

STUDENTS' PERCEPTION ON ENGLISH TEACHING USING A VIRTUAL SYSTEM ONLINE LEARNING

Andi Sri Fatul Rahma¹, Nur Qalbi², Farisha Andi Baso³

^{1,2,3}Universitas Muhammadiyah Makassar, 259 Sultan Alauddin Road, Makassar, 90221, Indonesia

Article Info	Abstract
<p>Received: October 24, 2021 Revised: November 5, 2021 Accepted: November 25, 2021 Published: December 10, 2021</p> <p>Keywords: students' perception, English learning, Google Meet</p>	<p>The objectives of this research were to find out the students' perception of the use of Google meet application in English learning at eleventh grade students of MA Guppi Samata Gowa. The researcher used quantitative descriptive research. The sample of this research was eleventh grade students of MA Guppi Samata Gowa which consist of 20 students. The sample was taken by using questioner with Google form. Based on the findings, it was found that students gave positive perception on the use of Google meet in teaching English, the positive response came from their experience in learning process. The result of the research indicated that based on the Likert's score analysis there were 12 (85,7%) out of the students was categorized positive perception in which score classification is 42-70, beside that there were 2 students (14,3%) had neutral perception and none of students have negative perception. It was categorized that Google meet used in teaching English effective to apply, it helps the learning teaching process in the class. The recommendation for the future research to conduct a research related to the using of Google meet in teaching and learning proceses such as kahoot, as the advance of tecnology keep increasing time by time.</p>
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INTRODUCTION

English language acquisition is the study of spoken communication through active learning. Activities are required in language learning so that it does not become monotonous, and students feel joyful and have a meaningful experience while studying English. So, speaking helps students develop their speaking skills by allowing them to express more thoughts more quickly.

Beside that Brown and Yuke (1983) also says, speaking is the skill that the students will be judged upon most in real life situations. Due to its importance, teaching speaking skills has a low rating, and most teachers prefer to teach speaking skills by memorization of dialogue or repetition. However, in today's world, learners must have communication skills, and English teachers must teach students these skills so that they can strengthen their speaking skills and perform well in real-life situation.

Hernández (2012) conducted the study about students' perception on e-learning, this study examined students' perceptions of English e-learning through menus, considering various factors such as study patterns, attitudes toward the online modality, time benefits, and e-tutoring. It also discusses how the English e-learning process began, how it has progressed over time, the process students are currently pursuing, and where it is headed. The results indicate common expectations of benefits for the previously listed aspects, as well as varying perspectives on the four skills in language learning: reading, writing, listening, and speaking.

Beside that Tandy (2018) also conducted the same study about students' perception on blended learning in English listening and speaking class. He argues in this scenario, online learning has proved to be a successful method for assisting language learners as they move through their learning process. It is claimed that online learning improved the reading performance of good and mediocre students, as well as the performance of the lowest-performing students. Online learning can help students develop their pronoun and comprehension skills while listening and speaking. As a result, the following research is intended to discover students' attitudes toward the use of both online and face-to-face learning in the listening and speaking classroom. There are 30 students from the English language and culture department who are in their first and third semesters and have entered the class for one semester. According to the results, the majority of students see online learning as an additional method to assist them in their learning process.

Virtual learning, according to Wilson in McFadzean (2001), is a computer-based learning environment that is generally open and allows students to actively communicate with one another as well as have access to numerous learning resources. The technologies that can be used to support virtual learning can vary greatly from radio, audio tape, television. Video tapes, film projectors, video conferencing, voice and electronic mail, computer conferencing, internet, and groupware (intranet). Students may access various lessons taught by the teacher through virtual online learning in a more comfortable setting.

In this study, which focuses on language learning, communicating with a virtual system is not completely ineffective. Because the students reside in various locations, some of them reside in villages with limited internet connection. It also causes pupils to grumble about studying through a virtual environment.

This study's system is a virtual class. The objective is to progressively experiment with merging the notion of virtual class with the notion of traditional learning in lectures, for example, there are still presentations in class, but the frequency is arranged.

Based on the experience of the researcher in Magang 3 at MA Guppi Samata , the students more using smart mobile for learning in class and do students' homework at Home. The students easily to collect their task with Teacher at MA Guppi Samata. So The Researcher interest to conduct the research about Students' perception on English Teaching Learning Using Virtual System as the research for find out positive perception and negative perception that raise in students' environment related virtual learning.

LITERATURE REVIEW

Chien, S.Y Hwang stated that when compared to the non-peer-assessment-based SVVR approach, the results of the experiment show that the peer-assessment-based SVVR approach has more beneficial effects on learners' English speech, learning motivation, and critical thinking skills, as well as lowering their English learning anxiety. Furthermore, it was observed that student scores were statistically related to instructor scores. This research went on to categorize the various types of peer comments into four categories: praise, criticism, opinion, and irrelevance. In this situation, praise feedback was shown to be advantageous to students' English-speaking success, but criticism feedback was shown to be negative. Furthermore, irrelevant feedback exhibited no significant link with students' performances in the initial pa stage but had a substantial negative link in the latter stage.

Hassani K Nahvi stated that they created two scenarios based on the proposed architecture to teach students how to interact in public places like airports and television stores. The learner's voice and hand motion are inputs to this system, and the outputs include graphical scenes, force feedback, and speech from a few embodied agents.

During encounters, agents determine the learner's proficiency level and adjust the level of communication sophistication accordingly. The device is put to the test on ten individuals. Within three experiments, the number of correct responses increased by 14

percent, grammatical errors decreased by 3%, pronunciation length decreased by 16 percent, and learners' proficiency level increased by 11 percent.

Rashid Mohammad stated that this interdisciplinary research incorporates ICT in education by developing an immersive audio-based program to help students improve their English language speaking skills. The application 'v-buddy,' focused on a sociocultural perspective of learning, was developed, and tested with a group of five primary school students. And an English language teacher. The instructor was also interviewed to get her thoughts on v-buddy, and students were asked to fill out the personal report of confidence (PRC). According to the findings, all of the students gained more respect as a result of their interaction with v-buddy, and the instructor viewed it favorably, indicating that it has the potential to be used as a method for improving speaking skills. Among less proficient students.

METHODS

In this research the researcher used descriptive quantitative research. Descriptive quantitative method means the data produced by numerical and analyzed used mathematical and statistical method. In this study, the researcher investigated students' perception in English Teaching on the use of Google meet at Madrasah Aliyah Guppi Samata Gowa.

Instrument

Data collection is critical in every scientific investigation since it determines the fluency of speaking from result of study outcomes. In this case, the researcher used a questionnaire by google form as a research instrument to gather data and confirm the results. A questionnaire is a research tool that consists of a series of questions design to elicit information from respondents. To collected data, a questionnaire frequently employs both open and closed questions. In this study, the researcher used close questions to gather data in a methodical manner in order to obtain information about students' perceptions of instructors' methods.

Data Analysis

The researcher analyzes the data after obtaining it from the questionnaire. The data is analyzed using the Likert scale. Each response is associated with a point value, and an individual's score is derived by accumulating the point values for each statement. The following point values might be assigned to affirmative remarks in response. 5 people highly agree, 4 people agree, 3 people are undecided, 2 people disagree, and 1 person strongly disagrees.

To get the main score of the students, the writer uses the following formula.

1. Calculating the Total Score of Each Respondent from Questionnaire

TABLE 1 LIKERT SCALE AND SCORING

ITEMS	SCORE	
	Positive	Negative
Strongly Agree (SA)	5	1
Agree (A)	4	2
Neutral (N)	3	3
Disagree (D)	2	4
Strongly Disagree (SD)	1	5

(Sugiyono, 2017:136)

$$P = \frac{F}{N} \times 100\%$$

Which:

P = Percentage

F = Frequency

N = Number of Sample

100% = Constant Value

(Sugiyono, 2017:135)

2. The Questionnaire Answers Have been Analyzed Using the Percentage System Listed Below.

To get the main score of the students, the writer uses the following formula.

$$\bar{x} = \frac{\sum x}{n}$$

\bar{x} : The mean of the score.

$\sum x$: Total score

n : Total sample.

If questionnaire consist of 14 items, the score is classified as follow:

14 x 5 = 70 maximum score

14 x 3 = 42 neutral

14 x 1 = 14 undecide score/ low score

TABLE 2 LEVEL OF PERCEPTION

LEVEL OF PERCEPTION	SCORE
Positive	42-70
Neutral	14-42
Negative	0-14

(Best, W John in Fitriani 2010)

If the students' mean score is more than 42, it indicates that the students' impression of the instructors' approach is positive, whereas if it is less than 42, it indicates that the students' impression of the instructors' technique is negative.

RESULT AND DISCUSSION

Result

In this part, the researcher described the result of data analysis based on the problem statement. In this research the researcher used questionnaire to obtain more accurate and valid data.

TABLE 3 I FEEL HAPPY TO LEARN ENGLISH USING GOOGLE MEET

NO	ITEMS	FREQUENCY	PERCENTAGE (%)
1	Strongly Agree	8	40
2	Agree	4	20
3	Neutral	6	30
4	Disagree	1	5
5	Strongly Disagree	1	5
	TOTAL	20	100

Table 3 shows that 8 (40%) out of students chose strongly agree (SA), 4 (20%) chose agree (A), 6 (30%) chose neutral, 1 (5%) chose disagree (D) and 1 (5%) out of the students chose strongly disagree (SD). It means most of students at Madrasah Aliyah Guppi Sammata Gowa especially for Eleventh grade feel happy in learning English using Google meet is.

TABLE 4 I FEEL RELAX AND ACTIVE IN ENGLISH LEARNING USING GOOGLE MEET

NO	ITEMS	FREQUENCY	PERCENTAGE (%)
1	Strongly Agree	6	30
2	Agree	8	40
3	Neutral	3	15
4	Disagree	2	10
5	Strongly Disagree	1	5
	TOTAL	20	100

Table 4 shows that 6 (30%) out of students chose strongly agree (SA), 8 (40%) chose agree (A), 3 (15%) chose neutral, 2 (10%) chose disagree (D) and 1 (5%) out of the students chose strongly disagree (SD). It means most of students Madrasah Aliyah Guppi Samata

Gowa especially for Eleventh grade feel relax and active that the English learning using Google meet is.

TABLE 5 THERE IS NOT DIFFICULTY IN GOOGLE MEET AT MA GUPPI SAMATA

NO	ITEMS	FREQUENCY	PERCENTAGE (%)
1	Strongly Agree	9	45
2	Agree	6	30
3	Neutral	3	15
4	Disagree	1	5
5	Strongly Disagree	1	5
	TOTAL	20	100

Table 5 shows that 9 (45%) out of students chose strongly agree (SA), 6 (30%) chose agree (A), 3 (15%) chose neutral, 1 (5%) chose disagree (D) and 1 (5%) out of the students chose strongly disagree (SD). It means most of students Madrasah Aliyah Guppi Samata Gowa especially for Eleventh grade think there is not difficulty that the learning using Google meet is.

TABLE 6 I DON'T LIKE METHOD OF ENGLISH LEARNING USING GOOGLE MEET

NO	ITEMS	FREQUENCY	PERCENTAGE (%)
1	Strongly Agree	2	40
2	Agree	2	20
3	Neutral	4	20
4	Disagree	4	10
5	Strongly Disagree	8	10
	TOTAL	20	100

Table 6 shows that 2 (10%) out of students chose strongly agree (SA), 2 (00%) chose agree (A), 4 (20%) chose neutral, 4 (20%) chose disagree (D) and 8 (40%) out of the students chose strongly disagree (SD). It means most of students Madrasah Aliyah Guppi Sammata Gowa especially for Eleventh grade like that the English learning using Google meet is.

TABLE 7 THE METHOD OF ENGLISH LEARNING USING GOOGLE MEET IS SUITABLE IN LEARNING SPEAKING

NO	ITEMS	FREQUENCY	PERCENTAGE (%)
1	Strongly Agree	8	40
2	Agree	5	25
3	Neutral	5	25
4	Disagree	0	0
5	Strongly Disagree	2	10
	TOTAL	20	100

Table 7 shows that 8 (40%) out of students chose strongly agree (SA), 5 (25%) chose agree (A), 5 (25%) chose neutral, 0 (0%) chose disagree (D) and 2 (10%) out of the students chose strongly disagree (SD). It means most of students at Madrasah Aliyah Guppi Sammata Gowa especially for Eleventh grade think that the learning proses is suitable with Google meet is.

TABLE 8 I DON'T FEEL THAT LEARNING WITH FACE-TO-FACE IS EASIER TO UNDERSTAND THAN GOOGLE MEET

NO	ITEMS	FREQUENCY	PERCENTAGE (%)
1	Strongly Agree	8	40
2	Agree	4	20
3	Neutral	4	20
4	Disagree	4	20
5	Strongly Disagree	0	0
	TOTAL	20	100

Table 8 shows that 8 (40%) out of students chose strongly agree (SA), 4 (20%) chose agree (A), 4 (20%) chose neutral, 4 (20%) chose disagree (D) and 0 (0%) out of the students chose strongly disagree (SD). It means most of students at Madrasah Aliyah Guppi Sannata Gowa especially for Eleventh grade think that the English learning is easy to understand using Google meet is.

TABLE 9 USING GOOGLE MEET MAKE IT EASY FOR ME IN VIRTUAL LEARNING

NO	ITEMS	FREQUENCY	PERCENTAGE (%)
1	Strongly Agree	6	30
2	Agree	6	30
3	Neutral	7	35
4	Disagree	1	5
5	Strongly Disagree	0	0
	TOTAL	20	100

Table 9 shows that 6 (30%) out of students chose strongly agree (SA), 6 (30%) chose agree (A), 7 (35%) chose neutral, 1 (5%) chose disagree (D) and 0 (0%) out of the students chose strongly disagree (SD). It means most of students at Madrasah Aliyah Guppi Sannata Gowa especially for Eleventh grade think that the neutral learning process using Google meet is.

TABLE 10 I FEEL HARD TO UNDERSTAND THE FUTURE OF GOOGLE MEET

NO	ITEMS	FREQUENCY	PERCENTAGE (%)
1	Strongly Agree	3	15
2	Agree	5	25
3	Neutral	6	30
4	Disagree	5	25
5	Strongly Disagree	1	5
	TOTAL	20	100

Table 10 shows that 3 (15%) out of students chose strongly agree (SA), 5 (25%) chose agree (A), 6 (30%) chose neutral, 5 (25%) chose disagree (D) and 1 (5%) out of the students chose strongly disagree (SD). It means most of students at Madrasah Aliyah Guppi Sannata Gowa especially for Eleventh grade don't like English learning process using Google meet is.

TABLE 11 I DON'T FEEL HELPFUL USING GOOGLE MEET IN ENGLISH LEARNING ESPECIALLY FOR SPEAKING.

NO	ITEMS	FREQUENCY	PERCENTAGE (%)
1	Strongly Agree	1	5
2	Agree	5	25
3	Neutral	7	35
4	Disagree	3	15
5	Strongly Disagree	4	20
	TOTAL	20	100

Table 11 shows that 1 (5%) out of students chose strongly agree (SA), 5 (25%) chose agree (A), 7 (35 %) chose neutral, 3 (15%) chose disagree (D) and 4 (20%) out of the students chose strongly disagree (SD). It means most of students at Madrasah Aliyah Guppi Sammata Gowa especially for Eleventh grade think relax and active is neutral that the English learning using Google meet.

TABLE 12 I FEEL MORE DIFFICULTIES IN OPERATING GOOGLE MEET IN MY HOUSE.

NO	ITEMS	FREQUENCY	PERCENTAGE (%)
1	Strongly Agree	0	0
2	Agree	6	30
3	Neutral	5	25
4	Disagree	6	30
5	Strongly Disagree	3	15
	TOTAL	20	100

Table 12 shows that 0 (0%) out of students chose strongly agree (SA), 6 (30%) chose agree (A), 5 (25%) chose neutral, 6 (30%) chose disagree (D) and 3 (15%) out of the students chose strongly disagree (SD). It means most of students at Madrasah Aliyah Guppi Sammata Gowa especially for Eleventh grade think that the English learning is not difficulty using Google meet is.

TABLE 13 I DON'T LIKE LEARNING ENGLISH USING GOOGLE MEET ESPECIALLY FOR LEARNING SPEAKING.

NO	ITEMS	FREQUENCY	PERCENTAGE (%)
1	Strongly Agree	3	15
2	Agree	2	10
3	Neutral	8	40
4	Disagree	7	35
5	Strongly Disagree	0	0
	TOTAL	20	100

Table 13 shows that 3 (15%) out of students chose strongly agree (SA), 2 (10%) chose agree (A), 8 (40%) chose neutral, 7 (35%) chose disagree (D) and 0 (0%) out of the students

chose strongly disagree (SD). It means most of students at Madrasah Aliyah Guppi Sammata Gowa especially for Eleventh grade like English learning is neutral using Google meet.

TABLE 14 THE LEARNING PROCESS USING GOOGLE MEET IS NOT MAKES ME MASTERY MATERIAL OF SPEAKING ENGLISH.

NO	ITEMS	FREQUENCY	PERCENTAGE (%)
1	Strongly Agree	3	15
2	Agree	3	15
3	Neutral	10	50
4	Disagree	3	15
5	Strongly Disagree	1	5
	TOTAL	20	100

Table 14 shows that 3 (15%) out of students chose strongly agree (SA), 3 (15%) chose agree (A), 10 (50%) chose neutral, 3 (15%) chose disagree (D) and 1 (5%) out of the students chose strongly disagree (SD). It means most of students at Madrasah Aliyah Guppi Sammata Gowa especially for Eleventh grade think that using Google meet is makes students mastery material of speaking English.

TABLE 15 USING GOOGLE MEET IS DIFFICULTIES IN UNDERSTAND THE MATERIAL PRESENTED.

NO	ITEMS	FREQUENCY	PERCENTAGE (%)
1	Strongly Agree	8	40
2	Agree	6	30
3	Neutral	4	20
4	Disagree	1	5
5	Strongly Disagree	1	5
	TOTAL	20	100

Table 15 shows that 8 (40%) out of students chose strongly agree (SA), 6 (30%) chose agree (A), 4 (20%) chose neutral, 1 (5%) chose disagree (D) and 1 (5%) out of the students chose strongly disagree (SD). It means most of students at Madrasah Aliyah Guppi Sammata Gowa especially for Eleventh grade think that the English learning is easy to understand using Google meet.

TABLE 16 USING GOOGLE MEET HARD FOR ME TO REMEMBER THE SUBJECT MATTER PRESENTED BY TEACHER THAT CAN BE SENT BACK TO THE TEACHER.

NO	ITEMS	FREQUENCY	PERCENTAGE (%)
1	Strongly Agree	5	25
2	Agree	4	20
3	Neutral	8	40
4	Disagree	2	10
5	Strongly Disagree	1	5
	TOTAL	20	100

Table 17 shows that 5 (25%) out of students chose strongly agree (SA), 4 (20%) chose agree (A), 8 (40%) chose neutral, 2 (10%) chose disagree (D) and 1 (5%) out of the students chose strongly disagree (SD). It means most of students at Madrasah Aliyah Guppi Sannata Gowa especially for Eleventh grade hard think that the English learning process is neutral using Google meet.

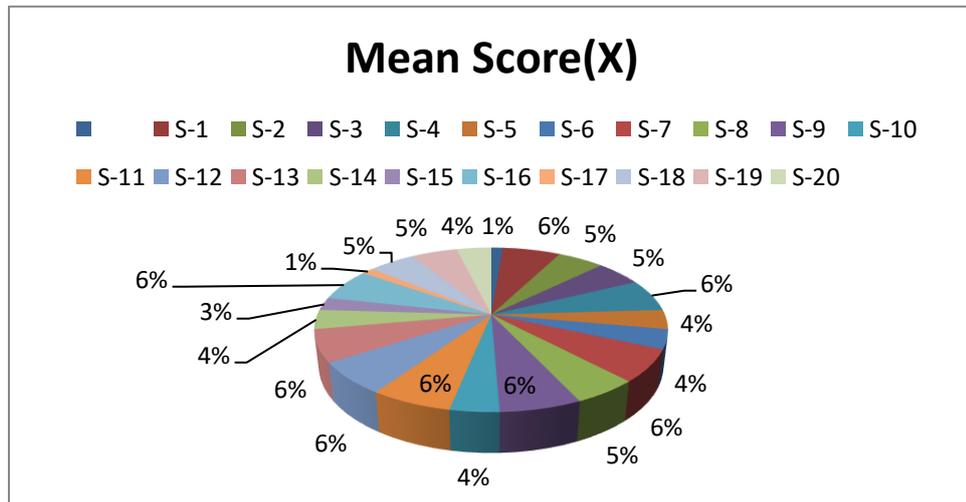


Figure 1. Mean Score

TABLE 18 CATEGORY OF THE STUDENTS' PERCEPTION ON THE USE OF GOOGLE MEET.

CATEGORY	SCORE CLASSIFICATION	FREQUENCY	PERCENTAGE %
Positive	42-70	12	85,7
Neutral	14-41	2	14,3
Negative	0-13	0	0
Positive perception		14	100 %

The table above showed that 12 (85,7%) have positive perception on the use of Google meet and there are 2 (14,3%) students have neutral perception about using Google meet . Therefore, most of students have positive perception and some of students have neutral perception.

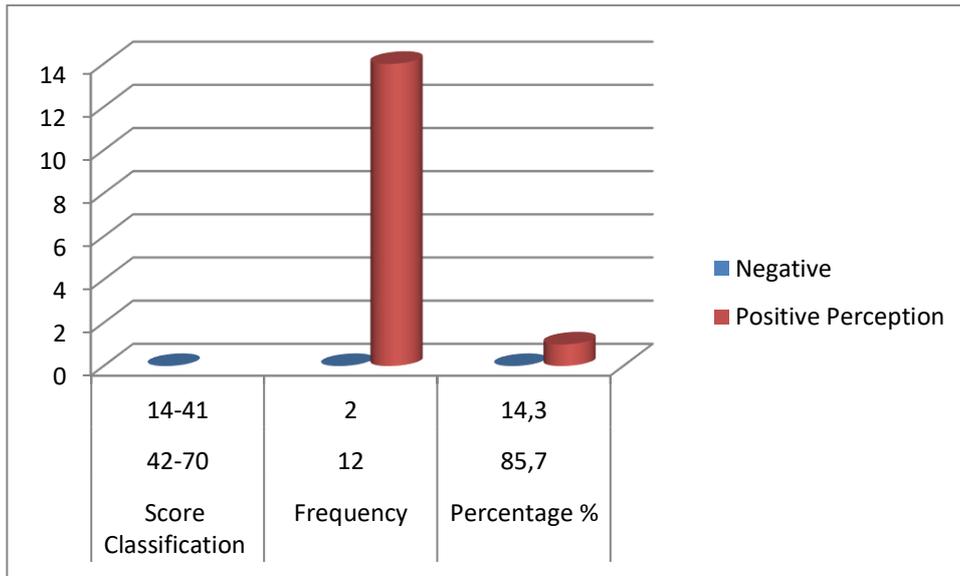


CHART 1. PIE OF THE RESULT OF THE STUDENTS' PERCEPTION ON ENGLISH TEACHING USING GOOGLE MEET .

Based on the Pie above we can calculate the mean score of the research are:

$$\begin{aligned}
 x &= \frac{\sum x}{n} \\
 x &= \frac{958}{20} \\
 &= 47,9
 \end{aligned}$$

If questionnaire consisted of 20 items, the score was classified as follow:

14 x 5 = 70 maximum score

14 x 3 = 42 neutral

14 x 1 = 14 undecided score/ low score

TABLE 4.16 LEVEL OF PERCEPTION

LEVEL OF PERCEPTION	SCORE
Positive	42-70
Neutral	14-41
Negative	0-13

Based on the data analysis of the questionnaire, it is found that the mean score of the students' perceptions on the use of Google meet in teaching English is 47,9, , as Likert's scale classified that if mean score greater than neutral (42) it means the categorized are positive. (Best, John in Fitriani 2001)

DISCUSSION

This research was conducted at the eleventh-grade students at MA Guppi Samata with the population were the eleventh grade. The objectives of this research were to know the students' perception on the use of Google meet in teaching English the result of findings found that using google meet most of the students gave positive response in teaching process. According to Walgito (1989), perception is formed through a process in which the flow of the perceptual process may be summarized as follows: starting from the object that stimulates and excites the sensory organs or receptors. This is referred to as the natural (physical) process. because used google meet help to improve students' communication and develop students' speaking ability. If the students use Google meet in virtual class thus students can understand how to express the ideas, opinion and help each other to solve problems in learning. In teaching and learning speaking the use of method is very important because it can make the teacher easy to give information or material to the students. The application that used is Google meet.

The use of Google meet in teaching English is much needed. Google meet can motivate more of students' mental potential to learn, and which obtained by suggestion because with this method the teacher can give relax situations, so the students can get the material easily. With music the students can imagine their think and then they can describe their imagination to others. The data obtained from questionnaire most of students had positive response used Google meet. Therefore, the researcher can conclude at eleventh grade students at MA Guppi Samata had positive category perception on the use of google meet in teaching English.

CONCLUSION

Based on the findings and discussion in the previous chapter, the researcher drew the conclusion in using google meet application is. In teaching English, the English teacher must develop students' english ability. In teaching and learning proces, the english teacher should make the effective situation. Google meet is one of application in virtual learning that can be used by the teacher, which is interesting and be able to catch students' attention in In teaching proces.

The English teacher can be categorized succes in the class when the teacher and the students have good interaction and students easy to understand what teacher teach. The result of sudents' perception on English teaching using google meet at MA Guppi Samata. Google meet is a good application in learning proces and give students the big effect for students' development in learning English.

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