

The Constructive Implementation of Habit Formation and Learning Motivation to The Students' Verb Mastery

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Abstract

Learning English is still an optional subject in Indonesian elementary schools. This is happening in some elementary schools which is determined by each school independently. According to this policy, English is only a subject that complements the management of the curriculum. Another effect is that English learning activities in the classroom result in lessons that place less emphasis on skill acquisition. Of course, this also affects students' lack of ownership of their skills. At the advanced level, students become increasingly confused about English, which was their chosen subject at the previous level. At this level, they encounter increasing difficulties. The study aims to create positive study habits that can be used as a guide for students to acquire desired competencies and as a preparation tool for students to reduce learning difficulties. The goal of learning English is to know the student's vocabulary, especially the range of basic verbs. and how much basic vocabulary do students know of verbs. This is intended to help them understand the context of learning English. It also makes it easier for students to write simple sentences in English. The researcher here uses verb as a variable to limit the study to avoid expanding the analysis. In this way, the extent of the habit formation effect of the verb can be measured. This study used an experimental design and was quantitative in design. 60 junior high school students from Al-Ittifaqiah Indralaya took part in the research study. In replacement of a two-way ANOVA, the data was examined using descriptive statistics, the normality and homogeneity test, the Wilcoxon test, the Mann Whitney U test, and the Kruskal Wallies test. The study's findings demonstrated the effectiveness of habit development in the teaching and learning process and the creation of positive habits. it is notably in mastering the vocabulary (verbs) to the seventh' grade students of Al -Itiifaqiah Junior high school.

Keywords: Habit, Motivation, Verb

1. INTRODUCTION

The language itself is very complicated. We have a phonetic system that allows for many different words, a vocabulary of about 50,000 to 100,000 terms that many adults use, and a set of structures to associate these words. In order acquiring the vocabularies are important aspect of learning a new language, especially in English. To make language learning process easier, it needs the process of increasing your vocabulary. This is the support point. Vocabulary mastery is needed to elevate the foreign language learning (ie; Writing, speaking, etc). Stated that One of the most important elements influencing a student's success or failure in language learning is their level of motivation. Motivation is also essential for motivating students to study the English language. In summary, motivation plays a crucial role in language learning; without it, students will lack enthusiasm for their English language studies (Budiana & Djuwari, 2018).

However, when learning English in junior high school, students are always presented with a lot of vocabularies, which they feel is new which vocabulary should be learned in elementary school. This is also a problem for teachers who teach, and of course makes it difficult to achieve the desired language learning process. there is an additional need to carry out treatments or actions that focus on vocabulary mastery, which is a continuation of the language mastery process at previous levels (Yuliastiti et al., 2023).

Based on data collected from 7 al Ittifaqiah indralaya junior high schools regarding daily verb mastery, specifically in basic daily verb. There were significantly low, because 25% students can master 20 basic verbs, 45% students can master 10-15 basic verbs. And only 30% of them can master 1-9 basic verbs. This also affects teaching and learning activities such as 1) The student got the difficulties in comprehension the material of the lesson either textual or contextual.(Pituch, 2006) 2) Less vocabulary is acquired by the students. particularly in common everyday verbs. According to the percentage observation for the seventh grade at Al-Ittifaqiah Indralaya junior high school, there is still a lot of opportunity for development in students' English vocabulary, particularly with regard to verbs. This will help students better understand the context in which they study English in the classroom. Furthermore, based on interviews with many seventh graders, a large number of children are more likely to learn English if they do not have a vocabulary of fundamental verbs that are used frequently in daily life and enhance their academic learning (Laurillard, 2012).

Moreover, based on interviews with several seventh graders, many students with not acquired a vocabulary of basic verbs that are commonly used in everyday life and support their learning in school are more likely to learn English (Kardena et al., 2022). They don't have a lot of motivation. Especially English in class. This is a factor that greatly influences the smooth flow of teaching and learning activities in an English class. To overcome the aforementioned problems, the researcher of this study focused on learning motivation, especially learning English. And familiarity with everyday English that accompanies the practice of speaking English in a school environment. It is intended to support teaching and learning activities in English in the classroom. To make it easier for students to understand the presented lesson. And, of course, students' motivation to learn English will increase (Osborne, 2003). In addition, to implement these two strategies, the researcher also investigates the importance of the influence of learning motivation and Habit Formation on verb mastery in middle school students (Asroni, 2023). This study is a continuation of several previous studies that focused on vocabulary mastery and student motivation to learn(Wever, 2006).

Similar to studies discussing and investigating whether there is a significant positive impact between student motivation to learn and 8th grade English proficiency (Jayanti, 2012). His research is a quantitative study using

the correlation method. The sample for this study includes 160 of his students. The samples were obtained by a technique called systematic random sampling. The study used two of his data collection methods: questionnaires (learning motivations and language learning strategies) and tests (students' English proficiency).

While previous studies have either evaluated the influence of learning motivation and language learning methodologies to the English competency of second-grade students at SMP Dwijendra Denpasar. The researcher will examine similar variable intensively (Learning motivation and Habit Formation) with first grader students as the sample. Because during the beginning, students had different motivations and goals than they do now. Because at this level, they are becoming more familiar with fresh ideas that they are learning at this level. In this situation, new problems are easier to solve. This is consistent with the researcher's goal of increasing motivation through habit formation as a strategy for achieving positive outcomes. Starting from the simple material which is related to daily activities (verb 1). As a result, it is hoped that at a later stage, students will be more inclined to use this strategy to learn more complex learning materials. For this reason, the researcher tried to find commonalities in problems encountered in previous studies. However, the difference lies in the study sample used, where the previous study included an 8th grader, whereas the researcher sampled his 7th grade. Because 7th grade is the transition period from elementary school to middle school. Of course, it is much not easier to analyze and measure one of the learning motivation variables, making it easier for students to familiarize themselves with the English language, intended to serve as an aid or introduction to learning. English subject from homeroom teacher.

2. RESEARCH METHODOLOGY

Research Design

Order to determine the effect of one variable on the other, the researcher used an experimental research design. "Experimental research is a way to find a causal relationship between two factors that are intentionally caused by the researcher, and experiments are always carried out to see treatment result (Sugiyono, 2017). "Two student groups—an experimental group and a control group—are allocated as research participants in order to create the experimental strategy. those in the experimental group are taught using the mapping idea, whilst those in the control group are taught using the conventional approach(Awad, 2015).

Time and Place

The research was conducted at Al- Ittifaqiah Junior high school- Indralaya. started from September – October 2023 with 4 weeks. The meeting was done three times a week on the seventh-grade junior high school.

Population and sample

Population

The seventh-grade pupils at Al-Ittifaqiah Indralaya Junior High School made up the study's population. Seven subjects were provided for seventh-grade students at Al-Ittifaqiah Indralaya, a junior high school. The further description of the population can be seen in Table.

Table 2.1 Populations

(Source: SMP Al-Ittifaqiah Indralaya in academic year of 2022-2023)

No	Population	Number of the Population
1	Class VII 1	20
2	Class VII 2	20
3	Class VII 3	20
4	Class VII 4	20
5	Class VII 5	20
6	Class VII 6	20
7	Class VII 7	20
<i>Total</i>		<i>140 Students</i>

Sample

Sample is a limited number of items chosen to represent a population. This study used a simple random sample technique as its sampling strategy. With this method of sampling, there was an equal probability that any object or person in the population was chosen at random to form a sample. Additionally, the researcher samples using a two-stage random sampling. utilized to choose study sample classes from the general public. The classes that were chosen are grouped. The experimental classes are processed differently from the usual method control classes.

Data Collection

In this research, test was chosen by the researcher to collect the data and the objective of the test divided into three, Questionnaires to find low and high learning motivation, pre-test and post-test. To measure students' verb mastery.

Learning Motivation Questionnaires

Motivation to learn comes from individuals who can encourage learning to achieve learning goals (Chadwick & Raver, 2015). It can be concluded that learning motivation is a strong urge to study seriously in order to achieve learning goals. From the definition of learning motivation, the indicators measuring learning motivation in this study include: (1) having a spirit of encouraging learning, (2) persevering in performing tasks, (3) making efforts to cope with learning difficulties (McGaghie, 2010).

Table 2.2 Questionnaire for Learning Motivation. Source: (Uno, B. Hamzah, Motivation theory and its measurement analysis in the field of education 2016)

No	Indicators	Number	Total
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		of questions	
1	Doing a task	1,2,3,4,5	5
2	Resilient in task difficulty	6,7,8,9,10	5
3	Students' interest and attention in learning	11,12,13,14,15	5
4	Desire to succeed in learning	16,17,18,19,20	5
5	Active in learning	21,22,23,24,25	5
6	Easily bored in daily tasks	21,22,23,24,25	5

Test (Pretest and Posttest)

This test was used to determine the outcome of how important a given treatment is through the organization of Habit Formationuation. The researcher did the test in two ways: pre-test and post-test. These two tests were conducted in experimental and control classes. A pre-test was performed before treatment and a post-test is performed after treatment. The researcher gave a written test on the basic vocabulary of verbs. Students wrote down their answers based on what they have learned. Both classes have pre-tests and post-tests, but they were treated differently. A written test administered in this study to collect the required data. The test was administered twice to accommodate a pre-test and a post-test. The pre-test was designed to assess the basic verb vocabulary acquired by the student before treatment. The post-test was designed to determine the mastery of basic verb vocabulary after being exposed to Habit Formation. Specifically, written tests were used to assess differences in ability between the type of written exam given is a fill-in-the-blank test consisting of 40 questions drawn from a variety of reliable sources. All questions facilitate all verbs used in the material would be delivered. The author took a basic verb lexical specification test related to the 7th grade (K13) English syllabus as shown in the Table.

Table 2.3 Clasification of conduct the Instrument

Date	Time	Types of Question	Classes
27 Sept and 1 Oct 2023	Validity/pre-test	40 Items of Fill the blank form.	Both Experiment & control class
25 and 29 Oct 2023	Post-test	40 Items of Fill the blank form.	Experiment class
25 and 29 Oct 2023	Post test	40 Items of Fill the blank form.	Control class

Validity and Reliability

Validity

Validity test is used to check if something is valid or not, depending on the situation. Any questionnaire is deemed valid if the questionnaire' statement on their person is capable of describing what would be done to them (fitrah,

2017). Validity test in each question if $r > r_{tab}$ in a significant ($\alpha = 0,05$) In that case the instrument is considered invalid and if r counted $< r_{tab}$. in that case the instrument is considered as invalid.

Table 2.4 Validity Test of Vocabulary Mastery

No	Number of Items	Rcount	Rtable	Remarks
1	R-Item1	0,633	0,312	Valid
2	R-Item2	0,768		Valid
3	R-Item3	0,478		Valid
4	R-Item4	0,437		Valid
5	R-Item5	0,618		Valid
6	R-Item6	0,693		Valid
7	R-Item7	0,484		Valid
8	R-Item8	0,510		Valid
9	R-Item9	0,471		Valid
10	R-Item10	0,425		Valid
11	R-Item11	0,685		Valid
12	R-Item12	0,550		Valid
13	R-Item13	0,421		Valid
14	R-Item14	0,510		Valid
15	R-Item15	0,685		Valid
16	R-Item16	0,524		Valid
17	R-Item17	0,437		Valid
18	R-Item18	0,485		Valid
19	R-Item19	0,437		Valid
20	R-Item20	0,645		Valid
21	R-Item21	0,667		Valid
22	R-Item22	0,746		Valid
23	R-Item23	0,381		Valid
24	R-Item24	0,763		Valid
25	R-Item25	0,474		Valid
26	R-Item26	0,585		Valid
27	R-Item27	0,542		Valid
28	R-Item28	0,802		Valid
29	R-Item29	0,352		Valid
30	R-Item30	0,535		Valid
31	R-Item31	0,802		Valid

32	R-Item32	0,456		Valid
33	R-Item33	0,763		Valid
34	R-Item34	0,460		Valid
35	R-Item35	0,317		Valid
36	R-Item36	0,841		Valid
37	R-Item37	0,419		Valid
38	R-Item38	0,507		Valid
39	R-Item39	0,414		Valid
40	R-Item40	0,319		Valid

Table showed that r-table was 0.312. Based on the data r-count in each item were greater than r-Table. Therefore, the test used in this research is valid.

Reliability

The Cronbach's Alpha technique is used in this study to measure the internal consistency of reliability. The following was the reliability instrument (r11) criteria: A reliable measurement instrument is indicated if r11 is equal to or greater than 0.60. The following is the reliability test result:

Table 2.5 Reliability Test of Instrument

Reliability Statistics	
Cronbach's Alpha	N of Items
.784	30

Cronbach's Alpha value, as determined by the reliability test calculation, is 0.784. There is a p-value greater than 0.60. Thus, this research's instrument is reliable.

Data Analysis

Determine the significant effect of habit formation on students' verb mastery, the researcher employed a factorial design and t-test data analysis. The process of analyzing the data involved six steps.

Descriptive statistic

In descriptive statistic, students' score of Pre-test and Post-test would be analyzed. This was taken as a step to find comparative values of exposure between pre-test, post-test, and questionnaire values for experimental and control groups, including median, mode, mean of standard error, standard deviation, and min score/max.

Test of Normality

A normality test that determines whether samples from the same population are normal. According to (Sugiyono, 2017), normality test is used to check the normality of the variable under study, regardless of whether the data is normally distributed or not. This is significant because, in the event when the

data for each variable is not normally distributed, parametric statistics cannot be used for hypothesis testing. procedure used in this work, which uses the Kolmogorov-Smirnov (KS) statistical test to show that the data distribution is normal. If the value exceeds the significant level $\alpha = 0,05$, the data is regularly distributed.

Test of Homogeneity

Test of homogeneity was used to examine the homogeneity of the data distribution. Levene statistics will be used to analyze the questionnaires, pre- and post-test results, and control and experimental group data. It is indicated that the data distribution is homogeneous by a p-value of 0.05 or higher.

Wilcoxon Test

Wilcoxon Test was used to compare the mean of the sample group's score of between the treatment. It was concluded that an important step in this research of the students in the experimental and control groups was examined. To put it briefly, the Wilcoxon Test was used by the researcher since the data distribution was normal but not homogeneous. The researcher replaced the Wilcoxon test for the Paired Sample T-test.

Mann Whitney U Test

The statistically significant difference between the verb mastery scores of students treated by habit formation and standard teaching techniques was determined using the Mann Whitney U Test. The alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected when the significance level is less than 0.05. The researcher switched the Mann Whitney U test for the Independent sample t-test.

Kruskal Wallis Test

Kruskal Wallis Test was used to find out the significant interaction effect of students' verb mastery score which was treated by habit formation and learning motivation. The significant level should be lower than 0.05, it meant the null hypothesis (H_o) is rejected while the alternative hypothesis (H_a) is accepted. The researcher used Kruskal Wallis Test as an alternative for Two-way anova.

3. RESULT AND DISCUSSION

There are five hypotheses tested in this research, the researcher used Wilcoxon, Mann-Whitney and Kruskal Wallis as non-parametric statistic test as the alternative for parametric statistic test (Paired sample t-test, independent t-test and two-way anova) they were used to analyze the result of all hypotheses testing. The researcher used Wilcoxon test to know (1) the significant difference in verb mastery between the students with high learning motivation and those with low learning motivation taught using Habit Formation of the seventh grade at junior high school Al-Ittifaqiah Indralaya (2) the significant difference in verb mastery between the students with high learning motivation and those

with low learning motivation taught using conventional teaching strategy of the seventh grade at junior high school Al-Ittifaqiah Indralaya. Also used Mann-Whitney U Test to know (3) the significant difference in verb mastery between the students with high learning motivation taught by using Habit Formation and conventional teaching strategy of the seventh grade at junior high school Al-Ittifaqiah Indralaya (4) the significant difference in verb mastery between the students with low learning motivation taught by using Habit Formation and conventional teaching strategy of the seventh grade at junior high school Al-Ittifaqiah Indralaya. And used Kruskal Wallis to know (5) the significant interaction effect of Habit formation and learning motivation to the students' verb mastery in English of the seventh grade at Junior High School Al-Ittifaqiah Indralaya?

1. Measuring the significant difference in verb mastery between the students with high learning motivation and those with low learning motivation taught using Habit Formation

The statistic obtained by applying the Wilcoxon test revealed that the p-output (two-tailed) was 0.001. In contrast to alpha, the p-output was less than 0.05. Based on the comparison, it is determined to be there was significantly difference in in verb mastery between the students with high learning motivation and those with low learning motivation taught using Habit formation. Therefore, H_a was accepted while H_o was rejected. It reveals that There was significant difference in verb mastery between the students with high learning motivation and those with low learning motivation taught using Habit Formation. The further calculation of the test is displayed in Table.

Table 3.1 Wilcoxon Test Statistics^a

	Low_Motivation High_Motivation	-
Z	-3.268	
Asymp. Sig. (2-tailed)	.001	
a. Wilcoxon Signed Ranks Test		
b. Based on positive ranks.		

2. Measuring significant difference in verb mastery between the students with high learning motivation and those with low learning motivation taught using conventional teaching strategy

The statistic obtained by applying Wilcoxon test that reveal that the p-output (2-tailed) was 0.47. When compared to 0.05, the p-output was higher than alpha. Based on the comparison, it is determined to be there was no significantly difference in vocabulary mastery between the students' score in pretest and posttest with high learning motivation taught by using conventional teaching strategy. Therefore, Ha was rejected while Ho was accepted. It reveals that There was not any significant difference in verb mastery between the students with high learning motivation and those with low learning motivation taught using conventional teaching strategy. The further calculation of the test is displayed in Table.

Table 3.2 Wilcoxon Test Statistics^a

	Low Motivation in Control Group - High Motivation in Control Group
Z	-.723 ^b
Asymp. Sig. (2-tailed)	.470
a. Wilcoxon Signed Ranks Test	
b. Based on positive ranks.	

- Measuring the significant difference in verb mastery between the students with high learning motivation taught by using Habit Formation and conventional teaching strategy

The statistic obtained by applying Mann-Whitney U test, it was revealed that the p-output (2-tailed) was 0.00. When compared to 0.05, the p-output was lower than alpha. Based on the comparison, it is determined to be significantly difference between the students' score with low learning motivation taught by using Habit Formation and conventional teaching strategy. Therefore, Ha was accepted while Ho was rejected. It reveals that there was a significant difference in verb mastery between the students with high learning motivation taught by using Habit Formation and conventional teaching strategy. the further calculation of the test is displayed in Table.

Table 3.3 Mann-Whitney U Test Statistics

	Score in High Motivation Between Experimental Group and Control Group
Mann-Whitney U	87.500

Wilcoxon W	121.000
Z	-4.635
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000 ^b
a. Grouping Variable: LM	
b. Not corrected for ties.	

4. Measuring the significant difference in verb mastery between the students with low learning motivation taught by using Habit Formation and conventional teaching strategy

The statistic obtained by applying Mann-Whitney U test, it was revealed that the p-output (2-tailed) was 0.00. When compared to 0.05, the p-output was lower than alpha. Based on the comparison, it is determined to be significantly difference between the students' score with low learning motivation taught by using Habit Formation and conventional teaching strategy. Therefore, H_a was accepted while H_o was rejected. It reveals that there was a significant difference in verb mastery between the students with low learning motivation taught by using Habit Formation and conventional teaching strategy. The further calculation of the test is displayed in Table.

Table 3. 4 Mann-Whitney U Test Statistics^a

	Score in High Motivation Between Experimental Group and Control Group
Mann-Whitney U	81.000
Wilcoxon W	201.000
Z	-1.313
Asymp. Sig. (2-tailed)	.000
Exact Sig. [2*(1-tailed Sig.)]	.000 ^b
a. Grouping Variable: LM	
b. Not corrected for ties.	

5. Measuring the significant interaction effect of Habit Formation and learning motivation toward the students' verb mastery

A test was conducted to look at the interaction effect between two independent factors, habit formation and learning motivation, and the dependent variable, verb mastery. It was essential to check whether the

significant value indicated a significant interaction effect. There was a significant interaction effect if the value was less than or equal to alpha 0.05.

Table 3. 5 Kruskal-Wallis Test Statistics^{a,b}

Test of Significant Interaction Between Habit Formation and Learning Motivation	
Kruskal-Wallis H	4.732
df	1
Asymp. Sig.	.030
a. Kruskal Wallis Test	
b. Grouping Variable: LM	

Based on the Kruskal Wallis statistical calculation, the significance value (2 tailed) was found to be 0.03. It indicates that there was a significance interaction between the students' verb mastery and their habit formation technique and learning motivation. It may be concluded that there was a significant interaction between the independent variable (habit formation) and the moderator variable (learning desire) and the dependent variable (vocabulary mastery). Consequently, the null hypothesis was rejected and the alternative hypothesis was accepted. The p-output (2-tailed) was found to be 0.030. If the p-value is less than the 0.05 significant level, it is considered significant. The comparison revealed that there was a significant interaction. H_a was therefore approved whereas H_o was not. It indicated that there was a substantial

It is critical for all the teachers to recognize the importance of making Habit formation in every learning environment. Learning environment should be positive atmosphere to the student in reaching their goals of learning, building positive habits in learning. Habits, such as keystone habits, can lead to sustained positive behaviors and ultimately, personal improvement. Therefore, the concept of habit formation is widely supported as an effective approach to cultivating positive habits and behaviors.

4. CONCLUSION

Based on the result of the questionnaires in posttest, it can be concluded that was effective to implement habit formation to assist in teaching and learning process. Through habit formation, good study habits can turn activities into habits. Positive activities can also create positive habits. Once positive habits are formed, students will perform them automatically without feeling

forced. This also helps students achieve desired skills through more independent and focused learning and study strategies.

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AUTHOR CONTRIBUTION STATEMENT

This study has a group of authors who all contributed. In the paragraph that follows, we will briefly go detail what each person did to ensure that the research was broad and comprehensive. The primary research work is credited to the first author, who implemented the study, gathered data, and analyzed and interpreted the collected data. The second author serves as the primary advisor, providing direction and monitoring. As a secondary advisor, the third author contributed additional ideas and input.

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