

REFERENCES

- Adnan, M., & Anwar, K. (2020). Online learning amid the COVID-19 pandemic: Students perspectives. *Journal of Pedagogical Sociology and Psychology*, 1(2), 45–51. <https://doi.org/10.33902/jpsp.2020261309>
- Al-Ghamdi, A. (2017). Building a Positive Environment in Classrooms through Feedback and Praise. *English Language Teaching*, 10(6), 37. <https://doi.org/10.5539/elt.v10n6p37>
- Al-Zahrani, M. Y., & Al-Bargi, A. (2017). The Impact of Teacher Questioning on Creating Interaction in EFL: A Discourse Analysis. *English Language Teaching*, 10(6), 135. <https://doi.org/10.5539/elt.v10n6p135>
- Amos, Y. T., & Rehorst, N. (2018). Making interactions between domestic and international students meaningful. *Journal of International Students*, 8(3), 1346–1354. <https://doi.org/10.5281/zenodo.1254592>
- Anderson, T. (2003). Getting the mix right again: An updated and theoretical rationale for interaction. *International Review of Research in Open and Distance Learning*, 4(2), 126–141. <https://doi.org/10.19173/irrodl.v4i2.149>
- Atmojo, A. E. P., & Nugroho, A. (2020). EFL Classes Must Go Online! Teaching Activities and Challenges during COVID-19 Pandemic in Indonesia. *Register Journal*, 13(1), 49–76. <https://doi.org/10.18326/rgt.v13i1.49-76>
- Balaji, M. S., & Chakrabarti, D. (2010). Student interactions in online discussion forum: Empirical research from “media richness theory” perspective. *Journal of Interactive Online Learning*, 9(1), 1–22.
- Blackmon, S. J. (2012). Outcomes of chat and discussion board use in online learning: A research synthesis. *Journal of Educators Online*, 9(2). <https://doi.org/10.9743/JEO.2012.2.4>
- Cashin, W. E. (2011). *IDEA PAPER # 49*. (15), 1–5.
- Dailey-Hebert, A. (2018). Maximizing Interactivity in Online Learning: Moving Beyond Discussion Boards. *Journal of Educators Online*, 15(3). <https://doi.org/10.9743/jeo.2018.15.3.8>
- Dhawan, S. (2020). Online Learning: A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology Systems*, 49(1), 5–22. <https://doi.org/10.1177/0047239520934018>
- Dixson, M. D. (2015). Measuring student engagement in the online course: the Online Student Engagement scale (OSE).(Section II: Faculty Attitudes and Student Engagement)(Report). *Online Learning Journal (OLJ)*, 19(4), 143.
- Frame, J. M. (2002). *The Doctrine of God*. P & R Publishing.
- Gilakjani, A. P. (2017). A Review of the Literature on the Integration of Technology into the Learning and Teaching of English Language Skills. *International Journal of English Linguistics*, 7(5), 95. <https://doi.org/10.5539/ijel.v7n5p95>

- Havwini, T. (2019). *Investigating the Interaction Patterns in EFL Virtual Classroom: A Case Study*. 377(Icaess), 192–196. <https://doi.org/10.2991/icaess-19.2019.36>
- Hillman, D. C. A., Willis, D. J., & Gunawardena, C. N. (1994). Learner-Interface Interaction in Distance Education: An Extension of Contemporary Models and Strategies for Practitioners. *American Journal of Distance Education*, 8(2), 30–42. <https://doi.org/10.1080/08923649409526853>
- Hoekema, A. (1994). *Created in God's Image*: Wm. B. Eerdmans Publishing Company. <https://doi.org/10.2307/j.ctt1tg5nz2.8>
- IEARN-USA. (n.d.). Video conferencing guide. Retrieved from International Education and Resource Network (IEARN-USA) website: https://iearn.org/uploads/media/00/00/09/68/96855_Video_conference_Guide_2.pdf
- Irwin, C., & Berge, Z. (2006). Socialization in the Online Classroom Elements of Socialization that Affect Online Education. *E-Journal of Instructional Science and Technology*, 9(1), 1–7.
- Ismajli, H., & Imami-Morina, I. (2018). Differentiated instruction: Understanding and applying interactive strategies to meet the needs of all the students. *International Journal of Instruction*, 11(3), 207–218. <https://doi.org/10.12973/iji.2018.11315a>
- Jusriati, J., Nasriandi, N., & Sari, P. (2020). Communication Styles in EFL Classroom Interaction. *Wanastra: Jurnal Bahasa Dan Sastra*, 12(2), 209–214. <https://doi.org/10.31294/w.v12i2.8752>
- Keengwe, J., Adjei-Boateng, E., & Diteeyont, W. (2013). Facilitating active social presence and meaningful interactions in online learning. *Education and Information Technologies*, 18(4), 597–607. <https://doi.org/10.1007/s10639-012-9197-9>
- Khlaif, Z., Nadiruzzaman, H., & Kwon, K. (2017). Types of Interaction in Online Discussion Forums: A Case Study. *Journal of Educational Issues*, 3(1), 155. <https://doi.org/10.5296/jei.v3i1.10975>
- Knight, G. R. (2009). *Philosophy & education : an introduction in christian perspective* (C. E. Citraningtyas, Ed.). Tangerang : Universitas Pelita Harapan.
- Lin, S., & Chiu, C.-K. (2007). Factors Affecting Participation in Online Learning: Evidences from Andragogy. *The Journal of Global Business Management*, 3(1), 167–173.
- Lodhi, M. A., Sahar, A. H., Qayyum, N., Iqbal, S., & Shareef, H. (2019). *Relationship of School Environment and English Language Learning at Government Schools*. 8(1), 1–13. <https://doi.org/10.5539/par.v8n1p1>
- Martin, F., & Bolliger, D. U. (2018). Engagement matters: Student perceptions on the importance of engagement strategies in the online learning environment. *Online Learning Journal*, 22(1), 205–222. <https://doi.org/10.24059/olj.v22i1.1092>

- Masika, R., & Jones, J. (2016). Building student belonging and engagement: insights into higher education students' experiences of participating and learning together. *Teaching in Higher Education*, 21(2), 138–150. <https://doi.org/10.1080/13562517.2015.1122585>
- Millard, E. (2013). *Christian Theology*. Baker Academic.
- Moore, M. G. (1989). Three Types of Interaction. *American Journal of Distance Education*, 3(2), 1–7. <https://doi.org/10.1080/08923648909526659>
- Pankaj, N. (2016). Effect of Online Synchronous Discussion on ESL Learners Classroom Speaking. *International Conference on Language, Education, Humanities and Innovation 16th & 17th September, 2016*, 46–55.
- Payne, B., & Swanson, E. (2021). *How to Provide Meaningful Feedback : Teacher ' s Guide*. The University of Texas at Austin. Retrieved from <https://creativecommons.org/licenses/by-nc-nd/4.0>
- Ragupathi, K. (2016). *Facilitating effective online discussions*. 2016(July), 1–15. Retrieved from <http://www.nus.edu.sg/cdtl/docs/default-source/professional-development-docs/resources/facilitating-online-discussions.pdf>
- Saadatmand, M., Uhlin, L., Hedberg, M., Åbjörnsson, L., & Kvarnström, M. (2017). Examining Learners' Interaction in an Open Online Course Through the Community of Inquiry Framework. *European Journal of Open, Distance and E-Learning*, 20(1), 61–79. <https://doi.org/10.1515/eurodl-2017-0004>
- Sahito, Z., Khawaja, M., Panhwar, U. M., Siddiqui, A., & Saeed, H. (2016). Teachers' Time Management and the Performance of Students: A Comparison of Government and Private Schools of Hyderabad, Sindh, Pakistan. *World Journal of Education*, 6(6), 42–50. <https://doi.org/10.5430/wje.v6n6p42>
- Sari, M. N., Mukhaiyar, & Hamzah. (2018). Classroom Interaction Patterns and Teachers- Students Perceptions on English Classes at SMAN 2 Bukit Tinggi West Sumatera. *Jurnal Pendidikan Bahasa Sastra Dan Seni*, XIX. <https://doi.org/10.24036/komposisi.v19i2.10037>
- Stansfield, M., Mclellan, E., & Connolly, T. (2004). Enhancing Student Performance in Online Learning and Traditional Face-to-Face Class Delivery. *Journal of Information Technology Education: Research*, 3, 173–188. <https://doi.org/10.28945/296>
- Sundari, H. (2017). Classroom Interaction in Teaching English as Foreign Language at Lower Secondary Schools in Indonesia. *Advances in Language and Literary Studies*, 8(6), 147. <https://doi.org/10.7575/aiac.all.v.8n.6p.147>
- Tung, K. Y. (2013). *Filsafat pendidikan Kristen : meletakkan fondasi dan filosofi pendidikan Kristen di tengah tantangan filsafat dunia* (1st ed.).
- Vygotsky, L. (1978). Mind in Society: The Development of Higher Psychological Processes. In *The American Journal of Psychology* (Vol. 92, pp. 305–307). University of Illinois Press.
- Walther, J. B. (2011). Theories of computer-mediated communication and interpersonal relations. *The SAGE Handbook of Interpersonal*

Communication, 443–479. Retrieved from <http://pewinternet.org/>

Wang, I. C., Ahn, J. N., Kim, H. J., & Lin-Siegler, X. (2017). Why do international students avoid communicating with Americans? *Journal of International Students*, 7(3), 555–582.
<https://doi.org/10.5281/zenodo.570023>

Witherspoon, M., Sykes, G., & Bell, C. (2016). Leading a Classroom Discussion: Definition, Supportive Evidence, and Measurement of the “ETS” National Observational Teaching Examination (NOTE) Assessment Series. Research Memorandum. In *Educational Testing Service*. Retrieved from <https://www.ets.org/Media/Research/pdf/RM-16-09.pdf>

Yukselturk, E. (2010). An investigation of factors affecting student participation level in an online discussion forum. *Turkish Online Journal of Educational Technology*, 9(2), 24–32.

