

THE INFLUENCE OF SOCIAL MEDIA ON ACADEMIC WRITING STUDENT STUDY TIME MANAGEMENT

Wahyudin
English Education

wahyudin30025@gmail.com

Abstract

This study aims to determine the effect of the use of social media on the learning time management of academic writing students for class PI 20A in 2022. The method used in this research is descriptive qualitative research. To get the results of this study, the authors distributed questionnaires to class PI 20A. From the results of the scattered questionnaires, there were 9 questions related to the influence and time management of social media use in class PI 20A. There were 20 students who became correspondents in this study. In the questionnaire distributed by students, they were asked about their preferred social media content, the length of time they use social media in a day, students accessing social media while studying, to the effects of using social media when studying. From the results of the questionnaires distributed, it can be concluded that students enjoy accessing social media, especially entertainment content. Students can access social media for more than 4 hours a day, even more than 8 hours a day. Students often access social media while studying and often their learning is distracted because of social media.

Key words: 21st century skills; influence of Social Media, time management, study

INTRODUCTION

Education is a cultural process to increase human dignity [1], [2], [3], through a long process that lasts a lifetime [4], [5], [6]. Education can never be separated from everyday human life, because education is one of the main assets in development [7], [8], [9]. Through education, development goals that are oriented towards increasing quality human resources can be achieved [10], [11], [12]. Good or bad academic achievement obtained by students is influenced by many factors [13], [14], [15]. These factors are classified into two, namely internal factors and external factors [16], [17], [18]. Internal factors are the causal factors that come from within the student [19], [20], [21]. Academic achievement is not only influenced by the student's external environment, but also by the student himself [22], [23], [24]. Internal factors that affect student learning achievement are the level of intelligence, attitude, time management, and so on [25], [26], [27].

Education can not only be obtained from formal education, but can also be obtained from various print media, electronic media and social media via the internet [28], [29], [30]. Technological developments have given rise to many ways to communicate, including using social media [31], [32], [33]. Social media or often also referred to as social media is a digital platform that facilitates its users to communicate with each other or share content in the form of writing, photos, videos [34], [35], [36], and is a digital platform that provides facilities for carrying out social activities for each of its users [37], [38], [39]. In everyday life, social media is difficult to abandon for all people, including students [40], [41], [42]. Now social media cannot be separated from teenagers/students, it has even become a basic need [43], [44], [45]. The existence of social media is a separate problem for students, so students must use social media more wisely, both in choosing the type of social media, to managing the time they use social media [46], [47], [48].

Social media has had a profound impact on education, revolutionizing the way students learn and interact with educational content [49], [50], [51]. It has emerged as a powerful tool that enables students and educators to connect, collaborate, and share information like never before [52], [53], [54]. One of the significant advantages of social media in education is its ability to foster communication and collaboration among students and educators [55], [56], [57]. Platforms like Facebook, Twitter, and LinkedIn provide spaces where students can engage in meaningful discussions, exchange ideas, and seek guidance from their peers and teachers [58], [59], [60]. This collaborative learning approach enhances critical thinking, problem-solving skills, and encourages active participation [61], [62], [63]. Additionally, social media platforms offer a vast array of educational resources, such as online courses, tutorials, and educational videos, making learning accessible to anyone with an internet connection [64], [65], [66]. This democratization of education has empowered individuals from all walks of life to pursue their educational goals [67], [68], [69]. However, the impact of social media on education is not without its challenges. The ease of access and abundance of information can sometimes lead to information overload and the spread of misinformation [70], [71], [72]. It is crucial for educators and students to develop digital literacy skills to evaluate the credibility of sources and navigate the online world responsibly [73], [74], [75]. Overall, social media has transformed education by fostering collaboration, expanding access to knowledge [76], [77], [78], and promoting lifelong learning in an interconnected world [79], [80], [81].

This research is motivated by the author's concern, that many students are unable to manage their time in doing assignments or attending lectures [82], [83], [84] and lack of utilizing free time to do good and right activities and most students are too busy accessing social media [85], [86], [87]. This study aims to find out how students of the Academic Writing class PI 20A 2022 interact with social media in their lives [88], [89], [90] and what is the connection and influence between student study time management and the use of social media [91], [92], [93].

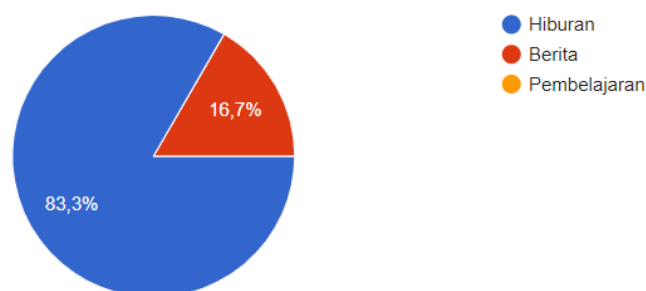
METHOD

The method used in this research is descriptive qualitative research. To get the results of this study the authors spread the questionnaires to class PI 20A. From the results of the scattered questionnaires, there are 9 questions related to the influence and time management of social media use in class PI 20A. There were 20 students who became correspondents in this study.

RESULTS AND DISCUSSION

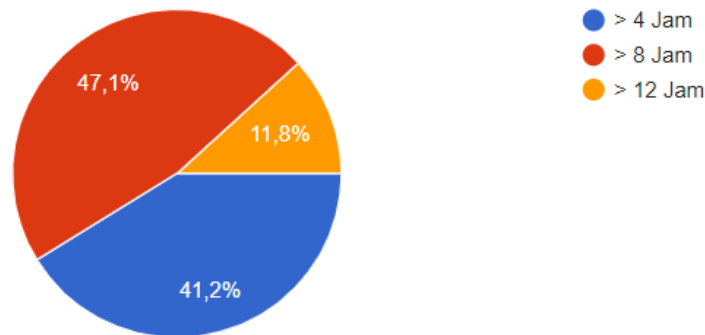
From the results of the questionnaire distributed by the authors in the class, the researchers obtained the following results :

Table 1. Types of Social Media Content that students like to see



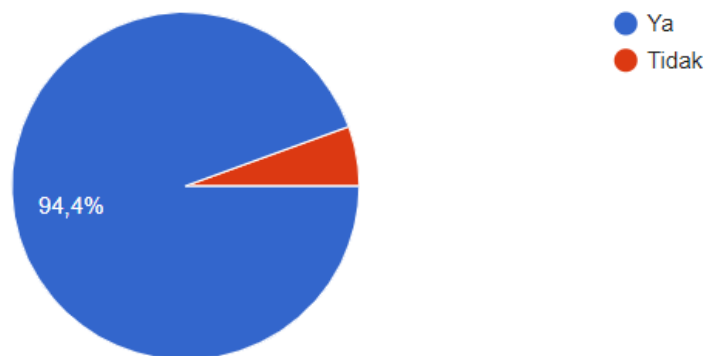
In table 1, 83.3% of students like entertainment content on social media and 16.7% of students like to see news content. As for blank learning, which can be concluded that most students prefer entertainment content and for learning content students do not use social media as a support for them to study or find material.

Table 2. Length of use of student social media in a day



In table 2, it can be seen that 47.1% of students use social media 8 hours a day, while 11% more than 8 hours a day. If 8 hours and 12 hours are combined, the total becomes 58.9%, so there are 58.9% of students who can use social media for more than 8 hours per day.

Table 3. Students who frequently access social media when studying



In table 3, there are 94.4% of students often access social media when studying.

Table 4. Students whose learning is delayed/distracted because of social media

In table 4, many students whose learning is delayed due to social media reach 88.9%

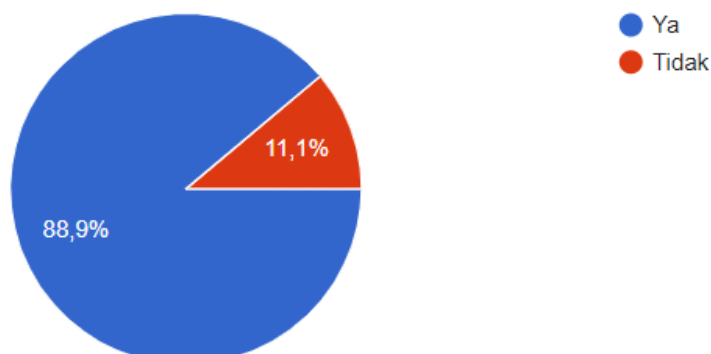


Table 5. Accessing social media is appropriate or not for students



Table 5. Is the opinion of students who agree and disagree in the use of social media when studying.

Social media has undeniably exerted a significant influence on students' writing ability in both positive and negative ways. On the positive side, social media platforms have provided students with an unprecedented opportunity to engage in written communication on a regular basis [94], [95]. The constant practice of expressing thoughts, opinions, and ideas in short bursts has contributed to the development of their writing skills, as they learn to convey their messages concisely and effectively.

Moreover, social media has fostered a sense of community among students, allowing them to collaborate and receive feedback on their writing from peers and even experts [96], [97]. This instant and interactive nature of social media encourages students to refine their work, polish their grammar, and experiment with various writing styles to captivate their audience.

However, the pervasive use of social media has also brought some negative repercussions for students' writing ability [98], [99]. The abundance of abbreviations, acronyms, and emoticons that have become prevalent in online communication has seeped into students' formal writing. Consequently, they may struggle to differentiate between casual and formal writing, leading to the degradation of grammar, punctuation, and overall writing proficiency.

Moreover, the brevity and informality of social media often prioritize speed and convenience over depth and complexity. As a result, students may find it challenging to sustain focus, develop coherent arguments, or engage in detailed analysis when transitioning to longer-form academic writing [100]. The temptation to skim through information and rely on shallow sources may hinder their ability to conduct thorough research and present well-supported ideas in their written work.

In conclusion, social media has undoubtedly left an indelible mark on students' writing ability. While it has facilitated regular written expression, community engagement, and feedback, it has also introduced informal language habits and potential shortcuts that can negatively impact their formal writing skills. Striking a balance between the benefits and drawbacks of social media usage is crucial, as educators and students alike must navigate this evolving landscape to ensure that students' writing abilities continue to flourish in the digital age.

CONCLUSION

From the results above, it can be concluded that students enjoy accessing social media, especially entertainment content. Students can access social media for more than 4 hours a day, even more than 8 hours a day. Students often access social media while studying and often their learning is distracted because of social media. From this, of course accessing excessive social media, especially when studying, can interfere with the student learning process. However, there are 33.4% of students think that accessing social media while studying can help increase their motivation and can even help them while studying.

REFERENCES

- L. Oktaviani and B. Mandasari, "Powtoon: Presenting SQ3R Implementation in Reading Class through A Web-Based Medium," *Proc. Univ. PAMULANG*, vol. 1, no. 1, 2019.
- S. Samanik and F. Lianasari, "Antimatter Technology: The Bridge between Science and Religion toward Universe Creation Theory Illustrated in Dan Brown's Angels and Demons," *Teknosastik*, vol. 14, no. 2, p. 18, 2018, doi: 10.33365/ts.v14i2.58.
- H. Kuswoyo, E. T. S. Sujatna, L. M. Indrayani, A. Rido, and L. M. Indrayani, "Theme Choice and Thematic Progression of Discussion Section in Engineering English Lectures," *Proc. 4th Int. Conf. Learn. Innov. Qual. Educ.*, vol. 27, no. 4.6, pp. 1–10, 2020.
- D. Amelia, A. Afrianto, S. Samanik, S. Suprayogi, B. E. Pranoto, and I. Gulo, "Improving Public Speaking Ability through Speech," *J. Soc. Sci. Technol. Community Serv.*, vol. 3, no. 2, p. 322, 2022, doi: 10.33365/jsstcs.v3i2.2231.
- A. Afrianto and U. Ma'rifah, "Tubuh dan Relasi Gender: Wacana Pascakolonial Dalam Novel 'The Scarlet Letter' Karya Nathaniel Hawthorne," *LEKSEMA J. Bhs. dan Sastra*, vol. 5, no. 1, pp. 49–63, 2020.
- S. D. Riskiono, L. Oktaviani, and F. M. Sari, "IMPLEMENTATION OF THE SCHOOL SOLAR PANEL SYSTEM TO SUPPORT THE AVAILABILITY OF ELECTRICITY SUPPLY AT SDN 4 MESUJI TIMUR," *IJISCS (International J. Inf. Syst. Comput. Sci.)*, vol. 5, no. 1, pp. 34–41, 2021.
- B. Maulana and S. Suprayogi, "Analysis of Sense Relations on Stars Song Lyric By," vol. 3, no. 1, pp. 42–47, 2022.

- B. Mandasari and D. Aminatun, "STUDENTS' PERCEPTION ON THEIR PARTICIPATION: WHAT AFFECTS THEIR MOTIVATION TO TAKE PART IN CLASSROOM ACTIVITIES?," *Premise J. English Educ. Appl. Linguist.*, vol. 8, no. 2, pp. 214–225, 2019.
- M. Y. Kardiansyah, "Metaphysic Paradox upon Daemon Character as Delineated in Philip Pullman's Northern Lights".
- S. Suprayogi and B. E. Pranoto, "VIRTUAL TOURISM EXHIBITION ACTIVITY IN ENGLISH FOR TOURISM CLASS: STUDENTS' PERSPECTIVES," *Celt. A J. Cult. English Lang. Teaching, Lit. Linguist.*, vol. 7, no. 2, pp. 199–207, 2020.
- J. Asia and Samanik, "Dissociative Identity Disorder Reflected in Frederick Clegg ' S Character in the Collectors Novel," *ELLiC*, vol. 2, no. 1, pp. 424–431, 2018.
- L. U. Qodriani, "English interference in bahasa Indonesia: A phonology-to-orthography case in Instagram caption," *English Lang. Lit. Int. Conf. Proc.*, vol. 3, pp. 349–355, 2021.
- P. MULIYAH, D. AMINATUN, L. N. Hakim, and L. SEPTIANA, "MONKEY STORIES: A NEW MEDIA FOR DIGILTAL ENGLISH LEARNING," 2021.
- D. Puspita and D. Amelia, "TED-TALK: A SUPPLEMENT MATERIAL TO PROMOTE STUDENTS' AUTONOMY IN LISTENING," *ELTIN JOURNAL, J. English Lang. Teach. Indones.*, vol. 8, no. 2, pp. 91–102, 2020.
- A. Afrianto and I. Gulö, "Revisiting English competence at hotel," *Teknosastik*, vol. 17, no. 1, pp. 35–39, 2019.
- Z. Abidin, D. Amelia, and R. M. Aguss, "PELATIHAN GOOGLE APPS UNTUK MENAMBAH KEAHLIAN TEKNOLOGI INFORMASI BAGI GURU SMK PGRI 1 LIMAU," vol. 3, no. 1, pp. 43–48, 2022.
- E. N. E. W. Kasih, S. Suprayogi, D. Puspita, R. N. Oktavia, and D. Ardian, "Speak up confidently: Pelatihan English Public Speaking bagi siswa-siswi English Club SMAN 1 Kotagajah," *Madaniya*, vol. 3, no. 2, pp. 313–321, 2022, [Online]. Available: <https://madaniya.pustaka.my.id/journals/contents/article/view/189>
- S. Samanik, "Imagery Analysis In Matsuoka's Cloud Of Sparrows," *Linguist. Lit. J.*, vol. 2, no. 1, pp. 17–24, 2021.
- D. Aminatun, N. Ngadiso, and S. Marmanto, "Applying PLEASE strategy to teach writing skill on students with different linguistic intelligence," *Teknosastik*, vol. 16, no. 1, pp. 34–40, 2019.
- I. Gulö and T. V. Rahmawelly, "An Analysis of Omission in Students' English Writings," *Teknosastik*, vol. 16, no. 2, pp. 55–59, 2019.
- L. U. Qodriani and I. D. P. Wijana, "Language Change in 'New-Normal' Classroom," in *4th International Conference on Language, Literature, Culture, and Education (ICOLLITE 2020)*, 2020, pp. 385–389.

- D. Puspita and B. E. Pranoto, "The attitude of Japanese newspapers in narrating disaster events: Appraisal in critical discourse study," *Stud. English Lang. Educ.*, vol. 8, no. 2, pp. 796–817, 2021.
- I. Gulö and T. Nainggolan, "The Functions of Nias Personal Pronouns," 2021.
- M. Y. Kardiansyah, "Pygmalion Karya Bernard Shaw dalam Edisi 1957 dan 2000," *Madah J. Bhs. dan Sastra*, vol. 10, no. 1, pp. 75–88, 2019.
- W. A. Febriantini, R. Fitriati, and L. Oktaviani, "AN ANALYSIS OF VERBAL AND NON-VERBAL COMMUNICATION IN AUTISTIC CHILDREN," *J. Res. Lang. Educ.*, vol. 2, no. 1, pp. 53–56, 2021.
- P. Muliayah and D. Aminatun, "Teaching English for Specific Purposes in Vocational High School: Teachers' Beliefs and Practices.," *J. English Teach.*, vol. 6, no. 2, pp. 122–133, 2020.
- H. Kuswoyo, E. T. S. Sujatna, L. M. Indrayani, and A. Rido, "Cohesive Conjunctions and and so as Discourse Strategies in English Native and Non-Native Engineering Lecturers: A Corpus-Based Study," *Int. J. Adv. Sci. Technol.*, vol. 29, no. 7, pp. 2322–2335, 2020.
- A. Damuri, U. Riyanto, H. Rusdianto, and M. Aminudin, "Implementasi Data Mining dengan Algoritma Naïve Bayes Untuk Klasifikasi Kelayakan Penerima Bantuan Sembako," *J. Ris. Komput.*, vol. 8, no. 6, pp. 219–225, 2021, doi: 10.30865/jurikom.v8i6.3655.
- E. A. Novanti and S. Suprayogi, "WEBTOON'S POTENTIALS TO ENHANCE EFL STUDENTS' VOCABULARY," *J. Res. Lang. Educ.*, vol. 2, no. 2, pp. 83–87, 2021.
- E. Ngestirosa, E. Woro, and J. E. Strid, "Reconstructing the Border : Social Integration in Reyna Grande ' s The Distance Between Us," no. December, 2020.
- M. Fithratullah, "Representation of Korean Values Sustainability in American Remake Movies," *Teknosastik*, vol. 19, no. 1, p. 60, 2021, doi: 10.33365/ts.v19i1.874.
- A. Afrianto and A. Restika, "FUNGSI PEMARKAH WACANA: SEBUAH KASUS DI KELAS BERBICARA PADA LEVEL UNIVERSITAS," *LITERA*, vol. 17, no. 1, 2018.
- S. Suprayogi, S.- Samanik, E. A. Novanti, and Y.- Ardesis, "EFL Learner's Literary Competence Mapping through Reader-Response Writing Assessed using CCEA GCSE Mark Scheme," *Celt A J. Cult. English Lang. Teach. Lit.*, vol. 21, no. 1, p. 1, 2021, [Online]. Available: <http://journal.unika.ac.id/index.php/celt/article/view/2871>
- S. Suprayogi, D. Puspita, E. A. D. Putra, and M. R. Mulia, "Pelatihan Wawancara Kerja Bagi Anggota Karang Taruna Satya Wira Bhakti Lampung Timur," *Community Dev. J. J. Pengabd. Masy.*, vol. 3, no. 1, pp. 356–363, 2022, doi: 10.31004/cdj.v3i1.4494.
- Samanik, "Fable for Character Building," *J. Univ. Teknokr. Indones.*, 2019.

- M. Y. Kardiansyah and A. Salam, "Reassuring Feasibility of Using Bourdieusian Sociocultural Paradigm for Literary Translation Study," in *Ninth International Conference on Language and Arts (ICLA 2020)*, 2021, pp. 135–139.
- J. Fakhrurozi, Q. J. Adrian, A. Mulyanto, S. S. Informasi, U. Teknokrat, and M. Online, "Pelatihan Penulisan Jurnalistik dan Naskah Video Bagi Siswa SMK Widya Yahya Gading Rejo," vol. 2, no. 5, pp. 503–509, 2022.
- B. N. Sari and I. Gulö, "Observing Grammatical Collocation in Students' Writings," *Teknosastik*, vol. 17, no. 2, pp. 25–31, 2019.
- L. Oktaviani, "Penerapan Sistem Pembelajaran Dalam Jaringan Berbasis Web Pada Madrasah Aliyah Negeri 1 Pesawaran," *J. WIDYA LAKSMI (Jurnal Pengabd. Kpd. Masyarakat)*, vol. 1, no. 2, pp. 68–75, 2021.
- H. Kuswoyo and R. A. Siregar, "Interpersonal metadiscourse markers as persuasive strategies in oral business presentation," *Ling. Cult.*, vol. 13, no. 4, pp. 297–304, 2019.
- W. R. Oktavia and S. Suprayogi, "GRAMMATICAL COHESION IN BORIS JOHNSON'S SPEECH ENTITLED CORONAVIRUS SPREAD IN UK," *Linguist. Lit. J.*, vol. 2, no. 1, pp. 8–16, 2021.
- E. Teknis *et al.*, "Digitalisasi Pertanian Menuju Kebangkitan Ekonomi Kreatif," vol. 6, no. 1, p. 718, 2022.
- U. Nurmalasari and Samanik, "A Study of Social Stratification In France In 19th Century as Portrayed in 'The Necklace 'La Parure'' Short Story by Guy De Maupassant," *English Lang. Lit. Int. Conf.*, vol. 2, p. 2, 2018, [Online]. Available: <https://jurnal.unimus.ac.id/index.php/ELLIC/article/view/3570>
- R. M. Nababan and E. Nurmaily, "THE HYPERMASCULINITY AS SEEN IN THE MAIN CHARACTER IN RAMBO : LAST BLOOD MOVIE," vol. 2, no. 1, pp. 25–32, 2021.
- T. Yulianti and A. Sulistyawati, "Online Focus Group Discussion (OFGD) Model Design in Learning," 2021.
- L. U. Qodriani and I. D. P. Wijana, "The 'New' Adjacency Pairs in Online Learning: Categories and Practices," in *Ninth International Conference on Language and Arts (ICLA 2020)*, 2021, pp. 121–125.
- B. E. Pranoto and L. K. Afrilita, "The organization of words in mental lexicon: evidence from word association test," *Teknosastik*, vol. 16, no. 1, pp. 26–33, 2019.
- Y. Mertania and D. Amelia, "Black Skin White Mask: Hybrid Identity of the Main Character as Depicted in Tagore's The Home and The World," *Linguist. Lit. J.*, vol. 1, no. 1, pp. 7–12, 2020, doi: 10.33365/llj.v1i1.233.
- D. Puspita, "Error analysis on learners' interlanguage and intralanguage: a case study of two adolescent students," *Teknosastik*, vol. 17, no. 2, pp. 12–18, 2019.

- N. Nuraziza, L. Oktaviani, and F. M. Sari, "EFL Learners' Perceptions on ZOOM Application in the Online Classes," *Jambura J. English Teach. Lit.*, vol. 2, no. 1, pp. 41–51, 2021, doi: 10.37905/jetl.v2i1.7318.
- B. R. Utami and A. Y. Wahyudin, "DOES SELF-ESTEEM INFLUENCE STUDENT ENGLISH PROFICIENCY TEST SCORES?," vol. 3, no. 2, pp. 16–20, 2022.
- M. D. Winaldo and L. Oktaviani, "INFLUENCE OF VIDEO GAMES ON THE ACQUISITION OF THE ENGLISH LANGUAGE," vol. 3, no. 2, pp. 21–26, 2022.
- U. T. Indonesia, "UNDERGRADUATE STUDENTS ' MOTIVATION ON ENGLISH LANGUAGE LEARNING AT UNIVERSITAS TEKNOKRAT INDONESIA Wulandari Pranawengtias In this section , the results of data analysis from the questionnaire are explained in the form of tables and descriptive explanati," vol. 3, no. 2, pp. 27–32, 2022.
- Y. Ardesis, "POST-TRAUMATIC STRESS DISORDER IN THE STATIONERY SHOP NOVEL BY MARJAN KAMALI," vol. 3, no. 2, pp. 33–44, 2022.
- M. A. Akhdan and D. Aminatun, "THE CORRELATION BETWEEN ANXIETY AND STUDENT GPA & EPT SCORE DURING COVID 19 PANDEMIC," vol. 3, no. 2, pp. 45–51, 2022.
- S. Gultom and L. Oktaviani, "THE CORRELATION BETWEEN STUDENTS ' SELF-ESTEEM AND THEIR ENGLISH PROFICIENCY TEST RESULT," vol. 3, no. 2, pp. 52–57, 2022.
- W. M. Seyoum, A. Yigzaw, and H. K. Bewuketu, "STUDENTS ' ATTITUDES AND P ROBLEMS ON Q UESTION-BASED," vol. 3, no. 2, pp. 58–63, 2022.
- A. Aprilia, D. Aminatun, and U. T. Indonesia, "Investigating Memory Loss: How Depression Affects S tudents' Memory Endurance 1,2," vol. 3, no. 1, pp. 1–11, 2022.
- D. T. Erlangga, "STUDENT PROBLEMS IN ONLINE LEARNING : SOLUTIONS TO KEEP EDUCATION GOING ON," vol. 3, no. 1, pp. 21–26, 2022.
- E. F. Baresh, "DEVELOPING LIBYAN UNDERGRADUATES ' WRITING SKILLS THROUGH REFLECTIVE JOURNALING : A CRITICAL LITERATURE REVIEW Teaching English in Libya Definition of Reflective Journal Writing," vol. 3, no. 1, pp. 27–35, 2022.
- E. Elbes and L. Oktaviani, "CHARACTER BUILDING IN ENGLISH FOR DAILY CONVERSATION CLASS," vol. 3, no. 1, pp. 36–45, 2022.
- M. Hestiana, "THE ROLE OF MOVIE SUBTITLES TO IMPROVE STUDENTS ' VOCABULARY," vol. 3, no. 1, pp. 46–53, 2022.
- M. Melinda, R. I. Borman, and E. R. Susanto, "Rancang Bangun Sistem Informasi Publik Berbasis Web (Studi Kasus: Desa Durian Kecamatan Padang Cermin Kabupaten Pesawaran)," *J. Tekno Kompak*, vol. 11, no. 1, pp. 1–4, 2018.

- L. Oktaviani, Y. Fernando, R. Romadhoni, and N. Noviana, "Developing a web-based application for school counselling and guidance during COVID-19 Pandemic," *J. Community Serv. Empower.*, vol. 2, no. 3, pp. 110–117, 2021, doi: 10.22219/jcse.v2i3.17630.
- N. Noviana and L. Oktaviani, "THE CORRELATION BETWEEN COLLEGE STUDENT PERSONALITY TYPES AND ENGLISH PROFICIENCY ABILITY AT UNIVERSITAS TEKNOKRAT," vol. 3, no. 1, pp. 54–60, 2022.
- S. Crisianita and B. Mandasari, "THE USE OF SMALL-GROUP DISCUSSION TO IMPROVE STUDENTS'," vol. 3, no. 1, pp. 61–66, 2022.
- M. D. Ariastuti and A. Y. Wahyudin, "EXPLORING ACADEMIC PERFORMANCE AND LEARNING STYLE OF," vol. 3, no. 1, pp. 67–73, 2022.
- F. Amin and A. Y. Wahyudin, "THE IMPACT OF VIDEO GAME : ' AGE OF EMPIRES II ' TOWARD STUDENTS ' READING COMPREHENSION ON NARRATIVE TEXT," vol. 3, no. 1, pp. 74–80, 2022.
- R. W. Agustin and M. Ayu, "THE IMPACT OF USING INSTAGRAM FOR INCREASING VOCABULARY AND LISTENING SKILL," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 1–7, 2021.
- R. R. F. Sinaga and L. Oktaviani, "The Implementation of Fun Fishing to Teach Speaking for Elementary School Students," *J. English Lang. Teach. Learn.*, vol. 1, no. 1, pp. 1–6, 2020.
- S. Nurmala Sari, D. Aminatun, S. N. Sari, D. Aminatun, S. Nurmala Sari, and D. Aminatun, "Students' Perception on the Use of English Movies to Improve Vocabulary Mastery," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 16–22, 2021, [Online]. Available: <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>
- N. R. Putri and F. M. Sari, "INVESTIGATING ENGLISH TEACHING STRATEGIES TO REDUCE ONLINE TEACHING OBSTACLES IN THE SECONDARY SCHOOL," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 23–31, 2021.
- A. Yuliansyah and M. Ayu, "The Implementation of Project-Based Assignment in Online Learning during Covid-19," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 32–38, 2021.
- A. H. Rahmania and B. Mandasari, "STUDENTS' PERCEPTION TOWARDS THE USE OF JOOX APPLICATION TO IMPROVE STUDENTS' PRONUNCIATION," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 39–44, 2021.
- N. Putri and D. Aminatun, "USING FACEBOOK TO PRACTICE WRITING SKILL: WHAT DO THE STUDENTS THINK?," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 45–50, 2021.
- W. I. Erya and R. Pustika, "THE USE OF DESCRIBING PICTURE STRATEGY TO IMPROVE SECONDARY STUDENTS' SPEAKING SKILL," *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 51–56, 2021.

- A. Fiddiyasari and R. Pustika, “STUDENTS ’ MOTIVATION IN ENGLISH ONLINE LEARNING DURING COVID-19 PANDEMIC AT SMA MUHAMMADIYAH,” vol. 2, no. 2, pp. 57–61, 2021.
- S. Isnaini and D. Aminatun, “DO YOU LIKE LISTENING TO MUSIC?: STUDENTS ’ THOUGHT ON,” vol. 2, no. 2, pp. 62–67, 2021.
- A. M. Kiswardhani and M. Ayu, “MEMORIZATION STRATEGY DURING LEARNING PROCESS : STUDENTS ’ REVIEW,” vol. 2, no. 2, pp. 68–73, 2021.
- H. T. Yudha and B. Mandasari, “THE ANALYSIS OF GAME USAGE FOR SENIOR HIGH SCHOOL,” vol. 2, no. 2, pp. 74–79, 2021.
- E. Afriyuninda and L. Oktaviani, “THE USE OF ENGLISH SONGS TO IMPROVE ENGLISH STUDENTS ’,” vol. 2, no. 2, pp. 80–85, 2021.
- R. Risten and R. Pustika, “Exploring students’ attitude towards English online learning using Moodle during covid-19 pandemic at SMK Yadika Bandarlampung,” *J. English Lang. Teach. Learn.*, vol. 2, no. 1, pp. 8–15, 2021, [Online]. Available: <http://jim.teknokrat.ac.id/index.php/english-language-teaching/index>
- D. Apriyanti and M. Ayu, “Think-Pair-Share: Engaging Students in Speaking Activities in Classroom,” *J. English Lang. Teach. Learn.*, vol. 1, no. 1, pp. 13–19, 2020, doi: 10.33365/jeltl.v1i1.246.
- E. Putri and F. M. Sari, “Indonesian Efl Students’ Perspectives Towards Learning Management System Software,” *J. English Lang. Teach. Learn.*, vol. 1, no. 1, pp. 20–24, 2020, doi: 10.33365/jeltl.v1i1.244.
- Z. Nadya, R. Pustika, and U. T. Indonesia, “THE IMPORTANCE OF FAMILY MOTIVATION FOR STUDENT TO STUDY ONLINE DURING THE COVID-19,” vol. 2, no. 2, pp. 86–89, 2021.
- D. Aminatun, “STUDENTS ’ PERSPECTIVE TOWARD THE USE OF DIGITAL COMIC,” vol. 2, no. 2, pp. 90–94, 2021.
- Y. Gustanti and M. Ayu, “the Correlation Between Cognitive Reading Strategies and Students ’ English Proficiency Test,” vol. 2, no. 2, pp. 95–100, 2021.
- M. Lestari and A. Y. Wahyudin, “Language learning strategies of undergraduate EFL students,” *J. English Lang. Teach. Learn.*, vol. 1, no. 1, pp. 25–30, 2020.
- E. T. Handayani and D. Aminatun, “STUDENTS ’ POINT OF VIEW ON THE USE OF WHATSAPP GROUP,” vol. 1, no. 2, pp. 31–37, 2020.
- M. Ayu and Z. F. Pratiwi, “THE IMPLEMENTATION OF ONLINE LEARNING IN ENGLISH LANGUAGE TEACHING DURING PANDEMIC: THE TEACHERS’ VOICE,” *J. Res. Lang. Educ.*, vol. 2, no. 2, pp. 93–99, 2021.
- M. W. B. Simamora and L. Oktaviani, “WHAT IS YOUR FAVORITE MOVIE?: A STRATEGY OF ENGLISH EDUCATION STUDENTS TO IMPROVE ENGLISH

- VOCABULARY,” *J. English Lang. Teach. Learn.*, vol. 1, no. 2, pp. 44–49, 2020.
- R. Ambarwati and B. Mandasari, “THE INFLUENCE OF ONLINE CAMBRIDGE DICTIONARY TOWARD STUDENTS’ PRONUNCIATION AND VOCABULARY MASTERY,” *J. English Lang. Teach. Learn.*, vol. 1, no. 2, pp. 50–55, 2020.
- O. A. Sasalia and F. M. Sari, “UTILIZING NOVEL IN THE READING CLASS TO EXPLORE STUDENTS’ VIEWPOINT OF ITS EFFECTIVENESS,” *J. English Lang. Teach. Learn.*, vol. 1, no. 2, pp. 56–61, 2020.
- M. Fithratullah, “Globalization and Culture Hybridity; The Commodification on Korean Music and its Successful World Expansion,” *Digit. Press Soc. Sci. Humanit.*, vol. 2, no. 2018, p. 00013, 2019, doi: 10.29037/digitalpress.42264.
- L. Journal, D. V. Ranti, and E. Nurmaily, “RACIAL PROFILING ON POLICE STOP AND SEARCH PRACTICE AS PORTRAYED IN THE GEORGE TILLMAN ’ S MOVIE THE HATE U,” vol. 2, no. 2, pp. 93–97, 2021.
- S. Samsugi, A. I. Yusuf, and F. Trisnawati, “Sistem Pengaman Pintu Otomatis Dengan Mikrokontroler Arduino Dan Module Rf Remote,” *J. Ilm. Mhs. Kendali dan List.*, vol. 1, no. 1, pp. 1–6, 2020, doi: 10.33365/jimel.v1i1.188.
- A. Gunawan, E. Sopandi, M. Salsabila, M. I. Pangestu, and R. Assifah, “Pengaruh Reward dan Punishment Terhadap Kinerja Karyawan PT. Bintang Toedjoe Cikarang,” *J. Manaj.*, vol. 11, no. 1, pp. 1–9, 2023.
- K. Kisworo, “FMADM: Yager Model In Fuzzy Decision Making,” *J. Tekno Kompak*, vol. 12, no. 1, pp. 1–4, 2018.
- A. Imelda, S. Angelica, C. Sihono, and D. R. Anggarini, “Pengaruh Likuiditas , Profitabilitas , Dan Rasio Pasar Terhadap Harga Saham (Studi Kasus Pada Perusahaan Indeks Lq45 Yang Terdaftar Di Bursa Efek Indonesia Periode 2017-2021),” vol. 2, no. 2, pp. 17–25, 2022.
- D. Alita, I. Tubagus, Y. Rahmanto, S. Styawati, and A. Nurkholis, “Sistem Informasi Geografis Pemetaan Wilayah Kelayakan Tanam Tanaman Jagung Dan Singkong Pada Kabupaten Lampung Selatan,” *J. Soc. Sci. Technol. Community Serv.*, vol. 1, no. 2, 2020.