

The Implementation of Online Learning in Teaching Reading in an Indonesian Higher Education

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Abstract

This study aims to determine how the implement of online learning in teaching reading, lecturers' perspectives on online learning, and the impact of online learning on students' reading achievement. Researchers use observation and interviews as qualitative research instrument case studies. The participants in this research were two lecturers in reading courses at IAIN Bone. The results of this study indicate that two lecturers use two different applications in implementing online learning, namely Google Meet and WhatsApp. In its implementation, it was found that students who use google meet media are more active in class than WhatsApp which spends a lot of time waiting for student responses. The found of the impact of online learning on student achievement is that classes that use google meet as an online learning medium show more improvement than WhatsApp. From the results obtained prove that in the implementation of online learning the media used will affect the improvement of student achievement.

Keywords: *Implementation, online learning, teaching reading*

INTRODUCTION

Reading is a skill that most people think easy and it is one of the most needed skills in everyday life. By reading people can get information about what is going on and how it happens. According to (Dechan, E.V 1982) Reading is a language process and communication that is a process which gives opportunity to readers to interact and communicate with different ideas. Reading is the complex cognitive process of decoding symbols to derive meaning. It is a form of language processing. Reading activities also can help in increasing knowledge and improving vocabulary mastery. (Keiko Hayasi, 1999) argues that reading many different kinds of books and articles in both their L1 and L2 may give learners rich background knowledge and the means to guess the meaning of unknown words from context.

Teaching reading means how the teaching and learning process take place. In the process of teaching reading the students are directed to read carefully and understand the information contained in each text but many students do not easily learn Basic English and have difficulty with reading comprehension (Ching-Ting Huang, 2015).

In teaching reading, some students do not have motivation which makes the teacher find it difficult to teach. In this case, teaching methods and strategies are needed in order to make teaching effective. In this case reading comprehension will be applied in the teaching and learning process. Reading comprehension is the ability to process text, understand its meaning, and to integrate with what the reader already knows. According to (Peter, 2001) reading comprehension is seen as something that begins as early as the beginning of reading and not something that children move on to after they have learned to decode print. Even before children can read, the adult usually asks children questions about stories that they have just read to them. Another definition is proposed by (Harris and Hodge in Fresch, 2008) who state that “reading comprehension is the construction of meaning of a written communication through a reciprocal, holistic interchange of ideas between the interpreter and the message in particular context. Of course, it is easy for the teacher to control the learning process if the teaching is done face-to-face.

Teaching reading comprehension will be more effective when done face-to-face. But for now, teaching reading must be done online due to the spread of Covid-19. It happened around the beginning of last year that face-to-face learning activities around the world were replaced by online learning, including in Indonesia. This is due to the Covid-19 pandemic, which requires everyone to keep their distance and not crowd.

Online learning is a term used to describe the teaching and learning process by distance or correspondence offered via the Internet. The process offered through online learning covers a wide range of subjects, and audiences. This educational method is gaining popularity as a cost-effective method of providing access to education for large populations. Online learning was introduced over 20 years ago and is experiencing massive growth and acceptance at many major well-respected universities (John Vivolo, 2016).

Learning online is not an easy thing for both teachers and students because basically the online process has many shortcomings including not having the technology tools to support the online learning process and also not all regions in Indonesia can be reached by the internet network properly. Besides that online learning will also be very helpful for those who have jobs or other activities that require them to do two things at once. From the student perspective, the convenience of online learning is particularly valuable to adults with multiple responsibilities and highly scheduled lives; thus, online learning can be a boon to workforce development, helping adults to return to school and complete additional education that otherwise could not fit into their daily routines (Xu & Jaggars, 2013).

The difference between face-to-face learning and online learning has an impact on students' habits. A core difference between traditional face-to-face and online courses is the physical separation between the teacher and learner, which can create what, is known as transactional distance (Gina Stucelnicu, et al 2019).

In online learning the teachers are challenged to be more creative in using learning methods which in fact have a narrow space to make teaching and learning, including when teaching reading.

Some research about the effect of teaching reading comprehension strategies on Iranian EFL Pre-University Students' Reading Comprehension Ability found that reading strategy Instruction can lead to the use of an extended range of reading strategies by the learners. Research about reading online strategies also shows that the integration of strategy instruction into the reading

classroom is essential. Students in general tend to use a fixed set of reading strategies that they have long been accustomed to regardless of the text's level of difficulty. To improve students' online reading performance, teachers need to incorporate strategy awareness training before engaging students in online tasks (Hsin-chou Huang, 2008). In this case, the important thing that needs to be sure in online learning is about the awareness of students to stay active in every online reading activity.

Another one show that the traditional EFL classroom, where students have limited exposure to authentic materials, this online reading strategy site offers teachers ready-to-use mechanisms for selecting authentic online texts as course materials, introducing reading strategies that strengthen L2 reading processes, and monitoring students' reading performance (Hsin-chou Huang, 2013).

Considering there are several opinions about online learning in teaching reading online. The researcher intends to analyze the implementation of online learning in teaching reading in an Indonesian higher education.

LITERATURE REVIEW

1. Online Learning

Over the last 20 years, various terms have been used to label online learning, such as distance learning, e-learning, technology learning, and hybrid, blended, on-line, and so on. Since there has never been a true governing body of online learning in the United States, schools have taken it upon themselves to self-define their own definition of online learning.

A broad definition of Learning Time is the measurement of activities during an online course as it relates to an onsite counterpart. Learning time during online learning can include but is not limited to lecturing, group discussion, one-on-one discussion, lab assignments, virtualizations, assignments normally completed on-site, and so on. Notice that Learning Time does not just mean lecture time. For example, a two hour course onsite might only have 30 minutes of lecture, 30 minutes of discussion and 60 minutes of in-class lab work. If this course were being developed online, this same measurement of learning would need to happen and thus developed for the online audience. In addition, if a course is 3.0 academic credits, then there is normally an hour of learning for each credit, each week. That 'hour' of learning is measure in Learning Time as defined above when developing for online learning.

2. The Implementation of Online Learning

Online learning is a term used to describe the teaching and learning process by distance or correspondence offered via the Internet. In order to find out how good the learning process the researcher will focus on the delivery of lesson. According to (Ali Mahmood Jukil, 2011) the term lesson delivery refers to the process in which teachers deliver lessons for the purpose of achieving the pedagogical objectives effectively. The appropriate lesson delivery requires a good lesson plan including content-based tasks, language-based tasks and explicit objectives of these tasks with appropriate pacing to students' ability level for promoting students engagement.

Implementation is an action that has been prepared carefully and in detail to carry out the plan that has been made. The appropriate lesson delivery requires a good lesson plan including explicit content and language objectives, since it is an essential guide to the progress of teaching and learning and the developments of the whole lesson. In addition to this, the subsequent

instruction should obviously support these objectives (Vogt and Jane, 2008). As a researcher, we must have several tools that can be used to evaluate the effectiveness of delivery of lessons. According to (Ali Mahmood Jukil, 2011) there are several Effective Lesson Delivery and practices; they are a) Preparing classroom environment, b) Obvious Instructions, c) Evaluation of what has been taken place in the lesson, d) A smooth transition into next subject, e) Student relationships and developing positive teacher.

3. Perception

Perception is the sensing process carried out by humans by taking the action of compiling, recognizing, and interpreting sensory information in order to provide an overview and understanding of the surrounding environment. We human beings have five senses through which we experience the world around us; sight, hearing, touch, smell and taste. Perception is the process by which individuals select, organize, store and interpret the information gathered from these senses (Wagner and Hollenbeck, 1995). From this statement, it can be concluded that humans have five senses in which these senses will understand the world around us; namely through the senses of sight, hearing, taste, smell and taste. Perception is a process by which a person chooses, manages stores and interprets the information gathered from these senses.

. In this research, participants must understand the implementation of online learning in teaching and learning process, with their own perceptions and expectations, influenced by internal and external factors, this affects the way they view the implementation of online learning in teaching and learning process. Therefore, the researcher wanted to know the lecturers' perceptions about the implementation of online learning in teaching and learning process at IAIN Bone.

4. Reading Comprehension

Reading comprehension is the process of making meaning from text. It is mind that reading comprehension is the process to comprehend the meaning of the text. Meaning is formed in the reader's head, that is, a person's prior knowledge affects the kinds of meanings constructed from the text information. From this perspective an individual's existing knowledge is a major determinant in acquiring new information.

METHOD

1. Research Design

This research applies a qualitative case study design. According to Mills & Gay (2018), qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual (non-numerical) data to gain insight from a particular phenomenon of interest. A case study is a research strategy and an empirical inquiry that investigates a phenomenon within its real-life context (Yin, 1984). Case study is an ideal methodology when a holistic, in-depth investigation is needed (Feagin, Orum, & Sjoberg, 1991). A case study is chosen because this study will observe and explore the implementation of online learning in teaching reading. A case study observes the characteristics of an individual unit-a child, a clique, a class, a school, or a community and attempts to shed light on a phenomenon by studying in depth a single case example of the phenomenon (Gay, 1992).

2. Research Subject

This research will be carried out in Semester III of the 2020/2021 academic year at the Bone State Islamic Institute, which is located on Jl. Hos Cokroaminoto No.1, Macanang, Tanete Riattang Barat, Bone Regency, and South Sulawesi. The participants in this study were lecturers and students reading at IAIN Bone in the second semester which consisted of 2 classes and 2 lecturers. Researchers used purposive sampling technique by selecting lecturers who were using online learning in the teaching and learning process. The participants of this study were two classrooms and two lecturers with the aim of knowing what the lecturers' perception of online learning was, how online learning was implemented, and what the impact of online learning was on student achievement.

3. Technique of Data Analysis

In analyzing data, the researcher will use qualitative data analysis based on Miles and Huberman theory (2014) which consists of four steps, namely data reduction, data display, data condensation, Conclusion drawing and verification.

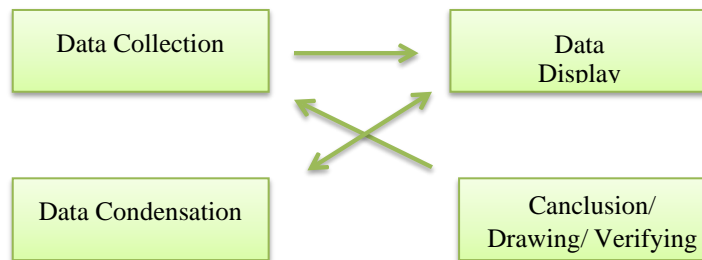


Figure 1. Technique of data Analysis, Miles and Huberman theory (2014)

FINDINGS

The findings of this study consist of three main problems, among others: The lecturers perceive on online learning of teaching reading. The implementation of online learning in teaching reading. The impact of online learning on students' achievement in reading. The findings are presented as follows:

1. The Implementation of Online Learning in Teaching Reading

Table 1. The Implementation of Online Learning

	The Components	The Implementation in Online Learning	
		Whatsapp	Google Meet
L	Preparation	The lecturer has prepared the material before carrying out the lesson in the form of material in the form of power point. Contains tips and steps in answering reading text questions. Lecturers have also	Lecturers have prepared material before carrying out learning in the form of material in the form of power points that are displayed on each student's laptop screen. Contains tips and steps in answering reading text

		prepared some sample questions to train students.	questions. Lecturers have also prepared some examples of how to train students.
	Strategy	In the learning process, the lecturer only distributes material in the WhatsApp group without explaining it first. The lecturer asks students to understand it then sends several reading questions for students to answer within a certain time limit given by the lecturer.	In the learning process, the lecturer displays the complete material on the laptop screen and explains it directly to the students. After explaining, the lecturer also directly displays examples of reading text questions and asks students to answer them directly.
	Interaction	There is no intense interaction during the learning process. Responses received from students are slow and take a long time. The activity of students in class also seems slow. Student activity is also not good enough in teaching and learning process. Not all students are active in the learning process	The interaction between lecturers and students is quite smooth and the responses received from students are fast and do not take long. Student activities in class also run smoothly. Almost all students are active in the learning process.
	Practice and Application	The lecturer gives some reading text questions to students and then discusses the answers together in a group chat.	The lecturer presents some reading text questions to students and then discusses the answer together.
	Delivery of Lesson	In the process of delivering lessons, the lecturer gives instructions quite clearly, the lecturer asked about student problems and giving students the opportunity to ask questions and answer them. Lecturers do not provide conclusions on the material being taught and provide instructions about the next material. Lecturers also do not provide input and motivation to students.	In the process of delivering lessons, the lecturer gives instructions very clearly, and giving students the opportunity to ask questions and answer them. Lecturers do not provide conclusions on the material being taught and provide instructions about the next material. Lecturers also do not provide input and motivation to students.
	Review and Assessment	At the end of the lesson the lecturer does not review all the material that has been taught. Some students often have difficulty in answering questions according to the material provided. As evidence, students often complain with words like "Masih bingung sir" and "Still berputar-putar my brain sir".	At the end of the lesson the lecturer does not review all the material that has been taught. Some students did not find it difficult to answer questions according to the material provided.

2. Lecturers Perception of Online Learning

The researcher conducted interviews with two lecturers who had implemented online learning. Interview data were collected on July 07-08 via telephone that the researcher had recorded. According to (Glesne, 2006) state that interviewing teachers at more than one site enhances theme trustworthiness during data analysis. In collecting interview data, researchers contacted each lecturer individually to explain the research purpose and protocol again and to schedule an interview.

Researchers conducted semi-structured interviews with several questions. The questions asked were in the form of lecturers' opinions about online learning and its effect on students compared to offline learning which were then analyzed and categorized into emerging themes (Marshall & Rossman, 1999). Some themes included usefulness, emotion, and feelings. Several themes emerged from the lecturers' perceptions of online learning in teaching reading. These are reported below.

The questions were asked about usefulness of online learning, both of which give the opinion that there is a slight increase in student achievement.

... in terms of improvement... there are especially in kind of text, the two techniques used in answering reading questions, well, the three vocabs are also but not too significant.(lecturer 1, interview)

... Alhamdulillah, in this online learning, I see that there is quite an increase. (Lecturer 2, interview)

When asked about the emotion felt by each lecturer during online learning. Lecturer 1 who teaches using the Whatsapp application feels that the main difficulty is the response from old students, while lecturers 2 who teach using google meet does not feel too significant difficulty.

The only difficulty is, The students are slow to respond. So sometimes we have to wait that long. ... (Lecturer 1, Interview)

There are no significant difficulties ... teaching online is the same as offline, the only difference being that the process is not face-to-face. (Lecturer 2, Interview)

Furthermore, regarding the feeling of lecturers in observing students, lecturer 1 and lecturer 2 both considered it difficult because they taught in many classes.

... I teach a lot of students, it's difficult to remember their names... so I can only judge the one who gives the most responses. (Lecturer 1, interview)

... For the whole... basically I teach many classes so paying attention to them is difficult. (Lecturer 2, interview)

3. The impact of Online Learning on Students Reading Achievement

The researchers focus on four categories, namely, 1) Topic of Paragraph, 2) Vocabulary in context, 3) Detail information and 4) Making Inference. In describing the data obtained, the researcher will divide it into two, namely the achievements of students who use WhatsApp and the achievements of students who use Google Meet and the explanation below.

Table 2. Percentage of Students Reading Achievement in Google Meet online learning

Skill Category	Percentage
Topic of Paragraph	85 %
Vocabulary in context	85 %
Detail information	90 %
Making Inference	50 %

Based on the data above, it can be seen that in online teaching using Google Meet there are 85% of students who correctly answer questions about the topic of paragraph, 85% of students who correctly answer questions about vocabulary in context, 90% of students who correctly answer questions about detailed information, and 50% of students who answered correctly on making inference questions.

Table 3. Percentage of Students reading Achievement in Whatsapp online learning

Skill Category	Percentage
Topic of Paragraph	85 %
Vocabulary in context	80 %
Detail information	80 %
Making Inference	73 %

Based on the data above, it can be seen that in online teaching using Whatsapp there are 85% of students who correctly answer questions about the topic of paragraph, 80% of students who correctly answer questions about vocabulary in context, 80% of students who correctly answer questions about detailed information, and 73% of students who answered correctly on making inference questions.

DISCUSSIONS

This section discusses the interpretation of the findings based on the results of the case study where the data obtained from observations and interviews. In this study, researchers discuss the results of research which include the implementation of online learning in teaching reading, lecturers' perspectives and the impact of online learning on student achievement. The researcher took two lecturers who teach in different classes and use different online applications in online learning.

1. The Implementation of Online Learning in Teaching Reading

Based on (Echevarria et al. 1999) in collaboration with secondary school teachers to become a framework that guides the development of lesson plans and lessons state several component learning namely: 1) Preparation, 2) Strategy, 3) Interaction, 4) Practice and application, 5) Delivery of lessons, and 6) Review and assessment.

Preparation, which according to Merriam Webster Preparation is the action or process of making something ready for use or service or of getting ready for some occasion, test, or duty. In this study, the researchers found that both lecturers who used WhatsApp and Google Meet had prepared materials and some sample questions before starting the teaching and learning process. The material provided is also quite similar which includes tips and tricks in answering text reading questions.

According to Weinstein and Mayer defined learning strategies (LS) broadly as behaviors and thoughts that a learner engages in during learning which are intended to influence the learner's encoding process. In this aspect, lecturers who use WhatsApp only provide material to students and do not explain it first. Meanwhile, lecturers who use Google Meet display the material on the screen and explain it directly to students.

The third aspect is Interaction. In this aspect, the researcher found that lecturers who teach using WhatsApp do not have intense interactions; slow student responses and uncontrolled presence and activity make the learning process less effective. While lecturers who teach using Google Meet there are quite smooth interactions, lecturers also get a fast response from students and controlled attendance and activity make the learning process run smoothly.

The fourth aspect is Practice and application. In this aspect, the two lecturers gave several reading tests as an exercise for students after being given the material. Students who learn to use WhatsApp seem to have difficulty in answering correctly. Meanwhile, students who learn to use Google Meet can answer easily.

The fifth aspect is Delivery of lesson where according to Ali Mahmood Jukil refers that the its the process in which teachers deliver lessons for the purpose of achieving the pedagogical objectives effectively. The appropriate lesson delivery requires a good lesson plan including content-based tasks, language-based tasks and explicit objectives of these tasks with appropriate pacing to students' ability level for promoting students engagement. Where in this aspect the researcher found that in online learning using Google meet the instructions given were clearer than those using whatsapp. Both lecturers also provide opportunities for students to explain. The activeness of students in asking and answering is more visible in learning using Google meet than WhatsApp.

The last Aspect is Review and Assessment. In this case the two lecturers did not review all the material that had been given to students. Based on the explanation from class observations, the researcher concluded that the implementation of online learning using Whatsapp is LIOL (Low implemented online learning). While the implementation of online learning using Google meets is WIOL (Well implemented online learning) in teaching reading.

2. Lecturers Perspective about Online Learning in Teaching Reading

In collecting this data, the researcher conducted interviews with the same lecturers. The questions asked are about sixteen questions that contain opinions and difficulties experienced in online learning. During the interview process, the researcher came to several conclusions.

First, based on the descriptions of the two lecturers that the effectiveness of online learning depends on the internet network. Where not all students are located with a good internet network.

Secondly, regarding the difficulties experienced by lecturers during online learning. Lecturers who teach using Whatsapp think that the difficulty lies in student responses which take a lot of time. Meanwhile, lecturers who teach using Google Meet do not experience significant difficulties during the learning process.

Third, namely regarding the reasons the two lecturers chose to use the application. Lecturers who teach using Whatsapp assume that not all students have a good internet network when using media such as Zoom or Google Classroom, according to him, apart from being easy to reach for students, WhatsApp also has a good network. Meanwhile, lecturers who teach using Google Meet assume that with it they can easily control student attendance and activities.

Fourth is the process of assessing lecturers in online learning. Both almost have the same method, where the points to pay attention to are attendance, assignments, activity and student tests.

Fifth and also as the final conclusion obtained by the researcher is the opinion of the lecturer regarding which one has the most impact on student achievement between online and offline learning. Both lecturers agreed that offline learning was more effective in improving students' reading achievement.

Based on the results of interviews by the two lecturers, researchers concluded that lecturers who taught using google meet showed HPIOL (High perception in online learning). Meanwhile, lecturers who teach using Whatsapp show LPIOL (Low perception in online learning).

3. The impact of Online Learning on Students Reading Achievement

The results found in the topic of paragraph skills in students who use Google Meet as a learning medium are as many as 85% of students answered correctly. While in learning using Whatsapp, 85% of students answered correctly. Furthermore, in vocabulary in context skills, 85% of students answered correctly in learning using Google Meet and 80% of students answered correctly in learning using Whatsapp.

In the Detail information skill, 90% of students answered correctly in learning using Google Meet and 80% of students answered correctly in learning using Whatsapp. Furthermore, in making inference skills, 50% of students answered correctly in the Google Meet lesson, while in learning using WhatsApp, 73% of students answered correctly.

Looking at the percentage of student test results, it shows that students who learn by using Google meet tend to have an increase compared to students who learn by using Whatsapp. Based on this, the researcher concludes that students who learn by using Google Meet have a good impact on students in implementing online learning. While students who learn by using Whatsapp have a fairly good impact.

CONCLUSIONS

Based on the findings and discussion, it is concluded that: (1) in implementing online learning, there are two types of applications that are used by each lecturer, namely WhatsApp and Google Meet. Where using Google meet responds, student activity is more organized than Whatsapp; (2) the implementation of online learning using Whatsapp is LIOL (Low implemented online learning). While the implementation of online learning using Google meet is

WIOL (Well implemented online learning); (3) Lecturers who taught using google meet showed HPIOL (High perception in online learning). Meanwhile, lecturers who teach using Whatsapp show LPIOL (Low perception in online learning); and (4) Based on the test results obtained from the google form, it shows that online learning using Google meet shows good impact, while learning using Whatsapp shows fairly good impact.

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