**THE POTRAIT OF STUDENT PERCEPTION IN LEARNING ENGLISH: Teaching English for Young Learners (TEYL)**

Malihatun Nafisah Arrohdiyah

*English Department, STKIP PGRI Bangkalan*

[*malihatunnafisaharrohdiyah@gmail.com*](mailto:malihatunnafisaharrohdiyah@gmail.com)

***ABSTRACT***

*As we know in Indonesia, many have used English, however, it is possible that there are more or less areas that do not know important ideas in understanding English. Even though the area can be said to be advanced, there is a lack of mindset that English will be useful and will make it easier to communicate further in the future or when taking further study levels. The objective of this study is to describe the students’ perception in learning English, to know the students respond toward learning English and to investigate the implication of student perception toward learning proces. This study used descriptive qualitative method. The object of this research was taken in students 5 th Grade SDN Patereman 2 Bangkalan by teacher recommend 10 children to find out it was necessary to know the interest of less active students in English class. Data collection is done through observation, questionnaires, and interviews, and the data were conduct online and offline because some teaching and learning activities are carried out online. The results showed that students had a positive response to English lessons and also had high motivation to learn English, but many students did not follow the teacher's rules by not doing schoolwork because they were not active and unresponsive in learning English because they admit that many have difficulty in learning English such as reading and interpreting. And they say that they don't know benefit to learn English, just because English is part of school lessons.*

***Keywords:*** *perception, learning English, teaching English, TEYL*

***ABSTRAK***

*Seperti yang kita ketahui di Indonesia sudah banyak yang menggunakan bahasa Inggris, namun tidak menutup kemungkinan ada daerah yang kurang lebih tidak mengetahui ide-ide penting dalam memahami bahasa Inggris. Meski bisa dikatakan maju, namun ada yang tidak memiliki mindset bahwa bahasa Inggris akan berguna dan akan memudahkan untuk berkomunikasi lebih lanjut di masa depan atau saat mengambil jenjang studi lebih lanjut. Tujuan dari penelitian ini adalah untuk mendeskripsikan persepsi siswa dalam belajar bahasa Inggris, untuk mengetahui respon siswa terhadap pembelajaran bahasa Inggris dan untuk mengetahui implikasi persepsi siswa terhadap proses pembelajaran. Penelitian ini menggunakan metode deskriptif kualitatif. Objek penelitian ini diambil pada 10 siswa kelas 5 SDN Patereman 2 Bangkalan atas saran dari guru bahasa inggris nya untuk mengetahui minat siswa yang kurang aktif di kelas bahasa Inggris. Pengumpulan data dilakukan melalui observasi, angket, dan wawancara, dan data dilakukan secara online dan offline karena beberapa kegiatan belajar mengajar dilakukan secara online. Hasil penelitian menunjukkan bahwa siswa memiliki respon positif terhadap pelajaran bahasa Inggris dan juga memiliki motivasi yang tinggi untuk belajar bahasa Inggris, namun banyak siswa yang tidak mengikuti aturan guru dengan tidak mengerjakan tugas sekolah karena tidak aktif dan tidak tanggap dalam pembelajaran bahasa Inggris karena mereka mengaku bahwa banyak yang mengalami kesulitan dalam belajar bahasa Inggris seperti membaca dan menerjemahkan. Dan mereka mengatakan bahwa mereka tidak tahu manfaat belajar bahasa Inggris, dan hanya karena bahasa Inggris adalah bagian dari pelajaran sekolah.*

*Kata kunci: persepsi, pembelajaran bahasa Inggris, mengajar bahasa Inggris, TEYL*

1. **INTRODUCTION**

Education is a word that is familiar to Indonesian society, especially the nation's children. Education is an obligation that must be carried out by the children of the Indonesian nation, because in fact education is very much needed, education can advance the character possessed by each individual. Through education, a person will be able to apply his knowledge into their life.

Perception has been talked a bit in Chapter I. It is people’s view toward their environment based on self-experienced. According to (Lahlry, 1991) “defined perception as a process of interpreting sensory data through our senses”. Perception exists when we have experienced something and give an impression or message contained about it. Perception also exists because the previous information collected from the five senses is stored in the human brain and compares it with new information, which is known as perception.

English is the most important language in the world, as said by (Crystal, David. , 2003) that the number of people in the world who communicate in English with international speakers is steadily rising compared to other language speakers. Learning English language is very important because it is used globally to communicate with people across nationalities and it is used widely in many fields, such as in academic, business, tourism, politics, etc.

English teaching materials in elementary schools are fun and interactive. Therefore, the materials and methods provided must be in accordance with the student abilities. Therefore, it is the teacher's duty and obligation to be more creative in finding learning techniques according to the cognitive, physical, and mental levels emotional child. and students will find it easier to memorize words when they see something that catches their attention. According to Frost (1967) argues that the mentality of young learners will be very interested when see the actual object (realita).

Teaching English for Young Learners (TEYL) has entered the EFL curriculum in many countries. Theory conceptualizes that the earlier students familiarize themselves with the language, the better their mastery is. The main objective of TEYL is to provide a simple oral communication base as a basis for further written communication skills. (cameron, 2001) Establishes several advantages for starting young with a foreign language. It teaches children with early beginnings to develop and maintain excellence in several areas of language skills.

1. **LITERATURE REVIEW**

## Perception

Perception has been talked a bit in Chapter I. It is people’s view toward their environment based on self-experienced. According to (Lahlry, 1991) “defined perception as a process of interpreting sensory data through our senses”. Perception exists when we have experienced something and give an impression or message contained about it. Perception also exists because the previous information collected from the five senses is stored in the human brain and compares it with new information, which is known as perception.

(Madichie, 2012) Says “each individual interprets the meaning of a stimulus to be consistent with his or her own unique biases, needs, and experiences”. See figure 2.1 that tells about process of perception by Madichie.

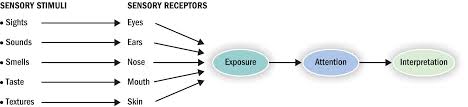


Figure 1

The first step is exposure, it happens when human receives stimuli that gotten by sensory receptor. As mentioned before, sensory receptor of human is five senses; sight, smell, taste, touch and sound. Then the second is attention, where an activity processing is focused on certain stimuli. The researcher guesses this is the process where make different perception between one person to another. Then the last step is interpretation, when we give meaning to the sensory stimuli that we get. We can say that interpretation is output from the input (exposure). Of course, the interpretation of one person to another is different each other depend on their attention. People may see the same singer on televition, with the same dress, same song and same performance, but their perception is different.

The maker of perception's process above, Madichie says “Overall, perception is simply the process of (i) selecting, (ii) organizing, and (iii) interpreting information inputs in order to produce meaning that would aid in consumption decision-making ".

## Learning English

In this highly developed era, especially to face the globalization era, it is hoped that all parties understand English as an international language. This can be started from learning English at school because there are currently a lot of books and equipment that use English instruction. They will miss information if they don't master or understand English.

English courses currently vary greatly in terms of courses and prices. The better the program offered, the more expensive the learning costs of the course. Then it is certain to take an English course require extra fees for parents. Of course this is not a problem for well-off parents in the economy. But in reality, not all parents are able to entrust their children to study in a place of learning or English language courses. Not because parents do not care but because they are less well off financially (Maria G. Sri Ningsih, Noni Mia Rahmawati. , 2018).

According to (sahin, 2016) that “The effect of perceptions on the motivation in learning English is regarded as an important problem. For this, what metaphors language about the concept of “English” and why they think like that is to be understood for the determination of effective teaching methods and techniques? In addition, how the learners’ negative and positive perceptions of “English” affect their participation in the learning activity and how they are motivated are important factors to be considered in learning Englis”.

English is the most important language in the world, as said by (Crystal, David. , 2003) that the number of people in the world who communicate in English with international speakers is steadily rising compared to other language speakers. Learning English language is very important because it is used globally to communicate with people across nationalities and it is used widely in many fields, such as in academic, business, tourism, politics, etc. This is similiar to what (Aljohani, Nouf., 2016) said that “language teaching can be described as teaching people a foreign language so that they can understand and speak the language” even in Indonesia itself, there are many places on display announcements in English because English has become an international language that everyone needs to know.

## Teaching English

Teaching English to children is indeed difficult but when we can understand children, the work will be easy. Therefore, it takes a lot of references that can be used as lessons to create an enjoyable learning process. English teaching materials in elementary schools are fun and interactive. Therefore, the materials and methods provided must be in accordance with the student abilities. Therefore, it is the teacher's duty and obligation to be more creative in finding learning techniques according to the cognitive, physical, and mental levels emotional child. and students will find it easier to memorize words when they see something that catches their attention.

According to Frost (1967) argues that the mentality of young learners will be very interested when see the actual object (realita). sometimes using media is better to develop students' imagination. Teaching Indonesian in primary schools to ensure mastery of a lot of vocabulary so that students continue their education to a higher level height they will have no trouble. Therefore the main focus in teaching English mastery of words. By controlling the cost if there are many words, students can easily master the skills another language**.**

## English Teaching Techniques for Children

Teaching English in elementary schools only learns about the basics in English, but even though young students have a stronger memory, they are often difficult and bored in learning English, in elementary school. More difficult than teaching English in secondary schools. therefore as teachers we must be able to master many techniques in learning English.

To create a learning atmosphere fun for kids, teachers must have several variations of techniques in teaching, some the variation can be done by the teacher by developing several techniques that have been used there is. The most important thing is that in its development the teacher can adapt to existing needs and conditions (Ma'mun).

There are several teaching techniques that can be used to teach english for children, namely:

a) Listen and Repeat

b) Song

c) Games

d) Listen and Act

e) Question and Answer

f) Substitution

g) See Differences

h) Concept Maping

i) Outdoor Activity

## TEYL

TEYL has now become the main curriculum in schools in Indonesia, as mentioned (Ni Made Ratminingsih; Luh Putu Putrini Mahadewi; Dewa Gede Hendra Divayana, 2018) Theories conceptualize that the earlier the learners are familiarized with the language, the better their acquisition will be. The main goal of TEYL is to give foundation of simple oral communication skills as the basis for further written communication skills. Because the times are getting more advanced, we have to keep up with the times, one of which is to learn English from an early age.

1. Requirements For Effective Teaching of English to Young Learners

According to (Musthada, 2010) If we want English teaching to work as expected, it should first of all be ensured that teachers hold an appropriate perspective about who children are because almost all pedagogical decisions the teachers would make stem from this perspective. Based on other theoretical constructs and research-based propositions as well—sociocultural perspectives propose learning principles, including the following: children learn from direct experiences; children learn from hands-on physical activities; children’s thinking is embedded in here-and-now context of situation; children learn holistically from whole to parts using scripts; and children have a short attention span.

1. Children learn from direct experiences.

children learn and create knowledge base from direct experiences from what they can capture using their senses, and from what they experience directly This learning principle has a great implication for topic choice and materials development by the teachers. the learning of English makes a better sense to learners because this foreign language can serve a real purpose talking about things they think important in their lives.

1. Children learn from hands-on physical activities

Children learn from hands-on physical activities. Young children's learning is greatly enhanced when the learners are engaged in hands-on physical activities such as playing with physical objects or making physical movements. This learning tendency has a great implication for instructional design. Teacher of English would help her students learn better if she has the learners do things in English. In this way, English instructional activities become more varied and engaging to young learners.

1. Children’s thinking is embedded in here-and now context of situation

Children's thinking is embedded in here-and-now context of situation The teaching and learning of English can serve a real purpose, and this will, in turn, increase children's learning motivation because they can see for themselves that English is useful.

1. Children learn from whole to parts – holistically-- using scripts

Children learn from whole to parts - holistically-- using scripts Children create knowledge by accumulating what has already been experienced case by case. From this kind of experience, children develop scripts which serve as a kind or "organizer" for digesting their ensuing experiences Children would get facilitated if the English instruction builds on what children know rather than on what is likely new to them. In this way thinking in the hareign language would be limited only in terms of vocabulary items-not in the concept they do not have

1. Children have short attention span

Children have short attention span Ünlike adult learners who can concentrate hours and hours on the topic they are working on children can hold their attention for about 15 to 20 minutes only. This relatively short attention span has a great implication for teaching procedures Divide the time block into several smaller chunks of activities where children are engaged in different, smaller chunks of learning

These factors mean that it is easy to maintain a high level of motivation and make teaching English an enjoyable and enjoyable experience for the child so that these limits are the scope of teaching English to early childhood in general. Given all or not or even supplemented with other materials depending on the ability of the child and the teacher who knows better

To provide good educational services to early childhood we must understand their characteristics and know their needs according to their level of development. Thus we can provide activities that suit their needs and in the right way too. In accordance with the world of early childhood, they learn through play (learning through play) and play is a learning process for them (playing is learning), so we provide activities for them to be in a way that is in accordance with their world, namely playing. There are several methods or ways to provide activities for teaching English, including:

1. Games and Songs with action. Games and songs followed by bodily movements.
2. Total physical response activities. Activities that are followed by complete physical movement.
3. Tasks that involve coloring, cutting and sticking Duties that involve coloring, cutting and pasting.
4. Simple repetitive stories Simple stories that are repeated.
5. Simple repetitive speaking activities Simple repetitive speaking activities. The methods of teaching English mentioned above are activities that have communicative value in language.

These limits are the scope of teaching English to early childhood in general. Given all or not or even supplemented with other materials depending on the ability of the child and the teacher who knows better

## Previous of the Study

There are some previous studies that are related with Student Perception in Learning English to suppor this research. The first study from Kosmas Sarkol by the title *Student Perception of Learning English in Senior Hight Shool of Kaimana, West Papua.* This study aimed to investigate the students' perception of learning English in Kaimana senior high schools. This data is acquired from questionnaire and interview based on seven components included in the blue print of this research namely classroom situation, teaching aids and facilities, teacher classroom method and strategy, the application of English learning process, management students' motivation, students' roles, andlearning goals. To obtain the goal of this research, two methods (mixed method); qualitative and quantitative method are all used at once. This research was conducted senior high schools of Kaimana; YPPK Santo Thomas Aquino, SMA Negeri 1 Kaimana and SMA YAPIS (Yayasan Pendidikan Islam) Kaimana with 124 respondents.

The second previous study was implemented by Sri Mulyani with the title *Students’ Perception and Motivation Toward English E-Learning During Covid-19 Pandemic (A Study at The Tenth Graders at Sma N 1 Suruh in The Academic Year of 2019/2020).* This research aimed at knowing the students' perception towards English E-Learning during Covid-19 pandemic at SMA N 1 Suruh, Tenth Graders at SMA N 1 Suruh participated in this research. Since this research explored the students' perception and motivation which coming from the students' experiences during Covid-19 pandemic, descriptive research by using qualitative-quantitative techniques was considered as an appropriate approach as a type of research.

And the last previous studies from Siti Rohmah by the title *The Students’ Perceptions of The English Teaching and Learning Process in The Tenth Grade of Ma Nu Mu’allimat Kudus in Academic Year 2014/2015* This study aims to describe the perceptions of the tenth graders of MA NU Mu'allimat Kudus in the 2014/2015 academic year about the English learning process which includes English class activities and the teaching performance of the English teacher in the classroom. This research is a phenomenological qualitative research. Data were collected through the enleas questionnaire and group interviews. Questionnaire data was analyzed by finding the percentage of students' answers while group interview data were analyzed through a deductive code process. So from the three studies above are related to each other because they both focus on student perceptions, in the first study discussing student perceptions of learning english in senior high school, the second research focused on Students’ Perception and Motivation Toward English E-Learning During Covid-19 Pandemic, and the last research focused on The Students’ Perceptions of The English Teaching and Learning Process in The Tenth Grade, however, different from this study, because it focuses on student perception in learning english on TEYL.

1. **RESEARCH METHOD**

This research uses qualitative research to obtain information on student perception in learning English on elementary school in Modung. According to (Mishra, Shanti Bhushan, Shashi Alok., 2011.) “....qualitative research is concerned with qualitative phenomenon, i.e., relating to quality or variety. Such type of research is typically descriptive...” and “qualitative research involves looking in-depth at non-numerical data. It is more naturalistic or anthropological”. This research talks about students‟ perceptions, so that seeing the definitions from Mishra & Alok, the researcher chooses to use qualitative research.

Can be concluded, descriptive research is aimed at describing a situation or phenomena as they are, the researcher does not manipulate or provide certain treatments to the object of research, all activities or events proceed as they are.

The data analysis will be carried out in three steps. First, the researcher will reduce the data. Second, the presentation of the data, and finally collecting the results of the research.

1. **RESULT AND DISCUSSION**

**1. Students Perception in Learning English**

From the survey the researchers conducted, it was found that the students of SDN Patereman 2 lacked knowledge about the functions and benefits of learning English, students also did not take special English lessons or classes outside of school so they only thought this was only part of learning at school and because English is a International language. Not many students consider English as the language of instruction, the language of all languages because it can be used in various countries. However, many students still want to continue studying English even though they stated that they face many difficulties when learning English.

As said by (Crystal, David. , 2003) that the number of people in the world who communicate in English with international speakers is steadily rising compared to other language speakers. Learning English language is very important because it is used globally to communicate with people across nationalities and it is used widely in many fields, such as in academic, business, tourism, politics, etc. This is similiar to what (Aljohani, Nouf., 2016) said that “language teaching can be described as teaching people a foreign language so that they can understand and speak the language”

* 1. **Student attitude toward learning English**

From the data that has been indicated shows that the students of SDN Patereman 2 respond very well to learning English, as evidenced by the results of the questionnaire that has been given to students and they state that they always pay attention to the lesson when the teacher explains. And with this it is known that students behave well during English lessons. *(See Appendix)*

The result underlying that positive impression and attitudes with regard to early learning experiences are likely to fuel the learners’ desire for further language learning (SAD, 2010). This is in line with sad words that, however the student never speaks English.

* 1. **Student motivation toward learning English**

Learning is a process that takes a long time and requires a strong effort, therefore strong motivation is needed so that we can achieve broader learning goals. As a result, the level of motivation to learn in SDN Patereman 2 students is very high, as evidenced by the survey results that they want to learn more about English even though they themselves say that there are many difficulties experienced when learning English.

This studi in line with (sahin, 2016) that “The effect of perceptions on the motivation in learning English is regarded as an important problem

**2. Students respond toward learning English**

The next discussion was about students respond toward English.

From the research finding, and as a result, students still find it difficult to learn but do not reduce the enthusiasm for learning in class, of course with the help of creative teachers who invite students to learn by using games, virtual experiences can be digested in such an allegedly easy way, young children’s learning is greatly enhanced when the learners are engaged in hands-on physical activities such as playing with physical objects or making physical movements. This is in line with (Musthada, 2010) If we want English teaching to work as expected, it should first of all be ensured that teachers hold an appropriate perspective about who children are because almost all pedagogical decisions the teachers would make stem from this perspective.

This learning tendency has a great implication for instructional design. That is, rather than using seat work all the time. And although elementary school students find it very difficult to focus on learning, they still respect their teachers by paying attention to explanations during the teaching and learning process.

This is in line with Cameron's (2001) statement as cited in SAD (2010) which emphases that children are born with a natural interest for learning and their desire to learn should be full when they begin school. Therefore the interest of students should be increased since they were in elementary school. In another study, Su’s (2006) shows that some researchers found that most English lesson still don’t increase student proficiency level and communicative skill yet because they found that grammar translation method still existed and was commonly used in teaching English rather that CLT (Communicative Language Teaching) or CLL (Communicative Language Learning) method. Infact they believed that communication by using English language were difficult.

**3. The implication of student perception toward learning proces**

The last discussion about the implications of students' perceptions of learning English, researchers used interviews and questionnaires to determine student responses in learning English. Although it has been explained that they feel happy in learning English, this data was stated by their English teacher that students are very difficult to follow the assignments given by the teacher and the impact of this is that they become passive or never ask anything about English. And students feel there are many obstacles in learning so that face-to-face learning is more acceptable than online learning, learning in terms of social presence, social interaction, and satisfaction.

This research is in line with the opinion Frost (1967) argues that the mentality of young learners will be very interested when see the actual object (realita). Weaknesses were identified as the delay of responses, lack of community, difficulty understanding instructional goals, and technical problems. Many obstacles are experienced for users of online learning with one of them being a weak signal.

1. **CONCLUTION AND SUGGESTION**

Conclution:

Based on the results of the research findings and discussion above, it can be concluded as follows:

1. According to research results from interviews and questionnaires with students, students accept learning with pleasure and try to learn for their own pleasure, and students feel happy with English lessons even though they experience many difficulties in learning it. It can be concluded they had positive responses toward English lesson and also had high motivation to learn English

2. According to the data that has been described, the students' responses in learning English are quite good because even though they have difficulty in learning, they still try to learn and observe the explanations given by the teacher and they are quite happy with the English class because the teacher is good at mastering the class.

3. The last data is about the implications of students in the learning process. many students who do not follow the teacher's rules by not doing school assignments because and are not active and not responsive in learning English of course because they admit that many have difficulty in learning English such as reading and interpreting.

Suggestion:

Based on the conclusions that have been presented, the researcher wants to suggest to

1. For the teacher

The teacher must understand the student's ability because that is the key to the success of the teaching and learning process and the teacher is endeavored to explain to students the importance of the English language broadly and also the teacher must focus more on the field of reading because when they are used to reading students will be familiar with English vocabulary. And because children have relatively short attention, English teachers must use a variety of technique for a short time to maintain the level of children's interest in using English lesson. Also noteworthy is the idea that teachers have to repeat often to ensure interest to English lesson.

1. For the students

Students must be more active in asking the teacher because when students are lost in ignorance, we still don't understand learning. and students should read more and learn English to increase vocabulary so that they can master what they do not know such as reading.

1. For the next researcher

Researchers have conducted research on student perceptions in learning English, considering that this study has many shortcomings, for example data collection that is less than optimal so that the source of information obtained is less than optimal.

# Bibliography

Abdul Haris Indrakusuma, Asti Riani Putri. (2016). E-Learning: Theory and Design. *Jurnal Indonesia*.

Ahmed, S. T. (2019). Chat & Learn: Effectiveness of Using WhatsApp as a Pedagogical Tool to Enhance EFL Learners Reading and Writing Skills. *International Journal of English Language and Literature Studies*, 61-68.

Akhmad Habibi, Muhammad Sofyan. (2015). This paper has been presented at English Education Study Program-National Seminar, Faculty of Teacher Training and Education, Sriwijaya University, Palemban Teachers of English for Young Learners: An Analysis on Their English .

Alhamid, Anufia. (2019). Resume: Instrument Pengumpulan Data.

Aljohani, Nouf. (2016). The Goals of Language Teaching. I. *International Journal of scientific and enginering research* , 442-443.

Aufa, M. M. (2018). ENGLISH LANGUAGE TEACHING AND LEARNING.

Brown, H. (2000). Teaching by Principle an Interaktive Approach to Language Pedagogy. *New Jersey: Prantice Hall*.

(2001). In l. cameron, *teaching language to young kearners.*

Cresswell, J. W. (2009). Research Design: Qualitative, Quantitative and Mixed. california: sage.

Crystal, David. . (2003). English As A Global Language (2nd ed.).

Dadan Sumardani,Agustiani Putri, Nur Ichsan Sumardani. (2020). E-Learning Utilizing Schoology Teaching Theory of Relativity Using Online. *Jurnal Sains, Teknologi, Sosial, Pendidikan dan Bahasa*.

devy, R. (2004). KONTRIBUSI PERSEPSI SISWA MENGENAI PENGAJARAN TERHADAP PRESTASI BELAJAR BAHASA INGGRIS. *JURNAL PEMBELAJARAN*, 165.

Diganta Baisya, Saurabh Maheshwari. (2020). WhasApp Group in Academic Context: Exploring the Academic Uses of WhatsApp Group amomg the Students. *Contemporary Educational Technology*, 11(1), 31-46.

Eva Fahrudin, Muhammad Rohmani. (2016, November 26). Penerapan Metode E-Learning Menggunakan Edmodo di SMK Gema Bangsa untuk Meningkatkan Mutu Pembelajaran di Bidang IPTEK. *University Terbuka Convention Center*.

Fernandita Gusweni Jayanti, Anggun Citra Sari Dewi. (2018). Reading Ability and Strategies of Students in Coastal Area of Bengkulu. *Lingual*, vol. 10, No.1 .

Fitriana, M. (2017). Students Reading Comprehending Academic Reading: A case Study in an Indonesia Private Collage. *International Journal of Language Education* , Vol.2, No.2. Hal 43-51.

Hanurawan, F. (2012). Qualitative Research in Psychology. *Journal og Education, Health and Community Psychology*, Vol. 1, No. 2.

juniar, rima. (2016). the role of motivation in learning english for indonesian student. *international journal of management and applied sciencd*, 65-68.

Karami, H. (2008). Reading Strategies: What are They? *University of Tehran*.

L, H. (2004). Analityc Quality Glossary. *Quality Reserach International*.

Liya Astarilla, Dede Warman . (2017). The Effect of WhatsApp in Blended Learning on English as Foreign Language(EFL) Undergraduate Students Reading Comprehension. *Advances in Sosial Science, Education & Humanities Research (ASSEHR)*, 110.

Madichie, N. O. (2012). Consumer Perception. Consumer Behaviour, (Online), . 153-174 .

Mahmoud M, El-Khously, Ann Nosseir. (2016). E-Learning and Students Motivation: A Research Study on the Effect of E-Learning on Higher Education. *British University in Egypt-BUE, Cairo*.

Ma'mun, N. (n.d.). PEMBELAJARAN BAHASA INGGRIS BAGI ANAK. 100.

Mardiah, H. (2020). The Use of E-Learning to Teach English in the Linguistic. *Journal( ETLIJ)*, hal-52.

Maria G. Sri Ningsih, Noni Mia Rahmawati. . (2018). Pembelajaran Bahasa Inggris Untuk Para Siswa Sekolah Dasar Di Rumah. . *JPM (Jurnal Pemberdayaan Masyarakat),* , 206.

Mayer, R. E. (2003). Elements of a Science of E-Learning . *Journal Educational Computing Research*.

Mishra, Shanti Bhushan, Shashi Alok. ( 2011.). a compendium for schoolar and researcher. *Handbook of Research Methodology:*.

Morgan, c. T. (1979). introduction to psycology.

Muslaini. (2017). Strategies for Teaching Reading Comprehension. *English Education Journal(EEj)*, 8 (1), 67-68.

Musthada, B. (2010). Teaching English to Young Learners in. *EDUCATIONIST*.

Najmatul Fahli, Mahdum, Fakhri Ras. (2015). An Analysis of the Students Abillity in Comprehension Recount Text. *Faculty of Teachers Training and Education*.

Nassaji, Hossein. . (2015. ). Qualitative and Descriptive Research: .

Nasution, H. F. (2009). INSTRUMEN PENELITIAN DAN URGENSINYA DALAM PENELITIAN.

Nasution, H. F. (2009). Instrument Penelitian dan Urgensinya dalam Penelitian Kuantitatif. *Fakultas Ekonomi dan Bisnis Islam IAIN*.

Ni Made Ratminingsih; Luh Putu Putrini Mahadewi; Dewa Gede Hendra Divayana. (2018). ICT-Based Interactive Game in TEYL: Teachers' Perception, Students' Motivation, and Achievement. *International Journal of Emerging Technologies in Learning .*

nurrohman, m. m. (2018). ANALYSIS OF THE STUDENTS PERCEPTION TOWARD READING STRATEGIES.

Rahartri. (2019). WhatsApp Media Komunikasi Efektif Masa Kini. *Visi Pustaka*, Vol. 21, No. 2.

Rahmatun Nisa, Siti Safura, Deni fajar Wicaksono. (2018). Students Ability in Mastering Reading Comprehension. *Getsempena English Education Journal (GEEJ)*, Vol.5, No.1.

Rijali, A. (2018). Analisis Data Kualitatif. *Jurnal Alhadharah*, Vol. 17, No. 33.

SAD, S. N. (2010). Theory–practice dichotomy: Prospective teachers' evaluations about teaching English. *Journal of Language and Linguistic Studies*.

sahin, M. (2016). perception of English and motivation in learning english. *journal of education and training studies*, 43.

Samsul Susilawati, Triyo Supriyatno. (2020). Online Learning through WhatsApp Group in Improving Learning Motivation in the Era and Post Pandemic COVID-19. *Jurnal Pendidikan*, Vol.5, No.6, 852-859.

Septiani, E. (2018). Pemanfaatan E-Learning dalam Pembelajaran Bahasa dan Sastra Indonesia. *Prosiding Pekan Seminar Nasional(Personal)*.

Singh, A. (2018). Facebook, WhatsApp and Twitter. *Journay Towards Education, Journal of Social Sciences and Humanities*, Volume 8, Number 2.

Slameto. (2003). The Students Perceive in Learning English. .

Sonia Gon, Alka Rawekar. (2017). Effectivity of E-Learning through WhatsApp as a Teaching Learning Tool. *MVP Journal of Medical Sciences*, Vol 4(1), 19-25.

Suartama, I. K. (2014). E-Learning Konsep dan Aplikasinya. *Ganesha University of Education*.

Sugiono. (2012). Penelitian Kuantitatif, Kualitatif and R&D . *Bandung: Alfabeta*, 217.

Sukmadinata, Nana Syaodih. . (2016). *Metode Penelitian Pendidikan. Bandung:*.

Susanti. (2020). The Use of WhatsApp in Reading Lesson at the STMIK Pontianak, West Kalimantan Indonesia. *Mimbar Pendidikan: Jurnal Indonesia untuk Kajian Pendidikan*.

Susi Purnama Sari, Hermawati Syarif, Jufrizal. (2019). High Five Strategy to Improve Students Reading Comprehension. *Jurnal Iqra': Kajian Ilmu Negeri Padang, Indonesia*.

Tambunan, H. (2014). Model Pembelajaran Berbasis E-Learning suatu tawaran Pembelajaran Masa kini dan Masa yang akan Datang. *jurnal Pendidikan*.

Thalha Alhamid and Budur Anufia. (n.d.). Resume: Instrument Pengumpulan Data.

Thalha Alhamid, Budur Anafia. (2019). Resume: Instruement Pengumpulan Data. *Sekolah Tinggi Agama Islam Negeri(STAIN)*.

Thalha Alhamid, Budur Anufia. (2019). Resume: Instrument Pengumpulan Data.

Usman Kasim and Siti Raisha. (2017). EFL Students Reading Comprehension Problems: Linguistic and Non-Linguistic Complexities. *English Education Journal (EEJ)*, 8(3),308-321.

Valentin, P. (2015). Perbandingan efektivitas Penggunaan Aplikasi Blackbarry Messenger(BBM) and WhatsApp Messenger(WA) terhadap Peningkatan Hasil Belajar Siswa SMK. *Universitas Pendidikan Indonesia. Perpustakann.upi.edu*.

Yule, George. (1993). The study of language an introduction.

Yuliana FH, Riswan Jaenudin, Deskoni. (2015). Pengaruh Pembelajaran Berbasis Komputer Model Tutorial terhadap Hasil Belajar Siswa pada Mata Pelajaran Ekonomi. *Jurnal Profit*, vol.2, No.1.