

Second Language Development (SLD): What Factors Might Affect Students' English Learning During Covid19 Pandemic

Ramli¹, Winarno², Fitriawati³

Universitas Borneo Tarakan, Indonesia^{1,2,3}

Email: ramli26@borneo.ac.id¹

Submitted: 09/12/2021

Revised: 14/02/2022

Accepted: 03/04/2022

E-ISSN: 2579-4574

P-ISSN: 2549-7359

Abstract. This study aimed to investigate factors affecting the students' L2 language development. This issue was raised because second language acquisition is one of the most impressive and fascinating aspects of human communication skills. This study was also intended to help students effectively learn and understand the language. This was a descriptive quantitative study. The samples were 158 preservice students in the English Education Department, Universitas Borneo Tarakan. This data was collected using an online questionnaire through google form to indicate the students' responses on how English as a second language is acquired by the learning experience and was analyzed using factorial analysis (principle componential analysis). This research found that second language development is affected by linguistic factors like vocabulary enrichment, the structure of the native language, and the ability to pronounce words. Besides, non-linguistic factors like cognitive styles, psychological aspects, personality traits, technology use, and age also influenced students' learning processes and outcomes. It can be shown from personal characteristics and experiences of the learner, social and cultural environment both inside (virtual/ offline meeting) and outside (online assignment/ project/ task-based) of the classroom, the opportunities for communication, access to both oral and written corrective feedback and instruction let by teachers. Those factors were not fully controlled by the teachers but understanding those aspects will make teachers able to consider how students learn English in effective ways to mitigate their learning loss in rapid knowledge growth and technological advancement era. This study reflected teachers' development on their professionalism and their contribution to the second language acquisition theories.

Keywords: *Language acquisition and learning, Teacher Professional Development, Linguistics, and Non-linguistics Factors, covid19 pandemic*

<https://ojs.unm.ac.id/eralingua>



This work is licensed under a [Creative Commons Attribution-NonCommercial 4.0 International License](https://creativecommons.org/licenses/by-nc/4.0/)

INTRODUCTION

Language as a tool of communication has been learned since children were grown. The way to acquire language needs to be explored to guide children's language development. Language is extremely complex because it needs external and internal perspectives, which are determined by the synergy between language acquisition and language learning in the pedagogical discourse (Zaščerinska, 2010). Language progress affects people's sustainable relationships and inter-relationships between nature, society, and the economy (Rohweder, 2007). In other words, people can improve their external (consciousness of foreign language learning) and internal language knowledge (acquisition), and as a result, the system of external and internal perspectives becomes the primary condition for the sustainable personality to develop a life necessity for communication (Surikova, 2007). Therefore, it is essential to provide students with linguistic knowledge (language literacy) and confidence for them to expose their target language and understand and participate in a social context. It is inadequate for students to learn the intrinsic language; they must also be aware of non-linguistic aspects when learning and improving other more complex language skills. It also necessitates the automatic construction and application of the language (Altenaichinger, 2003).

A language developed by the interaction between internal and external factors has been investigated by some previous scholars; specifically, between the students' internal knowledge of linguistic structures such as vocabulary enrichment (Wilkins, 1972; Zhang, 2012; Lessard-Clouston, 2013), pronunciation (Jenkins, 2004; Gilakjani, 2012), and grammar/ structure knowledge (Micciche, 2004; Zhang, 2012) and the external linguistic experience he receives like children's age (Dornyei, 2009), motivation (Chilingaryan and Gorbatenko, 2015; Silalahi, 2018), the influence of technology (Ramli, 2018; Al-Sharqi & Abbasi, 2020), the teachers' teaching method (Rampeng and Ramli, 2018), learners' cognitive styles (Ehrmana and Leaver, 2003), and personality traits (Conti, 2015). Those previous studies only focused on investigating one aspect to see how it affected language development without investigating how those aspects are integrated into the English learning process.

To see successful language learning, it needs to investigate the integration of linguistic and non-linguistic knowledge which provides the foundation of L2 learning (Ramli, et al., 2019). Moreover, it showed the challenges teachers face when asked to work towards the goal of L2 linguistic creativity as well as non-linguistic creativities like students' attitude and motivation (Hofweber & Graham, 2017). Thus, the researchers raised a question to see how linguistic and non-linguistic factors affect the students' second language development during the covid19 pandemic. The implication of this study might create practical advice for fresh teaching methods using authentic text materials and acknowledge students' characteristics in the second language classroom and fulfill the needs of students to develop their language to have a better communication ability (Zimmermann, 2003).

LITERATURE REVIEW

Theory of on second language acquisition

A general overview of related literature on SLA has been increasing. Theories and research in SLA have developed from a cognitively oriented perspective and extended to an essentially social orientation (Yamat, 2012). In Second language acquisition history, Skinner (1957) stated that Language learning has been developed from operant conditioning (positive and negative reinforcement) and audiolingual (dialogue and drills). Because success received positive reinforcement; failure received negative reinforcement, the priority focus was on error correction/prevention. Otherwise, some problems were identified that finding students' mistakes created a stressful learning atmosphere. As a result, many people study a language in a way that allows them to pass tests, but they cannot hold a conversation. One aspect in language acquisition that is needed to control the students' language development is the importance of feedback in some form. Language learners need feedback for success. They also need a feeling of accomplishment to move forward in their language learning studies. Besides that, the fundamental concern of SLA is the study of social action. In general, studies that foreground a social understanding focus on social and cultural influences on SLA because the process of interaction is very much influenced by cultural elements. This is because in going about our everyday business, we give and take orders, request help, commiserate, chat with friends, deliberate, negotiate, gossip, seek advice, and so on. We participate in such routine activities with ease and can easily distinguish one activity from another (Yamat, 2012).

Meanwhile, Chomsky (2002) believed in at least some innate ability in humans for language and a limited number of ways to organize language in our minds. His proof was the fact that there are some universal elements in all languages. Essentially, we're all born with the ability to learn languages as a result of a language acquisition device. This is a theoretical component of the mind that allows anyone to acquire a language. Building off of the nativist theory of language and some of the previous ideas of thought covered here, it shows that people can learn a language in everyone from birth. Krashen (1982) defined that second language acquisition was improved when Learners started to comprehend a language by listening in an immersive environment. Only once a learner has had enough exposure to the language can they begin to speak it because exposure will get students close to fluency and accuracy as well as comprehension. Language learning will produce comprehension as the input and understandable materials through challenges and mistakes. Language is complex to learn like the complexity of syntax and grammar structures before people acquire the ability to use the language as communication. People might understand grammar naturally but the learners who do not acquire the language from the natural setting need language learning consciously. People should learn in a near-zero/zero-stress environment. This makes the learners explore the language.

Many general factors can affect second language learning such as age, aptitude, intelligence, cognitive style, attitudes, motivation, and personality (Ellis, 1989). The purpose of this study is to uncover the factors and the contribution to

success or failure in second language acquisition. Motivation is one of the most significant factors in language development. Richards (1985, p.185) on (Rees-Miller, 2008) believes that motivation can bear a willingness to learn and improve. It is noticeable that learners who want to learn are likely to accomplish more than those who do not. The other factor is learning style as a representation of their cognition. It is the precise way in which a learner tries and strives to learn something. In L2 or foreign language learning, different people may have different styles and solutions to their learning problems. Some students may need more instructions for grammatical rules (audio learners), some may practice writing down words and sentences to help them to remember (kinesthetic learners). And others may remember things better if they are associated with pictures (visual learners) (Richards: 1985, p. 45 on (Rees-Miller, 2008).

Current research on second language acquisition

Language acquisition and English teaching at the tertiary level are supporting each other. Students need to get more instruction and language practices. If the students did not acquire the language in their social environment since they were born, they need conscious English learning involving the improvement of language knowledge, language skills, and intercultural communication abilities in contextual life. Thus, in college English teaching and learning, based on second language acquisition theories, teachers should provide a student-centered class teaching pattern to deliver intercultural communication knowledge, cultivate students' intercultural communication abilities, create a language acquisition environment, fully consider students' emotional factors and improve the teaching quality and learning effect of college English (Li, 2009).

Hartshorn and McMurry (2020) investigated the students' progress in English skills during the semester of the pandemic. The results showed students made improvements in writing but less progress with their speaking performance compared with semesters before the pandemic. Students assume that online learning does not assist students' English development like structure, speaking, and listening class. During the pandemic writing instruction is well trained for students and practice tends to be less interactive than speaking is taught less interactively. The integration of technology and the intensive speaking practice out and in the classroom might impact the students' language development. Nowadays, children need technological devices as media to encourage their language skills like video, podcast, WhatsApp, and Zoom Cloud Meeting Online Zoom was used as the main media during the online learning process. It showed the use of technology and media in developing students' language will give a significant contribution (Robingatin et. al. 2020). However, Zboun and Farrah (2021) stated in the real situation students found some difficulties with online learning and preferred traditional-based classrooms. The students argued to find more disadvantages in an online class than the face-to-face classroom. The internet connection, unstable motivation, less interaction, and weak comprehension are the common challenges in online learning. However, online learning makes them more flexible, accessible, convenient, and easy to be assessed for exams.

Second language acquisition and development have been an interest both in theoretical and empirical studies. Some progress has been made to find a better comprehension of the processes involved in the learning of a second language as well as the external factors which influence this process. Although these factors do not relate and are fully integrated, it can be a bridge to connect those factors to develop the students' language development. Equally, the contribution of second language acquisition studies teaching and learning are now getting more attention, specifically in the classroom context for understanding learning (Myles, 2016). Teachers of English as a second language must understand how children acquire or learn a second or foreign language to assist them in planning and teaching English as a foreign language in Indonesia. Having comprehensive lesson plans will lead to the success of delivering effective teachings and, ultimately, producing optimal achievement. Teachers must be aware of their students' various personality as well as their learning styles and tendencies and prepare their lessons as much as possible to accommodate all learners. Because teaching methods are inextricably linked to the philosophy that underpins them, having a solid understanding of language acquisition and learning theories will help you plan and teach more effectively (Hutabarat, 2016). Furthermore, the use of technology to aid in their teaching is a move that is both encouraged and celebrated (Haque, 2017).

In conclusion, considering the need to recognize how students acquire the language and what appropriate methods and materials they need to learn, this current study attempted to seek to investigate the factors of linguistics (vocabulary, grammar, and pronunciation) and non-linguistics (cognitive styles, psychological aspect, personality traits, technology use, and age) might affect the students' second language learning, it also investigated which indicators are the most dominant to the factors and to see which factor is dominant affecting to the students' English learning.

RESEARCH METHOD

This study used questionnaires to explore the factors that affect learners' English learning during the covid19 pandemic. A questionnaire is one of the primary data collections consisting of a list of questions or items used to gather data from respondents about their attitudes, experiences, or opinions (Creswell, 2013). The population involved students who experience learning English as a second language in Universitas Borneo Tarakan (UBT). The samples were selected randomly to obtain more accurate findings across a greater spectrum of respondents. The reachable samples were 158 pre-service students in the English department in Universitas Borneo Tarakan.

This study used an 18-item questionnaire adapted from Lightbown & Spada (2013). The questionnaire was tried out to the 33 preservice students who have experience in learning English. According to Creswell (1998), the minimum required samples for quantitative research is at least 30 to reasonably expect an analysis based upon the normal distribution to be valid. Besides, Samuel (2015) stated that to measure the reliability of items, sample sizes should not be less than 30 samples and Cronbach's Alpha was greater than 6 ($n=33$). A good questionnaire should be valid and reliable so this questionnaire was analyzed to measure the validity and

reliability through SPSS using Pearson Product moment (r). The validity in the significance level was 0,05 and the t -table was 0.344, $n=33$. While reliability used Alpha Cronbach which described reliability coefficient was higher than 0,6 (linguistics factors were 0.602 and non-linguistics factors were 0, 806). It indicated that the questionnaire was valid and reliable.

The data were analyzed using factorial analysis (principle componential analysis) because this study was to understand the effect of two or more variables upon a single dependent variable (Yurdugül, 2008). The independent variables were linguistic and non-linguistic factors upon the students' learning English. The result showed what factors (linguistic or non-linguistic) were dominant to determine the students' English learning. Besides, it also pointed out what indicators influenced the learning during the covid19 pandemic. The factorial analysis highlighted the effect of independent variables on the dependent variable (Price, et al., 2017). Further, the results of the analysis then were interpreted by comparing with the existing theories and finding what factors and indicators strongly affected the students' learning experience to develop their second language.

RESULT AND DISCUSSION

To obtain the answer to what factors might affect students' English learning to mitigate their learning loss, a factorial analysis is used to see which indicators are the most dominant to form factors and to see which factors form the most dominant variables (English learning). The main objective is to see the consistency of the indicators in the variables to form these variables. In this section, the variable used is the variable of learning English. Variable learning English has 2 factors, namely Linguistic and non-Linguistic. The linguistic aspect has 3 indicators; (1) vocabulary, (2) pronunciation, and (3) grammar. The non-linguistic aspect has 5 indicators; (1) Cognitive styles, (2) Personality traits, (3) Social psychological factor Motivation, (4) Technology use, and (5) Age.

Linguistics factors

Table 1. Summary of The Results of Factor Analysis

Indicators	MSA	Loading factor
Vocabulary	0.530	0.798
Pronunciation	0.546	0.690
Grammar	0.579	0.587
KMO	= 0.545	
Bartlett's test	= 26.524	
Sig. of Bartlett's test	= 0.000	

Scores of Kaiser-Meyer-Olkin (KMO) dan Bartlett

From the calculation results to obtain a KMO value of 0.545 which is greater than 0,5, which means that the indicators used have met the factor feasibility test. From the Bartlett test with a chi-square value of 26.524 with a significance of 0.000, because the significance value is below 0.05, it can be concluded that the indicators

used in this Linguistic aspect are eligible and following the first requirements to be further processed.

The measure of Sampling Adequacy (MSA)

Based on table 1 above, it is found that the indicator used has an MSA value greater than 0.5, it can be concluded that 3 indicators from the Linguistic aspect are worthy to be included in factor analysis. The second requirement is fulfilled and can be continued.

Loading factor

The loading factor value of the indicator to form the Linguistic aspect shows the order from the most dominant to the weakest forming that aspect. The highest loading factor value is the indicator Vocabulary of 0.798, then the indicator Vocabulary is the most dominant forming the Linguistic aspect, followed by the Pronunciation indicator of 0.690, and the Grammar indicator of 0.587.

Non-Linguistic Factors

Table 2. Summary of Factor Analysis Result

Indicator	MSA	Loading Factor
Cognitive styles	0.725	0.837
Personality traits	0.818	0.748
Social psychological factor Motivation	0.744	0.581
Technology use	0.802	0.726
Age	0.709	0.661
KMO	= 0.757	
Bartlett's test	= 192.455	
Sig. of Bartlett's test	= 0.000	

Scores of Kaiser-Meyer-Olkin (KMO) dan Bartlett

From the calculation results to obtain a KMO value of 0.757 which is greater than 0.5, which means that the indicators used have met the factor feasibility test. From the Bartlett test with a chi-square value of 192,455 with a significance of 0.000, because the significance value is below 0.05, it can be concluded that the indicators used in this Non-Linguistic aspect are eligible and follow the first requirements to be further processed.

The measure of Sampling Adequacy (MSA)

Based on table 2 above, it is found that the indicator used has an MSA value greater than 0.5, it can be concluded that 5 indicators from the Non-Linguistic aspect are eligible to be included in the factor analysis. The second requirement is met and can be continued.

Loading factor

The loading factor value of the indicator to form the Non-Linguistic aspect shows the order from the most dominant to the weakest forming that aspect. The

highest loading factor value is the indicator Cognitive styles of 0.837, then the indicator Cognitive styles is the most dominant forming the Non-Linguistic aspect, followed by the Personality traits indicator of 0.748, the Technology use indicator of 0.726, the Age indicator of 0.661, and the Social psychological factor Motivation indicator of 0.581.

Variables of English learning

Table 3. Summary of Factor Analysis Result

Aspect	MSA	Loading Factor
Linguistic	0.500	0.911
Non-Linguistic	0.500	0.911
KMO	= 0.500	
Bartlett's test	= 89.281	
Sig. of Bartlett's test	= 0.000	

Scores of Kaiser-Meyer-Olkin (KMO) dan Bartlett

From the calculation results to obtain a KMO value of 0.500 which is equal to 0.5, which means that the aspects used have met the factor feasibility test. From the Bartlett test with a chi-square value of 89,281 with a significance of 0.000, because the significance value is below 0.05, it can be concluded that the aspects used in the English learning variable are eligible and following the first requirements to be further processed.

The measure of Sampling Adequacy (MSA)

Based on table 3 above, it is found that the aspects used have MSA values greater than 0.5, so it can be concluded that 2 aspects of the English learning variable are eligible to be included in factor analysis. The second requirement is met and can be continued.

Loading factor

The loading factor value of the indicator to form the variable of learning English shows the order from the most dominant to the weakest forming that aspect. The factor loading value of Linguistic and Non-Linguistic aspects is 0.911, so the two aspects are equally large in forming the variable of English learning.

DISCUSSION

The linguistics factors

From the results of the analysis, the factor loading value of Linguistic and Non-Linguistic aspects is 0.911, indicating that the two aspects contribute equally to the variable of English learning. This study also revealed that vocabulary with the loading factor of 0.798 became the most dominant indicator for students' language acquisition followed by pronunciation which was 0.690, and Grammar (0.587). This study emphasized the previous studies. Vocabulary knowledge is widely regarded as possibly the most important factor in a person's ability to speak a foreign language (Koizumi and In'nami, 2013). Vocabulary, as Paul Nation (2015) pointed out, is not an

end in itself. A large vocabulary makes it easier to perform the skills of listening, speaking, reading, and writing. Language learners need to recognize areas of fundamental knowledge including language mechanics like pronunciation, grammar, and vocabulary (Silalahi, 2018). Some previous findings also stated that recognizing a certain number of vocabularies will determine the ability of students to obtain the top-level cues. Bonk, (2000) states that students can derive the meaning from the word comprehension, discover the proper contextual information, and understand an adequate meaning representation of the text. The position of vocabulary has long been realized by language teachers as well as researchers as a worthy area to mastery of language skills (Cahyono & Widiati, 2011). It is in line with the previous research that words, phonological features, text structure/syntax are substantial aspects for successful L2 (Goh, 2000; Ramli, et al., 2019).

As a demand, the students need to enrich their vocabulary knowledge because the language can be produced once they have sufficient words to convey meaning, the students can easily participate in conversations with native speakers when they recognize 1000 words and they put their effort to step up to the next level of words and more complex structure of language. Bearing curiosity to explore unfamiliar words and making glossaries are effective ways to increase numbers of vocabulary. Besides, reading English textbooks is very obvious and beneficial to develop language features and background knowledge (bottom-up process). Among linguistic aspects, Vandergrift (2007) emphasized L2 vocabulary and syntactic knowledge are the basic elements needed to process and understand L2 listening content and essentially contribute to L2 listening proficiency.

Being able to pronounce all the individual sounds is essential for students because understanding can be raised from how accurate and fluent the learners speak in English. Pronunciation can be obtained through imitation and modeling from how native speakers use English. According to Messum (2007) Pronunciation is mostly taught on the basis that imitation is the natural mechanism for its acquisition. Moreover, there was a demand for the teachers/ parents to correct the students' pronunciation and grammatical errors when they study English to avoid intensive mistakes in using English. To enhance students' English, teachers should present grammatical rules one at a time, and learners should practice examples of each one before going to another complex one because grammar knowledge can be functional and measurable when it is applicable in English skills. Knowledge of verbal syntax is one of the baselines to build English skills like listening ability (Buck, 2011). Therefore, incorporating vocabulary and grammatical knowledge is an index of learners' L2 proficiency (Zhang, 2012). This current finding was also strengthened by (Alderson (2000) who stated that the importance of a knowledge of particular syntactic structures, or the ability to process them, to some aspects of second-language and the ability to parse sentences into their correct syntactic structure appears to be an important element in understanding text.

In teaching grammar, students might find it difficult to put words in sentences. Therefore, they should be taught how they can create language and see the meaning in both writings and speaking to maintain that students know how to

use language for communication. By solving the problem, they need to analyze the different components and become aware of grammar and how it can be used (Widdowson, 1991). Students need to sharpen their language with intensive practice through attention, perception, and storage in memory to make important distinctions among speech sounds, grammatical forms, and fine differences of meaning (Ehrman and Leaver, 2003). In this situation, students strongly agreed to be able to deepen their linguistics competence to present the performance. Inevitably, students easily comprehend the complex lesson when they are taught from the simple English structures. However, mistakes in learning are normal but they should be corrected in terms of word choice, pronunciation, and language structure as soon as they are made to prevent the formation of bad habits. With this in mind, it is critical for both teacher and the student to devote significant time to developing this core language knowledge.

The non-linguistics factors

The computation analysis showed that non-linguistics aspects also became the big indicators of students' successful language learning. It resulted that Cognitive style was 0.837 as the most dominant, tracked by personality traits 0.748, Technology use 0.726, Age 0.661, and Social psychological factor 0.581. The study found that different students had their own learning experiences. Students mostly learned English through imitation. The finding showed that some learners imitated their second language from what they have heard or watched using English applications or media but again they still selectively imitate certain words or structures that they need in the process of learning. The way the learners imitate is based on their learning strategies and characteristics. Williams and Burden (1997), Oxford (1990) students will have their strategies and resources to finish and solve the task and to make the learning process easier, enjoyable, self-directed, effective, and transferable into a new situation. Students not only learn English from what they are taught but when students are active to learn monotonously, they will learn English from many aspects.

To introduce English earlier in school programs, the greater the prospect of success in learning. Munoz (2010) stated that young learners will lose the advantages of learning and insufficient exposure when they study at an early age. It needs motivation as another factor to help them expose their language and in successful second language acquisition (Gardner and Lambert, 1972; Gardner, 2000). Besides, most students made mistakes due to the influence of their first language interference. In learning a second or foreign language, interference is something inevitable. Teachers should highlight the serious mistakes/ errors students of target language make in the learning process by employing a good strategy without embarrassing/ discouraging them to explore their language acquisition. To reduce the error of students, teachers should respond to students' errors by correctly restating what they have said rather than by explicitly pointing out the error. Therefore, they do not feel frustrated by obtaining feedback to make an improvement, progress, and avoid frustration (Sabbah, 2015, Thyab, 2016)

Understanding the students' learning will mitigate the learning loss and teachers could make reflection and adjustments during and after learning. García

(2015) stated that reflective teaching helps teachers to develop their planning skills and to explore new situations so they can change their teaching and transmission of knowledge. They can integrate technology, select appropriate media, and sources for students' learning. Teachers can assess the students not only in the end as the outcome but the learning process is also the concern to identify the students' strengths and weaknesses. How the students are struggling to acquire their second language needs teachers' teaching strategies and students' autonomy for learning especially during the covid19 pandemic where independent learning is required. Seemingly, overall, the roles of teachers are extremely huge to influence second language learners and to achieve complete SL competence. Teachers should use kinds of materials, media, and varied technology that expose students not only to English structures they have already been taught. It will challenge the students to use various materials sources. Another finding showed the significant effect of collaborative learning. When the students can interact freely (e.g., in one group or pair activities), it is possible to copy each other's mistakes. However, [Rao \(2019\)](#) states that collaborative learning is a very beneficial technique for learners to learn the English language systematically in modern English classrooms. It helps the students improve their interactivity, mix learning styles, and develop a wide range of skills. Besides, Learning English collaboratively can increase their pleasure which influences their motivation and English language ability ([Silalahi, 2018](#)).

When students have improved their English, students can learn both English and academic content (e.g., science and history) simultaneously in classes where the subject matter is taught in their second language. English is just a language that is unable to measure one's knowledge or education. High intelligence will not guarantee students' language performance, it depends on their language exposure because English is just a medium of communication. [Pinker \(1994\)](#) emphasized that language is a medium of communication that regularly uses symbols to create meaning. It provides the ability to communicate our intelligence and knowledge to others by talking, reading, and writing. Besides, students also have positive feedback saying that classrooms are good places not only to learn about English but also to learn how to use English. Students need more opportunities to expose their English in real and meaningful communication. However, the students are sometimes reluctant to have English exposure outside of the classroom. As a result, students need to get lots of practice in the classroom like listening and speaking to make significant progress. ([Lindsay and Knight, 2006](#)). Undeniably students learn to incorporate some factors to support their learning process and their communicative performance. In a conclusion, this study showed the equal contribution of linguistics and non- linguistics aspects towards English learning which resulted in that vocabulary as an essential language knowledge and cognitive style including teachers' teaching strategies and students' learning habits become the dominant indicators affecting the factors.

CONCLUSION

This study showed the need to be a concern not only for students' language achievement but also the process-oriented learning to acknowledge how students successfully acquire their language development. Internal linguistics or language literacy aspects are insufficient to acquire another language. More than that, cognitive styles like students' autonomy and teachers' strategies, personality traits like English exposure, psychological aspects, technology integration, and age are also substantial non-linguistic factors that affect successful second language acquisition. Therefore, linguistic and nonlinguistic aspects should be taught hand in hand in the classroom activities which is sometimes neglected by the teachers. Besides, teachers are not only the main center of students' language development but recognizing their learning process and improvement can provide some efforts for effective students' language instruction both inside or outside of the classroom. This is also to track students' encouragement to learn a language and to mitigate their learning loss. Meanwhile, students need to increase their learning based on their interests, they can maximize their classroom activities guided by teachers' instruction and feedback, social environment by intensifying communication to build confidence and language structure, peers' sharing, the optimization of social networks, and multiple technology use. Moreover, this study serves as a self-reflection of English teachers for their personal and professional development and curriculum developers to create more effective learning materials and more appropriate strategies for students while also improving the overall understanding of the English language.

ACKNOWLEDGMENTS

We thank the English Education Department, Universitas Borneo Tarakan to provide support and guidance as well as partners in completing this writing about how the English language is learned during the covid19 pandemic. Besides, we would like to acknowledge with gratitude 158 preservice students from the English Education study program as the samples of the research who sincerely contributed as the data sources.

REFERENCES

- Al-Sharqi, L. & Abbasi, I.S. (2020). The Influence of Technology on English Language and Literature. *English Language Teaching*; Vol. 13, No. 7
- Altenaichinger, A. (2003). *Theories of second language acquisition*. Austria: University of Graz.
- Bonk, W. (2000). Second Language Lexical Knowledge and Listening Comprehension. *International Journal of Listening*. 14: 14-31.
- Buck, G. 2001. *Assessing listening*. Cambridge, UK: Cambridge University Press.
- Cahyono, B. Y. & Widiati, U. (2011). *The teaching of English as a Foreign Language in Indonesia*. Malang: State University of Malang.

- Chilingarya, K. and Gorbatenko, R. (2015). Motivation in Language Learning. Friendship International Multidisciplinary Scientific Conferences on Social Sciences and Arts
- Conti, G. (2015). How does personality affect foreign language learning? How does personality affect foreign language learning? | The Language Gym (gianfrancoconti.com)
- Creswell, J.W. (2013) Research Design: Qualitative, Quantitative, and Mixed Methods Approaches. 4th Edition, SAGE Publications, Inc., London
- Creswell, J.W. (1998) Qualitative Inquiry and Research Design: Choosing among Five Traditions. Sage, Thousand Oaks, CA
- Dornyei, Z. (2009). The Psychology of Second Language Acquisition. Oxford: Oxford University Press.
- Ehrmana, M. and Leaver, B. L. (2003). Cognitive styles in the service of language learning. *System*. Vol. 31
- Ellis, R. (1989). Reviews Understanding Second Language Acquisition. *TESL Canada Journal*, 6(2), 95–101
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and motivation in second-language learning*. Rowley, Mass: Newbury House Publishers.
- Gardner, R. C. (2000). Correlation, causation, motivation, and second language acquisition. *Canadian Psychology*, 41, 1-24.
- Gilakjan, A.P., (2012). The Significance of Pronunciation in English Language Teaching. *English Language Teaching*. Vol. 5, No. 4 DOI: 10.5539/elt.v5n4p96
- Goh, C. M. (2000). A cognitive perspective on language learners' listening comprehension problems. *System*, 28(1), 55-75
- Hartshorn, K. James, & McMurry, Benjamin L. (2020). The Effects of the COVID-19 Pandemic on ESL Learners and TESOL Practitioners in the United States. Brigham Young University, USA. *International Journal of TESOL Studies*. Vol 2. P. 151-152
- Hofweber, J. and Suzanne Graham, S. 2017. Investigating the impact of creative text materials and teaching approaches in the second language classroom. *Scottish Languages Review*. Issue 33; 19-28 ISSN 1756-039X
- Haque, E. (2017). *An Introduction to the Second Language Acquisition*. Bangladesh: Education and Development Research Council (EDRC)
- Hutabarat, P. (2016). The Relationship between Second Language Acquisition Process and English Language Teaching in Indonesia. *Journal of English Language Teaching and Linguistics (JELTL)*. Vol. 1 (2)
- Jenkins, J. (2004). Research in Teaching Pronunciation and Intonation. *Annual Review of Applied Linguistics*. Vol. 24 DOI: 10.1017/S0267190504000054
- Koizumi and In'nami (2013). Vocabulary Knowledge and Speaking Proficiency among Second Language Learners from Novice to Intermediate Levels. *Journal of Language Teaching and Research*. Vol. 4 No. 5
- Krashen, Stephen D. (1982). *Principles and Practice in Second Language Acquisition*. University of Southern California. Pergamon Press Inc. Retrieved from sdkrashen.com/content/books/principles_and_practice.pdf

- Lessard-Clouston, M. (2013). *Teaching Vocabulary*. TESOL International Association, Alexandria
- Li, Changyu. (2009). A Research on Second Language Acquisition and College English Teaching. China. Foreign Language Department, North China Institute of Science and Technology. *English language teaching journal*, vol 2, no. Retrieved from: <https://files.eric.ed.gov/fulltext/EJ1083725.pdf>
- Lindsay, C. and Knight, D. (2006) *Learning and Teaching English: A Course for Teachers*. Oxford: Oxford University Press.
- Munoz, C. (2010). On how age affects foreign language learning. *Advances in Research on Language Acquisition and Teaching*, 39-49. Retrieved from <http://www.enl.auth.gr/gala/14th/Papers/Invited%20Speakers/Munoz.pdf>
- Messum, P. R. (2007). The roles of imitation in learning to pronounce. University College London
- Micciche, L. (2004). "Making a Case for Rhetorical Grammar." *College Composition and Communication*. Vol. 55 No. 4; 716-737.
- Myles, Florence. (2016). *Second Language Acquisition (SLA) Research: Its Significance for Learning and Teaching Issues*. Centre for Languages, Linguistics and Area Studies. Taken from: <https://www.llas.ac.uk/resources/gpg/421.html>
- Nation, P. (2015). Principles guiding vocabulary learning through extensive reading. *Reading in a Foreign Language*. Vol. 27, No. 1 ISSN 1539-0578 pp. 136–145
- Oxford, R. (1990). *Language Learning Strategies: What Every Teacher Should Know*. New York: Newbury House Publishers
- Pinker, S. (1994). *The language instinct* (1st ed.). New York, NY: William Morrow.
- Price, P. C., Jhangiani, R. S., Chiang, I. A., Leighton, D. C., and Cuttler, C. (2017). *Research Methods in Psychology*. 3rd American Edition. USA; Washington State University
- Ramli, R., Mukminatien, N., Saukah, A., & Prayogo, J. A. (2019). Word Recognition from Speech, Syntactic Knowledge, Metacognitive Awareness, Self-Efficacy as determination for L2 Listening Comprehension. *International Journal of Instruction*, 12(3).
- Ramli, R., (2018). The use of podcasts to improve students' listening and speaking skills for EFL learners. *Journal of Applied Linguistics and Language Research*. Vol. 5 No. 2
- Rampeng, R., and Ramli, R., (2018). Promoting Active Learning Activities to Improve Students' Speaking Ability. *Social Science Learning Education Journal*. Vol. 3 No. 11; Doi : 10.15520/sslej.v3i11.2342
- Rao, P.S., (2019). Collaborative Learning in the English Language Learning Environment. *Research Journal of English Language and Literature (RJELAL)*. Vol. 7 (1)
- Rees-Miller, J. (2008). Applied Linguistics. *The Handbook of Linguistics*, 637–646. <https://doi.org/10.1002/9780470756409.ch26>
- Robingatin, Saugi, W., & Susan. (2020). Improving Children's Language Skills Through Online Learning during Covid-19 Pandemic. Institut Agama Islam Negeri Samarinda, Indonesia. *Journal of Early Childhood Care and Education* Volume 3, No. 2, p.131.

- Thyab, R.A. (2016). Mother-Tongue Interference in the Acquisition of English Articles by L1 Arabic Students. *Journal of Education and Practice*. Vol.7 (3)
- Rohweder, L. (2007). What kind of Sustainable Development do we talk about? In: Kaivola, T. and Rohweder, L. (Ed.), *Towards Sustainable Development in Higher Education – Reflections*. Helsinki University Press, Finland, 2007, pp. 22-27
- Samuel, P., (2015). Statistical Methods – Scale reliability analysis with small samples, Birmingham City University, Centre for Academic Success. DOI: 10.13140/RG.2.1.1495.5364. [https://www.researchgate.net/publication/280936182Advice on Reliability Analysis with Small Samples](https://www.researchgate.net/publication/280936182Advice_on_Reliability_Analysis_with_Small_Samples)
- Sabbah, S. (2015). Negative Transfer: Arabic Language Interference to English Learning. *Arab World English Journal*, 4, 269-288 [http://www.academia.edu/12680728/NegativeTransferArabic Language Interference to Learning English](http://www.academia.edu/12680728/NegativeTransferArabic_Language_Interference_to_Learning_English)
- Skinner, B. F. (1957). (*Theory of Behaviourism*) and Chomsky, Noam. 1952 (*Universal Grammar*). Retrieved October 4, 2021, from [optilingo.com](https://www.optilingo.com/blog/general/7-language-learning-theories-by-the-masters-of-thought/) <https://www.optilingo.com/blog/general/7-language-learning-theories-by-the-masters-of-thought/>
- Silalahi, D.E. (2015). Correlation between Students' Learning Motivation and speaking Competence at SFLFKIP University HKBP Nomensen. *International Journal of English Literature and Social Sciences (IJELS)* Vol. 3 No. 6.
- Surikova, S. (2007) Organisation of microgroups' activity for promoting pupils' social competence. Synopsis of the PhD Thesis. University of Latvia, Riga, Latvia.
- Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching*. 40; 191-210
- Widdowson, H.G. (1991). *Aspects of Language Learning*. Oxford: Oxford University Press
- Yamat, H. (2012). *Developing Identity in Diversity: A Second Language Acquisition Experience*. 12(May), 495–504.
- Yurdugül, H., (2008). The minimum sample size for Cronbach's coefficient alpha: a Monte-Carlo study. *Hacettepe University Journal of Education*, 35, pp.397-405. <http://www.efdergi.hacettepe.edu.tr/200835HALİL%20YURDUGÜL.pdf>
- Williams, M. and Burden, R. (1997) *Psychology for Language Teachers: A Social Constructivist Approach*. Cambridge University Press, Cambridge.
- Wilkins, D. A. (1972). *Linguistics in Language Teaching*. Cambridge: MFT Press.
- Zašcerinska, J. (2010). *Professional Language in Language Education*. The 5th International scientific conference Theory for Practice in the Education of Contemporary Society of Riga Teacher Training and Educational Management Academy 25 - 27 March 2010 Riga, Latvia, pp. 403-408 (ISBN 978-9934-8060-5-6)
- Zboun, Jomana S., & Farrah, Mohammed. (2021). Students' perspectives of online language learning during corona pandemic: benefits and challenges. *Indonesian EFL Journal*. Vol. 1, no. 1. Taken from: <https://journal.uniku.ac.id/index.php/IEFLJ/article/view/3986>

- Zhang, D. (2012). Vocabulary and Grammar Knowledge in Second Language Reading Comprehension: A Structural Equation Modeling Study. *The Modern Language Journal*, Vol. 96, No. 4 DOI: 10.1111/j.1540-4781.2012.01398.x
- Zimmermann, B. (2003) Education for Sustainable Development – Baltic 21. An Agenda 21 for the Baltic Sea Region. *Danish Ministry of Education*, 2003, pp. 1-147.