

Enhancing English Proficiency Through Textual: Strategies, Challenges, And Outcomes In Online Learning

Arini Rusydal Maula^{1*}, Sri Wahyuningsih²

^{1,2} English Department, Institut Agama Islam Negeri Kudus, Indonesia

Corresponding author's email: arinirusydal05@gmail.com¹, wahyuningsih@iainkudus.ac.id²

Abstract

This study investigates various technological tools as well as the function of digital technologies in providing language learners with access to online tools, multimedia information, and collaborative platforms. English language proficiency, which is crucial in today's interconnected world, encourages learners around the world to use online resources to develop their skills, emphasizing individualized and self-directed learning. Using a qualitative case study, data were collected through online interviews with ten university students. The result demonstrate that students utilize digital tools for personalized learning, facing challenges such as dialect comprehension and technical issues. In addition, some students reported that textual media improved skills and provided financial benefits. The study emphasizes the evolving landscape of language teaching and the importance of continual improvement in online learning environments.

Keywords: *language proficiency; online english education; textual media; virtual classrooms.*

INTRODUCTION

The modern technological era has created a whole new universe of digital applications in all aspects of human existence (Buragohain et al., 2023). In today's connected world, English proficiency plays an important role in effective communication and accessing global opportunities. (Zhang & Zou, 2022) found four main purposes and benefits of advanced technologies in their research: to facilitate practice, disseminate knowledge, facilitate interaction, and improve learning strategies. Furthermore, a variety of language learning and teaching methods have incorporated these cutting-edge tools contexts and have generally had a positive impact. In addition, students enjoy working with technology such as apps. This suggest that mobile apps are successful in English language teaching (Sadiq et al., 2021). With the rise of online education, learners around the world have turned to digital platforms to improve their English skills. Education has been transformed by the digital era, making it more accessible and adaptable than

ever before. Foreign language learning using online learning resource technology aims to meet the needs of foreign language learners while also achieving learning objectives (Saud et al., 2020). We are now in the digital age of the 21st century, where technology will make everyone's life easier (Wahyuningsih & Ludfiyani, 2024). With online resource technology, it can be easier for foreign language learners to complete their education. The network can assist learners in more rapidly and efficiently creating, analyzing, and producing information and ideas (Hernández-Sellés et al., 2019). In addition, accessing online resources can help increase sensitivity to the world around us. Moreover, online resource technology can now be utilized to communicate with others using computer network technology, which plays an important role in the world of education.

Teaching an online course demands special strategies that differ from teaching in a traditional classroom, instructors must undertake or develop their expertise. In the online learning environment, in order to make their content successful and realistically engage students (Mehrpuoyan, 2023). Online learning is very different from traditional learning. The difference resides in their respective qualities. Traditional or face-to-face learning possesses the following characteristics: 1) limited learning process, 2) real-time, 3) educator control, 4) linear, 5) secondary source, and 6) static (Wahyuningsih, Dian, makmur, 2017). Special teaching strategies can assist instructors in online education and ensure the online class is successful for both professors and students. Online learning enables students to learn at their own speed, based on their interests and needs. Students can readily and freely access learning resources from teachers and the internet (Çimen et al., 2020). Online teaching necessitates a number of interactions with students. Effective online teaching relies on experience-based learning that are correctly assisted and developed by ways of qualified teachers.

To understand the effectiveness of online learning, numerous studies have been conducted. According to a meta-analysis and review of online learning studies undertaken by the U.S. Department of Education, online learning may be as effective as traditional classroom learning (Means et al., 2009). However, difficulties have been identified, such as restricted internet connection, a lack of IT expertise, and difficulty adjusting to online learning (Almahasees et al., 2021). Students have used a variety of ways to improve their English ability and get past the obstacles of online learning. These include managing resources and their use, asking for help, developing technical aptitude, managing time, and having control over the learning environment (Barrot et al., 2021). Teachers may also play an important role in assisting students with online learning by giving appropriate advice and feedback (OECD, 2020). According to the findings, learners used online learning resources in a variety of ways, including practicing their skills and abilities and evaluating their language competency through a series of online testing exercises.

(Saud et al., 2020) From the analysis of the findings, it appears that learners used online learning resources in several ways including practicing their skills and abilities and evaluating them language competence through a series of testing practices that was available online. Despite these measures, students found several problems, including technological, practical, and social issues. According to the study's findings (Ariffin et al., 2021), all students used OLLS (Online Language Learning Strategy) extensively in English online learning, with a preference for metacognitive strategies that assisted students in planning and organizing their studies. (Hazaymeh, 2022) the study's results showed that the visual mind mapping approach was effective. Furthermore, the study's findings showed that the visual mind mapping approach can help university students' improve their critical thinking and reading skills by evaluating, analyzing, and inferring English language context. Finally, the findings might assist teachers build a realistic reading and critical thinking method that enables students to practice, produce, and organize their ideas and thoughts. (Latifi et al., 2021) the findings demonstrated that various forms of assistance integrated in the EduTech environment may increase the quality of students' argumentative peer learning processes, which in turn can improve the quality of their argumentative essays and domain-specific learning. In order to create better arguments essays and gain knowledge about the topic at hand, students were taught to study and evaluate various components of their peers' argumentative writings with the support of peer feedback and their combination.

This journal article, titled "Enhancing English Proficiency Through Textual Resources: Strategies, Challenges, and Outcomes in Online Learning," delves into the dynamic landscape of online English language education. It explores the strategies employed, the challenges faced, and the outcomes achieved by learners seeking to improve their English proficiency through textual resources in virtual classrooms. The following section will provide an overview of the literature on this topic, including effective and practical teaching strategies, principles for teaching literature online, and the use of online resources to improve students' English grammar skills. This journal will also examine the ultimate outcomes of online English language learning through textual resources.

This journal paper is intended to provide significant insights into the tactics, barriers, impact of using textual resources, and outcomes of online English language learning to improve English language proficiency. Insights from this research can guide educators, learners, and policy makers in improving the quality of online English education. Understanding the characteristics of this digital divide may pave the way for more effective and efficient language acquisition approaches in the digital age.

METHOD

Context this study focuses on people who engage in online English language learning through textual resources. The research participants are individuals from various age groups, ranging from children to adults. The selection of diverse age groups aims to understand the differences in approaches and perceptions of learning English through textual resources. In addition, the selection of varied ages can also illustrate the impact of using technology and online resources in supporting language learning across different generations.

The data obtained from the participants will shed light on their strategies, challenges and outcomes in learning English through online textual resources. This research aims to examine their learning process and understand how technology and online resources affect motivation and learning effectiveness. By focusing on participants who learn English by benefiting from textual resources, it is hoped that this research can also provide a rich and contextualized understanding of the changing dynamics of language learning in the digital age.

In this research, through the questionnaire method the researcher obtained 14 respondents. Some respondent were not included by the researcher in the data for certain reasons which were not possible. Based on the procedures for the open questionnaire method, research participants were asked to fill in several question that the researcher had prepared according to the participants' experience in learning English online through textual sources. The following table shows the demographic characteristics of the 10 research respondents.

Table 1. Demographic characteristics of the respondents

	Age	Gender	Type of larning
Respondent 1	18	Woman	Online self-duty
Respondent 2	19	Woman	Online english course
Respondent 3	20	Woman	Online self-duty via social media
Respondent 4	19	Woman	Online self-duty
Respondent 5	19	Woman	Online self-duty
Respondent 6	19	Woman	Online self-duty
Respondent 7	19	Woman	Online self-duty
Respondent 8	18	Woman	English course and online self-duty
Respondent 9	19	Woman	Online english course
Respondent 10	19	Woman	English course and online self-duty

This research uses a qualitative approach system to gain an in-depth understanding of the phenomenon being studied. The reason this research is called qualitative is because basically this research aims to study or explore objects that exist in the natural environment without manipulation, and the expected results are based on observation, not quantitative measurement, because it is based on

aspects that exist in the significance of the phenomenon or quality of the object.

Qualitative research is a broad word. It is a mode of knowing in which a researcher collects, organizes, and interprets information gathered from humans using his or her eyes and hearing as filters. It frequently includes in-depth interviews and/or observations of persons in natural, internet, or social contexts. It can be compared with quantitative research, which is mainly based on hypothesis testing, cause and effect, and statistical analyze (Suwarsono, 2016). Qualitative methods allow researchers to explore and obtain information from the participants point of view, allowing for more contextual analysis. Data collection techniques can be done using interviews, questionnaires, and observations. The data collection technique used in this research is a questionnaire.

According to (Sugiono, 2016) a questionnaire is a data collection technique in which respondents are given a series of questions or written statements to answer. The questionnaire contains two sorts of questions: open and closed. Open-ended questions ask responders to describe something (Sugiono, 2016). While closed questions are questions that expect short answers or expect respondents to choose one of the alternative answers from each question that has been available (Sugiono, 2016).

The questionnaire used in this study is an open questionnaire. This questionnaire is designed to provide space for participants to express their views and experiences freely. Open-ended questions allow for more detailed responses and enable researchers to identify patterns or themes that emerge in participants' answers.

The combination of qualitative methods and open-ended questionnaires is expected to provide a more comprehensive understanding of the research phenomenon. Qualitative analysis will provide in-depth insights, while quantitative data from questionnaires will provide a broader picture and allow researchers to identify common patterns or variations in participants' responses. With this approach, it is hoped that the research results can make a valuable contribution to the understanding of the phenomenon under study.

DISCUSSION

This research explores the landscape of English language learning, emphasizing the strategies, challenges and outcomes of using textual resources in virtual classrooms. The integration of digital applications and online platforms has revolutionized education, making it more accessible and adaptable. It includes a wide range of technology tools, such as computers, mobile devices, software applications, internet resources, and multimedia content (Ramanathan et al., 2020). Language learner can use digital technology to access online tools like grammar exercise, interactive vocabulary books, and multimedia content likes

movies and podcasts (Ramanathan et al., 2020). Technology also enables students and teachers to communicate and collaborate through video conferencing, discussion forums, social networking platforms and more.

English language proficiency is essential in an interconnected world, prompting learners globally to utilize online resources to improve their language skills. Digital technologies can support personalized and self-directed learning, allowing students to monitor their progress, set goals, and tailor their learning experience to their specific needs and interests (Chen et al., 2023).

Based on the results of the questionnaire, participants' frequency of use varied, with some using online resources daily, emphasizing the flexibility and accessibility of online learning. Most respondents frequently use textual resources for online English learning. Reasons include preference for reading over watching or listening, academic requirements, and use of online tutors.

a. Strategies applied in online english learning through textual resources

Each learner has a different strategic plan to overcome challenges encountered during learning, as well as a tool to maximize their learning goals. The following vignette shows the different strategies of online English learners with textual resources.

Respondent #1

Searching for many textual references, always utilizing free time.

Respondent #2

Making a schedule between English learning hours and other studies. The main strategy is actually self-support.

Respondent #3

There is no specific strategy, because I study online using my cellphone so if I hold my cellphone, then I will automatically study English. If I feel tired, I take a short break to continue other activities.

Respondent #4

I study with friends and look for lots of textual resources. To overcome boredom, I study while listening to music.

Respondent #5

Using more varied sources and references. I study when I have the opportunity or free time, so my time strategy is flexible. If boredom arises, I switch to other references, for example through videos or games.

Respondent #6

Providing about 5-15 minutes of English study time. The strategy is just to realize that learning sometimes needs coercion from ourselves.

Respondent #7

I don't have a specific strategy, I just use it when I need it. When boredom arises, I take a break by watching movies or listening to music.

Respondent #8

Time strategy is still not well implemented. I will switch to audio or visual like watching if I feel bored. If the movie is in Indonesian, I replace it with English subtitles.

Respondent #9

Ensure a stable internet network by using cellular data to study. As for the time, since I am an online course, there must be a set schedule.

Respondent #10

Applying the principle of learning not out of compulsion, but willingness. Learning that feels monotonous is due to compulsion, so I don't apply a daily schedule to study but I will study when I want, wherever and whenever. Like learning through videos or social media posts about English.

In this survey, respondents indicated various strategies for learning English online through textual resources. Some actively search for references in their spare time, suggesting a proactive approach. There is also a more relaxed approach, where you simply make your phone your study key and take a break when you get tired, reflecting a flexible learning style. Some people adopt a structured study plan, but the main reason is independence. Some collaborate with friends, use music to relieve boredom, and emphasize social and sensory aspects of learning.

Other strategies identified include using multiple sources of information and references, and time flexibility. Some preferred short sessions that emphasized self-discipline, while others recognized the challenges of implementing strategies with limited time. Other priorities included a stable internet connection and keeping up with the online course schedule. Some suggested unforced learning approaches, such as rejecting rigid daily schedules and using video or social media for a more independent learning experience. Overall, the diversity of strategies reflects the adaptability and personalization of online English learning through textual resources.

b. Challenges found in online English learning through textual resources

Each learner has different learning challenges or problems. The following vignette shows the various challenges that learners encounter in learning English online with textual resources.

Respondent #1

I did not find any challenges either in terms of material or psychological in learning English online through textual resources.

Respondent #2

The problems I encountered while learning English online through textual

resources were the new slang words and the different vocabulary in American and British accents which confused me.

Respondent #3

Different interpretation and understanding between what was explained and what I understood. The crux of the problem was my lack of understanding of the context of the explanation.

Respondent #4

I feel hesitant every time I say/write something in English because I am afraid that there will be mistakes in the grammar part. In addition, there is a lack of literature or other sources to support my understanding of the material.

Respondent #5

Problems arise perhaps because of learning online and from the difficulty of organizing study time, so sometimes boredom arises.

Respondent #6

I don't think so, because I enjoy learning English and it is based on my own interests. Even if I am demotivated, tired and bored, I will take a short break.

Respondent #7

I don't feel any difficulty because learning through online resources is very accessible at all times.

Respondent #8

Sometimes the problem is the internet network and the emergence of laziness and boredom.

Respondent #9

Sometimes the native speaker speaks too fast so I get confused.

Respondent #10

I am learning through online tutoring, so I often feel insecure about the progress of other friends. Another problem is that I have not found a consistent partner to practice what I have learned from the online English course/learning.

Challenges The challenges of learning English online from textual sources were varied and reflected both positive and negative aspects of the experience. Some respondents experienced no difficulties and reported a smooth learning process. However, navigating different accents and understanding new slang words can be problematic, highlighting the importance of dealing with language variation. Contextual understanding is an issue, with an emphasis on contextual awareness in language acquisition. Communication uncertainty and lack of supporting literature were challenges for some respondents, indicating the need for comprehensive learning materials. Difficulty managing study time in an online environment can also lead to boredom. In contrast, some respondents viewed

learning as a positive experience, with intrinsic motivation as the main driver.

Technical challenges such as internet problems and boredom were identified as barriers, highlighting the need for a supportive online environment and motivational strategies. The lack of a consistent practice partner also made the challenge of learning English online even more complicated. Linguistic and social challenges included difficulties understanding fast-speaking native speakers, pointing to the need for approaches that take into account the speed of speech to support better comprehension. It is also important to note that some respondents were concerned about the uncertainty of comparing their classmates' progress in receiving online tutoring. This comparison can create additional pressure and raise concerns about relative performance improvement. In this context, social support and interaction with other students seems to be very important to overcome anxiety and increase self-confidence.

Overall, the answers reflect a variety of challenges, ranging from technical aspects to motivation and social interaction. In summary, the various challenges of learning English online from textual sources reflect the complexity of the learning experience. From technical aspects such as internet connectivity to language barriers and motivation, each respondent faces unique dynamics. To face these challenges, it is important to continuously improve the online learning environment, provide more comprehensive resources, and encourage social interaction to create a supportive and inclusive learning environment.

c. Outcomes of online English learning through textual resources

In the learning process, there must be an end result or benefit obtained by the learners. The following vignette shows the various outcomes or benefits that learners get in learning English online with textual resources.

Respondent #1

Enough to improve my English skills especially in the areas of listening and pronunciation. Quite fulfilled my expectations and satisfied with the results I got.

Respondent #2

The results improved my understanding of English, especially in the area of grammar. But sometimes I feel unclear about the material and it is quite difficult to understand.

Respondent #3

The benefits I feel are that I can watch movies in English without subtitles, listen to English songs with various emotions because I understand the meaning, understand if there is English lecture material, and can communicate and joke with foreigners from outside the country. It's a lot of fun.

Respondent #4

Learning English with this method is quite effective, because to some extent I feel

helped. But I feel that I still need further explanation.

Respondent #5

Actually, my initial learning goal was to understand the material and be able to apply it, but textual sources were not enough to support my understanding of the material. So I need more effort to achieve my goal. But this method is quite helpful if only for learning English, but for learning to speak it is still not enough.

Respondent #6

I don't feel satisfactory results, but this method still helps to increase my foreign language vocabulary. Another benefit of online learning is that it is quite helpful for those who have not been able to take paid offline courses which are quite expensive.

Respondent #7

Quite satisfied although I still often forget what words I have encountered. But this method helped me add new vocabulary and it was really realized.

Respondent #8

Quite satisfied, the impact is very good because through textual resources we can also see the text rather than through audio only, so my English skills have become quite good.

Respondent #9

Gained new knowledge and made many connections from online learning. I got a lot of changes, like I know more vocabulary that I didn't know before.

Respondent #10

I am satisfied because I can learn anywhere and anytime. Not yet because I have not found a consistent partner to practice what I have learned from online English courses learning.

The results of learning English online using textual resources expressed by respondents show varying degrees of success and satisfaction. Some respondents were satisfied that their English language skills, especially listening and pronunciation, improved as expected. However, there was also an emphasis on the need for more detailed explanations or additional support to understand the material more clearly.

The diversity of responses reflects the varied benefits of the learning, such as, the ability to watch movies without subtitles, the ability to appreciate English songs, the ability to understand the content of lecture materials, the ability to communicate in English with humor. There was recognition of the effectiveness of the learning method, but also a push for a more comprehensive explanation, indicating a desire for more in-depth development of learning resources. Some respondents expressed a different view, that while the method is useful for learning English, it does not help in applying knowledge in practice. This highlights

the limitations of this method in contextualizing everyday language use and emphasizes the need for further efforts to achieve specific learning objectives. The importance of foreign language vocabulary development was emphasized by some respondents, although others were not entirely satisfied with the overall results. On the positive side, the economic advantage of online learning compared to expensive offline courses was also recognized, thus emphasizing the practicality and accessibility of such learning methods.

Within the visual context, several respondents emphasized that the use of textual resources has a positive impact on English language skills, especially the ability of textual displays to improve comprehension. There were also important points made about the importance of multisensory approaches in language learning, highlighting wider benefits such as the acquisition of new knowledge and networking opportunities. While there was satisfaction with the flexibility of learning anytime and anywhere, some respondents stated that they needed consistent practice partners to enhance their learning experience, and that social interaction in language practice is important, emphasizing the importance of action. The results of learning English online using textual resources reflect positive progress, highlight areas that may require improvement or additional support, and enhance the personal online language learning experience.

CONCLUSION

The study digs into the complex terrain of English language acquisition, concentrating on the tactics, problems, and effects connected with the use of textual materials in virtual classrooms. The incorporation of digital apps and online platforms has heralded a new age in education, emphasizing accessibility and adaptability. Language learning has been aided by a variety of technology aids, including computers, mobile devices, software applications, internet resources, and multimedia material. Not only does digital technology allow access to a variety of online resources, but it also enables contact and cooperation between students and professors via platforms such as video conferencing and discussion boards.

English language competence is acknowledged as critical in our linked society, prompting learners all over the world to use online tools to improve their skills. Personalized and self-directed learning is enabled by digital technology, allowing students to track their progress, establish objectives, and modify their learning experiences. The questionnaire answers show a wide range of frequency of usage among participants, with some using online resources on a daily basis, highlighting the flexibility and accessibility of online learning. Textual resources are extensively used for English learning, owing to personal preferences, academic requirements, and the participation of online instructors.

The research of online English learning methodologies indicates a range of ways. Some students actively seek references in their leisure time, whilst others

choose a more adaptable, phone-centric learning method. Collaboration with peers, the use of music to relieve boredom, and a concentration on social and sensory components highlight the various tactics used. The value of a variety of material sources, flexible time management, and short, focused study sessions highlights the adaptability and customization inherent in online English learning.

Challenges in online English learning via textual sources are varied, embracing both good and bad features. While some participants reported a straightforward learning experience, others had problems such as negotiating dialects, grasping new lingo, and coping with contextual nuances. Technical difficulties such as internet issues and boredom were discovered, underlining the importance of a helpful online environment and incentive tactics. The lack of a steady practice partner, as well as worries about comparing progress in online coaching, emphasized social and language difficulties. Overall, the problems highlight the complexity of the learning process, needing continual improvement in online learning environments, extensive resources, and social interaction encouragement.

The results of online English learning using textual materials differ in terms of success and enjoyment. Some respondents claimed improved language skills, particularly in listening and pronunciation. There is, nevertheless, a clear emphasis on the need for more extensive explanations or further support to improve understanding. The advantages of learning include watching movies without subtitles, appreciating English songs, comprehending lesson materials, and talking in English with humor. Some students emphasized the financial benefits of online learning over more expensive physical courses. However, there were mixed opinions about the effectiveness of this method, highlighting the need for a more comprehensive development of learning resources.

This study highlights the dynamics of online English learning with different strategies, challenges, and outcomes. The adaptability and individualization evident in learner approaches emphasizes that the landscape of language teaching is evolving. Ongoing efforts to improve the online learning environment, provide comprehensive resources, and encourage social interaction are important to increasing the overall effectiveness and satisfaction of the online language learning experience.

REFERENCES

- Almahasees, Z., Mohsen, K., & Amin, M. O. (2021). Faculty's and Students' Perceptions of Online Learning During COVID-19. *Frontiers in Education*, 6(May), 1–10. <https://doi.org/10.3389/feduc.2021.638470>
- Ariffin, K., Halim, N. A., & Darus, N. A. (2021). Discovering Students' Strategies in Learning English Online. *Asian Journal of University Education*, 17(1), 261–

268. <https://doi.org/10.24191/ajue.v17i1.12695>

- Barrot, J. S., Llenares, I. I., & del Rosario, L. S. (2021). Students' online learning challenges during the pandemic and how they cope with them: The case of the Philippines. *Education and Information Technologies*, 26(6), 7321–7338. <https://doi.org/10.1007/s10639-021-10589-x>
- Buragohain, D., Punpeng, G., Jaratjarungkiat, S., & Chaudhary, S. (2023). Impact of E-Learning Activities on English as a Second Language Proficiency among Engineering Cohorts of Malaysian Higher Education: A 7-Month Longitudinal Study. *Informatics*, 10(1). <https://doi.org/10.3390/informatics10010031>
- Chen, F., Gao, Y., & Wang, X. (2023). Exploring the role of TESOL and digital technology in attitudinal change and sustainable learning for students of higher education. *BMC Psychology*, 11(1), 1–16. <https://doi.org/10.1186/s40359-023-01372-3>
- çimen, sabri, Nasution, F. A., & Mokhammad Samsul Arif. (2020). No 主観的健康感を中心とした在宅高齢者における健康関連指標に関する共分散構造分析Title. *Electoral Governance Jurnal Tata Kelola Pemilu Indonesia*, 12(2), 6. <https://talenta.usu.ac.id/politeia/article/view/3955>
- Hazaymeh, W. A. M. K. A. (2022). The Effectiveness of Visual Mind Mapping Strategy for Improving English Language Learners' Critical Thinking Skills and Reading Ability. *European Journal of Educational Research*, 11(1), 141–150.
- Hernández-Sellés, N., Pablo-César Muñoz-Carril, & González-Sanmamed, M. (2019). Computer-supported collaborative learning: An analysis of the relationship between interaction, emotional support and online collaborative tools. *Computers and Education*, 138(February), 1–12. <https://doi.org/10.1016/j.compedu.2019.04.012>
- Latifi, S., Noroozi, O., & Talaee, E. (2021). Peer feedback or peer feedforward? Enhancing students' argumentative peer learning processes and outcomes. *British Journal of Educational Technology*, 52(2), 768–784. <https://doi.org/10.1111/bjet.13054>
- Means, B., Toyama, Y., Murphy, R., Bakia, M., & Jones, K. (2009). Evaluation of Evidence-Based Practices in Online Learning. *Structure*, 66.
- Mehrpouyan, A. (2023). Enhancing online english language and literature classrooms: effective and practical teaching strategies. *Education and Information Technologies*, 28(4), 4127–4141. <https://doi.org/10.1007/s10639-022-11235-w>
- OECD. (2020). Strengthening Online Learning When Schools Are Closed: The Role Of Families And Teachers In Supporting Students During The COVID-19 Crisis. *Tackling Coronavirus (COVID-19): Contributing to a Global Effort*, 1–14.

- Ramanathan, K., Antognini, D., Combes, A., Paden, M., Zakhary, B., Ogino, M., Maclaren, G., & Brodie, D. (2020). *Since January 2020 Elsevier has created a COVID-19 resource centre with free information in English and Mandarin on the novel coronavirus COVID- research that is available on the COVID-19 resource centre - including this for unrestricted research re-use a. January, 19–21.*
- Sadiq, R. B., Cavus, N., & Ibrahim, D. (2021). Mobile application based on CCI standards to help children learn English as a foreign language. *Interactive Learning Environments*, 29(3), 442–457. <https://doi.org/10.1080/10494820.2019.1579239>
- Saud, S., Basri, M., Ramly, Abduh, A., & Patak, A. A. (2020). Using online resources technology for foreign language learning: Strategies, impact, and challenges. *International Journal on Advanced Science, Engineering and Information Technology*, 10(4), 1504–1511. <https://doi.org/10.18517/ijaseit.10.4.11838>
- Sugiono. (2016). *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Issue April).
- Suwarsono, S. (2016). Pengantar Penelitian Kualitatif. *Hari Studi Dosen Program Studi Pendidikan Matematika*, 1.
- wahyuningsih, Dian , makmur, R. (2017). *E-Learning Teori Dan Aplikasi*. Informatika Bandung.
- Wahyuningsih, S., & Ludfiyani, A. (2024). Empowering Reading Habit of English Fiction Books to Improve English Vocabulary: Evidence from Students in an Indonesian Higher Education. *International Journal Corner of Educational Research*, 3(1), 47–53. <https://doi.org/10.54012/ijcer.v3i1.262>
- Zhang, R., & Zou, D. (2022). Types, purposes, and effectiveness of state-of-the-art technologies for second and foreign language learning. *Computer Assisted Language Learning*, 35(4), 696–742. <https://doi.org/10.1080/09588221.2020.1744666>