

English as Students' Major Problem in Tourism Classroom

Taufiq Kurniawan

Institut Studi Islam Sunan Doe
Email: taufikurniawan14@gmail.com

Siti Danti

Universitas Hamzanwadi
Email: sitidanti1215@gmail.com

Lala Nining Indrawati

Universitas Hamzanwadi
Email: lalaniningindrawati81@gmail.com

Korespondensi penulis: taufikurniawan14@gmail.com

Abstract. *This study aims to examine the impact of using English as the language of instruction on the effectiveness of teaching and learning in non-English majors in tourism classes, its main problems, students-experienced challenges, and solutions to offer based on the perspective of needs and difficulties. The researchers employed descriptive qualitative research. Meanwhile, the classroom action research approach was used in the first semester majoring in Tourism Travel at Politeknik Selaparang Lombok. Data collection was carried out by participatory observation, compiling instruments in the form of questionnaires of learning needs and difficulties, as well as focus group discussions (FGD) with two lecturers who have implemented English as the language of instruction with communicative delivery and three students majoring in Tourism Travel at Politeknik Selaparang Lombok taken by using purposive sampling technique. Results and discussion will be further discussed.*

Keywords: *Language of Instruction, Students' Problem, Tourism Classroom*

Abstrak. Penelitian ini bertujuan untuk mengkaji dampak penggunaan bahasa Inggris sebagai bahasa pengantar terhadap efektivitas pengajaran dan pembelajaran di jurusan non-bahasa Inggris di kelas pariwisata, masalah utamanya, tantangan yang dialami mahasiswa, dan solusi yang ditawarkan berdasarkan perspektif kebutuhan dan kesulitan. Peneliti menggunakan penelitian deskriptif kualitatif. Sedangkan pendekatan penelitian tindakan kelas digunakan pada salah satu kelas semester satu jurusan Perjalanan Wisata di Politeknik Selaparang Lombok. Pengumpulan data dilakukan dengan observasi partisipatif, menyusun instrumen berupa angket kebutuhan dan kesulitan belajar, serta Focus Group Discussion (FGD) dengan dua orang dosen yang telah menerapkan Bahasa Inggris sebagai bahasa pengantar dengan penyampaian yang komunikatif dan tiga orang mahasiswa Jurusan Perjalanan Wisata di Politeknik Selaparang Lombok yang diambil dengan menggunakan teknik purposive sampling. Hasil dan pembahasan akan dibahas lebih lanjut.

Kata kunci: Bahasa Pengantar, Masalah Mahasiswa, Kelas Pariwisata

INTRODUCTION

Mastering an international language is something that needs to be developed at this time. With the establishment of Indonesia as an AEC (ASEAN Economic Community) and becoming one of the world's best destination countries, it is fitting for the nation's generation to progress in terms of science and technology supported by good and correct mastery of the language of instruction. English is an important international language that can connect people with the world in various aspects including aspects of education.

English is an international communication tool and of course it must be learned as a communication tool with other people who have different cultural and national backgrounds. English is an international communication tool so that there are almost no countries that do not learn it as a language of communication for students or business people where the same thing happens in Indonesia. English has long been a mandatory content in the learning structure in formal institutions in Indonesia.

In the current reality, mastery and understanding of foreign languages in Indonesia is still very low, especially mastery of English in everyday life. The weak mastery of English does not mean it is caused by the lack of success in learning English at school, but the lack of use of English in daily activities. In relation to learning activities, language acquisition is an activity with two dimensions. The two dimensions are learning English itself and learning other aspects through language as an instrument.

In addition, most sciences such as Mathematics, Physics, Chemistry, Tourism, and several others use English as an explanation of the material. These sciences can certainly be understood easily with basic English skills. Therefore, understanding and mastering English is very important for the Indonesian people so that later they can compete and not be left behind in terms of knowledge and technology.

Problems in learning English are not only found at the elementary, secondary and senior education levels, but continue up to the tertiary level. Several studies have proven this in each English skill (Kharma, 1981; Megawati and Mandarani, 2016 Lituanas et al. (1999); Hasan, 2016). This also applies to students who are not majoring in English. Each student certainly has an interest in a different field of science. So not all like learning English. This cannot be separated from the problems that will arise when the learning process takes place.

The use of English as the language of instruction for learning can be said to be an attempt at renewal in the field of learning that targets the attainment of two goals at once (Crandall, 2018). The two objectives are: (1) competence in the content of the field of study (subject competence) and (2) language competence (language competence). Various efforts have been made by the government to support formal agency policies that are international-oriented. These efforts have targeted teaching staff, which include opportunities to improve qualifications, in service training, increasing the quality and quantity of learning facilities and infrastructure as well as coaching and mentoring teaching staff in curriculum implementation.

Tourism is one of the leading study programs that has been widely spread in many universities in Indonesia. The increasing progressivity of the tourism sector in Indonesia is in line with the development of tourism in the academic realm. Tourism graduates from various universities in Indonesia are expected to be able to become initiators of tourism development both at the regional and national levels and to be able to become a driving force for tourism actors in developing economic competitiveness through the tourism sector. The presence of the tourism study program strengthens the development of the tourism sector in the practical realm by not only acting as a drafter/initiator, but also as a reliable executor and ready to compete both regionally, nationally and globally.

In learning tourism in the academic world in tertiary institutions, students are required to be able to master the concept of tourism itself both in terms of terms and terms, models of application, to how to apply it practically through an interactive and communicative approach. In teaching, students are also expected to be more active so that it will have an impact on students' memories of what is learned will be remembered longer. The concept will be easier to remember and understand if the concept is presented through the right procedures and steps. Student activeness in learning is one of the factors that influence success in learning.

Unfortunately, this achievement is not in line with the facts found in the field. In recent years, there have been serious concerns about the teaching that should be used in order to convey knowledge to students so that it is absorbed and conveyed optimally. Several universities that have implemented English as the language of instruction have not immediately reaped positive results in applying English as the language of lecture

communication, especially in terms of absorption of learning material. Connectivity between lecturers and students in conveying and absorbing knowledge has not been able to meet the expected standard of understanding.

Based on the background of these problems, this study will examine the impact of using English as the language of instruction on the effectiveness of teaching and learning in non-English majors in tourism classes based on the perspective of needs and difficulties with students majoring in *Perjalanan Wisata* (Tourism Travel Study) at Politeknik Selaparang Lombok as research subjects. This is because the Tourism Travel Study Program at Politeknik Selaparang Lombok has implemented English as the language of instruction.

On the other hand, this research will also examine the main problems of TC (Tourism Classroom) in English as the language of instruction in the Tourism Travel major, particularly in terms of language, content, learning processes, learning materials, and field studies. In addition, this study will also examine what are the ELoI (English Language of Instruction) challenges experienced by students of Tourism Travel Study at Politeknik Selaparang Lombok. As well as what solutions can be offered from student problems in implementing English as the language of instruction in tourism classes.

LITERATURE REVIEW

There are serious concerns about the language of instruction that should be used to impart knowledge to students majoring in Tourism Travel Study at Politeknik Selaparang Lombok. The teaching language used by lecturers is considered as one of the main factors influencing student performance and understanding of lecture material. A study by David Lasagabster and Juan Manuel (2002) was conducted to seek students' opinions about their preference for native speaker lecturers and foreign speaker lecturers. A questionnaire was developed to ask 76 students about their preferences for native speakers and non-native speakers. In general, the results show that most students prefer lecturers who speak their native language or a combination of both. This preference is influenced by the previous experience of native speaker lecturers. The reason beyond students' preference for native speaker lecturers is that they can understand better if the course is explained by native speaker lecturers. The language of instruction can also be a key to success in a study abroad context, as research conducted by Margaret Robertson, Martin Line, Susan Jones,

and Sharon Thomas focused on multinational students who faced many problems in their learning experience. This research highlights the effect of academic faculty and lecturers on multinational students. This study used the Delphi technique at a university in Australia which showed some unexpected results. Students mentioned that they faced difficulties in interacting because they did not understand everyday language. This problem is ranked highest among other problems. Besides that,

The difference between the current research and previous research after reviewing the literature is that it has been observed that there is no research that measures the impact of the language of instruction that must be used to impart knowledge to students of Tourism Travel Study at Politeknik Selaparang Lombok on their understanding and the level of student absorption of Tourism lecture material. All of the previous research that has examined language has measured the influence of language on education from several different points. Therefore, the importance of the language of instruction has been considered and what can be summarized from this study is that there is a relationship between the use of English as the language of instruction on the level of understanding and learning effectiveness of students of Tourism Travel Study at Politeknik Selaparang Lombok.

RESEARCH METHODS

The method used in this research is descriptive qualitative. Qualitative descriptive research is felt to be very appropriate for the matter being studied with the aim of getting a clear picture of the description of the application of tourism learning using English as the language of instruction. There are three methods and instruments in data collection used in this study, the so-called: 1) class observation to obtain data on the use of English as the language of instruction, 2) in-depth interviews to obtain data on the description of the application of English as the language of instruction in tourism learning using interview guidelines structured, and 3) distribution of questionnaires to informants as additional supplements to reinforce research results.

The informants in this study used a purposive sampling technique, the so-called the technique of determining informants based on certain criteria or considerations. The determination of informants in this study was based on the first criterion that the informant must be two tourism lecturers and their three students at Politeknik Selaparang

Lombok who has implemented English as the language of instruction with communicative delivery. Apart from that, the informants also came from students majoring in Tourism Travel Study at Politeknik Selaparang Lombok who received tourism lecture material in English. In this study, the data collected consisted of primary data and secondary data. Primary data is the main information in research which includes all qualitative data obtained through observation, interviews, and documentation. In this case, the research data is a description of the application of tourism learning using English as the language of instruction. Secondary data is data obtained through reference books in the form of notions and theories related to the problem being studied.

RESULTS AND DISCUSSION

Results

This study examines information about the impact of implementing English as the language of instruction in the learning process at Tourism Travel Study at Politeknik Selaparang Lombok, what are the challenges faced by students, and what solutions can be offered from these problems. Data collection regarding the purpose of implementing English as the language of instruction in the learning process at Tourism Travel Study at Politeknik Selaparang Lombok used in-depth interviews with two lecturers and three students as key informants. The results of the interviews showed that in general, lecturers did not plan the target proportion of language use beforehand, but instead tried to use as much English as possible.

The interviews lead to findings about some of the consequences of using English as the language of instruction. This finding will be divided into two perspectives, the so-called from the lecturer side and from the student side. From the lecturer's perspective, the application of English as the language of instruction in the learning process is not specifically aimed at fostering students' enjoyment of English, but rather towards introducing them to English. The application of English as the language of instruction in the learning process in Tourism Travel Study at Politeknik Selaparang Lombok does not aim to foster student confidence in using English both orally and in writing.

The application of English as the language of instruction in the learning process in Tourism Travel Study at Politeknik Selaparang Lombok aims to improve students' abilities in spoken language through the development of language skills. The application

of English as the language of instruction in the learning process in Tourism Travel Study at Politeknik Selaparang Lombok does not aim to improve students' abilities in written language through developing language skills. The application of English as the language of instruction in the learning process in Tourism Travel Study at Politeknik Selaparang Lombok aims to make students better understand that English is a means of communication.

Meanwhile, from a student perspective, the application of English as the language of instruction has its own challenges. Apart from being demanded to stay focused on the material presented, students also feel required to understand the instructions given so that the understanding given does not go out of the way of learning. Because for students, enthusiasm in the learning process is essential to have in order to create a conducive learning atmosphere and have an impact on improving the quality of learning. For this reason, according to Artini (2013) said that educators must work hard to maintain students' enthusiastic feelings in order to optimize the quality and learning outcomes. The data shows that for students, Most of the lecturers have very adequate English language skills to carry out the learning and teaching process in English. They also explained that the lecturers were able to provide explanations using language or terms appropriate to the field being taught and with sentences that were simpler and easier to understand.

During the learning process, in addition to learning the learning material that is the subject of the ongoing lesson, students also learn to use the language of instruction actively. This is illustrated by the observations of researchers while participating in the teaching and learning process which saw that during the teaching and learning process, students were busy operating electronic dictionaries to translate the difficult words they encountered. Students feel that the use of English in class influences their mastery of English in general. This of course needs further research on language skills where the increase in mastery of the English language is the most dominant. Lecturers play a major role in improving language for their students which includes knowledge and skills of listening, speaking, writing and reading. By implementing English as the language of instruction in teaching tourism in class, students admit that certain terms that were previously difficult have become easier to digest, and they can understand them well. Based on the results of the interviews, the lecturer tried to interact with students as best they could.

Most of the students felt able to respond to the lecturer's instructions in English. The instruction in question is an order or order in English, for example when a lecturer gives a question about a presentation about marketing in accommodation using English. Questions like this are the class language (classroom language) which occurs regularly in class so that students actually have no difficulty of understanding or responding in plain English. Many students stated that they were unable to respond because there had different interpretations of what was meant by instruction in English.

However, overall, the implementation of English in tourism learning has a good impact, the so-called students can get good Final Examination (*UAS*) scores. Students do not find it difficult to digest the questions contained in these questions even though some have complicated language. With the application of English to teaching tourism, these complex questions become simpler and can be easily digested by students because they have often practiced in class. In addition to getting good grades, students also feel that they are becoming more fluent in English. Students feel that they can speak English naturally, they don't need to force themselves to memorize every word in the English dictionary. Naturally, they are able to speak with their friends using English for a daily conversation.

Discussion

Implementation of Tourism Learning Using English

In the opinion of Slameto (2015) who defines learning is a process of effort carried out by a person to obtain a new change in behavior as a whole as a result of his own experience in interaction with his environment. From the results of research in the field while the researcher was participating in the teaching and learning process, students made a conscious effort by being in class to gain knowledge marked by a change in behavior, namely when explained about Travel Accommodation material, students were able to assemble various opinions and questions, both in the form of questions that depart from confusion or arguments between the material being explained and the material that has been studied.

Student activity in class learning is in accordance with activity criteria according to Nasution (2010) which states that there are several types of student activity in learning, including: 1) Visual activities, such as: reading, paying attention to: pictures,

demonstrations, experiments, other people's work and etc. 2) Oral activities, such as: uniting, formulating, asking questions, giving suggestions, issuing opinions, conducting interviews, discussions, interruptions and so on. 3) Listening activities, such as: listening, descriptions, conversations, discussions, music, speeches and so on. 4) Writing activities, such as: writing stories, essays, reports, tests, questionnaires, copying and so on. 5) Drawing activities, such as: drawing, making graphs, maps, diagrams, patterns and so on. 6) Motor activities, such as: conducting experiments, making constructions, modelling, repairing, playing, gardening, raising animals and so on. 7) Mental activities, such as: responding, remembering, solving problems, analysing, seeing relationships, making decisions and so on. 8) Emotional activities, such as: taking interest, feeling bored, happy, brave, calm, nervous and so on.

From the results of research in the field, when researchers participated in teaching and learning activities with students who were presenting, the teaching and learning activities ran smoothly and were enjoyable. Several teaching and learning activities for students and lecturers include visual activities such as reading books, writing on the blackboard, and listening to lecturer explanations. Listening activities in the form of listening to the lecturer's explanation. Oral activities include activities to put together what has been read and heard and then formulate it: if there are difficulties, then students are asked to enquire. Writing activities in the form of noting things that are deemed necessary, copying the lecturer's writing on the blackboard. Mental activity, the so-called responding to questions from friends, remembering what the lecturer has conveyed, analyzing question and answer activities from friends.

Improvement in Tourism Learning Outcomes after the Implementation of English as the Language of Instruction of Learning

Based on the results of the study, researchers found that the application of English in tourism learning can improve student learning outcomes. Students can get good grades in the Final Examination. Students do not find it difficult to digest the questions on the Exam Sheet even though some of the questions have complicated language. With the application of English to teaching tourism, these complex questions become simpler and can be easily digested by students because they have often practiced in class. In addition to getting good grades, students also feel that they are becoming more fluent in English.

Students feel they can speak English naturally, they do not need to force themselves to memorize every word in the English dictionary. Naturally, they can talk to their friends using English for everyday conversation. This is in accordance with research conducted by Marsitin (2014) which states that learning English can be done directly and indirectly. Tourism learning using English fosters self-confidence and improves English communication skills for students.

The findings in this study are in accordance with existing theories, such as the theory presented by Sharah (2009) which explains that language skills are very important to support success in the academic field so that optimal abilities are obtained. Students who have high basic English skills in learning will more easily understand the explanations conveyed by the teacher/lecturer, are more independent in the process of searching for information from various sources related to solving problems presented in the learning process (group discussion). These findings also support the theory of Santrock (2009) which states that bilingualism has a positive influence on children's cognitive development. Children who were fluent in two languages scored better than their monolingual counterparts on tests of attention control, concept formation, analytical reasoning, cognitive flexibility, and cognitive complexity. This indirectly also strengthens the statement that the implementation of bilingual learning depends on students' initial language skills.

KESIMPULAN DAN SARAN

The result analysis shows that this research has two different perspectives between lecturers and students. The lecturer emphasizes more that English is more inclined to very urgent needs and should be mastered, especially in the field of tourism. The lecturer does not focus on learning as a lesson that is only liked but rather refers to the function of the purpose of learning English itself, namely developing language skills by applying English as the language of instruction. In contrast to students, they actually feel that learning English has its own challenges both in terms of understanding the material and interpretation of the material. Not confident is also a problem for students in practicing applying the English language.

However, through this habituation, it indicates that the habit applied through these activities has a good impact on students' achievement in understanding English. It shows

that applying the language in the right way is very helpful in improving English mastery more quickly. Regardless of whether English is a need or a challenge, things that are done regularly with the right method will certainly produce something that is more optimal and satisfying.

DAFTAR REFERENSI

- Afshar, Hassan Soodmand, and Mehdi Doosti. 2016. "Investigating the Impact of Job Satisfaction/Dissatisfaction on Iranian English Teachers' Job Performance." *Iranian Journal of Language Teaching Research* 4(1):97–115.
- Al-khresheh, Mohammad H. 2021. "Revisiting the Effectiveness of Blackboard Learning Management System in Teaching English in the Era of COVID-19." *World Journal of English Language* 12(1):1. doi: 10.5430/wjel.v12n1p1.
- Artini, L. . (2013). Penggunaan English As Medium Of Instructions (Emi) Dan Konsekuensinya Terhadap Proses Pembelajaran Ditinjau Dari Persepsi Siswa. *Jurnal Ilmu Sosial Dan Humaniora*, 2(1), 166–178. <https://doi.org/10.23887/jish-undiksha.v2i1.1312>
- Asemota, Henry Erhamwenmwonyi. 2015. "The Role of Media in English Language Development." *International Journal of Humanities and Social Science Studies (IJHSSS)* 2(3):311–16.
- Atmojo, Arief Eko Priyo, and Arif Nugroho. 2020. "EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia." *Register Journal* 13(1):49–76. doi: 10.18326/rjt.v13i1.49-76.
- Bolla, Mallikharjuna Rao. 2014. "Use of Media as an Instructional Tool in English Language Teaching (ELT) at Undergraduate Level." *International Journal of English and Literature* 5(6):141–43. doi: 10.5897/ijel2014.0580.
- Cheung, Anisa. 2021. "Synchronous Online Teaching, a Blessing or a Curse? Insights from EFL Primary Students' Interaction during Online English Lessons." *System* 100(June):102566. doi: 10.1016/j.system.2021.102566.
- Chostelidou, Dora. 2011. "Needs-Based Course Design: The Impact of General English Knowledge on the Effectiveness of an ESP Teaching Intervention." *Procedia - Social and Behavioral Sciences* 15:403–9. doi: 10.1016/j.sbspro.2011.03.112.
- Crandall, J. (2018). Collaborate and Cooperate: Teacher Education for Integrating Language and Content Instruction. *English Teaching Forum*, (36).
- Elizabeth, Anna, and Du Plessis. 2018. "Barriers to e Ff Ective Management of Diversity in Classroom Contexts : The out-of- Fi Eld Teaching Phenomenon." (November 2017). doi: 10.1016/j.ijer.2018.11.002.
- Escobar Fandiño, Fredy Geovanni, and Angela Juliette Silva Velandia. 2020. "Howan Online Tutor Motivates E-Learning English." *Heliyon* 6(8). doi: 10.1016/j.heliyon.2020.e04630.
- Fitria, Tira Nur. 2020. "Teaching English through Online Learning System during Covid-19 Pandemic." *Pedagogy: Journal of English Language Teaching* 8(2):138. doi: 10.32332/pedagogy.v8i2.

- Hasan, M., Choi, J., Neumann, J., Roy-Chowdhury, A. K., & Davis, L. S. (2016). Learning temporal regularity in video sequences. In *Proceedings of the IEEE conference on computer vision and pattern recognition* (pp. 733-742).
- Henny Mardiah. 2020. "The Use of E-Learning to Teach English in the Time of the Covid-19 Pandemic." *English Teaching and Linguistics Journal (ETLiJ)* 1(2):49–55. doi: 10.30596/etlij.v1i2.4894.
- Hsu, Lisa. 2017. "Enhancing College Students' Satisfaction and Learning Interest When the Teacher Uses a Web-Based Platform While Teaching." *American Journal of Educational Research*, Vol. 5, 2017, Pages 18-24 5(1):18–24. doi: 10.12691/education-5-1-3.
- Huang, Xianhan, John Chi-Kin Lee, and Xiaoping Yang. 2019. "What Really Counts? Investigating the Effects of Creative Role Identity and Self-Efficacy on Teachers' Attitudes towards the Implementation of Teaching for Creativity." *Teaching and Teacher Education* 84:57–65. doi:10.1016/j.tate.2019.04.017.
- Kharma, N. (1981). Analysis of the errors committed by Arab university students in the use of the English definite/indefinite articles.
- Lasagabaster, D., & Sierra, J. M. (2002). University students' perceptions of native and non-native speaker teachers of English. *Language awareness*, 11(2), 132-142.
- Lituanas, P. M., Jacobs, G. M., & Renandya, W. A. (1999). A Study of Extensive Reading with Remedial Reading Students. *Online Submission*.
- Manca, Stefania, and Maria Ranieri. 2016. "Internet and Higher Education' Yes for Sharing , No for Teaching '!': Social Media in Academic Practices." *The Internet and Higher Education* 29:63–74. doi: 10.1016/j.iheduc.2015.12.004.
- Marsitin, R. (2014). Pembelajaran Matematika Berbahasa Inggris Melalui Cooperative Integrated Reading and Composition (CIRC) dalam Meningkatkan Kualitas Perkuliahan Program Studi Pendidikan Matematika. *Jurnal Inspirasi Pendidikan*, 4(2), 536–544. Retrieved from <https://doi.org/10.21067/jip.v4i2.410>
- Megawati, F., & Mandarani, V. (2016). Speaking problems in english communication.
- Montiel, Ivan, Javier Delgado-Ceballos, Natalia Ortiz-de-Mandojana, and Raquel Antolin-Lopez. 2020. "New Ways of Teaching: Using Technology and Mobile Apps to Educate on Societal Grand Challenges." *Journal of Business Ethics* 161(2):243–51. doi: 10.1007/s10551-019-04184-x.
- Nasution. (2010). *Berbagai Pendekatan dalam Proses Belajar & Mengajar*. Jakarta: Bumi Aksara.
- Niamhom, Wannee, Sunti Srisuantang, and Prasong Tanpichai. 2018. "Satisfaction Study towards Classroom Language Training Courses of English Teachers in Primary Educational Service Area Office, Nakhon Pathom Province, Thailand." *Journal of Advanced Research in Social Sciences and Humanities* 3(2):46–51. doi: 10.26500/jarssh-03-2018-0201.
- Orabueze, Florence, Henrietta Ifeoma Okafor, Uche Uwaezuoke Okonkwo, Mbefo Marydoreen Chinonso, and Obiorah Ekwueme. 2021. "Methods and Techniques of Teaching English and German Classes in Nigeria during the Covid-19 Pandemic Era." *XLinguae* 14(1):91–99. doi: 10.18355/XL.2021.14.01.08.

- Santrock, J. (2009). *Psiko logi Pendidikan (Educational Phychology)* (3rd ed.). Jakarta: Salemba Humanika.
- Scherer, Ronny, Sarah K. Howard, Jo Tondeur, and Fazilat Siddiq. 2021. "Profiling Teachers' Readiness for Online Teaching and Learning in Higher Education: Who's Ready?" *Computers in Human Behavior* 118(October 2020):106675. doi: 10.1016/j.chb.2020.106675.
- Sharah, S. (2009). *Handbook of Cooperative Learning Inovasi Pengajaran dan Pembelajaran Untuk Memacu Keberhasilan Siswa di Kelas*. Yogyakarta: IMPERIUM.
- Sholihin, Mahfud, Ratna Candra, Nurhening Yuniarti, and Sariyatul Ilyana. 2020. "The International Journal of Management Education A New Way of Teaching Business Ethics : The Evaluation of Virtual Reality-Based Learning Media ☆." *The International Journal of Management Education* 18(3):100428. doi: 10.1016/j.ijme.2020.100428.
- Slameto. (2015). *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Tanggoro, Urip. 2015. "The Use of Instructional Media to Improve Students' Motivation in Learning English." *Dialektika* 3(1):100–107.
- Todd, Richard Watson. 2020. "Teachers' Perceptions of the Shift from the Classroom to Online Teaching." *International Journal of TESOL Studies* 2:4– 16. doi: 10.46451/ijts.2020.09.02.
- Vadivel, Balachandran, M. Mathuranjali, and Nawroz Ramadan Khalil. 2021. "Online Teaching: Insufficient Application of Technology." *Materials Today: Proceedings* (xxxx):1–5. doi: 10.1016/j.matpr.2021.01.454.
- Wang, Lijuan, and Dimitra Kokotsaki. 2018. "Primary School Teachers' Conceptions of Creativity in Teaching English as a Foreign Language (EFL) in China." *Thinking Skills and Creativity*. doi: 10.1016/j.tsc.2018.06.002.
- Wirawan, Fajar. 2020. "A Study on The Teaching Media Used by The English Teacher at SMP Muhammadiyah 2 Malang." *Jurnal Ilmiah Profesi Pendidikan* 5(2):89–95. doi: 10.29303/jipp.v5i2.115.
- Yi, Youngjoo, and Jinsil Jang. 2020. "Envisioning Possibilities amid the COVID-19 Pandemic: Implications from English Language Teaching in South Korea." *TESOL Journal* 11(3):1–5. doi: 10.1002/tesj.543.
- Zam Zam Al Arif, Tubagus. 2019. "The Use of Social Media for English Language Learning: An Exploratory Study of Efl University Students." *Metathesis: Journal of English Language, Literature, and Teaching* 3(2):224–33. doi: 10.31002/metathesis.v3i2.1921.