

THE EMOTIONAL EXPERIENCES OF SENIOR HIGH SCHOOL STUDENTS IN LEARNING ENGLISH USING ONLINE PLATFORM DURING THE COVID-19

Nurlita Malota¹, Aminah Suriaman², Mukrim³, Zarkiani Hasyim⁴, Anjar
Kusuma Dewi⁵

Universitas Tadulako, Palu, Indonesia

*lithamalota@gmail.com*¹, *amisuriaman@gmail.com*², *anjardewi.kusuma@gmail.com*⁵

Received: April 21, 2022

Revised: May 24, 2022

Accepted: November 11, 2022

ABSTRACT

The purpose of this study was to learn about the emotional encounters of students who were utilizing an online platform to learn English in the midst of COVID-19. The study only looked at one case. Data were gathered through documents and the outcomes of interviews. Three seniors at a high school in Luwuk, Central Sulawesi, took part in this study. The researcher used Braun & Clarke's suggested theme analysis to examine the data (2006). The results demonstrated how students' emotional experiences were impacted by their English language instruction online. The pupils felt happy, which is a good sensation. The teachers' provision of feedback and explanations prior to assigning tasks, the freedom of the students to submit their assignments on any platform they chose, the explanation of the materials through the Zoom application, and the absence of assignments during every meeting all contributed to the students' feelings of happiness. However, when studying English online, many also felt unpleasant feelings like irritation, rage, and worry. They felt frustrated because they had trouble studying English online. In this instance, they had to acquire an internet allowance, did not see the instructor in person, had a time restriction, got bored from using Zoom Meeting frequently, and had several disruptions, such as their cellphones' memory filling up quickly from receiving numerous files from their professors. As a result, the students spent less time learning and learned less information as a result of their unpleasant feelings. The study suggests that utilizing an online platform to learn English affected students' emotions.

Keywords: *Emotional Experiences, English Learning, Online Platform*

INTRODUCTION

Every element of our existence has been impacted by the COVID-19 epidemic, including the educational system. Governments often close schools as one of their first moves. These closures can stop the spread of cases and new ones (Bayham & Fenichel, 2020). The World Health Organization (WHO) advises against engaging in any activities that can draw big groups and perhaps increase the number of sick people.

Because of this, traditional classroom instruction that involves many pupils has to be evaluated before being put into practice. It must thus limit direct physical contact between pupils or between students and teachers. Online learning becomes an alternative form of learning during the COVID-19. Online learning takes place learners use the internet to access learning resources, interact with the content, teacher, and other students, and get support during their learning to obtain knowledge for the construction of understanding and personal growth (Anderson, 2008). This online learning becomes a solution that offers for survival during the COVID-19 pandemic (Bilecen, 2020).

Currently, schools are holding a number of learning groups during COVID-19 using a range of online learning education systems and fully implementing remote learning. Although there is no direct connection and tasks are provided via a messaging program, some institutions continue to use this semi-online learning mode, which is especially beneficial for students without internet access. Students' feelings may be impacted by this online learning. The psychological well-being of an individual regarding the circumstance that is occurring is intimately tied to their emotional experience. Ryff (1989) points out six factors that can influence the psychological well-being of someone, namely selfacceptance, autonomy, positive relations with others, environmental mastery, purpose in life, and personal growth. Baik and Brooker (2019) suggest that to better support the psychological well-being of the students, it is important for universities to understand the student experience of particular stressors.

In implementing the online learning, positive emotion should be there because having that feeling is very important. The importance of positive emotion influences the students' learning process, which can support success in learning. such positive emotions are known as achievement emotions as a results of effective learning (Ainley & Hidi, 2014). In this study, the researcher looked at whether happy, negative, or both types of emotions are addressed in online English learning. As a result, emotions have an impact on mental health and can alter behavior. This relationship demonstrates a direct link between emotional health and intellectual capacity.

Some researchers have already investigated the emotional experiences in online learning. One of the research was reported by Susanto, Suparmi, and Rahayu (2020) who states that in online learning, the students experienced such positive feelings as intimacy, safety, happiness, seriousness, succes, and negative feelings such as confusion, anxiety, and shock. However, the extrovert students felt sadder, stressed, anxious and introvert students felt blessed in online learning (Supiani, Yansyah, & Nadia, 2020).

This current study adds the discourse of the students' emotional experiences in online learning during Covid 19 pandemic. In particular, this study was to find out three senior high school students' emotional experieeces, at SMAN 3 Luwuk, Central Sulawesi, when engaging in English lesson on online learning during Covid 19 pandemic. To explore this issue, two research questions guide this study, as seen below.

1. How are the students' emotional experiences in learning English using online platform during the Covid-19?
2. What factors cause the emotions of the students?

LITERATURE REVIEW

Emotional Experiences

Pavlenko (2002) asserts that emotion includes states, representations, processes, and relationships. O'Regan (2003) argues these specific emotions include frustration, fear, anxiety, apprehension, embarrassment, excitement, and pride. Without emotions, without the ability to feel joy, sadness, anger, and guilty, we would not be human beings at all (Izard, 2013). Moreover, Reeve (2014) states that emotions are short-lived awakenings, intentional phenomena of expression that help us adapt to the opportunities and challenges we face in major life events. Therefore, emotion is a part of our life in which our emotions will know others' feelings.

Online Learning

It might be challenging to describe the concept of "online learning" (Mangis,

2016). Online learning, according to some experts, is the most current iteration of innovative and enhanced distant learning, which increases nontraditional students' access to educational possibilities (Xu & Jaggars, 2013). Additionally, Sadiku, Adebo, and Musa (2018) describe online learning as web-based learning, e-learning, and digital learning. It is also a type of remote education. In conclusion, online learning often takes place in a live classroom setting where an instructor lectures at a set speed in front of a single computer and students follow along remotely from other computers.

Online Platform

The learning and teaching processes may be improved and the workload of teachers reduced through student involvement on online learning platforms. According to González-Rey, Barbera, and Fernández-Navarro (2016), an online learning platform is a method of structuring instruction that encourages the best possible content arrangement. It is also a teaching tool that combines the communication and informational resources used by instructors and students within and outside the classroom. Online learning takes place on a variety of platforms, such as Zoom Meetings, WhatsApp Group, Google Meet, Edmodo, YouTube, Telegram, and Discord.

Language Learning

Gaulin (2001) defines language as "a systematic means of communicating ideas or feelings using fixed signs, sounds, gestures or symbols that have an understood meaning." Meanwhile, Pinker (2003) defines:

Language is a complex special skill that is formed in a child spontaneously, without conscious effort and formal instructions, is used without awareness of the underlying logic, is qualitatively the same in each individual, and differs from general information processing skills or rational behavior (p,18).

Additionally, according to Scollon (2004), language is a multifaceted, kaleidoscope-like phenomena that is not delivered in neatly packed units. If English fluency is fully acquired, language, especially English, is considered as the key to

success (Oroujlou & Vahedi, 2011). In conclusion, acquiring knowledge and abilities in English requires an intentional and active approach. Success depends on learning English since it is crucial in so many facets of daily life.

Teaching and Learning during Covid-19

Coronavirus Disease (COVID-19) is a new kind of virus. The Minister of Educational and Culture has issued policies that regulate four matters concerning the Implementation of Education in Emergency Coronavirus. The first, online learning is both interactive and non-interactive. Second, the instructor must teach students about life skills, specifically contextual education based on the circumstances of each family, with a focus on knowing COVID-19, its symptoms, how to avoid it, and how to shield others from its effects. Thirdly, homeschooling should be customized to each child's needs and interests. Teachers should use the fourth. The activities assigned to the students do not need to be evaluated as is customary in the classroom, but rather in the form of qualitative evaluations that inspire students.

The Students' Emotion during Pandemic (Online Learning)

Several studies have challenged the evidence concerning the students' emotion in online learning during pandemic. For example, the online learning has had negative impact on our university students with their learning experience and psychological wellbeing (Dodd, Dadaczynski, Okan, McCaffery, & Pickles, 2021). A study by Debowska, Horeczy, Boduszek, and Dolinski (2020) found that in the early of pandemic the score of female students significantly higher than male students for depression, anxiety and stress. They further commented that during Covid-19, the young adult students (aged 18–24 years) had more symptoms of anxiety and depression than the older students (≥ 25 years). Drawing from these previous studies, the researcher believed that is interesting to explore further about the students' emotion in online learning, particularly in secondary school education, which is still understudied. In the previous studies, participants were university students. However, in this study the researcher investigated the emotions of senior high school students in online

leaning during pandemic.

METHODS OF THE RESEARCH

The researcher employed a single case study research in exploring students' emotional in online learning. Creswell (2014) states a case study is a design in which a researcher develops a detailed analysis of a case, usually a program, event, activity, process, or one or more individuals. Therefore, it seemed to be an appropriate design for investigating the emotional experiences of senior high school students who used online platform during their English learning process because the researcher wanted to understand more about the case.

The participants were three students at SMAN 3 Luwuk under the pseudonym of Bella, John, and Rose. Bella is not from high socio-economy. In conducting online English learning she prepared her books, smartphone, and internet quota which was bought by her own money. In other hand, John used his laptop and purchased internet quota, and needed to look a good connection because he lived in remote area during online learning. However, in doing online English learning, Rose used Wi-fi at home because she comes from well-off family. There are three reasons for recruiting the participants. First, the participants have been attending online learning for months, starting from March 2020 until early 2022. Second, the participants are keen on giving information about their emotional experiences in online learning English during the Covid-19. The last reason is the researcher finds it easier to access the participants to gain the needed information.

Semi-structured interview was applied to collect the data from the participants. Merriam (2009) defines a semi-structured interview in which all questions are expressed more flexibly or the interview is a mixture of increasingly structured questions. The interview was recorded by using recorder application. In analyzing the data, the researcher used six steps, those are: familiarizing the data, generating initial codes, searching for themes, reviewing themes, defining themes, and producing report

(Braun & Clarke, 2006).

FINDINGS

Emotional Experiences of the Students

The data showed that the participants experienced both positive and negative emotions during online English learning. The positive emotion is happiness, while the negative one are frustration, anger, and anxiety. Those emotions will be further explained below.

Happiness

The participants shared their feelings when having English online learning. The first emotion was happiness. This emotion brings up evidence that the change from offline to online learning gave not only negative emotion, but also the positive one. All the participants felt happy in online English learning because of various reasons. For instance, Bella, when asked how she felt when learning English using an online platform during the Covid-19 pandemic, she responded:

"I always feel happy when attending learning English because our teachers are kind. Emm She always explains the material before giving tasks and that is through Zoom ..."

The same reaction was noticed by John, who responded similarly when asked the same question. His exact response was:

"Especially English, as for English, I think it is good...I mean sometimes my teacher used Zoom in twelve grade ...so we can focus, that is good if now the online one uses Zoom rather than face to face learning more visible what is showed by the teacher, what is explained"

Rose expressed the same feature of what she feels while having online learning English using online platform in Covid-19:

"Eh for me personally because I love English indeed. Eh, so I quite enjoy because the teacher at my school teaches mmm not monotonous explaining, ...she also sometimes gave feedbacks ...mmm to her students...Hmm it is just fun..."

All the participants perceived happily in online learning because of the teacher.

The teacher did well in teaching in which she gave explanations before giving tasks, provided feedback and explained the lesson well when using Zoom meeting.

Frustration

One of the negative emotions experienced by participants is the feeling frustration when attending online. One example when the “frustration” affected the emotional experiences in online learning was described by Bella when she was asked regarding what else would she like to share about her emotions related to learning English in this circumstance, and she responded:

“For me, it is not easy nor hard, because we are not doing face to face learning with the English teacher, so it may be an obstacle...”

Another participant, John, had brought up the same issue when he was asked the same question. He answered:

“Particularly English, English language. Mmm for me, it is difficult if done online Kak, ...because when we have offline learning, of course there is a time when we know nothing, so we can ask to our friends, but if through Zoom I’m afraid of bothering the teacher...”

Another example of how frustration comes through online learning English is the experience described by Rose when she was asked how she feels when her teacher was attending the online learning. Specifically, she mentioned that

“...in one week, there are twice English lessons meetings, ...every times she is attending, sometimes mmm I am bored, because she always uses Zoom and there is no rest time”.

Those stories above provide evidences that the participants felt frustration during online English learning. The participants experienced that emotion due to various reasons. The reasons were not meeting in person with the teacher, afraid for asking question to the teacher, and the last reason is feeling bored due to frequent meeting via Zoom platform.

Anger

The second negative emotions were anger. Anger led to John’s experiences. When he was asked to share his thoughts of the challenges in English online learning

during Covid-19, he answered:

"For me, the most part is expenses, Kak. It costs much money when online. When online, I do not use wifi, so I have to purchase internet quota, and also pay my tuition...Eh back then we used schools' tools, but now we practice using our own money..."

Rose also showed the same response when she was asked what she feels when learning English using online platforms during the Covid-19, she responded:

"...Sometimes I feel less satisfied because we study through Zoom that only has 40 minutes, so I feel restricted"

Anxiety

The last negative emotion was perceived by the participants is anxiety. Regarding the feeling of anxiety, when Bella was asked what kinds of challenges she had experience in English online learning using platforms during the Covid-19, she answered:

"...but we are not close to our teachers...because of not having in person learning, so we feel reluctant to ask, even though we know that the teacher is kind. Maybe, because of this pandemic, we are not get used to it"

The same issue was brought by Rose when she was asked the same question. She responded:

"Mmm, a lot...we are afraid to ask if only have minor obstacle. So, just the crucial one that will be asked. Meanwhile, the minor obstacle will figure it out by ourselves..."

Factors of Emotional Experiences

There were three factors that cause the emotional experiences of senior high school students in online English learning during the Covid-19. They were teacher, internet quota expenses, and internet connection. Those factors will be further discussed below.

Teacher

The first factor is the teacher. This factor occurred when Bella was asked about how she felt when learning English using online platform during the covid-19, and she responded:

“When attending learning English, I always feel happy because our teachers are kind. Emm She always explains the material before giving tasks and that is through Zoom. She confirms often to her students who have not send their tasks...also she does not land us with sending the tasks. Sometimes, we transfer through LMS, but if we face difficulty, we can send through PC, and she does not provide tasks constantly...”

Rose also showed the same idea when she was asked the same question. Her exact response was:

“Eh for me personally because I love English indeed. Eh, so I am quite enjoy because the teacher at my school teaches mmm not monotonous explaining, explaining but also sometimes giving feedbacks mmm to her students...Hmm it is just fun. The other things maybe there are some difficulties...yah some difficulties...mmm like if not understood, we could not contact the teacher, Kak...”

Later on, when John was asked to share his feeling when an English teacher is attending the online learning, he answered:

“My feeling, honestly, I feel happy but, for example there is an old teacher, before her, there is Zoom but after Zoom she gives tasks, Kak. So, sometimes I feel burdened...when she is attending, it feels like the teacher only know how to finish her subject, but she does not know what do we feel...no rest time... So I feel burdened...”

The data above give evidences that teacher became one of the factors that cause the emotions of the students. All the participants stated that they were happy in online learning because the teacher was a kind person, providing feedbacks and explanations about the material, and allowing to send the tasks on platform that was easier for them to access.

Internet Quota Expenses

In this case, internet quota expenses are related to the economic status of the participants. One example when the “internet quota expenses” became the factor of the emotional experiences in online learning was described by Bella when she was asked regarding the challenges that she experienced in English online learning, and she

responded:

“...because we use cell phone, because we do not face to face, so the first is to fill the attendance list because of not in person learning. It might be an internet connection problem. And we should have quota, the challenge is quota...”

Similarly, when John was asked about what kinds of challenges he experienced in online learning English, his exact response was:

“For me, the most part is expenses, Kak. It costs much money when online. When online, I do not use wifi, so I have to purchase internet quota, and also pay my tuition...Eh back then we used schools’ tools, but now we practice using our own money...”

Internet Connection

Internet connection became one of the factors of students' emotions. It was described by Bella when she was asked about her opinion of learning using some platforms that were used at schools like WhatsApp, Zoom, and LMS to support English skills during the Covid-19, Bella replied:

“... because Zoom needs internet quota, sometimes we get a problem. For example, suddenly the internet connection is bad or not having quota...”

While in a question regarding what else about his emotions related to learning English in this circumstance, John answered:

“Particularly English, English language. Mmm for me, it is difficult if online Kak, for me it is difficult when online... especially if the internet connection does not go well. Yes. So mmm we do not understand what is explained by the teacher, Kak. So, that is not a good part in online learning...”

Another participant, Rose, had brought up the same issue when she was asked about what kinds of challenges she experienced in online learning English. Her response was:

“Mmm, a lot...Sometimes if getting bad connections, I feel angry, because wants to be serious in learning, but having an obstacle with the internet connection, so it bothers my mood ...”

DISCUSSION

The students' responses to the interview session show evidence that online learning English using some platforms during Covid-19 induce both positive and negative emotion. In terms of positive emotion, students experienced a happiness feeling. For instance, Bella was happy because the teacher was a kind person. She told that her teacher was quite good at teaching, always gave explanation before giving tasks, reminded the students about the tasks, allowed the students to send the tasks on platform that they felt easier to access, and not giving tasks in every meeting. Another participant, John felt happy in learning English because the teacher explained through Zoom which made him understand about the material, not spending money to purchase books and other school equipment, and having much time to socialize with friends. Rose, on the other hand, enjoy learning English using online platform because she liked English language. Second, Rose felt this kind of learning triggered herself to learn independently. Third, she could attend online learning anywhere and made good use of time with helping her parents if at the time the teacher was not attending online class. Fourth, no need to purchase gasoline because learning was implemented at home. The last reason is the teacher was not only teaching, but also gave feedback which made her happy. It is claimed by the study of Susanto et al. (2020), showing that there is a positive emotion in online learning, in which the students feel happy, comfortable, and satisfied. This current study found that the students felt happy and enjoyed online learning English. From the result of the data obtained, the cause of the happiness feeling is from teachers. All the participants said that they are happy in online learning English because of the teacher. This factor about the teacher is also confirmed with a study conducted by Dhawan (2020). He mentions that the teachers must put some effort to increase students' interest because the participation of the students is not enough. In this regard a good teacher is the one who understands the students, especially when having online learning, thus, they have positive emotional experiences.

In addition to positive emotion, the students also had negative one. The first negative emotion affecting the students in learning English using the online platform during covid-19 is frustration. The result can be seen in the interview session where the

students said that online learning is difficult. This findings was similar to O'Regan's study (2003), who said that the students felt frustrated in online learning. His study showed much of the frustration was associated with the technology, whether it was working, and how difficult it was to access. The second one is related to anger feeling. It is claimed by the study of Kim, Park, and Cozart (2014) where one of the students was angry during math class, and he wanted to log out of the course website. In this study, two out of three students experienced anger. For instance, John felt that online learning drained his heart. However, Rose said that she felt less satisfied with online learning because the use of Zoom in each meeting was only 40 minutes which made her restricted. The last one is anxiety feeling. The evidence found on the result of the interview with Bella and Rose. Bella claimed that she was not close with the teacher which made her felt reluctant to ask something, even though she knew that her teacher is a good person. However, Rose said having a question, she had to make sure that the question was quite essential to be asked because they had limited time in learning. Regarding this feeling, Wang, Zhao, and Zhang (2020) also found that students had an overall higher level of anxiety, and more students were identified as anxious one month after the new semester attending online learning. From the data above, there are two factors that cause the negative emotions. The first factor is about internet quota expenses. In this case, when interviewed, two out of three students claimed that they have a problem with internet quota expenses. The family condition of the students affected to the online learning. The student from well-off family did not face a problem in purchasing internet data, however the other students who came from less fortunate family had a problem with the internet data. Regarding this phenomena, Kundu (2017) found that the students from poor backgrounds had faced some challenges at home and at the same time may also keep feelings to themselves at young ages.

In addition, the second factor is regarding with the internet connection. All the students felt that the internet connection bothered their learning process, and it was pretty difficult when doing online learning with a bad signal. For instance, Bella said that internet connection became an obstacle in online learning because when she used

Zoom, suddenly the internet was bad. John, additionally, felt online English learning was difficult due to have a bad connection. The students' response is also confirmed by Kearsley (2002) who states that internet connection is an essential condition for taking an online course. If the students do not have an internet connection and computer, online courses are not enjoyable and may be very frustrating for them.

After knowing students' emotional experiences in learning English using the online platform during Covid-19 at SMAN 3 Luwuk can also be used as a reference or evaluation to the teacher. Therefore, after reading from the results of this research and knowing students' emotional experiences, the teacher can consider what needs to be changed and what needs to be improved about the learning process, delivering material, and most importantly, when conducting English learning using the online platform.

CONCLUSION

The researcher concludes that the students experienced positive and negative emotions in learning English using online platform during the Covid-19 pandemic at SMAN 3 Luwuk. The positive emotion was related to happiness. All participants were happy because some reasons like their teachers allow them to send the tasks on platform that they want, explain the material, provide feedback, does not give homework every time, no need to purchase books, other equipment, gasoline, and have self-dependent in learning. The negative emotions in this research were connected to frustration, anger, and anxiety feeling. The students had some difficulties in online learning which made them frustrated. The difficulties came from spending money to purchase internet quota, afraid of asking to the teachers, not satisfied with limitation of time, bored due to always use Zoom, too much disturbance, and memory card filled up fast because getting many files from the teacher. Those emotions are caused by some factors such as teacher, internet quota expenses, and internet connection.

REFERENCES

Ainley, M., & Hidi, S. (2014). Interest and enjoyment. *International handbook of*

emotions in education, 205-227.

Anderson, T. (2008). *The theory and practice of online learning* (2nd ed.). Athabasca University Press.

Bayham, J., & Fenichel, E. P. (2020). Impact of school closures for COVID-19 on the US health-care workforce and net mortality: a modelling study. *The Lancet Public Health*, 5(5), e271–e278. [https://doi.org/10.1016/S2468-2667\(20\)30082-7](https://doi.org/10.1016/S2468-2667(20)30082-7)

Bilecen, B. (2020). Commentary: COVID-19 Pandemic and Higher Education: International Mobility and Students' Social Protection. In *International Migration* (Vol. 58, Issue 4, pp. 263–266). Blackwell Publishing Ltd. <https://doi.org/10.1111/imig.12749>

Baik, C., Larcombe, W., & Brooker, A. (2019). How universities can enhance student mental wellbeing: The student perspective. *Higher Education Research & Development*, 38(4), 674-687.

Creswell, J. W. (2014). *Research Design: Qualitative, Quantitative, and Mixed Methods* (4th ed.). SAGE Publications.

Gómez-Rey, P., Barbera, E., & Fernández-Navarro, F. (2016). Measuring teachers and learners' perceptions of the quality of their online learning experience. *Distance Education*, 37(2), 146–163. <https://doi.org/10.1080/01587919.2016.1184396>

Gaulin, C. (2001). *Language Processing Problems: A Guide for Parents and Teachers*. Xlibris Corporation.

Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>

Dodd, R. H., Dadaczynski, K., Okan, O., McCaffery, K. J., & Pickles, K. (2021). Psychological wellbeing and academic experience of University students in Australia during COVID-19. *International Journal of Environmental Research and Public Health*, 18(3), 866.

Debowska, A., Horeczy, B., Boduszek, D., & Dolinski, D. (2020). A repeated cross-sectional survey assessing university students' stress, depression, anxiety, and suicidality in the early stages of the COVID-19 pandemic in Poland. *Psychological Medicine*, 1-4. doi:10.1017/S003329172000392X

- Dhawan, S. (2020). Online Learning : A Panacea in the Time of COVID-19 Crisis. *Journal of Educational Technology System*, 49(1), 5–22. <https://doi.org/10.1177/0047239520934018>
- Izard, C. E. (2013). *Human emotions*. Springer Science & Business Media. <https://doi.org/10.4324/9780203961278-9>
- Kundu, A. (2017). Grit and Agency : A Framework for Helping Students in Poverty to Achieve Academic Greatness Grit and Agency : A Framework for Helping Students in Poverty to Achieve. *National Youth at Risk Journal*, 2(2), 69.
- Kim, C., Park, S. W., & Cozart, J. (2014). Affective and motivational factors of learning in online mathematics courses. *British Journal of Educational Technology*, 45(1), 171–185. <https://doi.org/10.1111/j.1467-8535.2012.01382.x>
- Kearsley, G. (2002). Is Online Learning for Everybody? *Educational Technology*, 42(1), 41–44.
- Mangis, J. (2016). Online learning and the effects on functional health: a pilot study. *Cheney, Washington*, 1.
- Merriam, S. B. (2009). *Qualitative Research: A Guide to Design and Implementation*. John Wiley & Sons.
- Oroujlou, N., & Vahedi, M. (2011). Motivation, attitude, and language learning. *Procedia - Social and Behavioral Sciences*, 29, 994–1000. <https://doi.org/10.1016/j.sbspro.2011.11.333>
- O'Regan, K. (2003). Emotion and E-Learning. *Journal of Asynchronous Learning Networks*, 7(3), 78–92.
- Pinker, S. (2003). *The Language Instinct: How the Mind Creates Language*. Penguin UK.i
- Pavlenko, A. (2002). Bilingualism and emotions 1. *Multilingual*, 21(1), 45–79.
- Reeve, J. (2014). *Understanding Motivation and Emotion*. John Wiley & Sons.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069–1081. <https://doi.org/10.1037/0022-3514.57.6.1069>
- Susanto, G., Suparmi, & Rahayu, E. Y. (2020). The Emotional Geography of International Students in Online Bahasa Indonesia Learning during the COVID-

19 Pandemic Geografi Emosi Mahasiswa Internasional dalam Belajar Bahasa Indonesia secara Daring pada Masa COVID-19. *Journal of International Students*, 10(S3), 161–179.

Sadiku, M. N., Adebo, P. O., & Musa, S. M. (2018). Online Teaching and Learning. *International Journal of Advanced Research*, 8(2), 73–75.

Scollon, R. (2004). Teaching Language and Culture as Hegemonic Practice. *Modern Language Journal*, 88(2), 271–274.

Xu, D., & Jaggars, S. S. (2013). The impact of online learning on students' course outcomes: Evidence from a large community and technical college system. *Economics of Education Review*, 37, 46–57. <https://doi.org/10.1016/j.econedurev.2013.08.001>

Wang, C., Zhao, H., & Zhang, H. (2020). Chinese College Students Have Higher Anxiety in New Semester of Online Learning During COVID-19: A Machine Learning Approach. *Frontiers in Psychology*, 11, 1–9.

How to Cite (APA style):

Malota, N., Suriman, A., Mukrim., Hasyim Z., Dewi, A. K. (2022, November). The Emotional Experiences of Senior High School Students In Learning English Using Online Platform During The Covid-19. *Exposure: Jurnal Pendidikan Bahasa Inggris*, 11(2), 176-192. <https://journal.unismuh.ac.id/index.php/exposure/article/view/7589>