Indonesian EFL Students' Voices on Online Learning During COVID-19 Through Appraisal Analysis

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Abstract

During the COVID-19 pandemic, the closure of universities and colleges has caused teachers and students to alter technology enhanced courses and blended courses to a fully online learning following the call for practicing social distancing. Since adjustment to online learning requires much effort from both the teachers and the students, getting in-depth insights from the students' voices during this pandemic through scrutinizing their reflections is important. This study aimed at investigating the attitudinal resources in reflections on online courses during COVID-19 by EFL students in Indonesia. This qualitative research employed a content analysis method to scrutinize 261 expressions. The data gathered from the students' reflections were analyzed through the Appraisal framework (Martin & White, 2005), which captured the linguistic evidence of various attitudinal resources in expressing feelings and opinions found in their reflections. The linguistic resources reflect that the students experience this

exceptional situation personally which also leads to the development of their autonomy and engagement. This study also discusses some implications to consider in maximizing the potential of online learning.

1. INTRODUCTION

The COVID-19 pandemic has abruptly altered various domains of life, including the coping mechanism in the higher-level education. Most schools and universities have transformed the mode of learning from face-to-face learning to remote or online learning to comply with the government's call for social distancing to deaccelerate the virus spread. It has, accordingly, challenged both lecturers and students to adjust their learning style and process (Dhawan, 2020; Murphy, 2020). As *The New York Times* highlights, effective online learning "requires much" as it necessitates skills, practice, time, and money (Carey, 2020). How the requirements and disruption will change the students' attitudes towards college courses is worthy of in-depth study. It is important that their critical voices during this pandemic be heard. We can evaluate these linguistic resources and subsequently make reassessment of online learning in these times of crisis. One way to get in-depth insights from the students' voices is through scrutinizing their reflective writings.

Writing reflections is done to get a deep understanding of one's learning experiences. Harendita et al. (2019, p.61) stated that writing reflections is "an attempt to understand more deeply what has been learned." Furthermore, writing reflections encourages students to grasp the essence of learning, relate it to their own life, and appreciate it as a process of finding the truth. Kuswandono (2012) also emphasized that reflections are crucial for students to exercise the cognitive process and assess learning experiences. Reflective writing activities can be done in various ways including memoirs, journaling, forums, and online discussion boards. Burton et al. (2009) elaborated the strengths of reflective writing, namely documentation, versality, analysis, self/collaborative study, and professional resources. The benefits of such a reflective activity are even greater in emergency times. Students' reflections during COVID-19 help both teachers and students to gain an in-depth understanding of the novel learning context. Accordingly, it is

vital to document and scrutinize students' reflective writing systematically during this pandemic to see how they can cope with the situation and to gain their insights on online learning.

This study analyzes the students' reflective writing on online learning amid the COVID-19 pandemic through the Appraisal framework, which is a powerful linguistic tool to investigate both spoken and written classroom expressions (Badklang & Srinon, 2018; Delahunty, Jones, & Verenikina, 2014; Delahunty & O'Shea, 2019). Badklang and Srinon (2018) conducted an Appraisal study by analyzing classroom talk and found out that teachers and learners use all domains of attitudinal resources, i.e. Affect, Judgement, and Appreciation, positively. They suggested that this framework enabled them to discuss the teacher-student relationship in the classroom. The Appraisal framework can also be used to investigate classroom written discourse. A study by Fitriati, Solihah, and Tusino (2018) investigated the Appraisal resources in narrative writings. This study highlighted the dominant use of the attitude domain in the students' writing since they have the tendency to engage with the audience by conveying feelings and emotions of the characters in the discourse (Fitriati, Solihah, & Tusino, 2018). A sizable body of literature has also investigated argumentative writing through the Appraisal theory (Jalilifar & Hemmati, 2013; Lam & Crosthwaite, 2018; Xinghua & Thompson, 2009; Yang, 2016). Liu (2013) argued that the use of Appraisal values is related to strong persuasion. Through Appraisal analysis, Mori (2017) found out that, "writing an academic text involves a complex orchestration of ideas and voices." In other words, Appraisal analysis helps researchers scrutinize complex ideas and voices. Delahunty and O'Shea (2019) investigated attitudinal resources around collective stories of perceived success by adopting linguistic interpretations. Furthermore, Pasaribu (2020b) analyzed students' reflections on the process of producing a play and found out that they have conflicting feelings towards the learning process as seen through this linguistic framework. She highlighted that the Appraisal analysis offers a solid ground to analyze reflections.

Suffice it to say for now that investigating students' learning experience in crucial times is urgent. It is necessary to conduct research on Appraisal resources, specifically the attitudinal resources, found in students' reflections during the pandemic. Therefore, this study aimed at investigating the attitudinal resources in students' reflections on online

course learning during COVID-19 through a content analysis method. This method of analysis is used because it offers a systematic way to encode messages in a discourse (Tan et al., 2020). Linguistic evidence highlighting students' personal voices can help educators reassess learning to better address their needs during this exceptional upheaval.

2. REVIEW OF LITERATURE

2.1 Appraisal analysis

Appraisal theory (Martin & White, 2005) provides a systematic and powerful framework to categorize the current lexicon and analyze patterns of language towards certain themes. Delahunty and O'Shea (2019) presented an analysis of themes using the Appraisal framework. The framework includes three subsystems, namely attitude, engagement, and graduation. Attitude resources deal with opposing feelings which can be stated implicitly and explicitly. Delahunty and O'Shea (2019) argued that attitudinal meanings focus on the expressions of emotion, opinion, and evaluation. Engagement resources deal with distinct voices around the discourse (Pascual, 2010). Read and Carroll (2012) stated that these resources are used to show the position of one's voice with others' voices. Finally, graduation is "related to gradeability" (Martin & White, 2005, p.37). Thompson (2008, p.171) explained that it deals with ways where "feelings are amplified and categories blurred". This framework provides a systematic way to scrutinize discourse.

A large corpus of research adopts this robust method to analyze ideas and voices in different discourses (Badklang & Srinon, 2018; Bednarek, 2009; Fitriati et al., 2018; Križan, 2016; Mori, 2017; Ngo & Unsworth, 2015). The present research focuses on the attitudinal resources to investigate how students experience learning amid this time of crisis. Through Appraisal analysis, this research focuses on capturing linguistic evidence of students' attitudes concerning their online courses during COVID-19. Therefore, attitudinal resources are the tools employed as the main analysis framework in this study.

The attitude domain can be broken down into three aspects of feeling, i.e. Affect, Judgement, and Appreciation. Affect deals with the feelings and opinions of the authors (Bednarek, 2009). When analyzing Affect resources, we identify the negative and positive opinions towards

the appraised target (Bednarek, 2009; Martin, 2017; White, 2015). Judgement resources deal with the assessment of social behavior (Delahunty & O'Shea, 2019; Martin, 2017). In other words, they contain verbal data encoding the monitoring of behavior based on normative principles. Finally, Appreciation resources denote stances towards the impact and quality of "products, performances and naturally occurring phenomena" (Martin, 2000, p.159). These resources can be found in "variations on 'It is nice/nasty'" (Thompson, 2008, p.171). They elaborate on the assessment of aesthetics of phenomena. The framework provides a systematic method to scrutinize the evaluative linguistic choices used by the students in describing the online learning process.

2.2 Online language learning

The COVID-19 pandemic has accelerated the development and implementation of online language learning. Educators must adjust the mode of learning from face-to-face learning to remote or online learning (Murphy, 2020; Tan et al., 2020). Indeed, the benefits of digital tools have been long documented. Digital learning tools in the Indonesian context through computers and phones have strengthened language learning (Wulandari & Pasaribu, 2020). Studies also show how these tools improve students' writing (Prasetyawati & Ardi, 2020; Pasaribu, 2016), listening (Abdulrahman, Basalama, Widodo, 2018; Silviyanti, 2014), reading (Nurhasanah, Sulistyo, Agustiani & Ulya, 2020), and speaking skills (Wulandari, 2019). Furthermore, the use of technology in the Indonesian context promotes learner autonomy (Ardi, 2017), reduces anxiety (Pasaribu, 2016), and improves critical thinking skills (Wulandari, 2019). Silviyanti (2014) found out that students find listening to Youtube videos are both easy and interesting. Meanwhile, Abdulrahman, Basalama, and Widodo (2018, p. 23) suggested that podcasts provide "authentic materials, interesting activities including listening exercises and meaningful tasks" for students. Nurhasanah, Sulistyo, Agustiani, and Ulya (2020) quantitatively found that students have a positive perception of reading through the use of the Internet. Wulandari (2019) explained how the use of Instagram Vlog can improve learners' speaking proficiency. In developing writing skills, Indonesian EFL students have experienced writing anxiety (Arindra & Ardi, 2020), but the use of technology is considered able to reduce their anxiety (Pasaribu, 2016).

These studies have all suggested that learners have positive perceptions of technology enhanced classes. It is confirmed by Wulandari, Harendita, and Ayu (2019) who suggest that both Indonesian teachers and learners at a university prefer the use of technology. Seeing the advantages of online learning, universities worldwide have encouraged the use of online learning. There are three types of online learning (Allen, Seaman, and Garrett, 2007) presented in Table 1.

Table 1

Types of Courses (Allen, Seaman, & Garrett, 2007)

Percentage of online instructions	Types of courses	Descriptions
0%	Face-to-face courses	Courses that do not involve technology.
1-29%	Technology enhanced courses	Subjects that involve a small proportion of online materials or instructions, such as posting online materials, submitting assignments, and announcements.
30-79%	Blended courses	Courses that implement significant amount of online learning activities, learning process, and learning assessment. These courses also include best practices of face-to-face learning.
80-100%	Fully online	Courses that are predominantly delivered online or 80% or more.

As stated earlier, during COVID-19, teachers and students must alter these types of courses to a fully online class following the government's decree. However, adjusting face-to-face to online learning requires more work than we expect (Dhawan, 2020). The effectiveness of online learning remains questionable with regard to its technical facilities, students' preparedness, and teachers' preparedness. To investigate further on this issue, we must hear from the students how

they abruptly experience full online learning during the COVID-19 pandemic.

2.3 Students' reflections

Writing reflections has been considered a central part of learning (Kerns, 2014; Kuswandono, 2012; Steele, 2015; Yancey, 1998). Yancey (1998) noted that reflective practice facilitates insights into one's learning process and experience. Here, reflections enable students to extend their learning experience to their everyday life. Students who reflect can construct their experience in this pandemic context through writing their reflections. Reflection allows students to express themselves fully and autonomously. For comparison sake, following Goffmanian thesis that self-presentation is a tangible component of identity, Castro (2018) examined the ways students presented themselves and their experience in their letters of request and found out that the students' ability to express their identity honestly and freely helped increase the possibility of approval. Furthermore, Harendita et al. (2019, p.61) shared this about reflection: "Memory, understanding, imagination, and feeling are used to find meaning and value that are the essence of what is learned, to find its relationship with human knowledge and activities, and appreciate its implications in continuing the search for truth." Essentially, lecturers can get the students involved in learning how to learn through reflective practices. Finally, Burton et al. (2009) summarized the benefits of reflection as follows. First, reflective writing creates a report document, which will be beneficial for further learning. Second, it enables the doers to adopt different actions. Next, it can help us create bridges to the future as we make connections to our backgrounds when we reflect. Fourth, it is flexible for both independent learning or collaborative learning. Lastly, it can be a lifelong professional resource.

3. METHODOLOGY

This study aimed to investigate the attitudinal resources in students' reflections on online courses during COVID-19 by employing a qualitative content analysis method. According to Kripendoff (2004, p.17), content analysis involves "close reading of relatively small amounts of textual matter", in addition to its systematic discursive practice. This approach also provides a systematic way to analyze language in a discourse (Tan et

al., 2020). To meet the objective of the research, the data were carefully coded to enable researchers to explore students' voices found in their reflections. A qualitative content analysis enables us to work within hermeneutic circles that require engaging text interpretation.

3.1 Source of data

This study analyzed twenty reflections written by students in the 2nd and 6th semester of English Language Education of one private university in Indonesia. The reflections on online learning during COVID 19 were taken from the 2nd semester students (Batch 2019) in Book Report classes and the 6th-semester students (Batch 2017) in Research Methods and Play Performance classes. The institution has encouraged the use of technology in the classrooms before the pandemic. The regular classes are supported with Moodle 3.6 which is responsive to mobile phones through the Moodle app and browsers. Wulandari, Harendita, and Ayu (2020) investigated that the teachers and the students at the university preferred to integrate digital tools in classrooms due to the efficiency. However, in the second week of March 2020, the teachers and the students must shift to full online class overnight. This abrupt change poses multiple challenges for the students which could be analyzed from their reflections.

3.2 Data collection procedure

The data were collected from the reflections by the English Language Education students from Batch 2017 and Batch 2019 of one private university in Indonesia. Permission to analyze the data was sought from the head of the study program and the dean of the faculty. The reflections were a part of learning tasks submitted in May 2020 through the university's Learning Management System (LMS) where they can find the task instructions to write reflections on online learning (both in this class and in other classes as well) during COVID-19. Their reflections should describe: (1) how COVID-19 has changed their life, (2) what they have learned through online classes during COVID-19, (3) how they have learned during COVID-19, (4) how they feel about online classes during COVID-19, and (5) what they have done to prepare for online final

tests/projects. Their reflections were then submitted through LMS. Indeed, writing a reflection journal is a common practice at the institution that makes up part of the assessment on a completion basis. There is no grade assigned for how they do the reflection, but they will get the participation mark for completing their reflections and submitting them through the LMS.

The study investigated 261 expressions containing attitudinal resources from 20 reflections which were collected using a purposive sampling. After familiarizing ourselves with the data, we selected reflections that met these criteria: (1) they were written in relatively good English, (2) they sufficiently explained the learning aspects, (3) they had meaningful and personal accounts, and (4) all items in the instructions were described. We used purposive sampling in selecting the 20 reflections (10 reflections from the second-semester students and 10 reflections from the 6th semester students) believing as we do that these reflections can best articulate some specific information needed for this study.

After collecting the sample of the research, the data were coded based on the domains of attitude in the Appraisal framework, namely Affect, Judgement, and Appreciation. The expressions containing attitudinal resources were classified into different categories with different polarity (positive and negative). To ensure the validity of the research, we applied two out of three methods in qualitative research (Carter, Bryant-Lukosius, DiCenso, Blythe, & Neville, 2014), namely investigator triangulation involving two researchers coding and labeling the data in this study and theory triangulation which involved comparing theories from similar studies in the results and discussion sections.

3.3 Data analysis procedure

The data were carefully coded into subcategories of Affect, Judgement, and Appreciation using the Appraisal framework in the Excel tools for linguistic analysis of evaluative language. Both researchers were involved in coding the data and clustering them to highlight emerging categories in the reflections. This study applied content analysis using both

numerical and verbal data presentation to explore the broader context of the phrases containing attitudinal resources. After coding and analyzing the data, the presentation of data is demonstrated in the findings and discussion.

4. RESULTS AND DISCUSSION

This section presents the results and the discussion of the data. First, it discusses attitudinal resources in students' reflections on online courses during COVID-19, namely Affect, Judgement, and Appreciation. Second, it discusses emerging themes concerning autonomy and engagement from the reflections.

4.1 Appraisal analysis

The results of analyzing students' reflections on online language classes during COVID-19 pandemic through the Appraisal framework are summarized in Figure 1. We found 261 attitudinal expressions from 20 selected reflections by EFL learners. The type of attitudinal lexis (White, 2015) and target lexis (Bednarek, 2009) from the students' feelings and opinions are interpreted and discussed in this section.

Figure 1

Attitudinal Resources

ATTITUDINAL RESOURCES

■ Affect   ■ Judgement   ■ Appreciation

40%
28%
32%
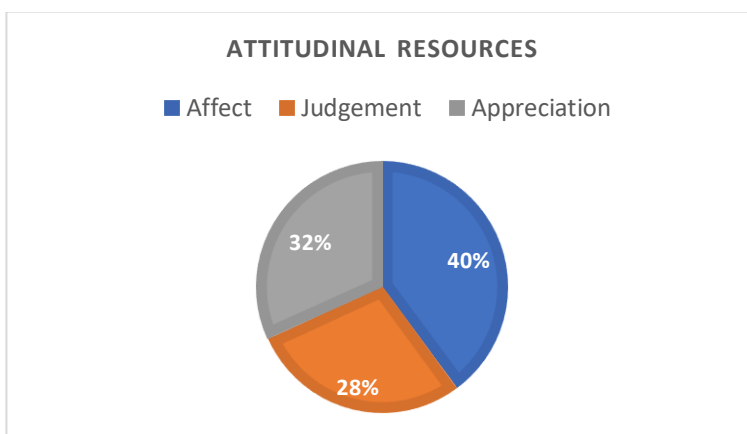
The pie chart shows that the students employed all attitudinal resources when describing their feelings through Affect resources (40%) and opinion through Judgement (28%) as well as Appreciation (32%). These markers were collected by scrutinizing behavioral and mental processes found within clauses (Martin, 2017). The dominant use of Affect resources indicates that students tended to experience online learning during the COVID-19 pandemic as a deeply personal experience. The results illustrate that students were facing emotional issues during this exceptional upheaval.

The first domain of attitudinal resources, Affect, concerns with the authors' feelings and emotions. Both explicit and implicit opposition in polarity (Bednarek, 2009; Martin, 2017; White, 2015) were analyzed to understand stances. Table 2 shows that the students employed conflicting emotions in their reflections seen through the use of both negative and positive Affect resources.

Table 2

Affect Category

Appraisal	Category	Polarity	Occurrence	Percentage
Affect	inclination	Positive	25	25.75
		Negative	3	2.97
	happiness	Positive	18	17.82
		Negative	24	23.76
	security	Positive	9	8.91
		Negative	5	4.95
	satisfaction	Positive	0	0
		Negative	19	18.81
Total			104	100

Table 2 illustrates that the students adopted both positive and negative views in expressing their feelings during the COVID-19

pandemic. They directed their views towards some appraised entity: regular class, social interactions, and COVID-19. Students conveyed a strong desire [+inclination] to return to regular classes in their reflections mostly through the word *miss*. This diction expresses "some degree of personal desire towards" a phenomenon (Ngo & Unsworth, 2015; Read & Carroll, 2012). Although some students enjoyed online learning [+happiness], some others were exhausted [-happiness] by the tasks given by the lecturers in the distance learning method. They expressed their dissatisfaction [-negative] towards the situation they faced. Table 3 shows some examples of Affect resources in students' reflections.

Table 3

Examples of Affect Category

Category	Polarity	No	Excerpt
inclination	Positive	(1)	But still, I'm dying [+inclination] to have a normal lesson on campus.
	Negative	(2)	To be honest, I sometimes feel lazy [-inclination] to do my work.
happiness	Positive	(3)	I think I am happy [+happiness] because I can cope pretty well with the online classes.
	Negative	(4)	I feel so empty[-happiness].
Security	Positive	(5)	However, I'm still having so much fun and less anxious [+security] since I didn't have to meet people as often as the previous ones.
	Negative	(6)	I didn't know the exact situation in my house, so I felt scared and worried [-security].
satisfaction	Positive		-
	Negative	(7)	I'm just not satisfied [-satisfaction] with the online class system that we use right now, we need a better solution.

The examples in Table 3 show how students expressed positive inclination through the metaphor *dying* in Excerpt 1 and negative inclination through the explicit adjective *lazy* in Excerpt 2. Resources in the domain of happiness are seen through the phrase *pretty well* in Excerpt 3 and the metaphor *empty* in Excerpt 4. Through their reflections, we can see that some students could reduce anxiety amid the abrupt change (Excerpt 5), while others may experience insecurity or anxiety (Excerpt 6). It is interesting to note that students did not display satisfaction during this situation, instead, they expressed that they were dissatisfied with the sudden change.

The second domain of attitudinal resources, i.e. Judgement, deals with some reactions to "social behavior" (Martin, 2017, p. 40). The lexis in the domain provides the foreground for the assessment of behavior (Delahunty & O'Shea, 2019). Judgement domain includes normality, capacity, tenacity, and veracity. Through Appraisal analysis, this study captures linguistic evidence of the students' opposing views on the assessment of social behavior.

Table 4

Judgement Category

Appraisal	Category	Polarity	Occurrence	Percentage
Judgement	Normality	Positive	3	4.35
		Negative	1	1.45
	Capacity	Positive	40	57.97
		Negative	5	7.25
	Tenacity	Positive	4	5.80
		Negative	0	0.00
	Veracity	Positive	2	2.90
		Negative	0	0.00
	Propriety	Positive	14	20.29
		Negative	5	7.25

Total			74	100

A large number of positive Judgements [+Judgement] of the Capacity category indicate that students expressed the skills they have developed during online learning. It shows that 40 expressions were categorized as Capacity to develop and self-evaluate own capabilities in cognitive, social, and digital domains. The expressions of self-evaluation indicate that students could better exercise their autonomy. Table 5 shows some examples of Judgement resources found in students' reflections.

Table 5

Examples of Judgement Category

Category	Polarity	No	Excerpt
Normality	Positive	(8)	Related to the Internet data, I am lucky [+normality] enough because my family has used Wi-Fi connection for a pretty long time.
	Negative	(9)	Why are lawnmowers and babies' cry so [-normality] loud and they really need to do it at the morning?
Capacity	Positive	(10)	I realize my improvement also, I became more creative [+capacity] because I have a lot of time to explore the Internet.
	Negative	(11)	Then not all lecturers explain the material clearly [-capacity].
Tenacity	Positive	(12)	I highly appreciate the lecturers who worked very hard [+tenacity] to maintain a well-educated environment in organizing the online session.
	Negative		-
Veracity	Positive	(13)	Being truthful [+veracity] in my own

			self and others, having the unbreakable will in my thought are enhancing my cognition and processing ability.
Propriety	Positive	(14)	As a student, this situation makes me think that everything is going smoothly if we help each other [+propriety].
	Negative	(15)	The teachers also should not burden [-propriety] the students with excessive assignments and they have to be considerate with the circumstance of their pupils during this quarantine.

The data represent that some students felt grateful for having a good Internet connection (Excerpt 8), while some experience difficulties to follow online learning due to Internet problems that often hampers them to concentrate on learning (Excerpt 9). In terms of capacity categories, the students expressed that they are able to use different digital tools, become more creative (Excerpt 10) and enjoy working in a team despite the difficulties they face. However, some also express the downsides of online learning. They feel that some lecturers are unable to explain the material clearly (Excerpt 11), but other reflections appreciate the lecturers' efforts with compassion (Excerpt 12). Martin and White (2005) discussed that Capacity is the Judgement of how capable people are. This study elaborated on how students were able to evaluate their own and others' capacity through these resources in the reflections.

Some students made self-evaluation and expressed the needs of honesty in doing the online tasks through the use of positive veracity as seen in Excerpt 13. Through the reflections, students expressed their protest on massive tasks and assignments given by the lecturers (Excerpt 15), yet they could still finish them by being helpful and working together with their friends (Excerpt 14). The students reflected on the importance of interactions towards academic success as perceived through their reflections.

The last domain of attitudinal resources, Appreciation, includes reaction, composition, and valuation. The students adopted these categories in expressing opinions towards the impact and quality of this upheaval on online learning, lecturers, and family bond. They expressed

hardships of doing online tasks and assignments by using the negative Composition category [-complex]. However, the evidence of positive Valuation in their reflections capture how they nevertheless value the experience of online learning amid COVID-19.

Table 6

Appreciation Category

Appraisal	Category		Polarity	Occurrence	Percentage
Appreciation	reaction	Impact	Positive	4	4.40
			Negative	1	1.10
		Quality	Positive	9	9.89
			Negative	9	9.89
	Composition	Balance	Positive	0	0.00
			Negative	5	5.49
		Complex	Positive	0	0.00
			Negative	30	32.97
	Valuation	Positive		20	21.98
		Negative		5	5.49
Total				83	100

Although, students adopted various Appreciation markers in describing the situation (see Excerpt 16 – 20), most expressed difficulties in online learning as seen in Excerpt 21. Although the students are digital natives, their reflections show that online learning is not that simple (Dhawan, 2020; Murphy, 2020), especially when the challenges are heightened with social and financial problems.

Table 7

Examples of Appreciation Category

Category	Subcategory	Polarity	No	Data
Reaction	Impact	Positive	(16)	I know during this pandemic we have to stay at home to prevent this virus spread but staying at home is good enough [+impact] because we can spend our time with our beloved family.
		Negative	(17)	Shortly, being in the terrifying [-impact] situation of COVID-19 makes me can take a meaning of spend the precious time and aware to one another.
	Quality	Positive	(18)	We still can enjoy [+happiness] other's work [+quality] while working in our work.
		Negative	(19)	Everyone suffered by a lot of things such as bad [-quality] environment, the weather that was not supporting, less equipment, mental breakdown, got stressed, etc.
Composition	Balance	Positive		-
		Negative	(20)	Now all of my days are generally blurring [-composition, balance] into one another.
	Complex	Positive		-
		Negative	(21)	there are lots of difficulties [-composition, complex] in online

				learning.
Valuation		Positive	(22)	The consequence is I must spend a number of data connection, but it doesn't matter because it is worth it [+valuation].
		Negative	(23)	The negative is that online classes are not suitable [-valuation] for a number of lessons such as Play Performance and Micro Teaching.

Their reflections also suggest that although they experience hardships as seen in Excerpt 23, some express how worthwhile online learning is as seen in Excerpt 22. As such, it becomes the best time for teachers to reflect on how to adjust our instructions to alleviate hardships and maximize students' performance in online learning during the yet unpredictable situation of COVID-19.

4.2 Autonomy and engagement through their reflections

Appraisal provides insights on how students conveyed attitudes during the COVID-19 pandemic. Through Appraisal analysis, it is possible to foreground students' voices during these times of crisis. The high number of markers in the Capacity category [+capacity] indicate that students were able to learn without the face-to-face supervision of the teachers. During this online learning, students were expected to manage their own time to access the materials and do the tasks. This finding is consistent with other studies (Ardi, 2017; Herawati, 2010; Pasaribu, 2020a) which suggest that the use of technology allows Indonesian students to exercise their autonomy. The Appraisals from their reflections demonstrate what they have learned during online learning due to COVID-19.

24. I took the positive side such as we will learn [+capacity] how to manage the time, how do the multitasking, and many more.

25. When COVID-19 I learn [+capacity] and interact with friends and lecturers through the zoom, discord, Moodle, Edmodo applications, sometimes also WhatsApp groups to learn.

26. (So far, I have quite enjoyed [+happiness] this online learning activity even though I need a lot of time {-composition} to more understand the material that has been taught independently [+capacity].

The reflections captured the evidence that students were accelerated to take charge of their learning or develop learner autonomy. The findings in this study specify that students could learn to better manage their time amid this upheaval time as seen in Excerpt 24. They could exercise and enhance their IT skills by using digital tools to learn (Excerpt 25). Excerpt 26 highlights that the students reflected on the time they need to learn autonomously.

The COVID-19 experience has also taught students to value social engagement during online learning. Social engagement, as stated by O' Shea, Stone, and Delahunty (2015, p.44), refers to "forming positive relationships with peers, tutors and unit coordinators". Online learning during COVID-19 made students realized how much they enjoy face-to-face learning with their friends. They miss the social aspect of education.

27. However, I missed [+inclination] going to campus and meeting my friends directly.

28. Some of the time I spent using the apps and doing online classes, the feeling of missing [+inclination] someone and doing something outside my home always come up.

Online tasks allow students to work together with their friends virtually. To meet both learning and social needs, the students had made use of technology to get their tasks done and to communicate with friends. This mutual assistance in achieving objectives fits into Indonesian social practice known as "*gotong royong*" [mutual cooperation]. Pasaribu (2020a) also suggests that online tasks can encourage collaboration. The data in this study show that online tasks that they found very challenging were done in collaboration. Their reflections highlight how they value helping friends and teamwork as seen in these excerpts.

29. It reinforces the bond between us and it teaches us how to coexist and handle every obstacle with teamwork [+propriety].
30. I learned to be aware of the hoaxes, helping my friends who in need for their tasks, and helping [+propriety] my friends to go through their mental instability because of this pandemic.
31. If our friends are enduring difficulty to comprehend the assignment, we can be a helping [+propriety] hand and try to nurture them.

Students realized that they were not alone in the time of crisis. Both teachers and students never expected this abrupt change of learning during the first half of the semester of 2020. The participants of this study develop their digital compassion by trying to be in the lecturers' shoes by acknowledging their lecturers' struggle in adjusting from regular classrooms to online instructions.

32. I knew the lecturer also struggle [+tenacity] to make the online class, so I try hard to follow the guidance slowly so I also can understand what the lecturers going to share.
33. I am also very impressed [+happiness] with the enthusiasm of the lecturers [+propriety] in presenting such interesting and clear material for us.
34. All my lecturers do care [+propriety] about their students' situation, especially for my friends who do not have really good Internet connection.

As proven through their reflective notes, in facing academic and non-academic obstacles during the pandemic, the students recognized not only the importance of social interactions with friends but also the positive effects it has on the family bond. It is also interesting to highlight that the COVID-19 experience has made family members closer to each other during the home quarantine. In line with O' Shea, Stone, and Delahunty (2015), this study found out that online learning has flexibility; during the confinement, the flexibility that online learning offers enables students to bond with family members during the COVID-19 pandemic.

35. Beside that I feel grateful [+happiness] because I stayed at home, I have a lot of time for my family, because usually we can only spend time together at night because of busy work even that can be happen when we don't have a thing to do in that day.
36. As a family, it is a domestic bliss [+happiness] since I am able to see my parents as much as I please.

37. The pros [+valuation] are that we can have more time with our family, we have more time to do our homework and assignments, we don't have a lot of activity on the campus, and just focus on our education.

Some research suggests how the pandemic has possible negative effects on the family (Ghosh et al., 2020; Wang et al., 2020). As challenging as online teaching has been for the students, the reflections portray their engagement with their family more deeply. Wang et al. (2020) further state that home confinement allows an opportunity to enhance parent-children interactions and the family bond. However, the attitudinal resources enable us not only to see students' positive feelings and opinions on social engagement amid COVID-19 but also to hear students' hardships which can hinder learning engagement.

38. Not infrequently some lecturers just give assignments without explaining the material first ['-propriety]. This is troublesome, but what else can I do?
39. But still, the materials given are not 100% clear [-satisfaction].
40. Yes, as I said before, the tasks are difficult [-composition, complex]to send due to network problems.
41. I feel uncomfortable [-satisfaction] doing online classes because a lot of tasks that come continuously.
42. I think online classes are cool [+quality] program, but it is too hard [-composition, complex], because the students will receive more tasks than regular class like before.

Through reflections, students also complained about the communication challenges and massive tasks that they must do simultaneously. The problems in communication emerged as both teachers and students needed to adjust from face-to-face communication to online communication. Some were not ready to shift to the digital world as online learning facilitates communication in a different way. O' Shea, Stone, and Delahunty (2015) claimed that lack of communication can negatively impact social engagement. Shifting from regular classroom activities to online tasks, students were also dissatisfied with the number and the level of online workload during COVID-19. By scrutinizing students' mixed feelings and opinions on online learning during COVID-19, educators can be more aware of the delicate circumstances surrounding this upheaval. Educators could maximize the potential of online learning to help students develop their autonomy and

enhance social engagement, while reassessing current online learning to meet students' needs of multi-situated learning circumstances in a better way.

4. CONCLUSIONS

The present study has provided the linguistic interpretation of students' voices on online courses during the COVID-19 pandemic. The students of one Indonesian university observed were able to articulate their feelings and opinions by using various attitudinal resources. The dominant use of Affect markers shows that online learning has given the students a deeply personal and meaningful experience during this exceptional upheaval. The data in the study also show that students could self-evaluate the development of their skills using Judgement resources. Through resources in the Appreciation category, the study has identified that although some students experienced online learning difficulties, they could deal with the obstacles by focusing on the value of learning. This study allows us to see how, in times of crisis, students projected digital compassion in their reflective writings. Their reflections evoke not only appreciation for the lecturers' efforts but also for their own IT skill enhancement during the online learning. In sum, through their narratives, it can be highlighted that online learning has offered the students under discussion with opportunities to exercise learner autonomy and enhance social engagement.

This study further proposes some implications to apply in the pedagogical context. First, the use of the Appraisal framework provides useful ways to highlight students' needs and context, especially during this upheaval time. Teachers turn out to become more aware of the lexical choices they use in the classroom discourse to establish rapport. Secondly, given the importance of social interactions in the online learning context, teachers need to encourage multiple means of expressions in the learning platform to facilitate more interactions. Considering the necessity of online learning, teachers need to be equipped with online communicative and digital skills to become more capable and creative when they deliver lessons, facilitate interactions, and give feedback in an online environment.

However, this research should be viewed in its limitation. Since the source of data for this study is limited to EFL contexts, further studies with more data involving different contexts will enrich the discussion. Further researchers are also encouraged to scrutinize teachers' reflections on the sudden shifting from face-to-face class to online-mode of delivery by means of linguistic frameworks and/or beyond language matters.

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