important communication tool used by humans to express the feelings and opinions we want to convey to the interlocutor. According to Wibowo (2001), language is a system of symbols that are meaningful and articulate sound (generated by said tool) which are arbitrary and conventional, which is used as a

means of communicating by a group of human beings to give birth to feelings and thoughts. Through language, we may also get a lot of information to develop knowledge and may increase interaction in two ways (Rido & Sari, 2018; Sari, 2018).

In this era, a majority of society, even kids, are able to use technology in life (Pustika, 2020). A social media is the media most often used by humans not only to share information but also to increase our knowledge (Ayu, 2020). In educational setting, utilizing technology can help students to improve their academic performance (Mandasari, 2020). According to Howard and Parks (2012), Social media is media that consists of three parts, namely: Information infrastructure and tools used to produce and distribute media content, Media content can be personal messages, news, ideas, and products. Culture that is digital, then those who produce and consume media content in digital form are individuals, organizations and industries. Then with the development of strict mastery of internet material, it is an indicator of students' ability to be more creative in expressing their ideas. However, we still have to be careful when using social media, we have to keep filtering the various existing information, lest we become victims of false information or HOAX.

Instagram is a social media that is loved by many young people today. Social media Instagram is a message delivery tool (application) to be able to communicate with a wider audience by sharing photos or videos, which include other features such as DM (direct message), comments, love etc. Instagram (also called IG or Insta) is a photo and video sharing application that allows users to take photos, take videos, apply digital filters and share them to various social networking services, including Instagram's own. Currently there are many Instagram accounts that not only share photos and videos but they also share specific information about English material. Seeing this fact, it can be concluded that actually students nowadays are provided by abundant technology that can help them in learning (Aminatun, 2019). Student also perceived social media as the tool that may improve their learning (Sari & Wahyudin, 2019a; Sari & Wahyudin, 2019b).

Learning vocabulary is a very important factor in learning English. It belongs to the major element in larning a foreign language (Ambarwati & Mandasari, 2020).The teacher's role in teaching vocabulary is inseparable from technological sophistication. The development of dynamic technology, and the character of students who like things that are sophisticated, Instagram presents a fun alternative and attracts students' interest in learning vocabulary because is also supported by picture that can trigger students to learn and know more about English (Pratiwi & Ayu, 2020). Vocabulary is the basic language aspect that must be mastered before mastering English skills. There are some definitions of vocabulary by some experts. According Hornby (2006: 1645) Vocabulary is all the words that a person knows or uses and it is all the words in a particular language. According to Richards (2002), vocabulary is the core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write. So from the explanations of some of these experts, vocabulary is a very important component for us to master when we want to learn English, from that vocabulary can make it easier for us to master some skills in English, namely speaking, listening, reading and writing (Ayu & Zuraida, 2020). Not only is vocabulary important in learning English, listening is also important to be able language teaching learning to easier. The importance of listening is acknowledged by Brown (2001:247) who stated that "Listening is the major component in language learning and teaching because in the classroom learners do more listening than speaking." It means that, listening is the important thing in daily activities, through listening we can interpret the meaning. Sometimes listening to a conversation or watching a TV program without having to read the subtitles underneath it will certainly enhance a pleasant viewing experience rather than focusing on the Indonesia text listed below on the TV show or film.

Several Instagram accounts provide information related to English and this can really be a reference for us to add to our vocabulary and improve our listening skills. #kampunginggrislc, #kampunginggrism, #gurukumrd, #arons.inglish, #Fluent_hauseofenglish, #mysimpleremiders, etc. They provide a lot of statements, captions, videos about English that are made very interesting so that the viewers are entertained and hope that readers don't get bored, and now Instagram also provides a feature called IGTV which is used to play videos using more time, length of the previous video player. Some accounts also use media such as blackboards, markers to teach some material about English. In this study, we will discuss the influence of Instagram social media to improve students' vocabulary and listening skills. Because Instagram is a social media that is currently used by many people, not only adults but teenagers also use it.

METHOD

The type of research used in this research is qualitative with a descriptive approach. Descriptive research is a writing that describes the actual situation of the object under study, according to the actual situation at the time the research took place. The descriptive method is a method of examining the status of human groups, an object, a set of conditions, a system of thought, or a class of events in the present. The purpose of this study was to determine the impact of using Instagram on increasing students' vocabulary and listening skills. The data was

collected through a questionnaire. In questionnaire, participants will be given 9 statements by choosing Yes / No answers, and 4 statements having 5 opinions, namely disagree, strongly disagree, agree, strongly agree, neutral.

FINDINGS AND DISCUSSION

We need to take advantage of the many learning media available today to increase our knowledge or language skills. Because if we only learn through one medium or we only rely on learning when in class, it really hinders our learning process because of the limited learning time we have in class. However, millennial children at this time are very good at using various media as learning materials, such as Instagram. In the Instagram application there are various interesting features, one of which is that we can share or watch interesting videos. Because in reality people spend 45% of their time listening, 30% for speaking, 16% for reading, and 9% for writing. This really helps us to be able to understand or add to our information through the videos we listen to or watch.

Instagram is a social media that is being loved by many teenagers, because of the many interesting features in it. Because many people like this social media and researchers also get several accounts that can be very useful to be able to gain knowledge about English, especially to improve vocabulary and improve listening skills, the researchers conducted research to see how influential Instagram is to increase vocabulary and improve. Student listening skills. The researcher gave several questionnaires to several English Language Education students.
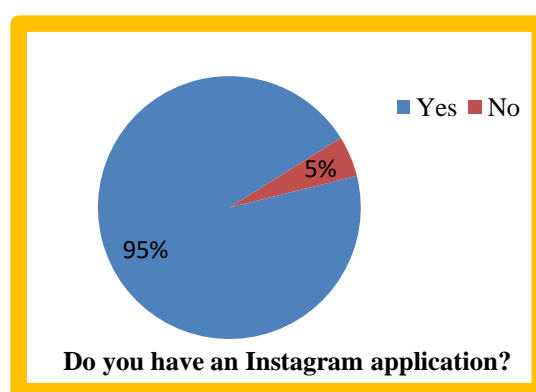
Figure 1. Instagram application users

From the results, the researchers got 95% of English Language Education students using Instagram social media. This means it is proven that Instagram is a social media that is being loved by teenagers. This is also supported by the results of proprietary data. According to data released by Napoleon Cat, in the January-May 2020 period, Instagram users in Indonesia reached 69.2 million (69,270,000) users. This is an overwhelming result.

Table 1. Students' perceptions of social media Instagram

Questions	Yes	No
Do you often use an Instagram?	85%	15%
Do you consider yourself as an active Instagram user?	75%	25%
Do you often follow an account that often post quotations or captions and video in English?	80%	20%
Have you ever quoted an English caption?	95%	5%
Do you often play English video in Instagram?	85%	15%
Do you think that the use of an Instagram influence your vocabulary and listening skill?	95%	5%

From the data the researchers got, first about how many students often use Instagram, the researchers found that as many as 85% of students often use Instagram social media, it means that as many as 85% of students are people who are quite active using Instagram. Then as many as 15% of students have Instagram but they stated that they did not access Instagram social media too often. In an article on okezone.com, by Paul Webster, the APAC

Instagram Brand Development Lead on January 14, 2016, said that around 59% of active users on Instagram are the majority of adolescents / young people, educated, and established who always update information or upload photos to social media with an age range of 18-24 years.

From the second question about students' perceptions of whether they are active Instagram users, the researcher got the results that 75% of students stated that they were actively using Instagram. And 25% of students stated that they are not active users of Instagram.

For questions in the table about whether students follow an Instagram account that provides or uses or provides knowledge of English, the researchers got the results that 80% of students said they followed the account, but the researchers did not know for sure the name of the account that the student followed on Instagram.

Table 2. Several terms used in instagram

Caption	Caption is a description or description of the post that we send.
Comments	Comments mean IGers can provide comments between fellow users to interact with each other.
DM/Direct Message	DM aka Direct Message is a direct message that someone sends to another person. DM cannot be read by anyone other than the person whose message was sent.
Followers	Follower means followers of our IG account.
Follback	Follback or Folbek or Follow Back is a term used when someone asks other people to follow their Instagram after they have followed that person's Instagram, and many more.

From the next question about whether students have ever quoted or used captions in English, the researchers found that 95% of students had used English captions when they used Instagram. Caption is an expression that is printed on an image, usually the image and the caption are related. And from the results that the researchers got, only 5% of students have never used captions in English.

From the next question that the researcher gave to the speakers about whether they often played or heard videos in English. Researchers get results as many as 85% of students who often listen to English videos on their Instagram application. That means that most students have heard of videos in English that they saw on Instagram. And 15% of students stated that they have never heard videos in English on their Instagram application.

Furthermore, the researchers were very surprised with the results obtained as many as 95% of students stated that Instagram is one of the social media which greatly affects their vocabulary in English and improves their listening skills.
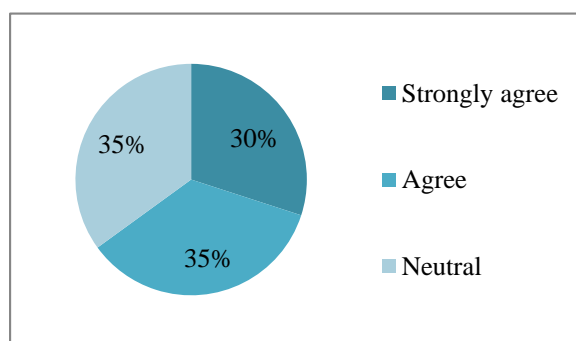

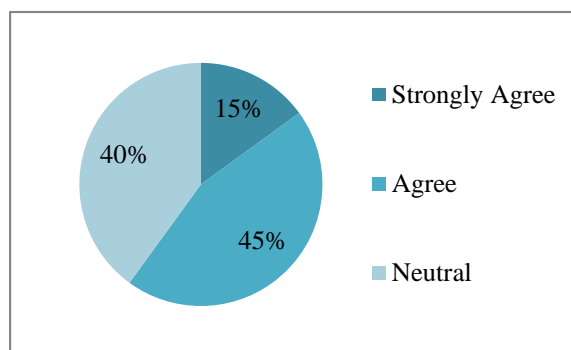Figure 2. Students' perceptions of Instagram affect vocabulary

Figure 3. Students' perceptions of Instagram affect listening

After the researcher got the results that Instagram had an effect on students' listening skills and vocabulary, the researcher gave back questions to students which aimed to make the researcher know more about how many students agreed that Instagram had an effect on their vocabulary, and how many students thought that Instagram had an effect on their listening ability. And the results are in accordance with the diagram above that in figure 2.shows students who strongly agree that Instagram affects their vocabulary by 30%, who agree as much as 35% and as many as 35% say neutral.

In Figure 3, the researchers obtained results as many as 15% of students strongly agree that Instagram affects their listening ability, and as many as 45% of students think that Instagram can affect their listening ability. Then 40% of students have a neutral opinion. Nobody disagrees or strongly disagrees that Instagram can't improve their vocabulary or their listening ability.

CONCLUSION

From the results of research conducted by researchers, researchers concluded that "TRUE" Instagram affects the listening skills and vocabulary of English education students. However, there is a slight difference resulting from pictures 2 and 3. Where in picture 2 students strongly agree that Instagram affects their vocabulary by 30%, while in picture three researchers get as many as 15% of students strongly agree that Instagram affects their listening ability. Then the researchers then got the results as many as 35% of students agree that Instagram affects their vocabulary, and 45% of students agree that Instagram can affect their listening ability. Furthermore, 35% of students say neutral that the program affects their vocabulary, and 40% of neutral students say that Instagram can improve their listening ability. With the results that the researchers obtained, even though they have differences based on the opinions of each student. Researchers are satisfied because it is true that Instagram has quite an effect on students' listening skills and vocabulary. However, students must also be wise in their use of social media, because not everything on social media is positive, many are negative. Therefore, students must be good at sorting and choosing what they think is good and what they think is bad.

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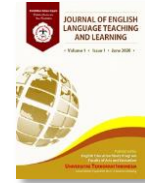
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EXPLORING STUDENTS' ATTITUDE TOWARDS ENGLISH ONLINE LEARNING USING MOODLE DURING COVID-19 PANDEMIC AT SMK YADIKA BANDARLAMPUNG

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Abstract

The ministry of education in Indonesia had declared the spread out of Covid-19 pandemic. To overcome this current situation, Learning from Home (LFH) is implemented for all subjects in the educational institution. LFH is conducted to all courses, including English class, through an online learning platform, one of which is Moodle. Moodle can cover up teaching and learning English courses during the spread out of Covid-19. Theoretically, the researcher organized the framework by examining students' attitudes and analyzing how students overcome difficulties in learning English during online learning through Moodle. The researcher used self-analysis and student opinions to determine the degree of consensus based on how students felt or acted in response to the current situation. While, the favorable or unfavorable (positive or negative) of students' attitude can be changed due to the characteristics of students' thoughts (cognitive), feeling (affective), and behavioral (conative). However, to reduce the students' negative attitude is to change the focus of students and the students' acceptance. In this research, the researcher used qualitative research that focused on word descriptively. The questionnaire was given to 30 students and 6 students participated in an interview session. The questionnaire statements and questions of interview were adapted from the research of Brown (1994) about components of students' attitude. The result of this research shows a positive attitude to implement Moodle as a learning platform. They have also demonstrated a positive attitude toward the importance of learning English in vocational high school. However, the students also find some self-problem in learning English during the implementation of Learning from Home (LFH), where students sometimes lack self-management to follow the learning activities.

Keywords: moodle, students' attitude, students' obstacles, online learning

INTRODUCTION

The spread out of Covid-19 caused 72,347 cases and affected educational activities, including learning and teaching process. Therefore, the ministry of education in Indonesia announced that school activities should be implemented online. Thousands of education institutions, including in Indonesia, agree that online learning using online platforms can be easily accessed by students or teachers without having face-to-face activities (Sari, 2020). The effectiveness of online learning is supported by poor or good network connections. The teacher's role in leading the class is essential to run education and teaching online as effectively as the traditional classroom (Sari, 2018). The new adaptation of the online learning platform challenges the teacher and students in the online learning environment by increasing the way teachers explain the material, including in English, and students should be ready to learn the material from the teacher's explanation and the other source (Sari and Oktaviani, 2021). The shifting of this educational system in this pandemic also comes with challenges to students as they are demanded to be independent and autonomous (Muliyah, et al., 2020; Mandasari and Wahyudin, 2021; Aminatun and Oktaviani, 2019; Putri & Sari, 2020; Sari, 2020).

To prevent the increase of Covid-19, the first phase of lockdown was announced by the government. Due to this announcement, the government implemented Learning from Home (LFH). This situation forced educational institutions to implement Learning From Home (LFH) in the continuity of the learning and teaching process. Mitigating physical contact is one solution to reduce social activities by avoiding direct social contact

activities such as in the education sector. Governments around the world agreed to closed education institutions to control the spread of Covid-19. To ensure the continuity of the teaching and learning process, all educational institutions switched classes to fully online learning through online platform.

One solution offered by Ministry of Education in Indonesia is conducting Learning from Home. Learning from Home is essential to be hold since students are still expected to be able to read in English since English is an international language regardless the situation they are now facing. If the students do not want to lose the chance to gain much knowledge, it is essential for both EFL (English as Foreign Language) and ESL (English as Second Language) students to take reading English into account (Pustika, 2018). English serves as one of important subjects in our education system. It can be seen from the concrete actions taken by the Indonesia government is by covering English in the curriculum. It means that the Indonesia government requires its students to master English (Pustika, 2019). Therefore, learning from home is promoted to accommodate students' learning process in today's situation.

In this current condition, students and the teacher must be ready to face it. Students must be able to learn independently through online by utilizing modern technology without meeting teachers directly (Suliman, 2014; Sari, 2020). Some of modern technology for teaching is web-based medium, application, and even online platform (Oktaviani and Mandasari, 2019; Oktaviani and Sari, 2020; Sari and Oktaviani, 2021; Mandasari, 2020; Sari & Wahyudin, 2019). Some of technology used   As stated by Aminatun (2019) that the expansion of technology brings benefit to the improvement of a lot of aspects in education. However, the implementation of virtual learning through online platform raises negative and positive result of students' perception and attitude (Ayu, 2020). In this research, the teaching and learning activity done through online platform is discussed. The negative and positive of students' attitude in this new learning way can be seen through students' opinions and problem-solving. This virtual learning was supported by digital tools that make students easy to access and download learning materials wherever and whenever it takes. The most used digital education tools in online learning are Ruang Guru, Kahoot!, Google Classroom, and support by Learning Management System (LMS) such as Moodle and Socrative. Moreover, Moodle has been used at SMK Yadika Bandarlampung during the LFH implemented to all subjects, including in English Course. Therefore, during the pre-observation, the researcher found out some problems that faced by most of the students during online learning, especially in English course. Online learning can facilitate feedback (Wahyudin, 2018) and communication for learning, reduce the interest of student in English learning, generate the awareness of student in online learning and lack of in the self-management control during online learning.

Despite, with the rapid improvement of technology, overall educational institutions from primary until secondary level use technology as remote learning and teaching's control in every subjects, including in teaching and learning the English subject. Since the globalization era encourages people to use technology, teachers need to embrace and apply it to the class (Handayani & Aminatun, 2020; Mandasari, & Aminatun, 2020; Oktaviani & Mandasari, 2020; Wahyudin, et al, 2020). This also happens in this pandemic era. Therefore, technology incorporation is one of the supporting ways of teaching and learning materials that help students increase learners' achievement and encouragement to learn English through online platform (Ayu, 2020). As an international language, English requires to be taught in school as a foreign language in Indonesia, whether it is difficult for students to learn this subject in full online learning or through online platform. The other side of learning English was essential for students because students could acquire new languages. Moreover, the ability to speak English had been as a global demand of the world because English could be used as international communication across the broad. Also, the influences of learning English can build the relationships across the nation, and more than 70 countries and over 400 million people use English as a communication tools. More than 80% of information stored used English in the world of the computer.

Therefore English subject has been implemented from kindergarten, primary, secondary until higher education level. Moreover, every level learnt a different purpose. Learning English in kindergarten must be focused on the display of family spots. Therefore, the kindergarten and Elementary level will learn English with the simple thing (Septiyana, 2013) and physical game (Sinaga and Oktaviani, 2020). Besides that, the primary level focuses on learning vocabulary and grammar that link to every topic, such as animals, family, food and drink, sport, and game (Barahona, 2016). However, the demand for learning English in secondary high schools should cover academic skills and encourage students' ability toward students' needs (Gordon, 2015).

According to the statistic of Moodle official, over 60% of higher Education has been used Moodle as platform learning whether it was in online learning or offline learning. The use of Moodle is to empower educators and learners to improve our world. Moreover, the use of Moodle also can build the process of students' learning at their own pace from several of learning source. The other advantages of Moodle is to give a significant influence on this current education situation. According to Saw et al (2019), this LMS can benefit student-teacher interaction, fostering student's independence and allowing the students more flexible in learning, especially in learning English.

Teaching English for vocational students expected to make students understand English subject to support a student's career in the future. Besides, teaching English focuses on four English language skills communication

and reading. Utilizing an integrated Moodle facilitates a full online learning process in the school effectively, and students will easily manage English subjects online. Due to rapid technological improvement, the Learning Management system, known as LMS, could be a suitable tool to deliver and download online learning material (Sabharwal et al., 2018; Putri & Sari 2020). According to Sabharwal (2018), the Learning Management System (LMS) is a virtual software platform or a web-based technology that helps teachers to create virtual classes in specific learning processes that provide content, exercise, and operated by the instructor, students and administrators. LMS is beneficial to higher education institutions since traditional classes used a blackboard to organize the learning and teaching process, but to respond to this pandemic situation, Moodle became the most popular LMS used to manage the learning and teaching process especially for English subjects.

Moreover, Misbah et al (2017) states that LMS is a product of higher education intended interaction with students using synchronously or asynchronously learning strategies. Therefore, Graf (2010) investigates the effectiveness of LMS to develop self-efficacy, self-regulated learning by student's satisfaction by using LMS by assessing students' performance in English specific courses such as English subject through Moodle. Most educational institutions use Moodle as learning and teaching English due to pandemic Covid-19. Moodle (Modular Object-Oriented Dynamic Learning Environment) is electronic learning (E-learning) that will help students to improve their knowledge through activities that encourage students' communication, collaboration, creativity, and critical thinking in learning English subjects. In English, teachers can provide video, material content, audio, links through Moodle. Beside the flexibility of Moodle that can be accessed everywhere and anywhere, Moodle functions to build online communication between students and the teacher by utilizing Moodle's Tools.

Considering the beneficial positive impact of Moodle as a Learning Management System as Learning Media for fully online learning, an investigation is needed to study the quality of Moodle during the Covid-19 pandemic in Indonesia's education institution. Therefore, the researcher explores the attitude of vocational high school student's understudies toward the execution of Moodle as cooperative learning in learning an English subject during the Covid-19 pandemic at one of the vocational High Schools in Bandar Lampung, SMK Yadika Bandar Lampung.

METHOD

In this research, the researchers used a qualitative method to find out students' attitude toward English online learning using Moodle at SMK Yadika Bandarlampung. According to Creswell (2003), a qualitative method is used to emphasize the understanding and exploring of individual or group problems as social issues. This research was implemented in one of Vocational High Schools in Lampung. The researchers use Brown's (1994) attitude components to analyze students' attitude. The sample of this research were students of SMK Yadika Bandarlampung. This research tried to analyze the students' attitude toward English online learning using Moodle since researchers found that students from this school are passive, less of motivation and less of interest in online learning when they are expected to focus on their study to improve their knowledge and score to lead a better opportunity, work, and education.

The researchers used a case study, through purposive sampling to gain the data on this research. The use of purposive sampling is to help the researchers get the deepest information from the students. The researchers distributed a questionnaire and interview that focus on what the attitude of students in English online learning using Moodle at SMK Yadika Bandarlampung. So, this research can be a value for English teachers, students, and other researcher to analyze students' attitude in English online learning using Moodle.

FINDINGS AND DISCUSSION

The researchers were assigned to teach English course in 3 classes (*Computer Network Engineering, Multimedia,* and *Vehicle Engineering*). During the spread out of Covid-19, the educational activities were carried at home. In this English online learning students were learnt all subject through Moodle, including English course. The researcher was found some problems toward students' attitude in English online learning. Form 30 students in a class, there are only 6 until 8 students that participate in the English online learning. The problem is not in the Moodle but in how students adapt this current situation. The phase was undoubtedly unpredictable and highly challenging for students, switched facilities classes online, delayed semesters, and exams were rescheduled, among other items. As a result, in-depth research on the ways the pandemic spreads desperately needed.

By employing modern technology in the use of Moodle in learning English, SMK Yadika Bandar Lampung students obtained more opportunities to engage in English learning through Moodle. In comparison to previous research on the Emergency in the teaching and learning process during, which showed that students had difficulties with course arrangements, dropped out of their final grades, had little technical skills, and had no

access to the internet, the results of this study indicate that participants were pleased with the school structure and faculty readiness to make rapid changes face to face classroom to fully online learning during Covid-19 pandemic. This research suggested that Moodle as an interactive online learning platform was considered an experiential and positive learning environment by the participants (Kirkwood and Price, 2013; Ayu, 2018). Therefore, Mustafa, (2015) implemented of attitudinal scale in learning English to measure the favorable and unfavorable attitude of students. However, this research also supported by another research that also analyze teacher weaknesses and strengths in learning English   Erarslan (2018). The use of this researcher was to indicate solving-problem by the English teacher to reduce the students' obstacles in learning English especially during Covid-19. Therefore, to follow the development of students' performance in learning English, the findings of this research use students' self' learning practice (Erarslan, 2019). The spread out of Covid-19 makes the researcher interested to investigate students' attitude in learning English through online learning. This online learning use online platform named Moodle. The purpose of this research is also related to this study that explore students attitude toward E-learning on Moodle system (Erarslan, 2017). So, from that study, the researcher was helped to explore or to reach the result of this study.

The Role of Brown's Component of Attitude in English Online Learning Using Moodle
        The data presented on the Brown's components are divided into 3 components, such as affective component, cognitive components and conative components.

Questionnaire
        The questionnaire used close-ended questions. There were strongly agree, agree, strongly disagree, and disagree. The result of questionnaires filled by students of SMK Yadika Bandarlampung are presented below:

Affective Components
        In this component, the researchers discuss about students attitudes through students' feelings in English online learning using Moodle during Covid-19 pandemic. The result of affective component is presented in figure 1 below.
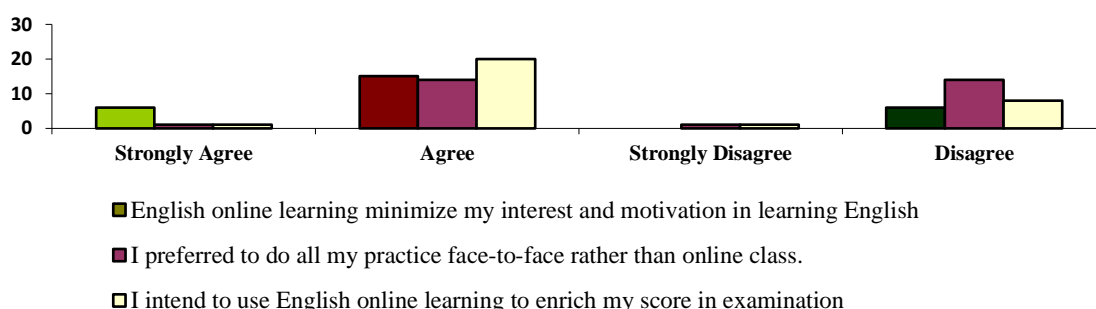
Figure 1. Affective Component

        In this component, there are 3 statements that discuss about students attitude through students' feelings. The first statement which is "English Online Learning decreases my interest and motivation in learning English" results 15 students agree, 6 students strongly agree, and 9 students disagree. In the second statement which is "I prefer to do all practices face to face rather than online" results half students agree to do all English practice online. From the third statement which is "I intend to use English online learning to enrich my score in exam" results 20 students agree if students utilize English online learning to enrich their score or pass an exam.

Cognitive Components
        The purpose of this component to discuss about students' attitude toward students' thought and belief during the implementation of English online learning using Moodle. The result from this component is presented in figure 2 below.
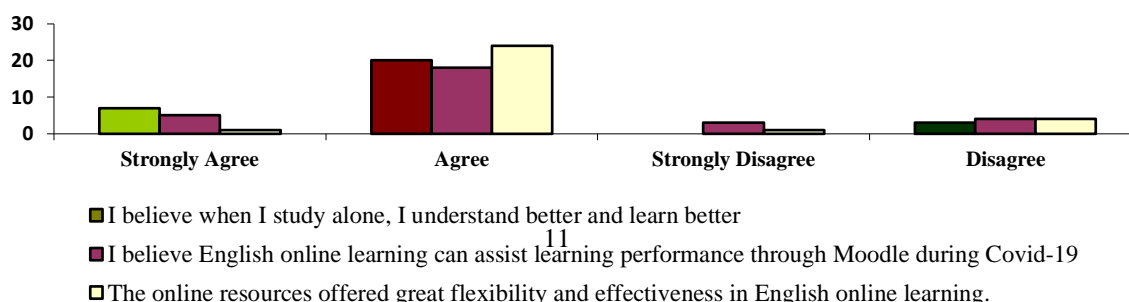

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Figure 2. Cognitive Component

There are 3 statements discussing about students' cognitive components. From the forth statement, there are 20 students agree, 7 students are strongly agree and 3 students disagree if they can learn better when they study alone. In the fifth statement, there are 17 students agree, 6 students strongly agree, 4 students disagree, and 3 students strongly disagree if Moodle can assist their English online learning during Covid-19. The sixth statement, 24 students agree, 1 student strongly agrees, 4 students disagree and 1 student strongly disagrees if online resources offered great flexibility and effectiveness in English online learning.

Conative Components

This component used to identify students' attitudes through students' action and behavior in English online learning using Moodle during Covid-19 at SMK Yadika Bandarlampung. This component analyzes about students-motivation, students-regulation and students-orientation. The result of this component is portrayed in the figure 3 below.
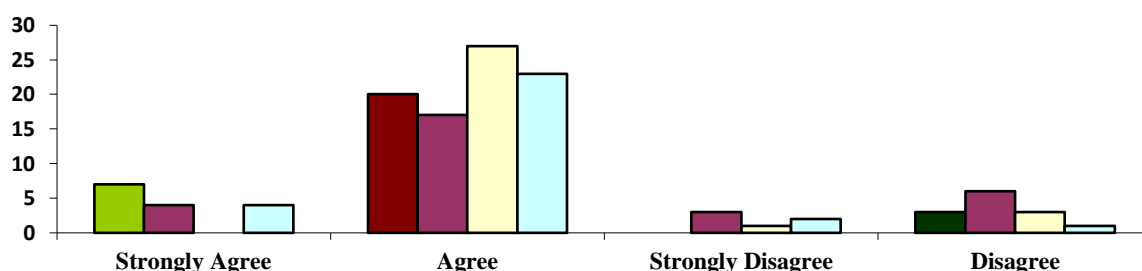
■ The online resources gave me more opportunity for more practice in learning English during online learning.

■ Using the online resources made me more independent in my practice.

□ Moodle can help me to encourage my self-learning.

□ English online learning offers the opportunity to do various activities to learn English

Figure 3. Conative Component

From the seventh statement, 20 students agree, 7 students strongly disagree, and 3 students disagree if online resources give them more opportunities in learning English online. The eighth statement, 17 students agree, 4 students strongly agree, 3 students disagree, and 6 students strongly disagree if online resources made them more independent in learning practice. In ninth statement, 27 students agree, 2 students disagree, and 1 student strongly disagrees if Moodle can help students encourage their self-learning. Last statement, 23 students agree, 4 students strongly agree, 1 student disagrees, and 2 students strongly disagree if English online learning offers students opportunity to do various activities online.

Interview

To strength the result of this study, 6 students were being interviewed by the researchers to find out their attitude toward English online learning using Moodle during Covid-19 at SMK Yadika Bandarlampung. From the interview, the researchers found out that Moodle is very useful in accommodating them in learning English online.

The data described their reason why Moodle can assist their English online learning.
  Participant 1: I think this is quite effective because Moodle is easy to use.
  Participant 2: I think the use of Moodle gives me a chance to support my English learning during this pandemic.
  Participant 3: In my opinion Moodle is a good learning management system because it can simulate us to encounter the other situation in the future.
  Participant 4: I think I can improve my skill in learning English by own pace.

Participant 5: Because my grade is increasing, it makes me interest in learning English.
Participant 6: Because I think it helps me finish my assignments.

Form all the data, researchers conclude that students' attitudes are positive toward the use of Moodle in online English learning. The use of Moodle can help students face English online learning during the implementation of Learning From Home. Since the attitude of students in English online learning were analyzed by using three components of attitude from Brown (1994), it has been seen that student (e.g. the quality of learning, students' problems, expectation, and responsiveness) reflect favorable attitude toward English online learning. However, in the beginning of the implementation of LFH, students have learning problems such as having low level academic achievement, lack of self-management control, and lack of self-awareness toward English online learning.

CONCLUSION

Most students of SMK Yadika Bandar Lampung show positive attitude toward variables portrayed in this study where the students believe that English is an important subject they should focus on to improve their score or pass the final examination in their future. Most students stated that learning English gives them many benefits to help their careers and academic purposes. Therefore, to improve their score they have to solve these problems by increasing their motivation, self-discipline in planning their goal orientation, and self-regulation. The concept of attitude is an essential consideration component that is expected to trigger students' motivation and performance in learning English language in online learning through Moodle. All these things have been shown a favorable response or positive attitude from the students through the questionnaire and interview sessions.

During the spread out of Covid-19, students agreed that online learning was the best way to continue the education activities, including in learning English. The researcher also found out that students were accommodated by the use of Moodle as a Learning Management System at school. The students were satisfied with the useful of Moodle in their English online learning. The students reacted negatively to their satisfaction and self-management in learning English and doing all tasks carried at home. 80% of students in SMK Yadika Bandar Lampung agree that teacher's roles are still needed to control online learning activity.

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Robekka Risten Fransiska Sinaga is a student at English Education study program in Universitas Teknokrat Indonesia. During her study, she has achieved some regional and national achievements, such as top ten national teaching media competition in Pekan Pendidikan Generasi Hebat 2018 in Universitas Muhammadiyah Makasar, the best student of English Education 2019, and the winner in Lomba Inovasi Digital Mahasiswa 2019 in Universitas Negeri Jogjakarta. She also obtained a Copyright from the Ministry of Law and Human Rights in 2018 for Fun Fishing Game.

Reza Pustika is an English Education lecturer in Universitas Teknokrat Indonesia. Her passion in teaching leads her to study her own students as well as her surroundings. Her observation,then, is reported in the form of academic writing. Her reasearch interest covers English education and literacy.

STUDENTS' PERCEPTION ON THE USE OF ENGLISH MOVIES TO IMPROVE VOCABULARY MASTERY

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Abstract

Since English has become an international language for communication, many people have used English to support their life goals. Someone who speaks foreign language including English must know the vocabulary of the language in order to be able to communicate properly. The use of the media in the process of teaching and learning English will attract students to study the language. One of the interesting media that can help students learn vocabulary is film or movie. It also offers information about an object and makes the classroom situation clear. This study is aimed to investigate students' perception towards using movies to improve students' vocabulary mastery. This study was conducted at Universitas Teknokrat Indonesia, Bandar Lampung. The main instruments used in the data collection were questionnaire and interview. The findings of the study indicate that students have positive perception towards the use of movies in their classes to improve their vocabulary mastery. Therefore, it can help them in improving their vocabulary acquisition in which in the end they will use it in their conversation or writing when they are using their English.

Keywords: students' perception, English movie, vocabulary mastery

INTRODUCTION

Since English has become an international language for communication across the world, many people have used English to support their life goals. Pustika (2021) believes that many aspects in humans' lives namely education, technology, tourism, health, economics, and so on involve English language showing how close English to people's life today. The position of English nowadays is important because there are many job sectors are looking for employees who are good in English. Someone who is already fluent in speaking English might be easier to speak to foreigners. They can even get a high place in a major company. Larson (1998) stated that English is the key of transferring information; this can help activate the creation processes in every part of life, along with the capacity based on that type of knowledge.

Someone who speaks in a foreign language, such as English must know its vocabulary first of the language in order to be able to communicate properly. Wallace (2007) pointed out that vocabulary has an important key in learning English. Krashen and Terrell (1985) added that vocabulary is the basic of communication. It means that vocabulary plays an important role in communication, so we cannot be able to communicate well without sufficient vocabulary. By comprehending vocabulary, it will be easier for people when they want to say something in foreign language (Aminatun and Oktaviani, 2019; Ambarwati and Mandasari, 2020).

In learning a foreign language, learning vocabulary is very important. Students will have difficulty in voicing their comprehension and even production if they do not have enough words in their vocabulary. English is considered as a foreign language in Indonesia since Indonesians do not use it for daily communication (Mandasari and Oktaviani, 2018). Thus, learning English is not as easy as it seems. It takes a long time to be able to speak English language competently. Moreover, there are so many components of this language that must be mastered; one of them is vocabulary. The absence of mastery of vocabulary is one fundamental issue (Fitri, 2018). Vocabulary is a core component of language proficiency and provides much of the basis for how well learners speak, listen, read, and write (Richard and Renandya, 2002; Mandasari and Aminatun, 2020). In this case, when studying vocabulary mastery, learners need to adjust their learning style (Wahyudin & Rido, 2020), strategy

(Lestari & Wahyudin, 2020) as well as the use of media (Sari & Wahyudin, 2019; Sasalia & Sari, 2020) that could help students develop their vocabulary mastery easily.

Since today's era demands teacher and lecturer to deal with technology in teaching, the role of technology is really important. The expansion of technology which actually functions as the primary need brings benefits to the improvement of many aspects in education, such as teaching, learning, and research (Aminatun, 2019; Pustika, 2020; Mandasari and Wahyudin, 2021). The use of media in teaching is also one of the ways teacher can deal with technology (Oktaviani and Sari, 2020; Sari, 2020). Basically, the use of the media in the process of teaching and learning English will attract students' motivation and attention (Sinaga and Oktaviani, 2020). It also offers information about an object and makes the classroom situation clear.

One of the interesting media that can help students learn vocabulary is through film or movie (Simamora and Oktaviani, 2020). It can bring the environment live in the classroom, so that students can be more inspired to learn English by new vocabulary in the film or movie. Sabouri and Zohrabi (2015) said that in learning English, movies can help problem variables, such as lack of understanding, limited vocabulary, slow reading, bad grammar, and low-level conversation skills. It is not only fascinating and enjoyable to watch movies, but learning by watching would be more exciting and has many advantages. Moreover, watching movie does not necessarily have to be seen in theaters. Every student can do anywhere. Students can watch from laptop using the internet or CD, or they can watch from a smartphone. This online movie can help students to learn English more easily anytime and anywhere (Ayu, 2020).

In addition, watching movies can enhance English skills. As it is pointed out by Harmer (2007) that there are several positive reasons for learning English by watching movies, such as: movie has interesting particular value, teaches to real helps understand how to pronounce and balance the facial expression, helps understand the meaning spoken by the body language, including a series of lesson to explain a process, and has sounds and pictures that make learning easy. Moreover, while watching English movies, especially with English subtitle, it will enhance the vocabulary and speaking skill (Pratiwi & Ayu, 2020). By watching movie with English subtitle, students can clearly grasp the meaning of the pronunciation and mimic it because the film has subtitles and dialogues. As in dialogue, students can also learn intonation. English subtitles may help students understand all the words or phrases that they already know. In the process of learning, students often misunderstand the context of what the speaker says, so they need subtitles. The use of movie subtitle has been proved to be more effective at improving overall comprehension than non-subtitled movies (Ebrahimi and Bazaee, 2016). Ebrahimi and Bazaee (2016) also added that movie subtitle may offer new pathways for language learning and understanding; the use of movie subtitle proves to be more successful than non-subtitled movies in enhancing overall understanding. Furthermore, according to Faqe (2017), watching films with English subtitles will enhance the learning of vocabulary and enable learners to gain vocabulary. It also helps learn about English words, grammar, idioms, and new slangs.

Based on all the description above, the researcher decides to conduct a research to find out the students' perception of using English movies in enhancing students' vocabulary mastery. In relation to that, the following research question is utilized: "How is students' perception of using English movies to improve their vocabulary mastery". The result of this study is supposed to provide proof of student impressions and perception on the use of English movies on vocabulary mastery.

METHOD

This research applied qualitative method. The population of this study was English major students at Universitas Teknokrat Indonesia, Bandar Lampung. There were 31 students that become the sample that consists of 5 male and 26 females. The research instruments in this study were interview and questionnaire. According to Welman & Kruger (2001), the interview is a data-collecting method which usually involves personal visits to respondents at home or at work. It meant that interview is kind of conversation by asking the participant about social world in their lives.

A questionnaire is a tool to collect the information with the way to give a nonverbal question to answer written (Margono, 2007). The questionnaire was asking about the subjects' perceptions on watching English movies to improve vocabulary mastery. The questionnaire is composed of three main sections. The first section covers the history of respondents to obtain the students ' details. The second section is about students' English movie watching perceptions, and the last section covers the level of the agreement to watch English movies, consisting of five items with 5 levels of agreement in Likert scale. After the data were collected, the questionnaire data was translated into numbers and analyzed. The results were then described in a descriptive statistic that includes frequency and percentage tables.

FINDINGS AND DISCUSSION

From the research that has been conducted, there are some results that can be described and explained, such as the frequency of watching, the genre of movies, subtitles, and students' perceptions of using English movie to improve their vocabulary mastery.

Frequency of Watching Movie

Table 1. Students' frequency of watching movie

Frequency of watching movies	Frequency of Student	Percentage
>5/week	3	9.7%
3-5/week	11	35.5%
1/week	17	54.8%
Total	**31**	**100%**

According to the table above, most students (54.8 %) watch English movies once in a week, followed by 11 students (35.5 %) 3-5 times a week. At least three students said they watch English movies more than five days in a week. From the data, it can be seen that most of the students obviously have an interest in watching movies in their free time.

Movie Genre

Table 2. Movie genre

Movie Genre	Frequency of Student	Percentage
Comedy	12	38.7%
Romance	15	48.4%
Horror	11	35.5%
Action	19	61.3%
Total	**31**	**100%**

Subtitle

Table 3. Movie subtitle

Subtitles Language	Frequency of Student	Percentage
English	15	48.4%
Indonesia	16	51.6%
Total	**31**	**100%**

According to the table above, more students like to watch action movies and romantic movies. However, not all of them use English as the subtitle. There are only 15 people use English as the subtitle and the rests are using Bahasa Indonesia. To support the result of questionnaire, the researcher was also conducting the interview. The result of interview about genres in English movies can be seen in the following excerpt:

(S1) I like movies with the action genre because they make it more interesting
(S2) I watch movie in my spare time. I do like action movie since it has a spectacular display, great action, and unpredictable story line.
(S3) I like romance movies because I think I can get the feel from the movie that I can't get from reality.
(S4) I like action movies because the action movies are exciting and challenging.
(S5) I like romance movies because from romance movies we can know the affection of true love and understanding the struggle of love.

From the excerpt, we can see that students found it interesting and challenging when they watch English movies with action and romance genres. Also, they can learn a lot of things, such as true love and many more that relate to the reality. With a good display and amazing stories, students can be more excited and interested in watching English movies.

The selection of the movie genre poses further concerns about which movie genre is the most important to use in language learning. It shows from the data above that apparently more students are aware of the use of Indonesian subtitles rather than English since they mostly do not have better English skills or use it only to entertain. According to Ayu (2018), reality shows a pathetic fact that some students who have learn English for more than ten years still cannot communicate in English fluently and effectively and reach the goals of learning English. They may have different reasons why they do not prefer English. The result of interview about subtitles in English movies can be seen in the following excerpt:

(S6) I use Indonesian subtitle when I watch movies because it is easier for me to know the sentence structure correctly.
(S7) Frequently I use Indonesian subtitles because it helps me understand the movie.
(S8) I use Indonesian subtitle because in the meaning of some new words said by the actor in the movies are difficult to understand.
(S9) I used Indonesian because sometimes I don't understand what they said in the movies.

This result indicates that more students use Indonesian subtitle because they are not sure with the meaning of the words or sentences and the context was difficult to understand. By applying Indonesian subtitle, they can understand the movies and the meaning that is conveyed from the movies, and also understand the sentence structure correctly. These reasons that make students like using Indonesian subtitle to watch movies rather than English.

Students' perception on the use of English movies

To know students' perception of using English movies to increase students' vocabulary mastery, the researcher administered a questionnaire to see the response. Below is the result and explanation.

Table 4. Students' perception on the use of English movies

No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	Do you think watching English movies in English subtitles can be beneficial for English use in everyday life?	8 — 25.8%	19 — 61.3%	4 — 12.9%	0 — 0	0 — 0
2	Do you agree that English Movies are fun and entertaining?	7 — 22.6%	23 — 74%	1 — 3.2%	0 — 0	0 — 0
3	Do you think that watching English movies motivates you to learn English?	6 — 19.4%	20 — 64.5%	5 — 16.1%	0 — 0	0 — 0
4	Do you agree that by watching English movies, you can find a lot of new vocabulary?	12 — 38.7%	19 — 61.3%	0 — 0	0 — 0	0 — 0
5	Do you think that English movies can help you in improving your vocabulary acquisition?	7 — 22.6%	21 — 67.7%	3 — 9.7%	0 — 0	0 — 0

First, more than half students (61.3%) agree that watching English movies with English subtitle can be beneficial for English use in everyday life. It is followed by 25.8% students strongly agree, only 12.9% are neutral, and none of disagree and strongly disagree. According to the findings, students have a positive response to the use of English movie in learning English, especially to develop their vocabulary mastery.

The results indicate that the majority of the students agree that by watching English movies in English subtitles can be beneficial for English use in everyday life. From the excerpt, we can now that there are some students use English because from the English subtitles they can learn many things about English language. They can enrich their word choice, accent, grammar, how to pronounce some words and also they can develop their vocabularies. This result indicates that movies can be one of the powerful ways students have used to strengthen their English mastery. According to Mandasari and Oktaviani (2018), by employing any kinds of techniques to learn a language, like listening to English sound, memorizing the vocabulary, describing images and watching films, it can be such an effective way to learn English. Students can conveniently practice their vocabulary mastery through videos from the speakers.

Second, most of the students (74%) agree that English movies are fun and entertain. It is followed by 22.6% of strongly agree, and only 3.2% neutral and none of disagree and strongly disagree. In addition, as shown in the

finding, most of the students tend to have positive perception that English movies because those are fun and entertaining. We may learn about the world's behaviors, history, or language through watching movies. For anyone, including students, watching movies is also an enjoyable experience, including experience in learning English vocabulary.

Third, the majority of students (64.5%) agree that watching movies motivates them in learning English, followed by 19.4% strongly agree, 16.1% neutral, and none of disagree and strongly disagree. From the finding, it can be inferred that the students believed that English movies motivate them in learning English. It means that indirectly, English movies help increase their motivation to learn English, not only improving vocabulary. When they watch the subtitles and listen to audio from the video, English movies can help students develop their reading and listening skills as well. After watching the video, it can also improve their speaking abilities and then play a role based on the subject.

The next, as shown in the table above, most participants (61.3%) discovered agree that a lot of new vocabulary can be used while watching English movies, followed by 38.7% strongly agree, none of neutral, disagree and strongly disagree. from the finding students can find a lot of new vocabulary. The good point is that through movies, they can learn completely new words. They believe they can understand and add more words to their own vocabulary by listening to more speakers in the movies and carefully reading the subtitles. By having much exposure of new vocabulary from the movie, students will be able to practice it in their daily life. It means that their vocabulary mastery is also increasing. The more they master the core components of vocabulary, the more they might speak, write, read, and listen (Sari, 2019).

The last, more than half students (67.7%) agree that English movies can help them improve their vocabulary acquisition. It is followed by 22.6% strongly agree, 9.7% neutral, none is disagree and strongly disagree. Students can hear many new words and phrases by watching English movies, particularly idioms and colloquial expressions. Phrases and idioms spoken many, many years back have now been engraved in the human psyche, and many idioms and phrases, or their mutations, are commonly used in advertisements and in film dialogues (Corelli, 2005 as cited in De Caro (2009).They may take a notebook to find out the definition by asking their friend or dictionary to help the them put their information into practice by watching an English film. It will also help them understand how to use all the information in daily situations.

CONCLUSION

The findings of the present study conclude that movies are powerful learning media that can assist students in the development of vocabulary mastery. Almost all of the variables of items get a positive perception based on the study at Universitas Teknokrat Indonesia, Bandar Lampung. From the students' questionnaire, the researcher concludes that students do believe that by watching English movies, especially with subtitle, can be beneficial for them in learning English. Besides that, students' answers show that they agree that English movies are fun and entertaining. Next, regarding to the result, they believe that English movies motivate them in learning English. Most of students also agree that by watching English movies, they can find a lot of new vocabulary and know how to use them. Therefore, it helps them improve their vocabulary acquisition in which in the end they will use it in their conversation or writing when they are using their English. Other than that, since the scope of this research is still small, it is hoped to other researchers in the future can improve this kind of study with different sample and case.

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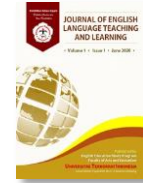
INVESTIGATING ENGLISH TEACHING STRATEGIES TO REDUCE ONLINE TEACHING OBSTACLES IN THE SECONDARY SCHOOL

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Abstract

The teachers became the key in teaching-learning activities. Teachers had a relation to the students' success in learning English. So, the English teachers should know the best strategies should be implemented to teach English. It included the strategies to reduce the obstacles that they experienced in online teaching process. This study generally investigated English teaching strategies to reduce online teaching obstacles in teaching English using E-Learning Madrasah Platform at MAN 1 Bandar Lampung. This research was carried out through a case study. The subjects were four English teachers at MAN 1 Bandar Lampung. The data were obtained from a questionnaire, an interview, and an observation. The data were analyzed through data collection, data reduction, data display, and conclusion. The findings showed that English teachers applied several strategies to reduce online teaching obstacles in teaching English using E-Learning Madrasah Platform. The strategies were applying asynchronous strategy, using an alternative media to support online teaching process, designing lesson plans, material, and online learning activities properly, explaining the materials through video conferences, instructing the students to do the assignments clearly, assessing the students' works properly, and giving oral and written feedback to the students' work to make the students were enthusiastic in boosting their learning achievements. In conclusion, all English teachers could reduce the obstacles aligned with each obstacle found.

Keywords: e-learning madrasah, english teaching strategies, online teaching obstacles

INTRODUCTION

The Indonesian government has been implemented online learning regulation because of COVID-19 Pandemic. Online learning that ever seemed impossible, now, has been implemented in Indonesia as a new regulation in Indonesia to overcome the lack of meeting in the classroom (Pustika, 2020; Mandasari and Aminatun, 2020). This regulation has instructed by the Minister of Education and Culture of Republic Indonesia (Minister of Education, 2020). The English teachers should teach English subject by online teaching in this pandemic situation like using online platform (Putri & Sari, 2020; Sari and Oktaviani, 2021; Mandasari and Wahyudin, 2021). Moreover, Sari (2020) stated that the English teachers have an important role to guide the students in achieving learning objective during online teaching process because the successful online teaching and learning process depends on the teachers and the students' participation (Sari, 2018a). The English teachers also need to plan the lesson carefully and deliver the material creatively so the English teachers need to take control about using technology and how to implement the technology in an online teaching process (Wahyudin and Kuswoyo, 2016). Next, he teachers nowadays may use technology as a medium to teach online (Aminatun and Oktaviani, 2019; Oktaviani and Sari, 2020). Online learning platform can be used by the English teachers to conduct online teaching (Uslu, 2018). According to Hakim et al., (2019), the English teachers and the students can be helped by using E-Learning Platforms as a learning medium to achieve sufficient and efficient online learning goals. Moreover, it also helps students to achieve their academic performance (Mandasari, 2020). Several types of online learning platforms can be used by the English teachers and the students to implement the online teaching and learning process. The online learning platforms are including Zoom Application, Google Classroom, Google Meet, or Learning Management System that includes E-Learning Platform, E-Learning Madrasah, and Moodle and Edmodo.

Mandasari (2016) and Pustika (2019) state that the English teachers know the best approach should be implemented in teaching English so it can facilitate students in achieving their future career or study. There are several indicators to implement online teaching and learning process effectively (Meylani, et al., 2015). First, the teachers and the students should have an active role in the online teaching and learning process. Second, conducting online teaching using online learning platforms. Third, the students should be active in participating on an online class. Fourth, there is a post-test for the students at the end of online class. Fifth, the students should be given a quiz and the feedback of quiz result by the teachers. Sixth, interaction is needed on an online learning environment. Therefore, this online teaching and learning lead students be autonomous learners and achieve learning objective (Mandasari and Aminatun, 2019).

In the previous study that was conducted by Atmojo and Nugroho (2020) showed that EFL teachers' strategy to implement online teaching used learning management system, chat and message, video conference, content maker, video streaming and sharing, and an additional resource. Besides, the second previous study was conducted by Lestinawati and Widiyantoro (2020) showed that teachers' strategies in online learning were implementing video conference and using online chat (WhatsApp and Google Classroom). This shift is also one of the effects of COVID-19 outbreak on education system that demands education institution transform need to change their instructional practices to entirely online (Muliyah et al., 2020).

Many online teachers experience challenges in online teaching process (Baran et al., 2011). Limperos et al., stated that there are several critical issues that affected online teaching and learning process; those are technology, time management, interaction, pedagogy, and assessment. Several issues or challenges in online teaching and learning that faced by the English teachers have been identified using Cooper's Framework (Kebritchi et al., 2016). Three categories that affected online teaching-learning challenges were instructors' issues, learners' issues, and content development issues. First, instructors' issues were including time management, teaching styles, transitioning from face-to-face to online learning. Second, students' issues were including students' expectations, students' readiness, students' participation, students' learning style (Wahyudin & Rido, 2020) and strategy (Lestari & Wahyudin, 2020). Third, content issues were including integration of multimedia in content development, and the content from face-to-face class to online learning class cannot be copied easily. This is showed that the English teachers found the obstacles in online teaching.

Based on the explanation above, the aims of this study is to investigate English teaching strategies to reduce online teaching obstacles in the secondary school. The novelty between this study and previous study is online learning platforms. The researchers conducted this research at MAN 1 Bandar Lampung. That school use particular online learning platform from school, namely E-Learning Madrasah Platform. The results of this study was supposed to provide proof of English teaching strategies to reduce online teaching obstacles in teaching English using E-Learning Madrasah Platform at MAN 1 Bandar Lampung.

METHOD

This research used a qualitative method. The qualitative approach in the form of a case study was used in this research. The subjects of this study were four English teachers at MAN 1 Bandar Lampung. The research instruments in this study were a questionnaire, an interview, and an observation. The questionnaire consist with ten "yes" or "no" statement that was regarding to English teachers strategies in teaching English to reduce the obstacles in teaching English using E-Learning Madrasah Platform. The questionnaire would be distributed through Google Form. Then, the interview was used unstructed interviews, so the researchers might give open-ended questions related to English teachers strategies in teaching English to reduce the obstacles in teaching English using E-Learning Madrasah Platform. After that, the researchers directly observe the English teachers when they were teaching English using E-Learning Madrasah Platform to observe their English teaching strategies to reduce the obstacles in teaching English using E-Learning Madrasah Platform.

The theory of data analyzing technique came from Sugiyono (2010). He stated that data analyzing techniques had four steps. Those were data collection, data reduction, data display, and conclusion. First step is data collection. In data collection step, the researchers collected the data of English teaching strategies to reduce the obstacles in online teaching using E-Learning Madrasah Platform. The data had gained in rough shape. Second step is data reduction. In data reduction step, the researchers was transforming the raw data that showed from recorded data. Third step is data display. In data display step, the researchers would present the data in the form of table for observation result and questionnaire result. Meanwhile, the researchers would present the data in the form of briefly description for interview result. Fourth step is conclusion. The researchers concluded clearly in this study.

FINDINGS AND DISCUSSION

This section describes the research findings of the study by investigating English teaching strategies were applied by English teachers to reduce online teaching obstacles in teaching English using E-Learning Madrasah Platform. The table below describes the result of each item of questionnaire. The result can be seen as follows:

Table 1. The Questionnaire Result of English Teaching Strategies to Reduce the Obstacles in Teaching English using E-Learnng Madrasah Platform

Statement	Results	
	Yes	**No**
I can reduce the difficulty when facing signal interference or internet data limitation.	100%	0%
I can reduce the difficulty of time limitation in online teaching.	100%	0%
I can make the students follow online learning process even though students cannot access E-Learning Madrasah when disturbed by the signal.	100%	0%
I can reduce the difficulties in designing lesson plans, prepare, develop, and explain online teaching materials.	100%	0%
I give other strategies for the students who cannot attend an online video conference.	100%	0%
I can reduce the difficulties in building interaction and discussion session.	100%	0%
I can reduce the difficulties in instructing the students in the online class.	50%	50%
I can reduce the difficulties on giving an assignment or homework to the students.	50%	50%
I can reduce the difficulties in assessing students' assignments or homework in an online class.	50%	50%
I can reduce the difficulties in giving feedback to the students' assignments or homework in an online class.	50%	50%

From the table above, it could be seen that English teachers applied several strategies to reduce online teaching obstacles in teaching English using E-Learning Madrasah Platform. There were ten yes/no statements related online teaching strategies to reduce the obstacles. Six statements obtained 100% "Yes" and 0% "No". The rest obtained 50% "Yes" and 50% "No".

Firstly, the descriptions of the statements obtained 100% "Yes" and 0% "No". The first statement that obtained 100% "Yes" and 0% "No" is regarding to signal interference or internet data limitation. Four English teachers stated that they could reduce the obstacles in signal interference or internet data limitation when they were teaching English using E-Learning Madrasah Platform. The second statement that obtained 100% "Yes" and 0% "No" is regarding time limitation. Four English teachers stated that they could reduce the time limitation in online teaching English. The third statement that obtained 100% "Yes" and 0% "No" is regarding students' participation. Four English teachers stated that they could reduce the obstacles about students' participation in teaching English using E-Learning Madrasah Platform. The fourth statement that obtained 100% "Yes" and 0% "No" is regarding the design of lesson plans, material preparation, material development, and material explanation. Four English teachers stated that they could reduce the obstacles in designing lesson plans, material preparation, material development, and material explanation. The fifth statement that obtained 100% "Yes" and 0% "No" is regarding to video conference. Four English teachers stated that they could reduce the obstacles in conducting video conference. The sixth statement that obtained 100% "Yes" and 0% "No" is regarding to the interaction and discussion session. Four English teachers stated that they could overcome the obstacles in building interaction and discussion session.

Besides, the descriptions of the statements gained 50% "Yes" and 50% "No". The first statement that gained 50% "Yes" and 50% "No" is regarding to instruction. Two English teachers stated that they could reduce the obstacles in giving instruction to the students. The second statement that gained 50% "Yes" and 50% "No" is regarding to assignment or homework. Two English teachers stated that they could reduce the obstacles in giving assignments or homework to the students. The third statement that gained 50% "Yes" and 50% "No" is regarding to the assessment. Two English teachers stated that they could reduce the obstacles in assessing students' assignments or homework. The last statement that gained 50% "Yes" and 50% "No" is regarding to the feedback. Two English teachers stated that they could reduce the obstacles in giving feedback to the students' assignments or homework.

To invigorate questionnaire results, all English teachers were interviewed by the researchers. The questions related to online teaching strategies to reduce the obstacles in teaching English using E-Learning Madrasah Platform. From the interview, it was found that the English teachers applied several strategies to reduce online teaching obstacles in teaching English using E-Learning Madrasah Platform.

First of all, the English teachers applied an asynchronous strategies to reduce signal interference, internet data limitation, and time limitation in teaching English using E-Learning Madrasah Platform.

> T1 : *"I apply an asynchronous strategy to reduce signal interference and time limitation in online teaching using E-Learning Madrasah Platform. So, the students given one week to finish ther learning process and their tasks."*
>
> T2 : *"I give one week for the students to fill the attendance list, read the material, join discussion sessions, and finish their assignments.*
>
> T3 : *"I give more extended time for the students to finish their assignments".*
>
> T4 : *"Because I apply an asynchronous strategy, I give the students one week to finish the activities.*

Second, the English teachers used WhatsApp group also to support online teaching process in reducing the obstacles when the students could not attend in E-Learning Madrasah Platform because of the signal interference or the website was down.

> T1 : *"I ask the students to contact me in WhatsApp Group class if they could not attend E-Learning Madrasah Class when they were disturbed by signal interference or the website was down.*
>
> T2 : *"I call the students on the WhatsApp group if they do not attend in E-Learning Madrasah class.*
>
> T3 : *"If the students have a low signal in attending the online class, I allow them to communicate by WhatsApp group.*
>
> T4 : *"If the students are disturbed by a signal, they could not attend an online class. Then, I allow them to communicate it on the WhatsApp Group. After that, the students can submit their work after the signal is stable during one week given.*

Third, the English teachers applied the strategies to reduce online teaching osbtacles in designing lesson plans. The English teachers designed lesson plan properly between the learning objective, learning material, and online teaching process using the E-Learning Madrasah Platform.

> T1 : *"There is a feature to design lesson plans that consist of sub-components in the E-Learning Madrasah Platform by aligning the learning objectives, the materials, the learning activities, and duration of teaching process."*
>
> T2 : *"I am aligning the material, learning activities, and the duration of teaching. I fill those components into a lesson plan feature in the E-Learnng Madrasah Platform."*

Fourth, the English teachers prepared the material in the form of PowerPoint and video explanations. The English teachers developed the material in written and oral materials under 10 MB capacity because the E-Learning Madrasah Platform's maximum capacity to upload the file was 10 MB capacity.

> T1 : *"I prepare the material in the form of Powerpoint and video explanation under 10 MB capacity"*
>
> T2 : *"I design the PPT consist of material under 10 MB capacity. Then, I attach the link of video material from YouTube to the E-Learning Madrasah Platform.*
>
> T3 : *"I prepare and develop the material in video explanation and written material.*
>
> T4 : *"I develop the materials in PowerPoint and video explanation.*

Fifth, the English teachers explained the material by conducting video conferences. The aim of conducting video conference in online teaching was to make the students easier in understanding the English teachers' materials. Through video conferences, the English language teachers could explain the materials directly to the students. Then, the students also could directly ask the English language teachers when they had the questions related to the materials.

> T1 : *"I ask the students to read and watch the material in twenty minutes. After that, I ask them to join a video conference to listen to my explanation. If they have a question about the materials, I let them ask me a question"*
>
> T2 : *"I invite them to join a video conference to listen to my explanation about the materials.*
>
> T3 : *"I conduct a video conference to explain the materials to the students"*

> T4 : *"..... I invite them to join a video conference to listen my explanation about the materials"*

Sixth, the English teachers conducted video conference by using Zoom Application because there were some obstacles in conducting video conferences using E-Learning Madrasah Platform. The obstacles were the limited participants, the maximum participants in video conferences only for ten students. Then, the sound was not clear in conducting video conferences using E-Learning Madrasah Platform. After that, the English teachers and the students could not attend video conference if the time to conduct video conferences has not started yet.

> T1 : *"I apply the video conferences by using Zoom Application. Thirty-five students in each class can attend it and the sound is clear"*
>
> T2 : *"I conduct online video conferences using Zoom Application. It provides more participants can join it. Even though many participants join a video conference, the sound is clear. The teacher and the students can attend Zoom Meeting, although the time setting has not started"*
>
> T3 : *"I conduct a video conference to explain the materials using the Zoom Application"*
>
> T4 : *"I am conducting an online video conference by Zoom Application"*

Seventh, the English teachers motivated the students to be active in discussion session. The students rarely participate in discussion session. So, the English teachers asked the students a question related to the material has explained to make the students active in answer the question. The English teachers would provide the additional score for those who answer the question. Moreover, the students would gain additional scores when asked or answered ther friend's questions.

> T1 : *"I ask the students some questions, and I tell them that I will give an additional score if they respond to my question"*
>
> T2 : *"I motivate the students to be active in a discussion session. I ask the material's question, and tell them that I will give an additional score if they respond to my question."*
>
> T3 : *"I ask questions, and tell them that I will give an additional score if they respond my questions. I will also provide an additional score for those who ask the question to the English teacher"*
>
> T4 : *"I ask them questions and tell them that I will give an additional score if they respond to my questions."*

Eighth, English teachers wrote instruction clearly to reduce the obstacles in writing instruction to the students. They wrote the instruction consisting of what kind of task, how many questions should be answered by the students, and the assignment's deadline.

> T1 : *"I write the instruction clear on the E-Learning Madrasah Platform. I tell what the students have to do in doing assignments or homework. Then, I tell dealine of the assignments."*
>
> T2 : *"I write them as clear as possible....."*

Ninth, if the assignments given by English teachers in the form of audio recorder or video recorder, the English teachers used WhatsApp groups to accept students' assignments. This strategy was applied by English teachers to reduce the limited capacity to upload the documents on the E-Learning Madrasah Platform.

> T3 : *"If the task in the form of an audio recorder, it needs more capacity to submit it on E-Learning Madrasah. It cannot be submitted on E-Learning Madrasah because the capacity is bigger than written task. I ask the students to submit their tasks on the WhatsApp group. After that, we will discuss it on WhatsApp group"*
>
> T4 : *"I ask the students to submit their work in an audio recorder in the WhatsApp group class."*

Tenth, the English teachers assessed students' assignments manually to reduce the obstacles in assessing students' assignments. In the E-Learning Madrasah Platform there was no feature to set key answer, so the English teachers could not obtain the students' scores directly after they finished the quiz.

> T1 : *"When I give them multiple-choice questions, I directly obtain their score. However, if I provide them with essay questions, I should check them one by one. I check it directly after the students finish their tests.*

> T2 : "If it is in the form of an essay, I should check it one by one manually. I need to print out their works to make me easier to check them."

Eleventh, the English teachers gave oral and written feedback to the students in WhatsApp and E-Learning Madrasah. The English teachers applied this strategy because the students rarely read the feedback on the E-Learning Madrasah Platform. When the students did not read the feedback on E-Learning Madrasah, they could listen to oral feedback and respond to WhatsApp.

> T3 : "I ask the students to read my feedback comments on their work. If I need their response toward my feedback, I send my feedback on personal chat on WhatsApp by using Voice Notes. My students will read the feedback on E-Learning Madrasah and listen to my Feedback on WhatsApp.
>
> T4 : "Because the students rarely read my feedback on their work. I give them oral feedback using Voice Notes in WhatsApp. They prefer to listen my feedback orally to writing. When I give them oral feedback, they directly listen and respond to my feedback."

Moreover, to reinforce the questionnaire and interview results, the researchers observed the online teaching strategies were applied by English teachers to reduce online teaching obstacles using E-Learning Madrasah Platform. The results of observation relating to the English teachers strategies to reduce the obstacles in teaching English using the E-Learning Madrasah Platform could be seen in the table bellow:

Table 2. The Observation Results of English Teachers' Strategies to Reduce the Obstacles in Teaching English using E-Learning Madrasah Platform

No	Observation Aspects	T1		T2		T3		T4	
		Yes	No	Yes	No	Yes	No	Yes	No
1	The English teacher can reduce the difficulty when facing low signals or internet data.	✓		✓		✓		✓	
2	The English teacher can reduce the difficulty of handphone/computer in online teaching.		✓		✓		✓		✓
3	The English teacher can reduce the difficulty in operating technology.		✓		✓		✓		✓
4	The English teacher can reduce the difficulty of limited time in teaching English using E-Learning Madrasah Platform.	✓		✓		✓		✓	
5	The English teacher can make the students follow the online learning process even though some students have obstacles.	✓		✓		✓		✓	
6	The English teacher can reduce the difficulty in designing lesson plans.	✓		✓			✓		✓
7	The English teacher can reduce the difficulty in preparing the online learning material.	✓		✓		✓		✓	
8	The English teacher can reduce the difficulty in developing the online learning material.	✓		✓		✓		✓	
9	The English teacher can reduce the difficulty in explaining the online learning material.	✓		✓		✓		✓	
10	The English teacher may give a follow-up explanation if a students has not understood the material yet.		✓		✓		✓		✓
11	The English teacher can reduce the difficulty in conducting video conferences.	✓		✓		✓		✓	
12	The English teacher may give other strategies for students who cannot attend an online video conference.	✓		✓		✓		✓	
13	The English teacher can reduce the difficulty in building a good communication with the students.		✓		✓		✓		✓
14	The English teacher can reduce the difficulty in building a good interaction in an online learning class.	✓		✓		✓		✓	
15	The English teacher can reduce the difficulty in instructing the students in the online class.	✓		✓			✓		✓
16	The English teacher can reduce the difficulty in		✓		✓	✓		✓	

	giving an assignment or homework to the students.						
17	The English teacher can reduce the difficulty in assessing the students' assignments or homework.	✓		✓			✓	✓
18	The English teacher can reduce the difficulty in giving feedback to the students.		✓		✓	✓		✓
19	The English teacher can reduce the difficulty in conducting the computer-based test.		✓		✓		✓	✓
20	The English teacher can reduce the difficulty in providing remedial exam for the students.		✓		✓		✓	✓

Based on the observation result above, it could be seen that English teachers applied several online teaching strategies to reduce the obstacles in teaching English using the E-Learning Madrasah Platform. The strategies were giving more extended time for the students in completing the learning assignments, applying an asynchronous strategy, using whatsApp group also in conducting online teaching, designing lesson plans properly, preparing and developing oral and written materials under 10 MB capacity, explaining the materials on video conference using Zoom Application, motivating the students to be active, instructing the students to do the assignment clearly, assessing students' essay assignment manually, using WhatsApp to accept students' work in the audio recorder, and giving oral and written feedback to the students' assignments.

This study was designed to investigate English teaching strategies to reduce online teaching obstacles using E-Learning Madrasah Platform. There were several strategies applied by English teachers to reduce online teaching obstacles. First, the English teachers applied asynchronous strategy to reduce the signal interference, internet data limitation, and time limitation. Dewi (2020) state that asynchronous strategy is the most adopted strategy for online teaching and learning process because the students are not time bound. Second, the English teachers also used WhatsApp group to reduce the obstacle when the E-Learning Madrasah Platform could not be accessed. So, the online teaching and learning process moved into WhatsApp group transiently. It is in line with Sari (2018b), Sari and Putri (2019), they state that utilizing WhatsApp group in online teaching and learning media contributes significantly to boost communication and interaction in online teaching and learning process. Moreover, Handayani & Aminatun (2020) also infer that WhatsApp can be used as an online learning platform since it is easy to operate and students give positive responses towards this medium. Third, the English teachers designed lesson plan properly between the learning objective, learning material, and online teaching process using the E-Learning that is so helpful for students to learn English at home (Ayu, 2020). Musingafi, Mhute, Zebron, Kaseke (2015) state that the teachers are responsible for preparing the materials and planning online courses' learning activities. Fourth, the best way for developing online class content should be integrated into technology and cultural content, so it can be more contextualized based on their daily life (Hathway, 2013; Ayu, 2020). The English teachers provided and developed the online learning materials orally and written under 10 MB capacity. This strategy was applied by English teachers because the maximum capacity to upload the materials in the E-Learning Madrasah Platform was 10 MB capacity. Fifth, the English teachers explained the materials to the students by conducting video conference using Zoom Application. This strategy was applied by the English teachers to reduce the obstacles in conducting video conference using E-Learning Madrasah Platform. Limited participants, unclear sound, and uncpuntuality became the obstacles in conducting video conference using E-Learning Madrasah Platform. Fauzi and Khusuma (2020) state that using Zoom Application can be the strategy to conduct video conference for online teaching for students to think and share ideas during online learning (Apriyanti & Ayu, 2020). Zoom Application can be accessed by all of the student. Then the sound and the unpunctuality is supporting online teaching and learning process. Sixth, motivation is necessary in online teaching and learning process. The English teachers motivated the students to be active in discussion session by providing additional score in reducing the less participated of the students when the English teachers asked them to discuss together. Students' participation in online learning discussion can be enhanced by motivation is the trogerring power of learning. Seventh, the instruction is needed for the students' in learning process (Rido and Sari, 2018). The English teachers wrote the instruction clearly. This strategy was applied to make the students understanding the instruction. Eighth, the English teachers assessed students' essay work manually to reduce the obstacle in assessing students' assignment or quiz. The English teachers should assess it manually because there is no key answer feature in E-Learning Madrasah Platform when the English teachers created the essay questions. Timis et al. (2016) define that the teachers may use several strategies to assess students' works. The last, feedback is necessary to be given for the students for their learning process. The students rarely read the feedback when the English teachers gave the feedback on their works. The English teachers provided oral and written feedback in reducing the obstacles in giving feedback. To espouse it, Ching and Hsu (2015) state that audio components can boost communication with the students and help the students elaborate their responses toward teachers' feedback.

CONCLUSION

English teachers are the key to success in education because they guide the students directly in online teaching and learning process (Rusman 2013). So, the English teachers should have the ability in conducting online teaching, especially in reducing the obstacles that they experienced during online teaching process. From the findings of this study, it could be concluded that English teachers could reduce the obstacles aligned with each obstacle found. The English teachers at MAN 1 Bandar Lampung could conducting online teaching effectively. From this study, the researchers have a suggestion for the further researcher. Hopefully, the next researcher may explore the English teacher obstacles in teaching online using other media, so the information will help other teachers determine what media will be used in online teaching properly. The result of this study cann be used as a references for additional information for the next researcher.

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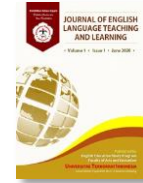
THE IMPLEMENTATION OF PROJECT-BASED ASSIGNMENT IN ONLINE LEARNING DURING COVID-19

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Abstract

By implementation of online systems strategy indirectly forces teachers and students to master the uses of technology in learning process. Online learning is needed to facilitate the teacher delivering the material to students during the pandemic situation. From this condition, it is suitable for teachers to implement Project Based Learning as it allows students to design, plan and carry out an extended project that produces a publicly exhibited output such as a product, publication or presentations Project Based Learning improves the students' media research skills provides a real-world connection to context. The students conduct research using multiple information resources. By locating the resources themselves, their research skills develop and improve. Project Based Learning increases the students" collaboration. In the processing stages, students create and organize their own groups. They share knowledge and collaboratively construct their products. Through collaboration, they develop social communication skills and obtain multiple perspectives.

Keywords: project based learning, online learning, COVID-19

INTRODUCTION

Nowadays, Covid-19 disease has become a seriously pandemic in around the world. Many human life aspects slowly changed from the spread of Covid-19 disease. Its gigantic impact has influenced numerous areas, for example, economy, education, politic, health, homegrown correspondence inside one nation and global correspondence among numerous nations all through the world. The government of Indonesia take action by make social distancing and also self-quarantine to minimizing the transmission of infectious Covid-19 diseases.

From the raise of Covid-19 disease, 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 students should study from home. The Education Ministry of Indonesia has changed the teaching and learning process with online systems strategy. As stated by Muliyah et al. (2020), the impact of Covid-19 outbreak on the education system is inevitable that education institutions need to transform their instructional practice to online form. The online system strategy of learning serves as a new rule in Indonesia to solve the lack of meeting in the classroom (Pustika, 2020; Mandasari, 2020). By implementation of online systems strategy indirectly forces teachers and students to master the uses of technology in learning process (Ambarwati and Mandasari, 2020; Sari, 2020). This also shows the expansion of technology can actually bring advantageous effect to the improvement of many aspects in education, such as teaching and learning process (Aminatun, 2019; Oktaviani and Sari, 202; Mandasari and Wahyudin; 2021). Regardless from advantages and disadvantage of online learning, technology plays an important role both for teaching and learning during online learning process. Online learning is needed to facilitate the teacher delivering the material to students during the pandemic situation.

Beside advantages and disadvantages of online learning, online learning has become popular during pandemic situation because of its potential for providing more flexible access to content and instruction at any time, from any place (Sari & Oktaviani, 2021). Online learning is a form of distance learning or distance education, which has long been a part of the American education system, and it has become the largest sector of distance learning in recent years (Evans and Haase, 2001; Mandasari and Aminatun, 2020). According to As

(2011), online learning platforms can reduce the workload of lecturers, improve teaching and learning process inside and outside the classroom. It fully changes face-to-face learning in classroom situation into online learning, while teacher, students, and parents have access to general resources, communication tools, and information, both inside and outside the classroom during online learning.

However, online learning provide more flexible access to content and instruction at any time, from any place (Ayu, 2020; Aminatun and Oktaviani, 2019; Mandasari and Aminatun, 2019). Teaching and learning process in online learning gives disadvantages to teachers and students. One of the examples disadvantages of online learning is about uncertainty toward learning model. During online learning teachers needs appropriate learning model that can make all students study effectively during online learning. Because online learning causes students learn from home and teachers teach from home too, it means there will be new problem raise from this situation. Based on a survey conducted by Indonesian Child Protection Commission, there are two most significant obstacles for students dealing with online learning, including stacking assignments and internet bandwidth cap issues (Detiknews, 2020).

On the other hand, when the researcher did teaching practice at SMK Budi Karya Natar several teachers use some models during teaching in online learning especially English teacher that teach in 10th grade. One of the way teaching and learning model that use by teacher is project-based assignment. Implementation of Project-Based assignment used in order to make online learning process not only in one-way learning, means online learning not only dominated by teacher. Students may talk to each other, give comment, and feedback to peers (Wahyudin, 2018). By implementing project-based assignment be expected indirectly engage students in learning process by create project at the end of the lesson (Wahyudin, 2017). Therefore, even though learning process change into online system but learning process still make the student active in learning process and can create good learning environment that make student comfortable, interested in learning process.

Look at this condition, it is suitable to use Project Based Learning during online learning. Project Based Learning allow students to design, plan and carry out an extended project that produces a publicly exhibited output such as a product, publication or presentations (Patton, 2012). Project Work is student-centered and driven by the students' need to create an end-product (Bell, 2010). Not only that, Project Based Learning improves the students' media research skills. Project-Based Learning provides a real-world connection to context. The students conduct research using multiple information resources. By locating the resources themselves, their research skills develop and improve. Project Based Learning increases the students" collaboration. In the processing stages, students create and organize their own groups. They share knowledge and collaboratively construct their products. Through collaboration, they develop social communication skills and obtain multiple perspectives (Wahyudin, 2017; Aminatun & Oktaviani, 2019).

Project Based Learning increases in resource-management skills. Successful Project-Based Learning provides learners with experience in project organization and time management with necessary scheduling of resources. Based on the explanation, the researcher conducted a study of implementation of project-based assignment in online learning during Covid-19 Pandemic.

Online Learning Process

The development of information and communication technology that very rapidly encourages various educational institutions to use the online learning system to increase the effectiveness and flexibility of learning (Putri & Sari, 2020). Equipped with internet, technology can easily spread information to all around the world; this means that internet in online learning plays a vital role in education field (Mandasari & Aminatun, 2019). Through online learning, learning material can be accessed anytime and from anywhere, in addition to the material that can be enriched with various learning resources including multimedia which can quickly be renewed by the teacher.

Many researchers generally refer to online learning as Web-based learning delivered through the Internet or accessed through an intranet or extranet (Chiu, Chiu & Chang, 2007). Online learning in higher education has been categorized as teaching and learning through asynchronous and synchronous communications via the Internet and with multimedia. It has the capacity for interactivity and was credited with promoting higher order thinking skills in students (Hazari & Johnson, 2007).

Thornton (2004) suggest that although online learning is a tool that could improve teaching and learning skills, its effectiveness lies in how the tool is used. It has been found that much unsatisfactory implementation of online learning still occurs in practice. Based on earlier studies (Dillon & Gunawardena, 1995) three main variables that influence the effectiveness of online learning, namely technology, instructor characteristics and student characteristics, still hold true today.

Dabbagh & Ritland (2005:15) said online learning is an open learning environment and distributed pedagogic tools, the internet, network-based technology, to facilitate learning and build knowledge through action and interaction. Online learning is learning that can be done anywhere and anytime, depending on the needs of human resources (instructors, lecturers, instructors, and students) who carry out these online learning activities.

From the explanation above, the writer concludes that online learning is education that takes place over the Internet. Online learning is also can be defined as courses online instead of in a physical classroom. It is can use to increase the effectiveness and flexibility of learning. Through online learning, learning material can be accessed anytime and from anywhere, in addition to the material that can be enriched with various learning resources including multimedia which can access quickly in an open learning environment, flexible, and distributed.

Advantages and Disadvantages of Online learning

The advantages of online learning are providing flexibility, interactivity, speed, visualization through various advantages of each media (Sudjana, 2005; Oktaviani and Mandasari, 2020). According to Tjokro (2009), online learning has many advantages, namely: it is easier to absorb, meaning that it uses multimedia facilities in the form of images, text, animation, sound, and also videos, much more effective in costs, meaning that there is no need for an instructor, no need for a minimum audience, anywhere, much more concise, meaning that it does not contain a lot of class formalities, directly into a subject, subjects that fit your needs, available in 24 hours per day, meaning that mastery in a material depends on enthusiasm and also the absorption of students, can be monitored, can be tested by e-test.

The disadvantages of online learning include the lack of interaction between learners and students or also even between students themselves, this tendency can ignore academic aspects as well as social aspects and vice versa make the growth of aspects of business or also commercial. the teaching and learning process tends towards training rather than education itself, changing a learning role from the original masters of conventional learning techniques is now also required to be able to know the learning techniques using ICT (information, communication, and also technology).

Project-Based Learning

Project-Based Learning (PBL) is an instructional model that is based in the constructivist approach to learning, which entails the construction of knowledge with multiple perspectives, within a social activity, and allows for self-awareness of learning and knowing while being context dependent stated (Duffy & Cunningham, 1996).Thomas (2000) sets five criteria for PBL: projects should be central to the curriculum, focused on problems that drive the students to struggle with major concepts, involve the students in constructivist investigation, student-driven, and realistic. PBL is an "outlet for every student to experience success" (Wolk, 1994). Furthermore, common features to PBL implementation are an anchor of the activity, a task, an investigation, provision of resources, scaffolding, collaboration, and opportunities for reflection and transfer (Grant, 2002)

Eyring (1997) defines projects, in language learning settings, as "assignments that incorporate student input, with content deriving from real second language use through extensive contact with either native speakers or native texts, integrating language skills and extending over several weeks or more". From the definitions above, the writer sees that Project-based learning (PBL) as a dynamic approach to teaching in which students explore real-world problems, issues and challenges, are inspired to obtain a deeper knowledge of the subjects they are studying and more likely to retain the knowledge gained through this approach far more readily than through traditional textbook centered learning. In addition, the students develop confidence and self-direction as they move through both team-based and independent work (Apriyanti & Ayu, 2020)

METHOD

In this research, the writer used descriptive qualitative research that focuses on the implementation of project-based assignments in online learning during the covid-19 pandemic in grade 10th at SMK Budi Karya Natar. The main data in this study in the data collection procedure were the observation of participating and collecting documents and information related to the implementation of project-based assignment in online learning.The writer did an observation aimed to find out data from some specific focus aspects. The observation was carried out one time through attendance during the online learning process. The writer recorded and transcribed detailed information needed in the research.In this case, the observation was intended to capture the teaching and learning process in English classroom.

FINDINGS AND DISCUSSION

During the observation of project based assignment, there are the stages that have been implemented by the English teacher in SMK Budi Karya Natar, that is, selection of the project topic, data collection and culmination of the project. These three stages correspond respectively to classroom planning: in collaboration with their teacher, learners discuss the content and the scope of the project; carrying out the project: learners

move out of the classroom setting to complete the tasks they planned like conducting interviews and collecting data; reviewing and monitoring the work: it includes discussion and feedback session to evaluate the project. In addition to these phases, a follow-up program to meet the language needs of students observed during the implementation stage may be fruitful for students' linguistic competence.

In the first phase, the project topic is selected based on a discussion of the teachers' and students' ideas and knowledge about the related topics including personal stories and experiences about the topic. **It** includes eight stages of development. These are stimulus: this is the initial discussion about the main topic and possible suggestions to work on it; definition of the Project Objective: it includes the discussion and negotiation of the objective of the project work; practice of Language Skills: this step includes the language that learners need for completing their project. It also introduces many functions like suggestions and asking for information; design of Written Materials: it includes for instance writing questionnaires for the sake of authentic data. Reading and writing skills are prominent here. Group Activities: this stage is designed to collect information. Students are to agree on the activities that they will conduct, it puts emphasis on discussing the collected data. They students organize the material that consists of developing the end–product of the project. The main language skill practiced in this phase is writing. The last is final presentation, the learners present the final product to the whole classroom.

To know how is the implementation of project-based assignment in online learning during covid-19 pandemic at SMK Budi Karya Natar, the writer did twice observations based on what happened during teaching and learning process. In this research, there are four object of observationthat observed by the writer, such as: teaching material, learning activities, students' role, and evaluation. To make the reader easier, the writer summarized the result of observation data into the table below:

Table 1. The result of Observation in implementing Project Based-Assingment

No.	Object Observation	Aspect to Observe	Result
1.	Teaching Materials	Model of Learning Materials	Book and video.
		Use of Source	YouTube video, book.
		Use of Lesson Plan	Online Lesson Plan
2.	Learning Activities	Model of Learning Activities	Contextual Learning
		Step of Learning Activities	Discussion, Assignment, Performance.
3.	Students' Role	The Role of Students during Learning Process	Discussions, Finish Assignment
4	Evaluation	ModelofEvaluation Technique	Written Evaluation.

Having two times observation during teaching and learning process, the writer found the following fact that the teacher implemented four from four objectobservation in the implementation of Project based-assignment. Therefore, the details implementation for the first observation as follow:

1. Teaching Material.

The teacher in SMK Budi Karya Natar taught in class TKR used materials that she got from "Buku Forward Grade X – PenerbitErlangga" and Modul Pengayaan Bahasa Inggrisfor SMK/MAK. The book is written by Shyla K. Lande and Eka Mulya Astuti and modul is written by ARAMANTA SAINS. Besideteacher also used video in YouTube as the learning materials.

The first meeting, the teaching material could be considered as a kind of "Recount Text"which tell about short story. She made two short story concerning about recount text. For the first task students had to choose the correct answer and submit the answer via google class.

After time was out,the teacher asked students to translate the first and second answer into Bahasa and send their answer via google classroom. The teacher then gave students three days for students to submit the answers. In the second meeting, the material could be considered as a kind of "Memo, Menu, Schedule, and Sign". During learning process, teacher taught material that she got from YouTube. The teachergave video related with memo, menu, schedule and sign to the students. After watching the video, teacher ask students to summarize the video and created 10 signs based on students know. The link video material as shown below: **https://www.youtube.com/watch?v=fCRmK-LOwAQ**

2. Learning Activities

Due to corona virus, learning process delivered by using online system strategy. Therefore, in the first meeting the writer observed that teacher arranged the online learning activities for 10.C (TKR2) into following sequence: (1) the teacher greeted to students, (2) the teacher told to the student about what they have to do, (3)

the teacher gave them the instructions how to answer the questions, (4) the teacher provided phone number if students have any question related with the assignment, (5) the teacher provided the questions in the form of Microsoft word, and the students downloaded, (6) the teacher asked the students to finish the assignment in a week.

In the second meeting, the writer observed teacher arranged the online learning activities for 10.C (TKR2) into following sequence:(1) the teacher greeted to students, (2) the teacher told to the student about learning material, (3) the teacher gave them the instructions what students have to do, meanwhile teacher ask students to summarize and create ten signs, (4) the teacher gave the explanation how to send the answer, (5) the teacher provided phone number if students have any question related with the assignment.

During teaching and learning process, the teacher used contextual learning model as learning model. The teacher not only used google classroom as a platform but also used WhatsApp group as application instruction. After the teacher upload the materials, she always sends the message to the student via WhatsApp.In the first observation and second observation the teacher doesn't use video call during learning process. The material and learning instructions delivered in written model.

3. Students Roles

The students played their role in the class 10.C (TKR2) as follow: (1) students were involved to fulfilled the attendance, (2) students did the task and involved in discussing about their task, (3) students did assignmentfrom the teacher,(4) students send the answer to the teacher via google classroom. For the second meeting, the writer observed that students played their role in the class as follow: (1) students were involved to fulfilled the attendance, (2)students were read the instructions about the aim of the lesson, (3) students did the task and involved in discussing about their task, (4) students did assignment from the teacher.(5) students send the answer to the teacher via google classroom. During this activity, students were required to speak and share their ideas. The teacher only gave picture or topic to trigger the students to deliver their opinion. According to Pratiwi and Ayu (2020), pictures played important role to encourage students to speak English in discussion during online class.

4. Evaluation

The teacher only applied written evaluation during teaching in class 10C (TKR2). She did written evaluation by asking the students to answer the questions about recount text. The teacher asking the students to choose the correct answer and arranged the sentence related with material about recount text. For the second meeting, the writer observed that the teacher only applied written evaluation during learning process. Meanwhile teacher ask students to summarize and create ten signs based on video material.

CONCLUSION

The implementation of project-based learning technique has run effectively. It has been proved to help students learning English during Covid-19 pandemic. It offers many advantages in teaching learning proces, for instance increasing in student motivation in learning. The students can choose their own topics, the extent of content, and the presentation mode. They build their projects to suit their own interests and abilities. These kinds of activities are highly motivating for students. Then, students are easier to solve the learning problems. Project-Based Learning encourages students to engage in complex and ill-defined contexts. From the beginning, students identify their topics and their problems, and then seek possible solutions. By participating in both independent work and collaboration, students improve their problem-solving skills thereby developing their critical thinking skills.

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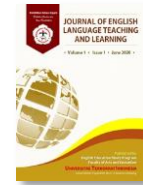
STUDENTS' PERCEPTION TOWARDS THE USE OF JOOX APPLICATION TO IMPROVE STUDENTS' PRONUNCIATION

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Abstract

Student in Indonesia has many regional accents. It influences them when they are pronouncing English words. Most of them thought that pronunciation is quite-hard. However, with the use of application media could help students in the learning process. One of the applications that can be used as a medium to improve the student pronunciation is JOOX. In this paper, the researcher will investigate student's perception towards the use of JOOX Application to improve their pronunciation. Furthermore, the researcher uses descriptive qualitative as a method of the study. The participants of the study are 20 students of English Education batch 17 at Universitas Teknokrat Indonesia. Data were collected through questionnaire and interview. After collecting the data, the researcher analyzes the data by tabulating data. The result revealed that most of the students (74%) are agreed that JOOX application help them to get better pronunciation with the help of lyrics features in JOOX application.

Keywords: JOOX application, pronunciation, lyrics features

INTRODUCTION

English has as 150 to 300 million speakers who use it as a second language, and 100 to 1,000 million speakers who use it as a foreign language (Crystal, 2003). Today, English functions as an international language since it is broadly used by a lot of nations in the universe (Pustika, 2019; Mandasari, 2020; Ambarwati and Mandasari, 2020). In several countries such as Australia, Canada, New Zealand, United Stated, United Kingdom and its colonies were used English as primary language. However, there are several countries that used English as second language such as Malaysia, Singapore, and India. As a result, there is a different accents, and pronunciation between each notion. Thus, it is important to learn pronunciation.

As stated by Cook (1996 cited in Pourhose in Gilakjani, 2016) he defined pronunciation as the production of English sound. In addition, according to Yates (2002 in Pourhose in Gilakjani 2016), pronunciation is the production of the sound that is used for making meaning. Moreover, Pranoto and Suprayogi (2019) also stated that pronunciation is an inseparable part of speaking and it is inevitably important to understand the meaning exchanged in the communication process. Thus, from all of those experts we can conclude that pronunciation is an act to produce the sound into meaningful words. Besides, it is important to learn pronunciation in order to communicate and comprehend the meaning in communication with other people, who have different accents.

According to Frankel (1984), he suggested two stages to learn how to pronounce a word; (1) receptive/ list stage in which we can differentiate the significant sounds and pattern by listening to the language. It means that the first step that we should do to learn pronunciation of the word is listening to the language. We can listen a language through movies, talk shows or music; (2) productive/speaking stage in which after we listen to the language, then we could try to speak the words that we hear before.

As we know, there are so many regional accents in Indonesia, such as Javanese, Bataknese, Sundanese, etc. Therefore, for some students, they might find difficulty in pronouncing English words. As stated by Pranoto and Suprayogi (2019), students may be struggling pronouncing English words. It is because the feature of English phonology is different with Indonesian phonology. As a result, it influences the student in learning English speaking skill. Furthermore, most of the students were lazy to check the correct pronunciation of the

words in the dictionary and the students cannot develop their speaking skill (Pratiwi and Ayu, 2020; Mandasari and Aminatun, 2019). It might happen because they were not interested to use it.

Therefore, it is important to find out learning strategy to learn pronunciation. According to Mandasari and Oktaviani (2018), they stated that by employing any kinds of techniques to learn a language namely listening to English sound, memorizing the vocabulary, describing images and watching films are such an effective way to learn English. Listening is one skill that also plays important role in the process of learning pronunciation and speaking (Kuswoyo and Wahyudin, 2017; Mandasari and Aminatun, 2020; Aminatun et al., 2021). Starting from listening to the music and seeing the lyrics, students will be able to use their memory to learn English. It means memory strategy can be implemented for students to learn English such as pronunciation and vocabulary. They can memorize the English sound and reading the scripts. Furthermore, a movie may also as a way to practice listening because students can improve their vocabulary and pronunciation (Simamora and Oktaviani, 2020).

The development of technology truly enhances many educational areas such as teaching, learning, and research, in which it supplies various resources that help teachers and students learn autonomously (Aminatun, 2019; Ayu, 2020; Oktaviani and Sari, 2020; Putri & Sari, 2020). It means in the aspect of teaching and learning, the development of technology encourages students to learn independently and interestingly (Oktaviani and Mandasari, 2020). Furthermore, if the students have a willingness to develop their pronunciation, they could learn independently by taking the advantage of technological development (Apriyanti and Ayu, 2020). JOOX Application is the example of media to improve their pronunciation. Thus, they can learn pronunciation independently by using memory strategy and JOOX application.

JOOX application is music streaming media that was founded in January 2015 by Tencent. In addition, Bien Perez (2016) stated that this application is the biggest music streaming in Asia including Hongkong, Malaysia, Myanmar and Indonesia. Furthermore, it offers some features such as digital music that provide the lyric, podcast and Karaoke. Therefore, it enables the user to read the lyric while they are listening the music.

Astutik, Ari and Hidayat, Nur and Rosyida, Indah (2019) conducted a study to find out whether or not JOOX application could improve students pronunciation. The participants of the study were 15 students in the first semester students at Wijaya Putra University. The result revealed that teaching pronunciation using JOOX application could improve student's pronunciation. Furthermore, Dermayanti, Theresia, and Qomar (2020) were investigated the use of JOOX application to improve student's vocabulary. The participants of the study were second semester students of Computer Diploma at Muhammadiah University Metro. The result revealed that the JOOX Application could improve student's vocabulary. It could be seen in the pre-test and post-test. In the pre test the students who got score ≥ 13 were 21.88%, otherwise 79.12% were under achievement students. Then, the students who got score ≥ 13 in Post-Test 1 were 81.25% while 19.75% student got score < 13. It means that JOOX Application help student's improve their vocabulary.

After implementing JOOX Application in teaching and learning process, it showed that the students have improvement in mastery vocabulary. Due all of the reason, the researcher is interested in investigating the students' perception towards the use of JOOX Application for their pronunciation.

METHOD

Since the purpose of the study is to find out student's perceptions toward the use of JOOX application on student pronunciation, the researcher will use descriptive qualitative. According to Bogdan and Biklen (1982), qualitative research is descriptive which the data are collected in the form of words or pictures rather than numbers. Thus, the researcher will use this kind of method because the researcher focuses on analyzing student's perception, so the data that the researcher used will be presented descriptively.

The participant of this study is seventh semester students of English Education study program at Universitas Teknokrat Indonesia. Afterwards, the researcher chooses 20 students as a representative of seventh semester students. They were because they are using JOOX Application as music streaming media. Therefore, to collect the data, the researcher used questionnaire and interview as data collection method. The questionnaire consists of 9 statements that were distributed through Google Form. The researcher uses Likert Scale starting from Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree. In the interview, there are 3 questions. First question is what kind of improvement that you feel after using JOOX Application? Second, what makes you enjoy listening English song? Third, what is benefit of using lyrics features on JOOX application?

Moreover, to analyze the data, the researcher uses tabulating the data. Tabulating the data is a process that insert the data into table that accordance with the analysis. As stated by Burroughs, G. E. R (1971) data analysis classification are:
1. The tabulation of the data
2. The summarizing of the data
3. Data analysis

4. Data analysis for concluding taking purpose.

FINDINGS AND DISCUSSION

In this chapter, the research will elaborate the data that was found through questionnaire and interview. The data collection from the questionnaire will be served by using analysis statistic descriptive. These are the tabulation data that the researcher found from questionnaire.

Table 1. Student's perception towards JOOX Application.

No	Statement	Alternative Answer					Total
		SA	A	N	D	SD	
1.	I often play music by using JOOX application	25.0%	35.0%	10.0%	25.0%	5.0%	100%
2.	I sing a song by using lyrics features on JOOX application	35.0%	20.0%	30.0%	10.0%	5.0%	100%
3.	I often playing English song, rather nthan Indonesian song	40.0%	35.0%	10.0%	15.0%	0%	100%
4.	I tried to copy the singer pronunciation while I read the lyrics	40.0%	35.0%	15.0%	5.0%	5.0%	100%
5.	I enjoy listening English song	75.5%	5.0%	5.0%	10.0%	5.0%	100%
6.	I think JOOX application help me get better pronunciation	40.0%	25.0%	10.0%	25.0%	0%	100%
7.	it will be easier to memorize the pronunciation of the words by singing it	50.0%	25.0%	15.0%	5.0%	5.0%	100%
8.	Lyrics features on JOOX application help me learn pronunciation of the word	45.0%	35.0%	0%	20.0%	0%	100%
9.	JOOX application is easy to use	75.0%	20.0%	0%	0%	5.0%	100%
	Average	47.5%	26.5%	10.5%	12.5%	3.3%	100%

As we can see from the table above, 60% students are often use JOOX Application as music streaming media. One of the participants said that in her free time he used JOOX Application to listening a music. However, there are some students who did not agree with the first statement. It can be proven by the data above that are 30.5% students who disagree. As a result, we know that almost of the participants often play music by using JOOX application. This result is accordance with the survey done by Dailysocial.id (2018) the result revealed that JOOX application has 70.37% subscriber user in Indonesia, which make this application became the most popular music streaming media in Indonesia.

Furthermore, in second statement, it shows us that 55.0 % students are agreed that they use lyric features of JOOX application while they are singing a song. It means that the lyric features is useful for them, because by read and hear the song, they could know the pronunciation of the word. However, there are 30.0% students who cannot decide whether or not they use lyric features in JOOX Application. Furthermore, the rest of the students disagreed with the second statement. Therefore, we could know that in second statement most of students 55.0% use the lyrics while they were singing a song.

Third statement shows that almost all of students are often playing English song 80.0% rather than Indonesian song. They stated that, they like playing English song because they could practice pronunciation in a fun way. In line with study conducted by Mandasari (2017) in interview session, she found out the student's interest towards the use of authentic material. The result revealed that students are motivated during learning English through authentic materials, especially song. Furthermore, listening English songs also could add new vocabulary. It accordance with the research conducted by Andriani et al (2018) who found that listening English song could improve pronunciation of the student. It is because the singer is native speaker, so the student could hear the pronunciation right way. However, there are 15.0 % who do not agree with those statements, and 10.0% who are neutral.

In fourth statement, it shows that most of the student (75.0%) tried to copy the singer pronunciation by looking at the data above, we know that almost half of the participants tried to imitate the singer pronunciation, in order to get better pronunciation. However, there are 10.0% students who are disagree with the fourth statement, and 15.0% who cannot decided whether they are agree or not.

As we can see from the fifth statement, almost all of the participants are enjoying listening English song. It can be proven in the data above, there are 80.0% students are agreed that they enjoy listening English song. One of the students said that is whenever she watched a movies, then the soundtrack is catchy they will try to find the lyrics and singing it. Therefore, when they enjoy the song, they tried to pronounce words by words by singing it.

Almost half of the participants are agreed (65.0%) with the sixth statement. It means that JOOX Application was useful for them to get better pronunciation. There is one of the participants said by using JOOX Application they were motivated to learn pronunciation through JOOX application. Nevertheless, there are some students who disagree with this statement (25.0%), and 10.0% students are neutral. However, according to Astutik, Indah, Rosyidah (2019), they found an improvement of student's pronunciation. It could be proven from their founding that the students' average that increased from 60% to 76.53%.

Based on the researcher finding above, in seventh statement there are almost all of the students agree (75.5%). It means that when they are enjoying the song, it will be easier for the participants to memorize the pronunciation, intonation and rhythm. As well as study conducted by Astutik, Indah, Rosyidah (2019), they found that playing English songs via JOOX could help students memorize the pronunciation of the words.

Moreover, in eighth statement almost half of the participants (80.0%) are agreed if lyrics features on JOOX application help them learn the pronunciation of the words, while the rest of students disagreed (20.0 %). However, for most of the students, they thought that lyrics features on JOOX Application give them benefits. First is saving their time, since it provides lyrics feature, so they do not need search for the lyrics. Second, it is easy to use. As we can see on the table for ninth statement, almost of the participants were agreed if JOOX Application is easy to use (95.0 %) it can be supported by Anggraini R.R and Fauzi A.M (2019) finding that most of students agreed (92.0%) that JOOX application are easy to use. Third is, JOOX application motivates the students to learn the pronunciation, since it easy to use. However, there are some of students who do not agree with the ninth statement (SD = 5.0 %). Therefore, all of the data showed that almost all of the students agreed that JOOX Application is help them to get better pronunciation.

To strengthen the result of questionnaire, the researcher also administered interview. The interview questions cover:
1. What kind of improvement that you feel after using JOOX application?
2. What makes you feel enjoy when listening English song?
3. What are the benefits of Using JOOX application?
The result of interview can be seen as follows.

1. Improvement after Using JOOX Application

According to the result of interview, most of the participants feel an improvement after using JOOX application. They got improvement in pronunciation and vocabulary.

AA: *"I feel an improvement in pronouncing English words, it encourages me to be like a native speaker"*
MA: *"After using JOOX application, I have an improvement not only in pronunciation but also vocabulary"*
DA: *"Yes, I have, because I got new vocabulary from each lyric as long as I listen"*
ETH: *"Yes, I do, I always listen English song through JOOX, then I hear every word clearly through a song with the title "Listen" by Beyonce. It gave me insight about how to pronounce the word "listen" Now I know that T sound in this words should be avoided.*
ML*:   "I have an improvement after I use JOOX, usually I only sing a song without pay attention to the lyrics, but after I use JOOX, I can fix the wrong pronunciation"*

2. The Reason Why They Listen English Song via JOOX

Based on student's perception, almost all of the participants state their reasons, that they enjoy listen English song via JOOX because of some factors such as lyrics features, free access, and easy to use. The interview data can be seen below:

AA: *"I enjoy listening English song because sometimes the lyrics are cool, and we do not need to search the lyrics"*

DA: *"It is because listening English songs through JOOX, we can see the lyrics directly so it can be easier for me to improve the pronunciation and vocabulary with the help of features in JOOX application"*

AN: *"I enjoy listening to music using JOOX application because there are various types of songs and we do not need to pay and it equipped with the lyrics features"*

MA: *"The pronunciation in JOOX is clear when the singer sing a song"*

SY: *"I like listening English song because it help me increase my listening skill and pronunciation in fun way"*

3. The Benefits of Using JOOX Application

Based on the result of interview, there are some benefits of using joox application such as knowing the correct pronunciation, spelling of the words, and adding new vocabulary. The data of interview could be seen below:

AA: *"It can help me spelling the word correctly"*

AN*: "The benefits are I can easily understand how to pronounce the lyrics of the song and understand the spelling of the lyrics or writing form of the words.*

DA*: "The benefit of that, I can get new vocabulary, because I learned new vocabulary by taking a note of the new words while I read the lyrics.*

MA*: "The benefits of using JOOX Application are I can improve my vocabulary and pronunciation while I listen to music.*

ML*: "The benefit is to make easier for me to understand the song and knowing the right pronunciation"*

From the result above, we can conclude that JOOX application have so many benefits. First, it helps the participants knowing the correct pronunciation by listening the song. Second, the participants can know the spelling of the words by reading the lyrics features. Therefore, when the participants read the lyrics, it enables them to see the correct spelling of the words. Third, the benefits of using JOOX Application are adding new vocabulary for the participant.

CONCLUSION

The results show that JOOX Application helped them not only to get better pronunciation but also to learn new vocabulary. Moreover, using JOOX application is fascinating for the student. They can enjoy listening and singing a song using lyrics and it is easy to use. As a result, it is easier for them to memorize the pronunciation of the words by singing a song. Due to the limitation of this research, the researcher recommended for the next researcher who want to do research about JOOX application that they need to use pre-test and post-test more effectively to measure the use of JOOX application towards students' pronunciation. Yet, we hoped that this research can help the next researcher to do a research about JOOX application with different case.

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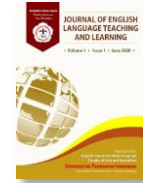
USING FACEBOOK TO PRACTICE WRITING SKILL: WHAT DO THE STUDENTS THINK?

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Abstract

The research aims to find out students' perceptions toward using Facebook to practice their writing skill. The sample of this study consisted of 20 participants of English major students. The main instrument used in this research was questionnaire which consisted of two sections. The first section was about the students' general performance on Facebook and its influences. The second was about the influence of Facebook on students' writing skill. The semi-structured interview was also conducted to support the validity of the data. The result shows that students think that by using Facebook, students can practice their writing by creating English caption and also writing comment on English fan page. Besides that, students can also improve their vocabulary by reading to the captions on the Facebook. Students also can have more idea to write by reading the topic discussed in this social media. It can be concluded that students give positive thought of using Facebook to practice their writing skill.

Keywords: Facebook, writing skill, media

INTRODUCTION

Writing is one of the four language skills that should be acquired by the students. This is an activity of using language to express the ideas, feeling or desire in the written form. Writing is essential for students to develop their English because it offers benefit to the students which the students write to make their ideas clear and comprehensible (Urquhart and Mclver, 2005). Writing helps students to recall information they have learnt and focus for learning, thus they can understand and memorize the lesson better and it will last longer (Urquhart and Mclver, 2005). Therefore, having a good writing is crucial for students because it is not only for students' skill development, but also as communication skill which is essential in today's information society (Sari & Putri, 2019).

Although writing is important, this skill is difficult to acquire. The level of difficulty is significantly higher when a foreign language is involved. Differences in the language structures, the manner of expressing thoughts, writing styles, and other culturally varying factors greatly affect the writing of foreign language learners (Benson & Heidish in Ahmed, 2016). Moreover, in writing, the writer needs to deal with many writing components, such as grammatical structure, vocabulary, and punctuation to make a good writing (Aminatun, et al., 2018). However, students often make mistakes in composing their writing, so the idea of the text is not well delivered. The insufficient vocabulary and less writing skill to develop and organize the materials can be some factors influencing students' writing skill (Sari, 2016; Ayu & Zuraida, 2020).

To make writing activity enjoyable and comfortable, it is important for the students to know the process of writing. The process refers to the steps of constructing ideas in order. According to Soreson (2009), writing processes includes several steps, as follows: (1) Pre-writing: refers to kinds of things of the students do to get ready to write, helpful hints to suggest how to think, how to plan, and how to make choice. Pre-writing prepares the students to write freely, (2) Writing: suggestions for writing follow with details about how to use the building blocks of good writing: good sentences, good paragraphs and good multi-paragraphs papers, (3) Revising: in this stage, the students are helped with probably toughest part of writing, such as polishing the composition., improving content, improving structure, improving continuity, and improving emphasis. The goal of this phase

of the writing process is to improve the draft, (4) Proofreading: once the students have completed the revision, they need to check spelling, punctuation, grammar, mechanics, and usage.

After students knowing the steps of writing process, it is hoped that students know what to do afterwards. However, teachers are not suggested to force the students to directly implement such a complex task to practice students' writing. Step by step from the small step is advised. Nowadays, many ways, teaching method and media are applied to help teachers deliver the teaching writing well. The media or technology that can be helpful and interesting to teach are varied (Putri & Sari, 2020; Aminatun and Oktaviani, 2019a; Oktaviani and Sari, 2020; Mandasari and Wahyudin, 2021; Ambarwati and Mandasari, 2020; Mandasari, 2020; Mandasari, 2016). It can be in a form of print media (Sasalia & Sari, 2020), multimedia, web-based (Sari, 2016), application, or social media. Currently, social media is the one that is popular among experts in education as a media for teaching. According to Ahlqvist et al. (2008), social media refers to the means of interactions among people in which they create share, exchange and comment contents among themselves in virtual communities and networks. Social media has many positive effects such as giving the freedom to someone to write something in the internet while also allowing someone to become more updated with the news around the world or just form a companionship with their friends.

One of social media that is famous in this world is Facebook. Facebook is a global large social media that boosts more than 100 million followers, and it is one of the fastest-growing and best-known sites on Internet these days. Initiated and established by Zuckerberg in 2004, Facebook as a network first targeted high school and college students but it goes globally and actively gains its popularity of all people ages (Blattner & Fiori, 2009).. With such high numbers of followers, Facebook has currently been a leading social media. Many features such as the "like" button, comment application, and sharing button in Facebook have attracted users to create discussion and share their thoughts instantly. In line with Facebook tagline "giving people the power to share and making the world more open and connected" creates space for autonomy and engagement in exchanging ideas and knowledge due to active roles consumed by learners (Ashton & Newman, 2006). In Facebook, users can have their own group interests, share and exchange messages between them via the available applications easily (Kwong, 2007).

Seeing the interactive feature of Facebook, it is believed that it can provide students great opportunities to practice their writing. In other words, students post their written pieces, receive comments, write and post their own comments, and reply to other Facebook group members. Therefore, this interactive communication enables students to actively engage in the writing process and improve their writing skills (Ayu, 2020). It shows that learning process becomes easier as we connect to the use of technology; that is by using social media platform as Facebook (Mandasari & Aminatun, 2019). Also, the computer-based grammar checkers and spelling checkers that students use from time to time while interacting on Facebook groups, are considered to be powerful ways of providing immediate feedback on their written output. Further, the use of Facebook is deemed to have a positive impact on boosting student motivation and attitude (Kabilan, Ahmed, & Abidin, 2010). Moreover, a previous study conducted by Wahyudin (2018) found that Facebook can also be utilized as an instructional media and also help students improve their writing ability as well as critical thinking.

Students in this era mostly have social media like Facebook to communicate with their friends to get information or learn English. Besides that student tend to use social media in daily activities and learning activities. This phenomenon attracts the researchers to explore the use of Facebook as a media for practicing writing skill in order to enhance students' writing skill. The researchers also want find out the students' responses and experiences towards it. However, the writing steps implemented in the process of writing using Facebook is not in a formal writing style. In this research, the students practice their writing from the small step, which is by writing an English caption from their own thinking or idea on their Facebook. As Ayu & Zuraida (2020) stated that for EFL students, the more they think, the more they are unsure to write. That is why a small step like writing English caption can be a casual and calm star for students to write without having to burden them. This way is believed as a positive habit in writing before moving to an advanced step in a level of long paragraphs or text.

METHOD

The type of research was qualitative research. The population of this study was English major students at Universitas Teknokrat Indonesia Bandar Lampung, in which 20 students became the sample of the research. The main research instrument in this study was questionnaire. According to Ary et al. (2010), questionnaire is an instrument in which respondents provide written responses to questions or mark items that indicate their responses. In this research, the researchers used questionnaire to collect the data, because by using questionnaire, the answer will be well organized. Besides that, an interview was also implemented to make sure the validity of the data taken from the questionnaire.

The questionnaire used in this survey consisted of two sections. Section A is about taking information of the students' language usage, namely their activities on Facebook, and whether Facebook can improve their writing skills. Section B comprised items eliciting information on the influence of Facebook to improve their writing ability. This questionnaire used a 5 point Likert-type scale, in which responses ranged from 'strongly agree' to 'strongly disagree'. While the interview was using semi-structured interview which the interviewer did not strictly follow a formalized list of questions.

FINDINGS AND DISCUSSION

The findings are presented in two sections. The first one presents the students' general performance on Facebook and its general influence to students' writing. The second section answers the question whether or not using Facebook can improve students' English skill and their writing skill.

Table 1. Students' general performance on Facebook and its influences

Question	Yes	No
Do you have a Facebook account?	20	-
Do you often open Facebook account?	13	7
Do you consider yourself as an active Facebook user?	9	11
Do you often follow an account that often post quotations or captions in English?	9	11
Have you ever quoted an English caption to practice your writing?	16	4
Do you often re-write English caption in your book?	7	13
Do you think that the use of Facebook influence your writing skill?	13	7
Do you think that the use of a Facebook can increase your writing skill?	13	7
Do you intentionally read English caption or English fans page in Facebook to increase your vocabulary?	15	5
Do you think that reading a caption in Facebook can increase your vocabulary than you read it in dictionary?	15	5

From the data above, we can see that all of the participant have a Facebook account, it shows that Facebook is definitely a global and popular social media for almost students around the world. More than a half of the sample still often opens their Facebook account although only 9 out of 20 who are still being an active user. There are 9 students who follow accounts which post the caption in English. They believe this is one of their efforts to improve their English skill. Most of students admit that they have ever quoted an English caption and aroun 7 of them re-write the camptions in their book. By doing this, they can train their English writing and spelling and can also get new vocabulary. For English students, vocabulary is really important because it goes hand in hand with all English skills and by increasing vocabulary, those English skills will also increase (Simamora & Oktaviani, 2020).

According to the data, around 13 students believe that using Facebook can influence and increase their writing skill. Seeing the pattern of someone's sentence posted on English fans page will stimulate the students to learn the sentence formula that is really important for students' sentence building in their writing. Seeing an English caption on Facebook can also motivate the student to also write English caption by delivering what they think about something. It is also shown that there are 15 students out of 20 students who are intentionally join English fans page on Facebook and read the English caption to increase their vocabulary. Having good vocabulary will lead to good English skill, including writing. As stated by Aminatun & Oktaviani (2019b) that vocabulary is one of the important factors in learning language. Below are some of students' thought related to the use of Facebook for their English skill, especially writing.

S1: I have Facebook and I usually use it to learn English because there many Facebook groups which discuss about English materials.
S2: I usually write what I got from Facebook in my book, so I can learn it anytime when I need it. By writing it in my book, indirectly I also practice my writing.
S3: Sometimes I write captions on my Facebook in English and ask my friends to check it. If there's error or mistakes, they will give comment and I will learn from it. It is very useful.
(Note: S = student)

The feature on Facebook enables the students to share their thought by writing the caption on students' status. Besides, the comment section can also be a place for students' friends on Facebook to have a discussion towards what is written by the students. The discussion can focus on many things, such as the topic, the

grammatical structure, the writing component, punctuation, and many more. If there are some mistakes, students can learn from each other and it will improve their writing in the future. Writing correction will help students to find out their mistakes and make students realize it, then learn from it (Muliyah et al., 2020).

Table 2. The influence of Facebook on students' writing

	Disagree	Strongly Disagree	Neutral	Agree	Strongly Agree
Facebook influences students' writing skill.	1	-	5	11	2
By creating English caption on Facebook, students can increase their writing skill.	2	-	3	10	5
By reading a caption on Facebook students can increase their vocabulary.	1	-	4	11	4

The table demonstrated that, based on three questionnaires, students' perceptions about using facebook to improve students writing skill are similar, with conclusions agreeing. This data shows that 11 participants strongly agree and 2 participants agree that Facebook influence students' writing skill. The second and third perceptions, that by creating English caption on Facebook, students can increase their writing skill. Then, by reading a caption on Facebook, students can increase their vocabulary. This perceptions obtained a result of 15 students agree that increasing vocabulary and writing skills is not only by creating caption but also through reading a caption.

S4: I can get new vocabulary by reading someone's status on Facebook and sometimes I can also get inspiration or idea to write by reading status on Facebook.

S5: I still use Facebook because I can get a lot of information from Facebook. I join several English clubs on Facebook and sometimes I also join the discussion by giving comment. It is my way to practice my English skill, especially writing skill, and also my grammar and vocabulary.

Seeing the result, it can be inferred that Facebook, as a mean for language learning, might influence the students' writing skills. The students agree that Facebook can influence as well as increase their writing skill. Since writing also need vocabulary, it is also beneficial for students to learn by reading the various captions on Facebook to improve their vocabulary. As students' vocabulary increases, their writing will also get much better and there is less confusion in coveying the idea. The results of the study above are in line with Kabilan et al. (2010) and Shih (2011) that students learned new sentences or new writing structures when they saw friends share feelings and ideas, and they commented on each other's comments. Moreover, it also confirms that the use of technology give advantageous impacts for teaching and learning process (Mandasari & Aminatun, 2020; Muliyah et al., 2020).

CONCLUSION

Writing skill should be mastered by the EFL students. Writing is an activity of using language to express the students' ideas, feeling or desire in the written form. The interactive feature of Facebook is believed to provide students great opportunities to practice their writing. In other words, students post their written pieces, receive comments, write and post their own comments, and reply to other Facebook group members. Therefore, this interactive communication enables students to actively engage in the writing process and improve their writing skill. Based on the result, the students' perceptions on the use of Facebook can improve their writing skill. Not only writing skill, Facebook can also elevate students' English skills. More than that, students' grammar, punctuation, and vocabulary can also increase since Facebook enable the users to join the community or fan page according to their interest, such as English fan page. This feature allows the students to learn many things in order to develop and upgrade their English skills. Overall, it can be said that students' writing performance is improved with the use of Facebook. By reading and writing English captions on students' Facebook status, students can practice and train their writing and get correction or comments from the readers to be a feedback for a better writing in the future. With Facebook, more meaningful learning environment can be created and comment feature makes the learning process easier and fun. It is hoped that teachers can also utilize Facebook as one of the media to teach English in creative way, especially to teach writing.

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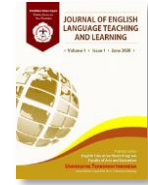
STUDENTS' PERCEPTION TOWARDS THE USE OF WEBTOON TO IMPROVE READING COMPREHENSION SKILL

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Abstract

This research discussed about student's perception on the use of Webtoon to improve reading comprehension skill. Webtoon is a new platform that can be used to improve reading skill by its words used and interesting pictures. The purpose of this study is to explain whether or not Webtoon can increase students' interest in reading comprehension skill. The respondents of the study are the students of English Education students at Universitas Teknokrat Indonesia.The result of the study indicates that the students are more interested and get the motivation to improve their reading comprehension skill by using Webtoon.

Keywords: Webtoon, reading comprehension, motivation

INTRODUCTION

Reading is an ability that has an essential role for students. Pustika (2019) believes that Indonesian students need to learn English so they can read texts that have meaning for their career or study. Because reading has become a part of our daily activity and has included one of skills that students have to learn in English as foreign language. Besides, through reading activity, students can improve their language, experience, reading skills, and their minds (Ayu, Diem, & Vianty, 2017). They will get information and ideas from what they read and what they need to know (Sasalia & Sari, 2020). According to McDonough et.al (2013), reading is the activity that students usually learn and do in English as a foreign language. It is used to get a comprehensive understanding and idea from the text. A reading activity can shape the students to become long life learners since they keep refresh and add knowledge every time they do reading (Pustika, 2018).

In this modern era, especially for Indonesian students, students cannot be separated from their smartphone. In this case, the use of digital media will be maximized for teaching and learning (Oktaviani and Desiarti, 2017). In this recent era, there are various platforms and application to learn English that can be accessed by students at any time (Aminatun & Oktaviani, 2019; Mandasari and Aminatun, 2019; Ambarwati and Mandasari, 2020; Mandasari, 2020; Putri & Sari, 2020; Mandasari and Wahyudin, 2021). The students are interested in something digital, online, and unique. So, the researcher focuses this study in teaching reading through Webtoon Comic. Webtoon is a new compound word made up of "website" and "cartoon, which means comics. Webtoon is published through the web and optimized for the computer screen. "Webcomics" have not settled into shape because traditional paper comics still have a strong market. Webtoon in Korea is an exceptional case. Also, Webtoons have distinctive features which are not found in other countries' webcomics.

To increase the quality of teaching and learning processes and make learners autonomous, the advanced of technology has adopted important parts of language learning at all stages of education (Sari &Wahyudin, 2019; Aminatun & Oktaviani, 2019). The advanced of technology impacts the transition in the teaching and learning process and proposes different learning methods that are sufficient for the characteristics of the learners and make them autonomous learners (Mandasari and Oktaviani, 2018; Aminatun & Oktaviani, 2019; Oktaviani & Mandasari, 2020; Mandasari and Aminatun, 2020).

Therefore, the teacher plays important role in choosing teaching strategy (Simamora and Oktaviani, 2020), especially teaching reading. The teacher's creativity and strategy should be implemented in the class while teaching reading to make students perform well in reading. Reading strategies are to help students

comprehend the text in the act of reading (Kuru-Gonen, 2015, p. 2924). Teachers can utilize existing facilities in schools such as technology to deliver material online so it can be accessed by students easily (Ayu, 2020). Teachers' knowledge on the use of appropriate technology in the learning process is one of the variations that can be done by the teacher. This will certainly increase interest, the achievement of learning outcomes, and a new atmosphere in learning English. Besides, by using the right strategy, it will be a fun activity for students.

METHOD

This study aims to explore the perspective of students towards the use of Webtoon to improve their reading comprehension skills. The subject was 50 students from the English Education study program, Faculty of Arts and Education, Universitas Teknokrat Indonesia. The research design in this study is descriptive qualitative. Qualitative research is a type of research method that is used to gather non-numerical data. The data collections were obtained through questionnaires. The questionnaires were distributed to all respondents. The questionnaires consist of 7 numbers including 5 statements and 2 questions. The scales of each statement are to "agree" and "disagree", as well as paragraph answers.

FINDINGS AND DISCUSSION

This section discusses the findings of the study by exploring their response toward the use of Webtoon to improve reading comprehension skills. The table below describes the means to each item of the questionnaire. The detailed results can be seen as follow:

Table 1. students responses towards the use of Webtoon to improve reading comprehension skill

Statement	Results	
	Agree	Disagree
1 Webtoon Helps me Improve my Reading Comprehension Skill	78%	22%
2 It's Difficult to Use Webtoon to Improve Reading Comprehension Skill	80%	20%
3 Webtoon Helps me to Master Reading Comprehension Skill	74%	26%
4 Language Used in Webtoon Motivates me to Improve my Reading Comprehension Skill	72%	28%
5 It is Necessary to Use Webtoon to Improve Reading Comprehension Skill	72%	28%

78% of the respondents agreed that Webtoons improve their reading comprehension skill while 22% of them disagreed that Webtoons can improve their reading comprehension skills. 80% of them did not agree that using a Webtoon is difficult while 20% of them agreed that using a Webtoon is difficult. 74% of them agreed that the Webtoon helps them in mastering reading comprehension skill while 26% of them disagree that the Webtoon helps them in mastering reading comprehension skills. 72% of them agreed that the Webtoon motivates them to improve reading comprehension skills, 28% did not agree that the Webtoon motivates them to improve reading comprehension skills. 72% agree that the Webtoon is necessary to be used to improve their reading comprehension skills, 28% do not agree that the Webtoonis necessary to be used to improve their reading comprehension skills.

Based on the results above, it shows that respondents agree that Webtoon is an application that contains comics published online that readers can access whenever they want. Usually, comics are published through print or paper media but comics are different In addition, webtoons have special features that cannot be found in webcomics in other countries, for example, such as voice features that Webtoon comic writers can add. Webtoons have become the center of attention in various fields including drama, film, advertising industry because of the extraordinary attraction of people to this application, constantly evolving features and adaptability that can put themselves in a digital environment. Webtoons are also an inspirational medium for education today. Considering that Webtoons are very popular with teenagers nowadays, they can be used as teaching media for teachers. Webtoons help them in improving their reading comprehension skills and also that Webtoons can motivate them to improve their reading comprehension skills, however, some respondents still disagree because they think that they don't like it. read webtoons. Some respondents claimed to have never used a Webtoon, while some other respondents read a Webtoon because they liked the storyline. Although the language used in Webtoons is often Indonesian, they both read English Webtoons.Reading Webtoons written in English is indeed interesting and funny. This is both entertaining and triggers them to improve their reading comprehension skills.

Some respondents also said that webtoons did not interest them and sometimes they only read webtoons when they were bored not to practice reading skills. And also some respondents said that they like and are interested in reading webtoons even though they say they don't like comics. Meanwhile, the other respondents said that the Webtoon can also make students interested in reading it because the webtoon has pictures so that it makes students interested in reading it. Some of the respondents also said that the webtoon uses a language that is very easy to understand, which makes their reading skills improve.

The main role of comic books in teaching is their power in motivating students. We recommend combining the use of comics with certain methods of teaching. So that the use of comics as a learning medium will be more effective (Wahyudin et al, 2020). Teachers should help students to find good and fun comics. Webtoon, a comic application from Korea, is well known among today's millennial generation. Webtoon provides various genres that can make those who read it interested and entertained because of the interesting story. Reading is one of the skills that must be mastered by students in learning English, one of which is reading skills. Through Webtoon, they can improve their reading comprehension skills and can motivate them to improve their reading comprehension skills. Almost all of them like to read Webtoons even though they don't often read English but they also read Webtoons in Indonesian. In addition, reading is also their hobby, it is not uncommon for those who like to read and read Webtoons as a hobby. This should be taken advantage of because following the interests of the millennial generation can be useful to improve their reading comprehension skills because nowadays they prefer to operate smartphones to read. Using Webtoons in the classroom can make students happy as well as motivated in improving their reading comprehension skills.

If the language used is their mother tongue it will be very easy for them but different if the language used for reading is a foreign language, it will be a little more difficult Good Text comprehension occurs if the reader can predict in advance what the text will read Connecting information in text with the background of the reader's knowledge, fostering curiosity so that questions arise when reading, paying attention to the understanding of the text, and summarizing whatever things are being read. Reading comprehension is related to several cognitive and metacognitive strategies, such as activating background, summary text, and generating questions to capture the main idea of the passage. Students can understand The meaning of the reading text is reading comprehension. Meaning is the goal of understanding reading results. Knowing the meaning of words can contribute to understanding the text we read. so, to be able to understand the meaning of the text, students must have a good understanding Reading comprehension in English is one of the important elements so that students can learn better, this is because through reading comprehension they get information about what is being and will be studied. Comprehension is the goal of reading, but it can be the most difficult skill for students to master, especially for English learners. Comics have become widespread as a medium for entertainment. Colorful illustrations, simple themes and plots, and characterizations will attract the person who reads it. Amazingly, almost everyone said yes when asked if they had ever read comics. The widespread of comics made writers interested in using comics as a teaching medium. A teacher can use the potential of comics in motivating students.

There is one who also said that he prefers to read books directly instead of online comics such as webtoons. So based on all the answers of the respondents, webtoon is indeed one of the online comics originating from Korea, which is already widely known by other countries, including Indonesia. It's no wonder that several Korean films are based on webtoon stories, one of which recently is True Beauty. The story on the webtoon is indeed very good. The rating is also good in the application. No wonder there are still many who like to read webtoons. Reading English webtoons can improve students' reading skills even though they are reading only because they are bored and because of the good webtoon comic storyline but without students realizing it, reading webtoons can increase their reading skills because they are continuously read and viewed so it makes students get improvement on the reading ability of the webtoon. Reading does make them sleepy and boring when what they read is a lesson, but if what they read is in the form of a comic, namely a webtoon, they can really like and be interested in reading it with the images presented and there is also a sound feature that can be heard. Where they have the impression that they will prefer what they find attractive over what is not. Not only that, but the webtoon also provides a genre that is not only romantic and scary, there they also present a funny genre, and many of the webtoon writers themselves write stories that are true stories from the writer's story from the writer's daily life. Like school stories, colleges, there are also stories about strange things that happened to the writer's life. That's what makes webtoons popular with millennial children today. Instead of spending time reading in bookstores or having to save a long time before being able to buy and read comic books. Now they just have to look at their respective cellphones and most importantly they only need to top up credit or internet packages on their cellphones and can read through the webtoon application that they have downloaded if they use Android they can download it from the Playstore if their iPhone users can download it in the Appstore.

CONCLUSION

From the findings and discussion above, it can be concluded that reading is a very important skill to be taught in a foreign language because most scientific books and magazines are written in English. Reading can be used to further develop the ability to read not only textbooks but also other reading materials, for example, online comics (webtoons) and novels or magazines. Through reading students understand the meaning of the content of the material when they understand the text. When students read, they enrich their knowledge and increase their understanding of life. Reading is a useful activity because students get data from the content and can expand their English capacity with implications. Even though reading is one approach to build information and practice language, many students even though all of them do not understand English content as account text. At that time, students' attention in reading text comprehension was influenced by reading teaching methods. Reading practice is identified with language aptitude and other parts of language, for example, jargon and punctuation but in encouraging reading, the fundamental focus is on the most effective methods for making students understand the content. Meanwhile, Reading plays an important role in our education, work, recreation, and social life. Reading is the most important skill among the four language skills because it can improve overall language skills; comprehension is not a separate skill but involves the connection of students' knowledge and the organization's knowledge. Students' prior knowledge is very important in understanding the reading text. Reading comprehension is the ability to understand concepts and data in reading texts.

The reader must understand the meaning of the written language after he reads it. Reading comprehension is a procedure where the reader needs to select an etymological picture and reproduce it to the point where the whole is planned by the writer. Reading comprehension is just a term that refers to reading, the ability through which is important is not on articulation or reading load, however, but it is the comprehension that is considered. Comprehension includes understanding and understanding the main thinking and related subtleties. It is worth feeling that a lot of thought is suggested and he has to find out the real story to get the full meaning. Actual reading comprehension depends on several cognitive processes and language learning. Distinguish between letter and word level processes compared to word-level comprehension processes and word-level comprehension processes.In this case, the use of digital media will be maximized. The students are interested in something digital, online, and unique. So, the researcher focuses on studies in teaching reading through Webtoon Comic. Following up on the results and discussion, I would like to suggest to English teachers and other researchers who are interested in conducting the same study. In the teaching and learning process, teachers must use various media that will make students more aware of learning something. One of the media uses Webtoon Comic. This shows that researchers use Webtoon Comic to make students feel interested, interested, and happy. Here, the teacher must follow the curriculum applied in the teaching-learning process to make the situation run well and have more benefits between the teacher and the students. For future researchers, this research hopes to be another researcher who will conduct this kind of research that is still related to this research. They may perform at the same level or different levels. This is done for various English skills, such as listening, writing, and speaking.

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