

EFL Students' Voices in Online Learning during COVID-19 through Appraisal Analysis

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Abstract

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During the COVID-19 pandemic, the closure of universities and colleges has caused teachers and students alter technology enhanced courses and blended courses to a fully online learning following the call for practicing social distancing. Given that adjustment to online learning requires much effort from both the teachers and the students, getting in-depth insights on the students' voices during this pandemic by way of scrutinizing their reflections is important. This study aims at investigating the attitudinal resources in reflections on online course 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 appraisal framework. It 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 as something personal 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.

Keywords: reflections, COVID-19, online learning, appraisal analysis

Introduction

The COVID-19 pandemic has abruptly altered various domains of life, including the coping mechanism in the high 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 in order 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). The requirement- disruption will change the students' attitude towards college courses worthy of in-depth study. It is important that their critical voice during this pandemic - be heard with which we can evaluate and subsequently make reassessment on online learning in times of crisis. One way to get in-depth insights on the students' voices is through scrutinizing their reflective writings.

Writing reflections is done to get deep understanding on one's learning experience. Harendita et al. (2019, p. 61) state that "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 emphasizes that reflections are crucial for students to exercise

cognitive process and assess learning experience. Reflective writing activities can be done in various ways including memoirs, journaling, forum, and online discussion board. Burton et al. (2009) elaborate the strengths of reflective writing, namely documentation, versatility, analysis, self/collaborative study, and professional resource. The benefits of such a reflective activity is even greater in emergency times. Students' reflections during COVID-19 help both teachers and students to gain in depth understanding on the novel learning context. Therefore, it is vital to document and scrutinize students' reflective writing systematically during this pandemic to see to what extent they can cope with the situation or otherwise.

This study analyze the students' reflective writing on online learning amid the COVID-19 pandemic through Appraisal framework; it is a powerful linguistic framework to investigate both spoken and written classroom (Badklang & Srinon, 2018; Delahunty, Jones, & Verenikina, 2014; Delahunty & O'Shea, 2019). Badklang & 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, judgment, and appreciation positively. They suggested that this framework enables them to discuss teacher-student relationship in the class. 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 attitude domain in the students' writing as they have the tendency to engage with the audience by conveying feelings and emotion of the characters in the discourse (Fitriati, Solihah, & Tusino, 2018). A sizable of literature has also investigated argumentative writing through appraisal theory (Jalilifard & Hemmati, 2013; Lam & Crosthwaite, 2018; Xinghua & Thompson, 2009; Yang, 2016). Liu (2013) argues 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 help researchers scrutinize complex ideas and voices. Furthermore, Delahunty & O'Shea (2019) investigated attitudinal resources around collective stories of perceived success by adopting linguistic interpretations. Pasaribu (2020) analyzed students' reflection on the process of producing a play and found out that students have conflicting feeling towards the learning process seen through this linguistic framework. She highlighted that appraisal analysis offer 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 aims at investigating the attitudinal resources in students' reflections on online course during COVID-19 through a content analysis method. A content analysis method is used as it offers a systematic way to encode messages in a discourse (Tan et al., 2020). Linguistic evidence highlighting students' personal voice can help educators reassess learning in order to address the needs in this exceptional upheaval.

Review of Literature

Appraisal Analysis

Appraisal theory (Martin & White, 2005) offers a systematic and powerful framework to categorize lexis and analyze patterns of language towards certain themes. It includes three subsystems, namely attitude, engagement and graduation. Attitude resources deal with opposing feelings which can be stated implicitly and explicitly. Engagement resources deal with distinct voices surrounding a discourse. Finally, graduation is "related with gradeability" (Martin & White, 2005, p. 37). A great deal of research adopts this robust method to analyze participants' ideas and voices (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 the time of crisis. Through appraisal analysis, this research focuses on capturing linguistic evidence of students' attitude on online course during Covid-19. Therefore, attitudinal resources are the tools employed as a main analysis framework in this study.¹⁴

The attitude domain can be broken down into three aspects of feeling, i.e. affect, judgment and appreciation. Affect deals with feelings and opinions of the authors (Bednarek, 2009). Judgment resources contain verbal data encoding the monitoring of behavior based on normative principles. Finally, appreciation resources elaborate the assessment of aesthetic (Badklang & Srinon, 2018; Bednarek, 2009.; Fitriati et al., 2018; Križan, 2016; Mori, 2017; Ngo & Unsworth, 2015). The framework offers a systematic method to scrutinize the evaluative linguistic choices used by the students in describing online learning process.

Online Language Learning

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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 technical tools have been long documented. Digital learning tools through computers and phones have strengthened language learning (Wulandari & Pasaribu, 2020). Studies also show how these tools improve students' writing (Pasaribu, 2016), listening, reading (Pasaribu, 2020), and speaking skills (Wulandari & Pasaribu, 2020). Furthermore, the use of technology in Indonesian context promotes learner autonomy (Ardi, 2017), reduce anxiety (Pasaribu, 2016), and improve critical thinking skills (Pasaribu & Iswandari, 2019). Seeing the advantage of online learning, universities have encouraged the use of online learning. There are three types of online learning (Allen, Seaman, and Garrett, 2007) which are 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 involved 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, learning assessment. These courses also include best practices of face-to-face learning.
80-100%	Fully online	Courses that are dominantly delivered online or 80% or more.

As stated earlier, during COVID-19, teachers and students must alter these types of courses to fully online class following the government's call. However, adjusting face-to-face to online learning requires more work (Dhawan, 2020). Some questions the effectiveness of online learning due to technical facilities, students' preparedness, and teachers' preparedness. To investigate further on this issue, it is crucial that we hear from the students how they experience full online learning during the COVID-19 pandemic.

Students' Reflections

Reflections has been considered a central part of learning (Kerns, 2014; Kuswandono, 2012; Steele, 2015; Yancey, 1998). Yancey noted that reflective practice facilitates insight to one's learning process and experience. Furthermore, reflections enable students to extend their

learning experience to their everyday life. Students who reflect can construct their experience in this pandemic context through reflections. Furthermore, Harendita et. al. (2019, p.61) highlight that reflections “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.” Lecturers involve students to learn how to learn through reflective practices. Furthermore, Burton et al. (Burton et al., 2009) mentions some benefits of reflection. 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 helps us create bridges as we make connections to our backgrounds when we reflect. Fourth, it is flexible for both independent learning or collaborative learning. Finally, it can be a lifelong professional resource.

Methodology

The aim of this study is to investigate the attitudinal resources in students’ reflections on online course during COVID-19 by employing a qualitative content analysis method. According to Krippendorff (2004, p. 17) content analysis involves “close reading of relatively small amounts of textual matter”. 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 work within hermeneutic circles that require engaging text interpretation.

Data Collection Procedure

The data were collected from the reflections by the English Language Education students from batch 2017 and batch 2019 of a private university in Indonesia. The reflections were a part of learning tasks submitted in May 2020 through the university’s Learning Management System. Permission to analyze the data was sought from the head of the study program and the dean of the faculty. The study investigated 261 expressions containing attitudinal resources from 20 reflections which were collected using purposive sample. The criteria of the selected reflections are: (1) they were written in relatively good English, (2) they sufficiently explained the learning aspects, and (3) they had meaningful and personal accounts. 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).

Data Analysis Procedure

The data were carefully coded into subcategories of Affect, Judgement, and Appreciation using appraisal framework in the Excel tools for linguistic analysis of evaluative language. Both researchers were involved in coding the data and cluster 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.

Results and Discussion

Attitudinal Resources

The results of analyzing students’ reflections on online language classes during COVID-19 pandemic through 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 were interpreted and discussed in this section.

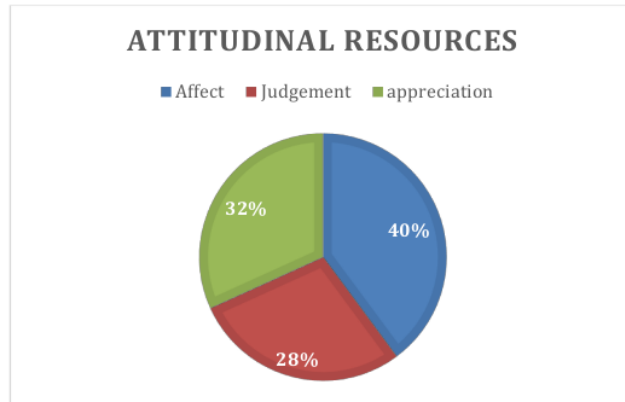


FIGURE 1. Attitudinal resources

The pie chart shows that the students employ 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 behavioural and mental processes found within clauses (Martin, 2017). The dominant use of affect resources indicates that students tend to experience online learning during the COVID-19 pandemic as being a deeply personal experience. The results illustrate that students are 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 on polarity (Bednarek, 2009; Martin, 2017; White, 2015) were analyzed to understand stances. Table 2 shows that the students employ 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 adopt both positive and negative views in expressing their feeling during the COVID-19 pandemic. They direct their views towards some appraised entity: regular class, social interactions, and COVID-19. Students convey a strong desire [+inclination] to return to regular classes in their reflections mostly through the word *miss*. This diction "express some degree of personal desire towards" a phenomena (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 better solution.

The examples in Table 3 show how students express 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 can 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 particular reactions to “social behavior” (Martin, 2017, p. 40). The lexis in the domain foreground 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

The large number of positive judgements [+judgement] of capacity category indicates that students express 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

can better exercise their autonomy (Ardi, 2017; Pasaribu, 2020). Table 5 shows some examples of judgement resources found in students' reflections.

TABLE 5. Examples of judgment category

Category	Polarity	No	Examples
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 are 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.
	Negative		
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 feel grateful for having 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 express that they are able to use different digital tools, become more creative (Excerpt 10) and enjoy working in 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 lecturer's efforts with compassion (Excerpt 12). 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 express their protest on massive tasks and assignments given by the lecturers (Excerpt 15), yet they still finish them by being helpful and working together with their friends (Excerpt 14). Through the reflections the students reflect on the importance of interactions towards academic success.

The last domain of attitudinal resources, **Appreciation**, includes reaction, composition, and valuation. The students adopt these categories in expressing opinion 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 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	subcategory	Polarity	Occurrence	Percentage
Appreciation	reaction	Impact	Positive	4	4.40
			Negative	1	1.10
	Composition	Quality	Positive	9	9.89
			Negative	9	9.89
		Balance	Positive	0	0.00
			Negative	5	5.49
	Valuation	Complex	Positive	0	0.00
			Negative	30	32.97
			Positive	20	21.98

	Negative	5	5.49
Total		83	100

Although, students adopt various appreciation markers in describing the situation (see Excerpt 16 – 20), most express 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 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 stayed at home to prevent this virus spread but stayed 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	(20)	Now all of my days are generally blurring [-composition, balance] into one another.
		Negative		
	Complex	Positive	(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.

Autonomy and Engagement through their reflections

Appraisal provides insights on how students convey attitudes during the COVID-19 pandemic. Through appraisal analysis, it is possible to foreground students' voices during the times of crisis. The high number of markers in capacity category [+capacity] indicates that students were able to learn without 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. Amid online learning instructions, students were able to exercise their autonomy by managing time, executing the plan, and evaluating the learning process (Pasaribu, 2020). 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 own learning or develop learner autonomy (Ardi, 2017; Herawati, 2010; Little, 2004; Pasaribu, 2020). Amid this upheaval, the students would learn to manage their time as seen in Excerpt 24. They could exercise and enhance their IT skills by using digital tools to learn (Excerpt 25). Excerpt 26 highlight that the students reflect on the time they need to learn autonomously.

COVID-19 has also taught students to value social engagement during online learning. Social engagement, as stated by O' Shea, Stone, & Delahunty (2015, p.44), refer to "forming positive relationships with peers, tutors and unit coordinators". Online learning during COVID-19 made students realize 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 have 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, 2020, p. 38). Online tasks which they found very challenging through their reflections were done in collaboration. Their reflections show 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 realize that they are in the time of crisis together. 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 recognize not only the importance of social interactions with friends, but also the positive effects it has on family bond. It is also interesting to highlight that COVID-19 has made family members become closer to each other during the home quarantine. In line with O' Shea, Stone, & Delahunty (2015), this study finds out that online learning has the flexibility; during the confinement the flexibility that online learning offers enables students to bond with family members during COVID-19.

- (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 things 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 in 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 allow opportunity to enhance parent-children interactions and 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 task than regular class like before.

Through reflections, students also complain about the communication and massive tasks that they have to do simultaneously. The problem in communication emerged as both teachers and students need to adjust from face-to-face communication to online communication. Some are not ready to shift to the digital world as online learning facilitates communication in a different way. O' Shea, Stone, & Delahunty (2015) claim that lack of communication can negatively impact the social engagement. Shifting from regular classroom activities to online tasks, students are 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.

Conclusions

The present study has provided the linguistic interpretation of students' voice on online course 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 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 can project digital compassion in their reflective journals. Their reflections evoke not only appreciation to 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. However, this research should be viewed in its limitation. As the source of data for this study is limited, 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 framework and/or beyond language matters.

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