

ENHANCING ENGLISH LANGUAGE TEACHING THROUGH LEARNING MANAGEMENT SYSTEMS: ISSUES AND PEDAGOGICAL IMPLICATIONS IN EFL CONTEXTS

Resa Adi Kurnia^{1*}

¹ Universitas Sarjanawiyata Tamansiswa, Indonesia

*Corresponding author: resaadikurnia14@gmail.com

Abstrak - Penelitian ini bertujuan untuk menganalisis efektivitas, isu, dan implikasi pedagogis dalam pemanfaatan Learning Management System (LMS) untuk meningkatkan pembelajaran bahasa Inggris di sekolah menengah atas. Pengumpulan data dilakukan melalui analisis skala Likert yang mencakup aspek perencanaan pembelajaran, pengembangan bahan ajar, ketersediaan media pendukung, kesesuaian dengan rencana instruksional, penyusunan rubrik penilaian, pelaksanaan evaluasi, ketepatan waktu, serta penyampaian materi melalui LMS. Hasil penelitian menunjukkan bahwa sebagian besar peserta memberikan penilaian “Baik” hingga “Sangat Baik” terhadap pemanfaatan LMS dalam pembelajaran bahasa Inggris, yang mencerminkan efektivitasnya dalam mendukung proses belajar-mengajar di konteks English as a Foreign Language (EFL). Namun, sebagian kecil responden memberikan penilaian “Kurang” dan “Sangat Kurang,” terutama terkait keterbatasan sumber belajar digital dan inkonsistensi dalam penyampaian materi daring. Temuan ini mengindikasikan bahwa meskipun LMS telah berkontribusi positif terhadap peningkatan kualitas pembelajaran bahasa Inggris, masih terdapat tantangan teknis dan pedagogis yang perlu diatasi, seperti akses teknologi, mutu konten digital, serta kompetensi digital guru. Oleh karena itu, penelitian ini menekankan pentingnya pelatihan berkelanjutan bagi guru, peningkatan infrastruktur digital, serta inovasi dalam desain pembelajaran berbasis LMS untuk mengoptimalkan efektivitas pengajaran bahasa Inggris di sekolah menengah.

Kata kunci: Learning Management System, pembelajaran bahasa Inggris, sekolah menengah atas, implikasi pedagogis, teknologi pendidikan.

Abstract - This study aims to analyze the effectiveness, issues, and pedagogical implications of utilizing Learning Management Systems (LMS) to enhance English language teaching in high schools. Data were collected using a Likert-scale analysis covering aspects of lesson planning, material development, availability of learning media, alignment with instructional plans, preparation of assessment rubrics, evaluation implementation, timeliness, and material delivery through LMS. The findings indicate that most participants rated LMS use as “Good” to “Very Good,” reflecting its effectiveness in supporting English language teaching and learning within an EFL context. However, a small proportion of respondents rated certain aspects as “Poor” or “Very Poor,” particularly regarding the completeness of digital learning resources and the consistency of online material delivery. These results suggest that while LMS contributes positively to improving English instruction, several technical and pedagogical challenges remain, including issues of accessibility, content quality, and teachers’ digital literacy. Therefore, the study emphasizes the need for continuous professional development, enhanced digital infrastructure, and innovative LMS-based instructional design to optimize English language teaching effectiveness in high schools.

Keywords: Learning Management System, English language teaching, high school, pedagogical implications, educational technology.

1. INTRODUCTION

The advancement of digital technology has profoundly transformed the landscape of English Language Teaching (ELT), particularly within English as a Foreign Language (EFL) settings. The transition from traditional classroom instruction to online or blended learning

History:

Received : 13 Agustus 2024

Revised : 28 Agustus 2024

Accepted : 8 September 2024

Published : 10 September 2024

Publisher: Universitas PGRI Palembang

Licensed: This work is licensed under
a Creative Commons Attribution 4.0 License



environments has compelled educators to adapt by utilizing effective technological tools to deliver language instruction. Learning Management Systems (LMS) have emerged as a key platform that integrates various multimedia components such as text, audio, video, and interactive tasks to support the teaching and learning of English. In the current era of the industrial revolution 4.0 moving toward 5.0, the integration of Information and Communication Technology (ICT) into English education has become essential for enhancing teaching quality, accessibility, and learner engagement (Jones & Flint, 2022; Kademi, 2021).

In Indonesia, the implementation of LMS has been widely encouraged to strengthen English language instruction at both secondary and tertiary levels. The LMS serves not only as a repository of instructional materials but also as an interactive space where teachers and students can communicate, collaborate, and engage in autonomous learning (Madhavi et al., 2023). Through features such as discussion forums, quizzes, feedback systems, and assignment submissions, LMS promotes student-centered learning that aligns with communicative and constructivist approaches to language teaching. Furthermore, the system supports differentiated instruction by allowing teachers to tailor tasks according to learners' proficiency levels and learning preferences (Cantabella et al., 2019; Firdaus & Firdaus, 2024).

Despite its pedagogical benefits, several issues and challenges persist in the use of LMS for teaching English in EFL contexts. Many teachers face technical and pedagogical barriers, including limited digital literacy, inadequate infrastructure, and insufficient training on LMS integration in ELT. In some schools, the LMS is underutilized or functions merely as a content delivery tool rather than a dynamic platform for interactive language practice (Aleksius et al., 2022). Furthermore, students often encounter motivational and accessibility challenges, particularly in regions with limited internet connectivity. These constraints can reduce the effectiveness of online English learning and create disparities in student engagement and achievement (Pal & Vanijja, 2020; Diez et al., 2020).

Therefore, understanding these challenges is essential to maximize the pedagogical potential of LMS in enhancing English language teaching. This study focuses on examining the issues and pedagogical implications of LMS integration in EFL classrooms, particularly in high school settings. The findings are expected to provide valuable insights for English teachers, curriculum developers, and policymakers in improving the design, implementation, and sustainability of LMS-based English instruction. By addressing the identified challenges, LMS can become a more effective tool for fostering students' English proficiency, digital literacy, and autonomous learning in the EFL context.

2. METHOD

2.1 Research Method

This study utilized a survey-based quantitative research method to investigate the issues, challenges, and pedagogical implications of using Learning Management Systems (LMS) in English as a Foreign Language (EFL) instruction at the high school level. The instrument used was a standardized questionnaire adapted from previously validated studies in the field of educational technology and language learning (Dörnyei & Taguchi, 2019; Miall & Kuiken, 2019). The questionnaire was specifically designed to capture teachers' and students' perceptions, experiences, and attitudes toward LMS integration in English language teaching.

2.2 Research Subjects

The research was carried out in three senior high schools in Yogyakarta, each of which has implemented LMS as part of its English language learning system. Participants included both English teachers and students who regularly used LMS platforms such as Google Classroom, Moodle, or Schoology for learning activities and communication. A total of 120 respondents comprising both teachers and students were selected through random sampling to ensure representativeness. The participants were chosen without regard to grade level or English proficiency to provide a comprehensive overview of LMS utilization in various EFL contexts.

2.3 Data Collection

Data were collected primarily through online questionnaires distributed using Google Forms. The survey items were developed based on key indicators that reflect the effectiveness and challenges of LMS integration in English language instruction (Mauliddiyah, 2021; Anufia, 2019; Daruhadi & Sopiati, 2024). To enhance accessibility and response accuracy, the survey link was shared through institutional email and WhatsApp groups. The use of Google Forms enabled automatic tabulation and visualization of data into bar, line, and pie charts, which supported efficient preliminary analysis. The survey approach was chosen to efficiently gather perceptions from a large number of EFL teachers and students, ensuring objectivity and minimizing researcher influence.

2.4 Data Analysis

To strengthen the validity of the findings, follow-up semi-structured interviews were conducted with 15 selected respondents representing both teachers and students. These interviews were intended to verify and elaborate on the survey results, providing deeper insights into the practical challenges and pedagogical implications of LMS in English learning. The integration of quantitative (survey) and qualitative (interview) data created a more holistic understanding of LMS use in EFL classrooms.

The data collection and analysis process was structured around several research indicators, as presented in Table 1. These indicators encompassed key elements of English teaching and learning management through LMS, including planning, material development, assessment, delivery, and reflection.

Table 1. Research Indicators

No	Indicator
1	Planning and preparation of learning implementation
2	Development of teaching materials, such as modules or instructional resources
3	Availability and completeness of teaching aids
4	Alignment of lesson content with schedule and instructional plan
5	Preparation of assessment criteria and evaluation rubrics
6	Inclusion of evaluation and analysis sheets
7	Timely execution of the learning process
8	Delivery of learning materials through the Learning Management System (LMS)
9	Analysis of learning challenges and assessment of student performance

The quantitative data were analyzed using IBM SPSS Statistics 22 (Field, 2024; Fiandini et al., 2024). Responses were measured using a five-point Likert scale, ranging from 1 (“strongly disagree”) to 5 (“strongly agree”). Prior to analysis, data were screened for

completeness and accuracy; incomplete or inconsistent responses were omitted to maintain data validity. Survey results were then processed and presented through descriptive statistics (means, frequencies, and percentages), visualized in charts for clearer interpretation. Furthermore, data triangulation was conducted by comparing survey findings with interview data. Interview transcripts were coded and categorized according to the research indicators, allowing for systematic validation of key themes. The combination of these analytical steps ensured that the findings reliably represented the realities of LMS implementation in English language teaching at the high school level, highlighting both its pedagogical benefits and the challenges faced by educators and learners.

3. RESULT AND DISCUSSION

3.1 Result

This study presents the findings of a survey conducted to analyze the use of Learning Management Systems (LMS) in English as a Foreign Language (EFL) teaching and learning at the high school level. Although LMS platforms have been widely adopted to support instructional delivery and student engagement, several pedagogical and technical challenges remain. These include limitations in digital literacy, inconsistent content management, and insufficient training for teachers and students. The survey data, analyzed using IBM SPSS 22, provide a comprehensive overview of teachers' and students' perceptions regarding the effectiveness of LMS integration in EFL contexts. The summarized findings are visualized in Figures 1–9, highlighting both strengths and areas that require improvement to enhance LMS-based English language instruction.

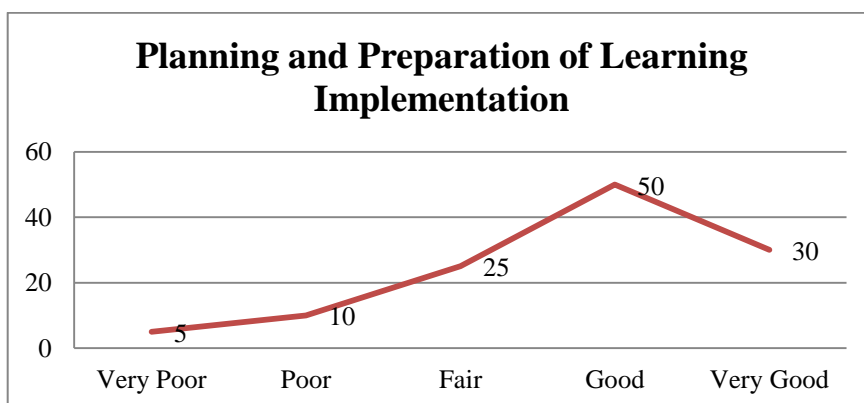


Figure 1. Planning and preparation of learning implementation

The results of the Likert Scale analysis on planning and preparation of learning implementation show that out of 120 participants, the majority provided positive responses. Specifically, 50 participants (41.7%) rated the implementation as "Good" and 30 participants (25%) rated it as "Very Good," indicating that most participants perceived the planning and preparation process positively. Meanwhile, 25 participants (20.8%) rated it as "Fair," suggesting that a portion of respondents considered the implementation to be moderate and in need of improvement. On the other hand, only 10 participants (8.3%) rated it as "Poor" and 5 participants (4.2%) as "Very Poor," showing that negative perceptions were relatively low. These findings suggest that planning and preparation for EFL lessons through LMS are generally satisfactory, though some aspects particularly in aligning goals and digital readiness still require enhancement.

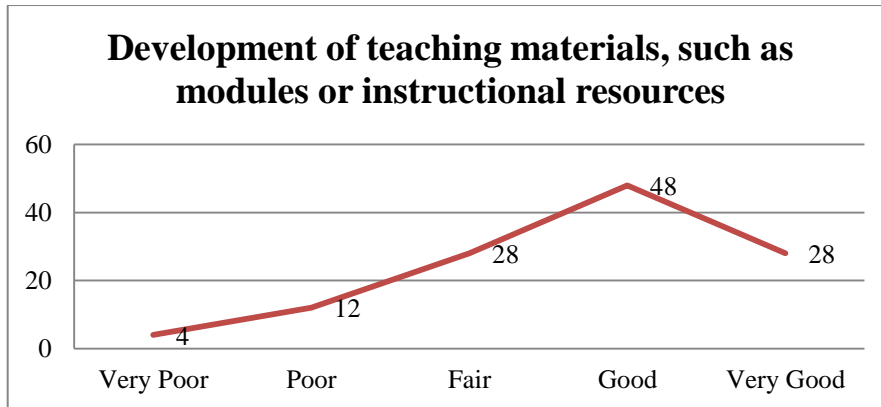


Figure 2. Development of teaching materials, such as modules or instructional resources

he results show that teachers' development of instructional materials through LMS was well-received by most participants. A total of 48 respondents rated this aspect as "Good," followed by 28 as "Very Good," and another 28 as "Fair." Only 12 rated it "Poor," and 4 "Very Poor." This distribution indicates that English learning materials such as digital modules, videos, and online exercises were generally considered effective and accessible. However, a small number of participants noted the need for more interactive and contextually relevant resources that could support varied learning styles and proficiency levels.

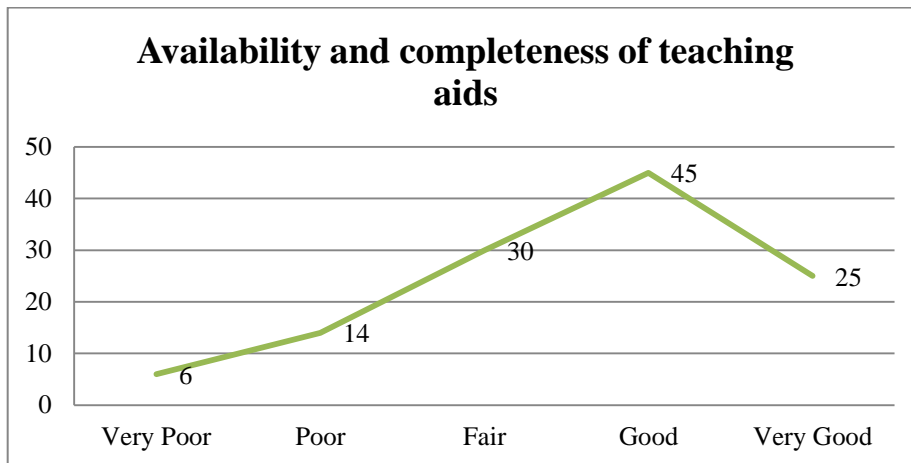


Figure 3. Availability and completeness of teaching aids

The results regarding the availability and completeness of teaching aids demonstrate that most participants expressed positive perceptions. A total of 45 participants rated this aspect as "Good," while 25 participants assessed it as "Very Good." Additionally, 30 participants considered it "Fair," indicating a moderate level of satisfaction. On the other hand, 14 participants rated it as "Poor," and 6 participants as "Very Poor," showing that a small portion of respondents still identified shortcomings in the availability and completeness of teaching aids. Overall, the data suggest that teaching aids were generally perceived as adequate and supportive of the learning process, with the majority of responses leaning toward the "Good" to "Very Good" categories, although some areas still require improvement.

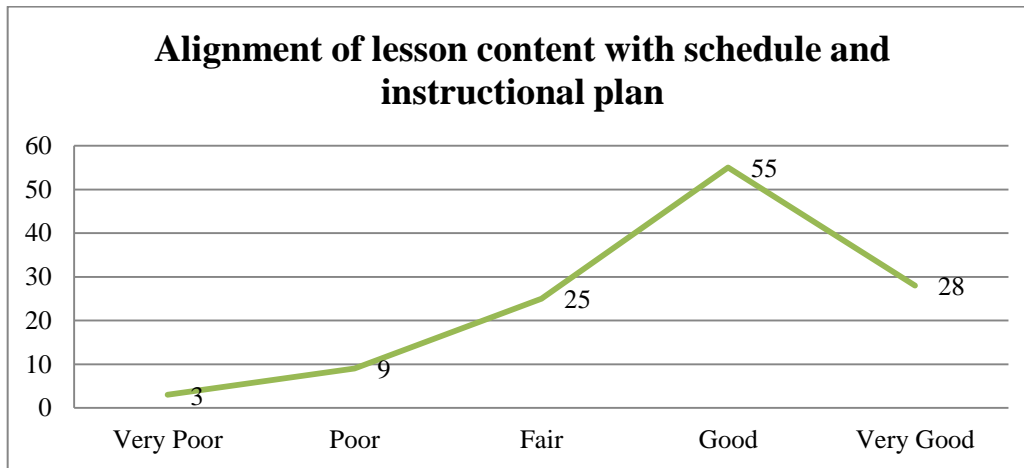


Figure 4. Alignment of lesson content with schedule and instructional plan

The findings on the alignment of lesson content with the schedule and instructional plan reveal that the majority of participants provided favorable responses. A total of 55 participants rated this aspect as "Good," which represents the highest proportion, while 28 participants rated it as "Very Good." Meanwhile, 25 participants considered it "Fair," reflecting a moderate evaluation. On the other hand, only 9 participants rated it as "Poor" and 3 participants as "Very Poor," indicating minimal dissatisfaction. Overall, these findings indicate that the LMS-supported English teaching process is well-structured, though some teachers may need further assistance in integrating digital content with curriculum objectives and weekly lesson plans.

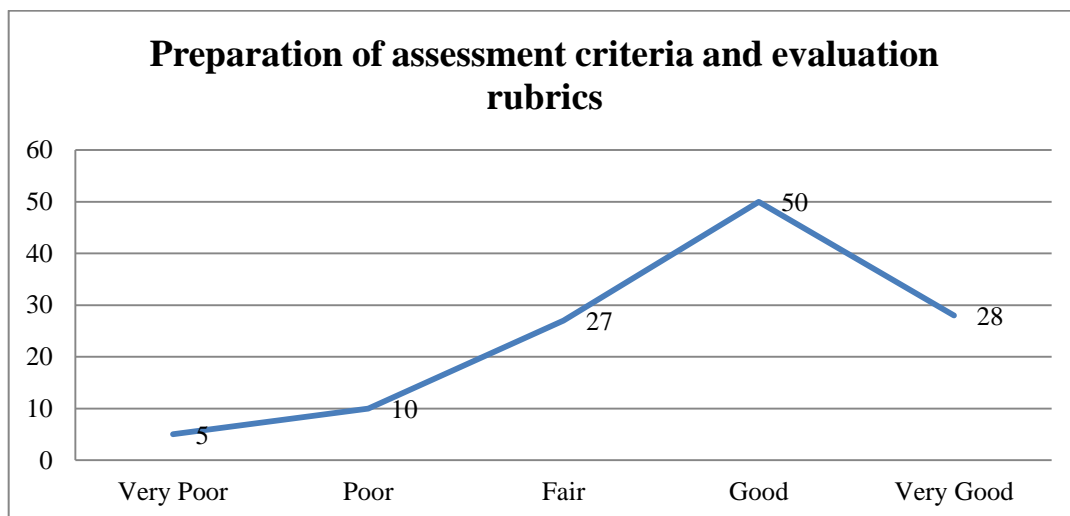


Figure 5. Preparation of assessment criteria and evaluation rubrics

Most participants viewed the preparation of assessment rubrics and grading criteria as effective. A total of 50 respondents rated it "Good," 28 "Very Good," and 27 "Fair." Only 10 and 5 participants rated it "Poor" and "Very Poor." These findings highlight that teachers have successfully adapted assessment methods to the LMS format, although some inconsistencies remain in the clarity and transparency of grading standards for English assignments and language tests.

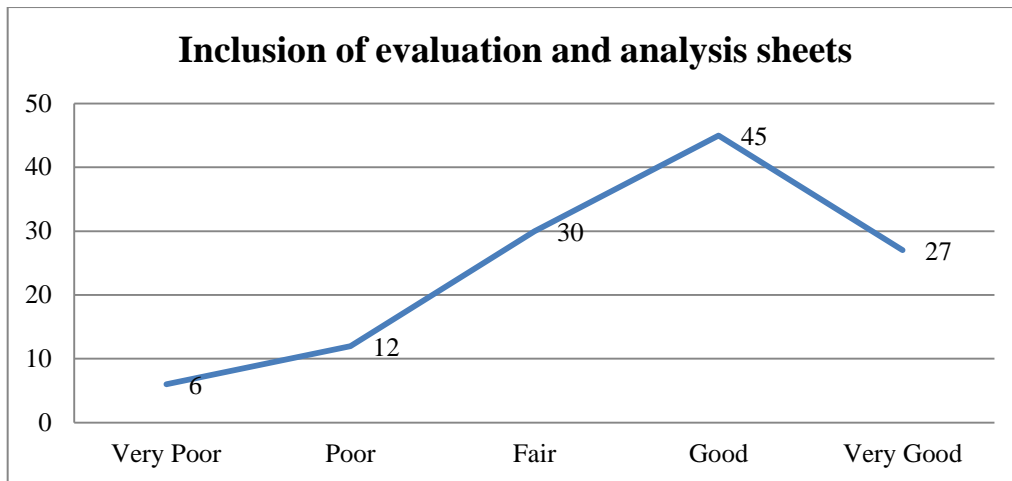


Figure 6. Inclusion of evaluation and analysis sheets

The survey results show that 45 respondents rated this aspect as “Good,” 27 as “Very Good,” and 30 as “Fair.” Only 12 respondents rated it “Poor,” and 6 “Very Poor.” These findings indicate that most teachers and students found reflective evaluation tools within the LMS beneficial for monitoring progress. However, further improvements are necessary to make reflection sheets more interactive and integrated with self-assessment and peer-review components in EFL learning.

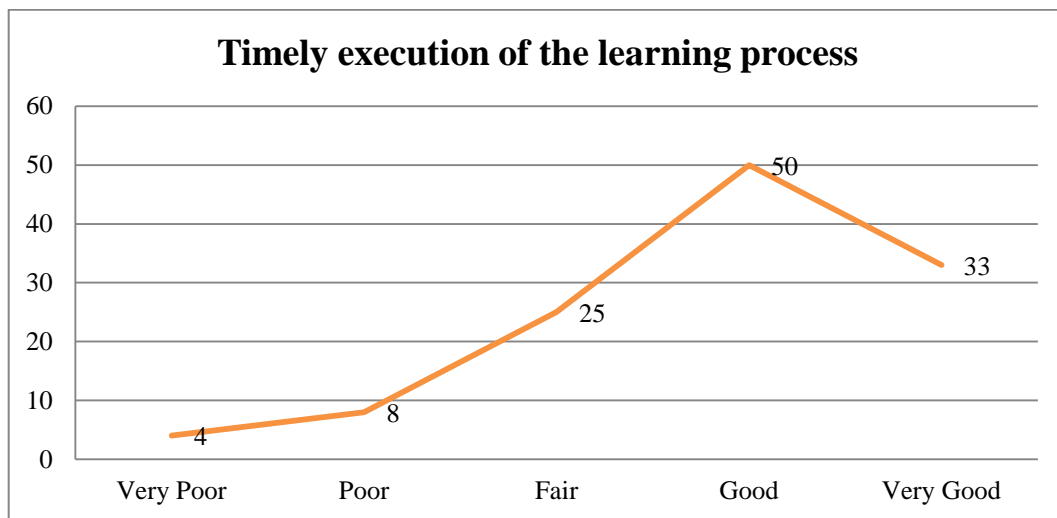


Figure 7. Timely Execution of English Learning Activities

The results concerning the timely execution of the learning process show that participants largely gave positive feedback. A total of 50 participants rated this aspect as "Good," which represents the highest response, while 33 participants rated it as "Very Good." Additionally, 25 participants considered it "Fair," suggesting that some saw room for improvement in maintaining consistency. In contrast, only 8 participants rated it as "Poor" and 4 participants as "Very Poor," showing minimal dissatisfaction. Overall, these findings indicate that the learning process was generally carried out on time and well-organized, with the majority of responses concentrated in the "Good" and "Very Good" categories, though some challenges in punctuality and consistency may still need attention.

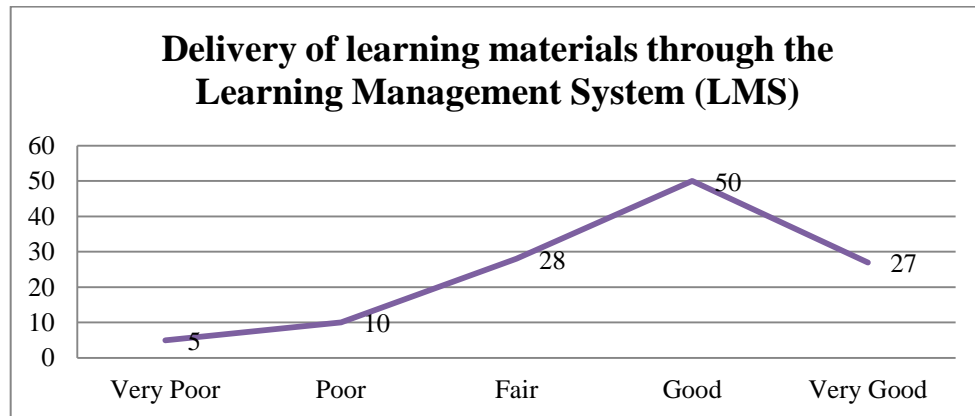


Figure 8. Delivery of English Learning Materials via LMS

The findings on the delivery of learning materials through the Learning Management System (LMS) show that the majority of participants responded positively. A total of 50 participants rated this aspect as "Good," while 27 participants rated it as "Very Good," reflecting strong satisfaction with the LMS as a medium for delivering materials. Meanwhile, 28 participants considered it "Fair," indicating that some learners found the system moderately effective. On the other hand, only 10 participants rated it as "Poor" and 5 participants as "Very Poor," which represents a relatively small proportion of negative responses. Overall, these results suggest that the use of the LMS for delivering learning materials was effective and well-received, with most evaluations falling into the "Good" and "Very Good" categories, though a minority of participants highlighted areas where improvements are still needed.

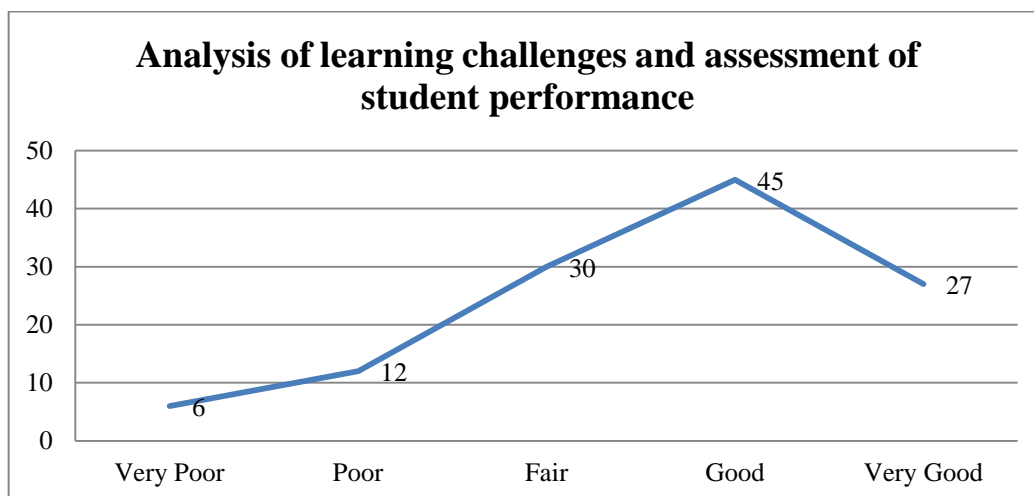


Figure 9. Analysis of learning challenges and assessment of student performance

The results on the analysis of learning challenges and assessment of student performance indicate that most participants gave positive evaluations. A total of 45 participants rated this aspect as "Good," while 27 participants rated it as "Very Good," showing strong approval of the practices implemented. Meanwhile, 30 participants considered it "Fair," reflecting that a notable portion viewed the process as adequate but with room for improvement. On the other hand, 12 participants rated it as "Poor" and 6 participants as "Very Poor," representing a relatively small group expressing dissatisfaction. However, further integration of data analytics and feedback systems is needed to provide more personalized and data-driven support for English learners.

3.2 Discussion

The overall findings from this study on the implementation of the Learning Management System (LMS) in English language teaching reveal consistently positive evaluations across all key components of the learning process, including planning and preparation, development of digital learning materials, availability of instructional aids, alignment with lesson plans, formulation of assessment rubrics, inclusion of evaluation tools, timeliness of instructional delivery, LMS utilization, and student performance assessment. The majority of participants rated these components within the “Good” to “Very Good” categories, suggesting that the integration of LMS in English instruction has been generally well-organized, adequately supported, and effectively executed, thereby contributing to improved student learning outcomes.

Most respondents particularly emphasized positive experiences with the preparation of digital materials and timely lesson execution, reflecting effective instructional planning and classroom management in the online learning environment. These findings are consistent with Biggs et al. (2022), who highlight the importance of constructive alignment—ensuring coherence among instructional design, learning resources, and assessment—to enhance learner engagement and academic achievement in technology-enhanced education.

Additionally, the strong ratings for LMS utilization and assessment rubrics demonstrate that technology-supported learning and well-defined evaluation frameworks play a crucial role in promoting transparency, accessibility, and fairness in English language teaching. This supports the view of Novak et al. (2023), who argue that integrating digital platforms into the learning process not only offers flexibility and efficient resource distribution but also fosters learner independence and motivation. Likewise, the positive assessments in evaluation sheets and performance appraisal highlight the role of formative assessment in diagnosing learners’ needs and refining instructional strategies, echoing Black and Wiliam (2019) assertion that assessment for learning is central to effective pedagogy and learner progress.

Despite these favorable results, a small number of participants rated certain aspects particularly the availability of teaching aids and LMS delivery mechanisms as “Poor” or “Very Poor”. This indicates that while the overall implementation is strong, challenges remain in ensuring equitable resource access, digital readiness, and consistency in online instruction. These findings align with Darling-Hammond et al. (2020), who emphasize that disparities in educational resources and instructional quality can significantly influence learning effectiveness, especially in varied institutional contexts. In conclusion, this study confirms that comprehensive planning, quality digital resource development, timely implementation, and transparent assessment systems are critical to the successful application of LMS in English language education. Ongoing efforts to address minor deficiencies particularly in digital infrastructure and instructional support will further enhance both the pedagogical and technological dimensions of LMS-based learning, ensuring sustainable improvement in teaching quality and student achievement.

4. CONCLUSION

The findings indicate that the overall implementation of Learning Management System (LMS)-based English language instruction covering aspects such as planning, development of learning materials, provision of teaching aids, alignment with instructional plans, preparation of assessment rubrics, inclusion of evaluation tools, timeliness of implementation, LMS

utilization, and performance assessment was generally effective and well-received, with the majority of participants rating these components as “Good” to “Very Good.” However, a small number of respondents still highlighted limitations in resource availability and digital delivery consistency.

These results suggest that effective English language teaching in digital environments relies on a constructive alignment among instructional planning, digital resources, technological integration, and assessment strategies to achieve optimal learning outcomes. To enhance the effectiveness of LMS implementation, future research should focus on strengthening technological integration, ensuring equitable access to instructional resources, and promoting innovation in assessment design that accurately reflects students’ language learning progress and performance. Moreover, longitudinal and comparative studies are recommended to gain deeper understanding of how LMS-based approaches can be sustainably improved across different instructional models and learning contexts. Such studies would contribute valuable insights into developing effective, inclusive, and adaptive English language teaching practices in technology-enhanced educational environments.

5. REFERENCES

- Agung, A. S. N., & Surtikanti, M. W. (2020). Students’ perception of online learning during covid-19 pandemic: a case study on the english students of STKIP Pamane Talino. *SOSHUM: Jurnal Sosial Dan Humaniora*, 10(2), 225–235. <https://doi.org/10.31940/soshum.v10i2.1316>
- Aleksius, M., Lake, F., Werang, E. A., & Seran, M. F. (2022). Exploring EFL students’ perceptions of google classroom as learning management system. *VELES Voices of English Language Education Society*, 6(1), 176–187. <https://doi.org/10.29408/veles.v6i1.5113>
- Anggriawan, F. S. (2019). Pengembangan learning management system (lms) sebagai media pembelajaran untuk sekolah menengah sederajat. *JTR : Jurnal Tata Rias*, 9(2), 1–10. <https://core.ac.uk/download/pdf/295413661.pdf>
- Anufia, T. A. dan B. (2019). *Resume: instrumen pengumpulan data* [Sekolah Tinggi Agama Islam Negeri (STAIN) Sorong]. <https://osf.io/preprints/inarxiv/s3kr6/download>
- Biggs, J., Tang, C., & Kennedy, G. (2022). *Teaching for quality learning at university 5e*. McGraw-Hill Education (UK).
- Black, P., & William, D. (2019). Assessment and classroom learning. *Taylor & Francis*, 5(1). <https://doi.org/https://doi.org/10.1080/0969595980050102>
- Cantabella, M., Martinez-Espana, R., Ayuso, B., Yanez, J. A., & Munoz, A. (2019). Analysis of student behavior in learning management systems through a big data framework. *Future Generation Computer Systems*, 90, 262–272. <https://doi.org/10.1016/j.future.2018.08.003>
- Daar, G. F., Supartini, N. L., Sulasmini, N. M. A., Ekasani, K. A., Lestari, D., & Kesumayathi, I. A. G. (2023). Students’ perception of the use of learning management system in learning english for specific purpose during the pandemic: Evidence from rural areas in Indonesia. *Journal of Language Teaching and Research*, 14(2), 403–409.

<https://doi.org/https://doi.org/10.17507/jltr.1402.16>

- Darling-Hammond, L., Flook, L., Cook-Harvey, C., Barron, B., & Osher, D. (2020). Implications for educational practice of the science of learning and development. *Applied Developmental Science*, 24(2), 97–140. <https://doi.org/10.1080/10888691.2018.1537791>
- Daruhadi, G., & Sopiati, P. (2024). Pengumpulan data penelitian. *J-Ceki: Jurnal Cendekia Lmiah*, 3(5), 5423–5443. <https://doi.org/10.56799/jceki.v3i5.5181>
- Diez, F., Villa, A., Lopez, A. ., & Iraurgi, I. (2020). Impact of quality management systems in the performance of educational centers: Educational policies and management processes. *Heliyon*, 6(4), e03824. <https://doi.org/0.1016/j.heliyon.2020.e03824>
- Dorney, Z., & Taguchi, T. (2019). *Questionnaires in second language research: Construction, administration, and processing* (2nd ed.). Routledge. <https://doi.org/https://doi.org/10.4324/9780203864739>
- Fiandini, M., Nandiyanto, A. B. D., Al Husaeni, D. F., Al Husaeni, D. N., & Mushiban, M. (2024). How to calculate statistics for significant difference test using spss: understanding students comprehension on the concept of steam engines as power plant. *Indonesian Journal of Science and Technology*, 9(1), 45–108. <https://doi.org/10.17509/ijost.v9i1.64035>
- Field, A. (2024). *Discovering statistics using IBM SPSS statistics*. Sage Publications.
- Firdaus, R., & Firdaus, R. (2024). Implementation of the ADDIE model for developing multimedia learning media and gamification on space objects material on elementary school. *JUTIF: Jurnal Teknik Informatika*, 5(4), 365–373. <https://doi.org/10.52436/1.jutif.2024.5.4.2307>
- Jaya, A., Hartono, R., Wahyuni, S., & Yulianto, H. J. (2025). Los efectos de la estrategia de aprendizaje basado en proyectos con actividad física en función del género sobre el rendimiento escolar y la confianza en sí mismos de los estudiantes. *Retos: Nuevas Tendencias En Educación Física, Deporte y Recreación*, 66, 349–360. <https://doi.org/10.47197/retos.v66.110067>
- Jones, S., & Flint, A. (2022). Digital platforms and the democratization of creative writing: exploring new literacies and online communities. *Journal of New Literacies*, 15(2), 45–60.
- Kademi, A. S. (2021). The impact of ict towards saudi EFL Students ' writing skills : A quasi-experimental study ISSN 2303 – 3037 (Print) ISSN 2503 – 2291 (Online). *ELT WORLDWIDE*, 8(2), 206–221. <https://doi.org/https://doi.org/10.26858/eltww.v8i2.20784>
- Kemendikbudristek. (2022). *Panduan Proyek Penguatan Profil Pelajar Pancasila: Kurikulum Merdeka*.
- Khanh, C. G. (2021). The Effect of ICT on Learners' Speaking Skills Development. *International Journal of TESOL & Education*, 1(1), 22–29.

- Madhavi, E., Sivapurapu, L., Koppula, V., Esther Rani, P. B., & Sreehari, V. (2023). Developing Learners' English Speaking Skills using ICT and AI Tools. *Journal of Advanced Research in Applied Sciences and Engineering Technology*, 32(2), 142–153. <https://doi.org/10.37934/ARASET.32.2.142153>
- Mauliddiyah, N. L. (2021). *Metode Pengumpulan Data dan Instrumen Penelitian* [UIN Alauddin Makassar]. <https://doi.org/https://doi.org/10.31219/osf.io/svu73>
- Merta, L. W. S., Ratminingsih, N. M., & Budasi, I. G. (2023). The Integration of Technology in English Language Teaching to Stimulate Students' Critical Thinking. *Language Circle: Journal of Language and Literature*, 17(2), 333–341. <https://doi.org/10.15294/lc.v17i2.39097>
- Miall, D. S., & Kuiken, D. (2019). Aspects of literary response: A new questionnaire. *Research Teaching in English*, 29(1), 37–58. <https://doi.org/https://doi.org/10.58680/rte199515356>
- Novak, E., McDaniel, K., & Li, J. (2023). Factors that impact student frustration in digital learning environments. *Computers and Education Open*, 5(October), 100153. <https://doi.org/10.1016/j.caeo.2023.100153>
- Pal, D., & Vanijja, V. (2020). Perceived usability evaluation of Microsoft Teams as an online learning platform during COVID-19 using system usability scale and technology acceptance model in India. *Children and Youth Services Review*, 119, 105535. <https://doi.org/0.1016/j.childyouth.2020.105535>
- Robinson, J. (2024). Likert scale. *Encyclopedia of Quality of Life and Well-Being Research*, 3917–3918. https://link.springer.com/rwe/10.1007/978-3-031-17299-1_1654
- Tanduklangi, A., Lio, A., & Alberth. (2019). Classroom action research in teaching English for senior high school students through blended learning in Kendari of Indonesia. *Journal of E-Learning and Knowledge Society*, 15(1), 169–182. <https://doi.org/10.20368/1971-8829/1579>