

REFERENCES

- Agung, A. S., Surtikanti, M. W., & Quinones, C. A. (2020). Students' Perception of Online Learning during COVID-19 Pandemic: A Case Study on the English Students of STKIP Pamane Talino. *Journal of Social Sciences and Humanities*, 10, 225-254.
- Albawe, F. S., & Stanley, D. (2016). Computer-Mediated Communication Tools and Their Role in Developing EFL Learners' Writing Skill. *Research Journal of English Language and Literature*, 342-348.
- Alvarez, C. M. (2001). A Professor and His Students Share Their Thoughts, Questions and Feelings. Washington.
- Astuti, T., & Indriani, L. (2020). The EFL Students' Perception in using Google Classroom for English Learning During Pandemic. *Jurnal Review Pendidikan dan Pengajaran*, 2655-6022.
- Bagata, D., Umamah, A., & Fikri, D. (2020). EFL University Students' Perception of The Use of Online Learning Platform in The Covid 19 Pandemic. *Jurnal Penelitian, Pendidikan dan Pembelajaran*, 15.
- Bawanti, P. K., & Arifani, Y. (2021). Students' Perceptions of Using Zoom Application on Mobile Phone in Improving Speaking Skills During Online Learning at Ban Loeiwangsai School, Loei Province, Thailand. *Journal of English Teaching, Literature, and Applied Linguistics*, 54-71.

- Bhowmick, A., Khasawneh, M. T., Bowling, S. R., Gramopadhye, A. K., & Melloy, B. J. (2007). Evaluation of alternate multimedia for web-based asynchronous learning. *International Journal of Industrial Ergonomics*, 37(7), 615-629.
- Cakrawati, L. M. (2017). Students' Perception on the Use of Online Learning Platform in EFL Classroom. *English Language Teaching and Technology Journal*, 1.
- Cennet, A. (2015). Perceptions of Undergraduate Students About Synchronous Video Conference-Based English Courses. *Procedia - Social and Behavioral Sciences*, 627-633.
- Chauhan, V. (2017). Synchronous and Asynchronous Learning. *Imperial Journal of Interdisciplinary Research*, 1345-1348.
- Clark, R. C., & Kwinn, A. (2007). *The New Virtual Classroom: Evidence-Based Guidelines for Synchronous e-Learning*. San Francisco: Pfeiffer.
- Cojocariu, V. M., Lazar, I., Nedeff, V., & Lazar, G. (2014). SWOT analysis of e-learning educational services from the perspective of their beneficiaries. *Procedia - Social and Behavioral Sciences*, 116, 1999-2003.
- Creswell, J. W. (2012). *Educational Research Planning, Conducting, and Evaluating Quantitative Research 4th Edition*. Boston: Merrill Education.
- Fitria, T. N. (2020). Students' Perception toward the Implementation of Synchronous Learning during COVID-19 Pandemic in English Language Teaching (ELT). *English Studies on Translation, Culture, Literature, and Linguistics*, 4.

- Ghavifekr, S., & Rosdy, W. A. (2015). Teaching and Learning with Technology: Effectiveness of ICT Integration in Schools. *International Journal of Research in Education and Science (IJRES)*, 1(2), 175-190.
- Ghazal, S., Samsudin, Z., & Al-dowah, H. (2015). Students' Perception of Synchronous Courses using Skype-based Video Conferencing. *Indian Journal of Science and Technology*, 3(30), 1-10.
- Girişen, N., Söker, N., Zenci, S. Ç., Saltık, O., Bozkurt, F., & Pilancı, H. (2020). Synchronous Facilitation in Distance Foreign Language Teaching. *International Conference "ICT for Language Learning*. Turkey: Pixel.
- Hyder, K., Kwinn, A., Miazga, R., & Murray, M. (2007). The eLearning Guild's Handbook on Synchronous e-Learning. In *The eLearning Guild's Handbook on Synchronous e-Learning* (p. 1). Santa Rosa: David Holcombe.
- Karal, H., Cebi, A., & Turgut, Y. E. (2011). Perception of Students Who Take Synchronous Courses Through Video Conferencing About Distance Education. *The Turkish Online Journal of Educational Technology*, 10(4), 276-293.
- Martin, F., Parker, M., & Allred, B. (2013). A Case Study on the Adoption and use of Synchronous Virtual Classrooms. *The Electronic Journal of e-Learning*, 124-138.
- Moser, S., & Smith, P. (2015). Benefits of Synchronous Online Courses. *ASCUE Proceedings*, (pp. 43-48).

- Naibaho, L. (2021). Online Learning Evaluation during Covid-19 using CSE-UCLA Evaluation Model at English Education Department Universitas Kristen Indonesia. *Budapest International Research and Critics Institute-Journal*, 1978-1997.
- Oka, H., & Suardita, K. (2018). Japanese Dental Students' Perceptions of Video Conferencing Lectures in the Global Classroom. *MedEdPublish*, 7, [1],1-14.
- Pardede, P. (2012). Blended Learning for ELT. *Journal of English Teaching*, 2(3), 165-178. <https://doi.org/10.33541/jet.v2i3.54>
- Pardede, P. (2020). Integrating the 4Cs into EFL Integrated Skills Learning. *Journal of English Teaching*, 6(1), 71-85. <https://doi.org/10.33541/jet.v6i1.190>
- Pardede, P. (2020). EFL Secondary School Students' Perception of ICT Use in EFL Classroom. *Journal of English Teaching*, 6(3), 246-259. <https://doi.org/10.33541/jet.v6i3.2215>
- Perveen, A. (2016). Synchronous and Asynchronous E-Language Learning: A Case Study of Virtual University of Pakistan. *International Council For Open And Distance Education*, 8(1), 21-39.
- Prasasti, T. I., Solin, M., & Hadi, W. (2019). The Effectiveness of Learning Media Folklore Text of North Sumatera Based on Blended Learning by 10th Grade Students of Vocational High SchoolHarapan Mekar-1 Medan. *Budapest International Research and Critics in Linguistics and Education*, 2, 480-490.
- Rahayu, D. (2020). Synchronous Zoom Web Conference System: An Exploratory Study on Students' E-Learning Experience. *Journal of ELT Research*, 68-79.

- Riduwan. (2015). *Skala Pengukuran Variabel-variabel Penelitian*. Bandung: Alfabeta.
- Rockinson-Szapkiw, A. J., & Walker, V. L. (2009). Web 2.0 Technologies:
Facilitating Interaction in an Online Human Services Counseling Skills
Course. *Journal of Technology in Human Services*, 175-193.
- Rookes, P., & Willson, J. (2005). *Perception; Theory, development and organisation*.
London: Routledge.
- Rusman. (2010). *Model-Model Pembelajaran: Mengembangkan Profesionalisme
Guru*. Jakarta: Rajawali Pers.
- Shukri, A., Nordin, D. L., Salleh, F. I., Raidzwan, S. N., & Ahmad, R. (2020). UniKL
Students' peception on Synchronous Learning Using ICT as Learning Tools
to Learn English. *Journal of Critical Reviews*, 793-796.
- Sinaga, O. (2018). Students' Perceptions on the Role of English Day Program in
Speaking Skill Development. *Journal of English Teaching*, 4, 103-117.
- Slameto. (2010). *Belajar dan Fakror-Faktor Yang Mempengaruhinya* . Jakarta:
Salemba Empat .
- Soo, K. S., & Bonk, C. J. (1998). Interaction: What does it mean in online distance
education? *Educational Resources Information Center (ERIC)*, 2-8.
- Sophocleous, S. P., & Loizides, F. (2016). *Exploring the benefits and disadvantages
of introducing synchronous to asynchronous online technologies to facilitate
flexibility in learning*. France: La Grange des Noyes.
doi:10.14705/rpnet.2016.eurocall2016.589

Thalib, S. (2010). *Psikologi Pendidikan Berbasis Analisis Empiris Aplikatif*. Jakarta:

Prenada Media Group.

Yang, J., Yu, H., & Chen, N.-s. (2019). Using blended synchronous classroom

approach to promote learning performance in rural area. *Computer &*

Education An International Journal, 141.

