| RESEARCH ARTICLE

Students' Perspective towards Online English Reading Classes during COVID-19 Pandemic

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| ABSTRACT

This study aimed to study the satisfaction of the students towards online English reading classes of grade 12 students in the consecutive academic years of 2021 at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University. The participants were 130 students who are studying Science-mathematics majors, Mathematics-English major, English-Chinese major, and English-Japanese major. The instrument used was the Google form questionnaire which consisted of three factors: 1) teachers' expertise, 2) course contents, and 3) students' performance. The results of the Google form questionnaire were interpreted, categorized and tabulated on computer sheets. The findings revealed that the data were obtained from 76 students out of 130 students of grade 12 students (58.46%). Students felt very satisfied with teachers' expertise (4.88) and course contents (4.55) and felt satisfied with their performance (4.32). Overall, students were very satisfied with the English reading online class (4.64).

1. Introduction

Underlining the seriousness of the COVID-19 pandemic, most countries shut their schools for months to minimize the spread of the coronavirus and to prevent hospital overcrowding. Educators, policymakers, parents, and students have worried about the impact of school closures on learning and socialization. There was a lot of disruption in actually providing quality instruction to students, whether it was access to a teacher, a live teacher, or the mode of learning was chaotic and vacillating. The administration of educational institutions had no other choice but to continue online learning using internet technologies.

Anderson (2003) stated that individual learners with good reading skills are able to make greater progress in other areas of language learning, while those without good reading ability may encounter many challenges in a language classroom. However, during the academic year 2021, online teaching has aided cross-border education. Using technology in foreign language learning and teaching is useful for both teachers and students. Since different technological materials offer different advantages, a teacher should be aware of utilizing technology by applying technology to his/her teaching skills and needs (Altun, 2015). Moreover, it is necessary for teachers to understand appropriate ways to integrate technological tools to support students to learn meaningfully and to participate in authentic experiences that build motivation and enhance learning (Keengwe et al., 2008). While technology has proven to be an excellent teaching aid, it cannot replace a teacher.

In 2022, many schools resumed on-site classes for their students, although most are not opting for 100% on-site learning and are still making use of online classes to reduce congestion and crowding. In the first semester of the academic year 2022, students at

Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University, have returned to the physical classroom for the first time since mid-2021. The students were seen wearing face masks, getting their temperatures checked and sanitizing their hands with alcohol gel under strict COVID-19 prevention measures. 100% of teachers, students and personnel on school grounds are required to be fully vaccinated against Covid-19 and present evidence of a negative ATK test result issued by a healthcare facility. The school is currently holding classes under a mixed onsite and online format. As a result, the usage of both online and face-to-face classes has been recommended. However, the COVID-19 pandemic has compelled lecturers and teachers to solely depend on online classes.

According to the continued reports of high dropout rates and achievement problems in online courses (Luyt, 2013; Morris, Xu, and Finnegan, 2005; Tyler-Smith, 2006), conducting such an investigation and providing the results increasingly become critical in order to inform educators about considerations and changes necessary for improving the quality of online in reading classes. The purpose of this study was, therefore, to inform educators about the students' satisfaction during online class in reading classes. We have examined the literature to identify major challenges and issues in teaching reading online, organized and provided the issues under topical classification, and provided some suggestions to address the issues for online educators.

1.1 Research Question
Are the twelve-grade students at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat Univesity, satisfied with the online English reading class?

1.2 Objective of the Study
To study the satisfaction of the students towards online English reading classes.

1.3 Definition of Terms
The definition of the terms of this study is as follows:

Satisfaction means a feeling of satisfaction or dissatisfaction of students towards an online English reading class at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University.

Online English Reading Class means the management of English teaching and learning in school. In order to develop students' English reading skills and to respond to the ministry of education's policy in Thailand, a teacher teaches in an English reading class accounting for 2 periods per week. The number of students in the classroom is 45 students.

Students mean Grade 12 students at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University.

1.4 Significance of the Study
The study of students' satisfaction at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University, is significant in several respects as follows:

The results of the study will be useful not only for the school administrators and English language teachers at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University but also for other schools and English educators to conduct an online English reading class.

The findings will provide beneficial information on students' attitudes which can be used to improve an online English reading class at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University in the future.

2. Literature Review
2.1 English Learning in Thailand
It is undeniable that English is an important means of communication, especially in the era of globalization. Most people around the world use English as an international language. In the Thai education curriculum, English is placed as a core subject for all levels of education. English is still considered important for students at all levels; therefore, students of all disciplines are required to learn English as a compulsory course. However, it seems impossible to achieve such goals since there are problems related to English teaching and learning. There are no relevant instructional materials for Thai contexts, and the students cannot use English effectively both in their daily life and in their classrooms.

For Thais, competence in English is seen as both a mark of sophistication and a passport to a more prosperous life (Smyth, 2001). Furthermore, people with fluency in English are more likely to have several advantages over those with lower proficiency for several

reasons: English is the primary means of communication in business throughout the world, in terms of employment opportunities, and as English is spoken worldwide, international travelers may find it more convenient to be able to use English during their trip.

2.2 The Theory of Satisfaction

Morse (1955:27, 1967:81) defined satisfaction as "something that can meet basic human needs and reduce body and mind stress," or "satisfaction is a condition of contentment and cheerfulness." It can help people develop positive attitudes that can be influenced by their happiness.

According to Vroom (1964: 99), attitude and satisfaction with things can be interchanged because the two words have the same meaning when individuals are immersed in that thing. A positive attitude indicates contentment, whereas a negative attitude indicates dissatisfaction. Rosenberg and Hovland (1960) also state that attitude has three components. The first is comprehension, which is concerned with knowledge and ideas. The second point to consider is emotion and sensation. The next factor to consider is action and behavior. It is the sensation that makes us feel better and better. As a result, this happiness is more sophisticated than other types of positive feelings, and it has a greater impact on people.

Moreover, Butt, B.Z. and Rehman, K. (2010) suggest that satisfaction refers to people's pleasant feelings and enjoyment as a result of their accomplishments. It is also a positive outcome that can encourage and push people to try more. Furthermore, it might indicate personal accomplishment and efficiency. Satisfaction, according to Trickett, E.J., & Moos, R.H. (1974), involves two types of human feelings: positive and negative feelings. This pleasant emotion makes us happy and is distinct from other positive emotions.

However, in educational contexts, the definition deals with positive feelings students gain as a result of the quality of instruction, class size and the usefulness of what they have learned. In a study done by Corts, Lounsbury, Saudargas, and Tatum (2000), it was revealed that course satisfaction is closely tied to satisfaction with what the course offers, instructions presented by the course, and prospective occupational preparation. Therefore, what satisfies students can be regarded as a signal of the quality of the course, from the result of Mai's (2005) study about the satisfaction of students in higher education and its influential factors. It was found that the most "influential" predictors of the students' satisfaction were the overall impression of the school, the overall impression of the quality of the education teachers' expertise, and their interest in their subject, the quality and accessibility of IT facilities and prospects of the degree furthering students careers.

As well as Deshields et al. (2005) examine the determinants of student satisfaction with education by using a satisfaction model and Herzberg's two factor theories. They found that faculty performance and classes were the key factors which determined the quality of the college experience of students, which led to satisfaction.

2.3 English Reading Class at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University

Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University, Bangkok, which is an autonomous institution directly under the central administration of Phranakhon Rajabhat University, was founded in 1953 with the primary goal of being a laboratory for student teachers and providing the educational scheme for high school levels .The school offers an educational program that promotes a high standard of learning achievement from grades 7-12. There are four majors for senior high school students, which are 1) Mathematics-Science, 2) Mathematics-English, 3) English-Japanese, and 4) English-Chinese.

The researchers are responsible for teaching English reading classes to grade 12 students. The goal of this course is to help students improve their reading skills by including vocabulary enrichment, reading comprehension activities, speed reading techniques, written replies, and reflections in daily routines. The students will become more confident, autonomous, successful, and efficient readers by exploring and studying the entire reading process.

3. Methodology

3.1 Participants

In this study, the participants were 130 students of Grade 12 (Class 1-3) in the second semester of the 2021 academic year of Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University studying in an English reading class. The students studied in four majors, which are 1) Mathematics-Science, 2) Mathematics-English, 3) English-Japanese, and 4) English-Chinese. A total number of 76 participants was selected by using the accidental sampling method.

3.2 Instruments of Data Collection

The instrument used in the study was a self-administered questionnaire. The students were asked to answer the questionnaire by themselves. The questionnaire was divided into three parts as follows:

a. Student Personal Information
This part consisted of a closed-ended question relating to students' information about their classes which are Grade 12 Class 1, 2, and 3.

b. Satisfaction with Online Learning of English Reading Class
This part consisted of 10 questions asking the participants to rate their satisfaction on the following factors: 1) teachers' expertise, 2) course contents, and 3) students' performance. The questionnaire was written and used both in English and Thai version.

The participants were asked to rate each question using a 5-point Likert scale. The interpretations of the score range were based on a 5-point Likert scale (Likert, 1932) to show the students' satisfaction as follows:

Scale	Perceptions	Mean Range
5	Very Satisfied	4.50 - 5.00
4	Satisfied	3.50 - 4.49
3	Neutral	2.50 - 3.49
2	Dissatisfied	1.50 - 2.49
1	Very Dissatisfied	1.00 – 1.49

c. Students' Additional Comments
An open-ended question was asked to seek the students' recommendations on online learning of English reading classes regarding teachers' expertise, course content and students' performance.

3.3 Method of Data Collection
This section describes the procedure for collecting data from students studying English reading class at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University. This study was conducted in February 2022.

a. The questionnaires were distributed in English reading classes to grade 12 students. At the end of the second semester, they were asked to fill out the questionnaire after the last class in the 2021 academic year. They were also asked to give suggestions.

b. This study aimed to investigate the students' satisfaction towards online learning of English reading classes at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University. The questionnaire was developed in terms of teachers' expertise, course content and students' performance. Also, the questionnaire adapted from previous studies was used to collect the data for this study.

c. At the end of the 2021 academic year, after students had studied English reading lessons for a year, the questionnaire was distributed to 76 twelve-grade students at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University.

3.4 Data Analysis
In order to find out the students' satisfaction with online learning of English reading classes, the data were collected and analyzed by the SPSS program. The results will be shown in terms of percentage, frequency, mean and standard deviation.
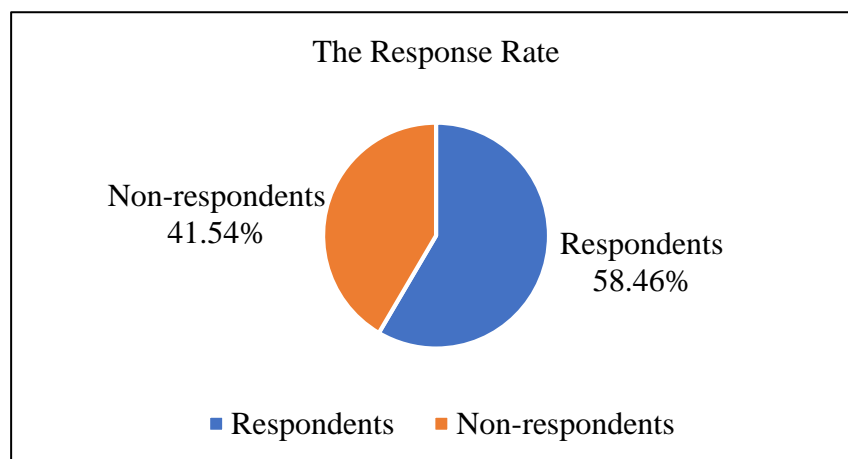
4. Results
The previous chapter explained the participants, instruments of data collection, method of data collection, and data analysis. This section reports the results of the questionnaire, which was divided into three parts: (1) personal information, (2) satisfaction with English reading online classes, and (3) recommendations.
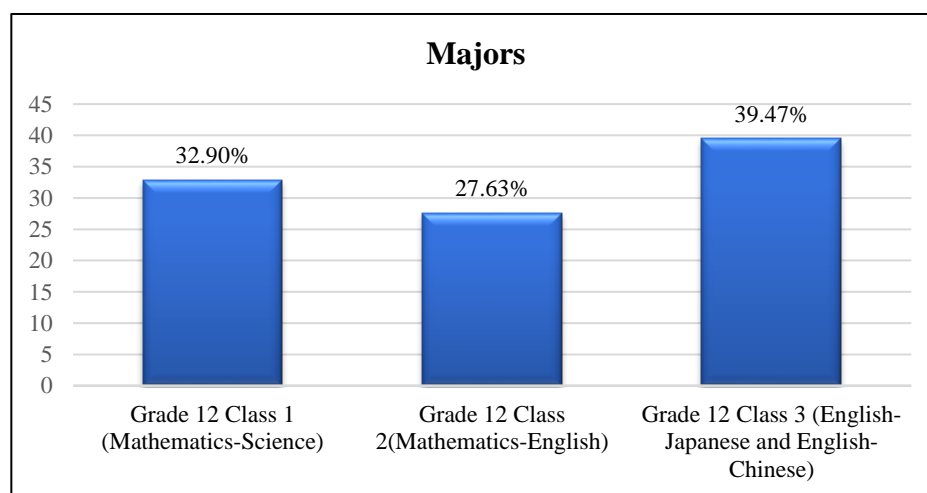
4.1 Personal Information
In the study, the data were obtained from 76 students out of 130 students for Grade 12 students at *Wat Phrasrimahadhat* Secondary Demonstration School, Phranakhon Rajabhat University, using the questionnaire. The study was conducted to find out the students' satisfaction with online learning of English reading classes. The response rate was 58.46% as the researcher distributed and collected the questionnaire online during the first week of February 2022.

Figure 1: The Response Rate

The Response Rate

Non-respondents
41.54%

Respondents
58.46%

■ Respondents ■ Non-respondents

In part one of the questionnaires, there was only one question asking about personal information; majors. 76 participants answered the questions. The results for each question are shown in Figure 2 in terms of percentage.

Figure 2: Majors

Majors

32.90%	27.63%	39.47%
Grade 12 Class 1 (Mathematics-Science)	Grade 12 Class 2(Mathematics-English)	Grade 12 Class 3 (English-Japanese and English-Chinese)

As shown in Figure 2, there were three majors of grade 12 students. The majority of respondents were English-Japanese and English-Chinese majors, accounting for 30 (39.47%).

4.2 Satisfaction towards Online Learning of Reading Class

Since many countries have imposed a lockdown during the Covid-19 crisis, and many schools have subsequently closed their doors, vast numbers of teachers are having to learn very quickly how to teach using online resources. A precise configuration of student satisfaction with online learning would provide a new dynamic and re-energized interest in how to teach English reading online classes.

In this part, the participants studying grade 12 at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University, were asked to rate their satisfaction with English reading online class in terms of teachers' expertise (Questions number 1-3), course contents (Questions number 4-6), and students' performance (Questions number 7-9). The total of questions was 10 questions. The researchers used a 5-point Likert scale questionnaire format that ranged from 5 (Very Satisfied) to 1 (Very Dissatisfied) to measure the students' degree of satisfaction with English reading online classes. Mean scores are interpreted with regard to the satisfaction level as follows:

Scale	Perceptions	Mean Range
5	Very Satisfied	4.50 - 5.00
4	Satisfied	3.50 - 4.49
3	Neutral	2.50 - 3.49
2	Dissatisfied	1.50 - 2.49
1	Very Dissatisfied	1.00 – 1.49

The results are summarized and presented in the tables as follows.

Table 1. Teachers' Expertise

Factors	SD	Mean ($\bar{x}$)	Mean Range
1) The teacher communicated effectively.	0.44	4.79	**Very Satisfied**
2) The teacher was enthusiastic about online teaching.	0.40	4.88	**Very Satisfied**
3) The teacher stimulated student interest.	0.60	4.53	**Very Satisfied**
Overall	**0.48**	**4.73**	**Very Satisfied**

Table 1 illustrates students' satisfaction towards teachers' expertise. Students felt very satisfied with teachers' expertise in all aspects. The finding revealed that the mean for students' opinion on the teacher's enthusiasm about online teaching ranked the highest (4.88), followed by their opinion on the teacher's effective communication (4.79). Overall, the students were very satisfied with the teachers' expertise (4.73).

Table 2. Course Contents

Factors	SD	Mean ($\bar{x}$)	Mean Range
4) Presentations were clear and organized.	0.52	4.70	**Very Satisfied**
5) Workload was appropriate.	0.95	4.22	**Satisfied**
6) Course contents were organized and well planned.	0.51	4.72	**Very Satisfied**
Overall	**0.66**	**4.55**	**Very Satisfied**

The data presented in Table 2 indicated the students' satisfaction with the course contents. The findings showed that the mean for the students' opinion on organized and well-planned course contents ranked the highest (4.72), followed by their opinion on clear and organized presentations (4.36). Overall, the students were very satisfied with the course contents (4.55).

Table 3. Students' Performance

Factors	SD	Mean ($\bar{x}$)	Mean Range
7) This course has improved my reading skills.	0.64	4.25	**Satisfied**
8) This course improved my understanding of English reading.	0.65	4.36	**Satisfied**
9) The textbook and supplementary worksheets encouraged learning.	0.72	4.36	**Satisfied**
Overall	**0.67**	**4.32**	**Satisfied**

As presented in Table 3, which illustrates students' satisfaction with their performance, students felt satisfied with their performance in all aspects. The details of the findings showed that the students were most satisfied that this course improved their understanding of English reading, and the textbook and supplementary worksheets encouraged learning (4.36). Overall, the students were satisfied with their performance (4.32).

Table 4. Overall

Factors	SD	Mean (x̄)	Mean Range
10) Overall, I am satisfied with the quality of this course.	0.56	4.64	**Very Satisfied**

As can be seen from Table 4, the overall satisfaction revealed that students were very satisfied with the English reading online class (4.64).

4.3 Additional Comments
The last part of the questionnaire was one open-ended question asking the students for recommendations about their satisfaction with English reading online classes regarding course contents, teachers' expertise, and students' performance. 12 out of 76 participants provided their opinion in this part (N=12, the number in parentheses represented the frequency of responses). The comments were summarized as follows:

Figure 3: Additional Comments
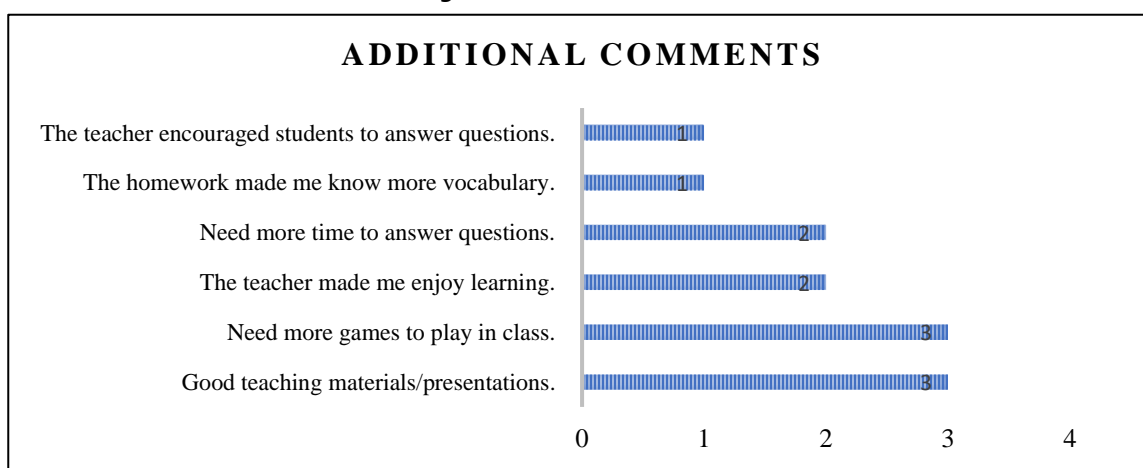
5. Discussion, Limitations, and Recommendations
These sections presented (1) a summary of the study, (2) a summary of the findings and discussion, (3) limitations of the study, and (4) recommendations for further research.

5.1 Summary of the Study
This section summarized the main points of the study concerning the following issues:

5.1.1 Objective of the Study
This research aimed to study the level of students' satisfaction towards online English reading classes.

5.1.2 Participants, Instruments of Data Collection, and Method of Data Collection
The study used a sample of 130 twelve-grade students studying reading class at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University, in the second semester of the 2021 academic year. The data collection was conducted in February 2022. The response rate was 58.46%. Since only 76 students (58.46%) responded to the questionnaire, this could be because they felt unconcerned with the topic of the study. At Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University, all teachers were required to do research every semester. Students were always asked to do the questionnaire.

In this study, a questionnaire was the only instrument employed and was divided into three parts: the respondents' class and the respondents' satisfaction by using a 5-point Likert scale of preference in three main variables: course contents, teachers' expertise, and students' performance. In the final part, an open-ended question was added for the respondents' additional comments and feedback.

The procedure of this study was a direct survey approach. When the questionnaires were completed, the researchers analyzed the data by using the SPSS program and presented them in terms of frequency, percentage, mean, and standard deviation.

5.2 Summary of Findings
The results of the study can be summarized as follows:

5.2.1 Participants' Personal Information
The respondents were 76 students of grade 12 at Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University, in the second semester of the 2021 academic year. The result showed that the majority of the respondents were in class 3 (English-Japanese and English-Chinese majors) (39.47%).

5.2.2 Students' Satisfaction with Online English Reading Class
a. The Overall Satisfaction
Morse (1955:27, 1967:81) defined satisfaction as "something that can meet basic human needs and reduce body and mind stress," or "satisfaction is a condition of contentment and cheerfulness." Moreover, Priyaporn Wonganuttararoj (as mentioned in Apichart Phaedphong, 2002, p.13) suggests that satisfaction refers to people's pleasant feelings and enjoyment as a result of their accomplishments. In this study, the researchers provided an English online class for grade 12 students during Covid-19. In response to the objective of exploring students' satisfaction with studying online English reading classes, the key findings determined that, on average, students were very satisfied with online English reading classes (4.64). This might be because, according to the continued reports of high dropout rates and achievement problems in online courses (Luyt, 2013; Morris, Xu, and Finnegan, 2005; Tyler-Smith, 2006), conducting such an investigation and providing the results increasingly become critical in order to inform educators about considerations and changes necessary for improving the quality of online in reading classes. Therefore, the researchers used technology in foreign language learning and teaching, which were different technological materials, and utilized technology by applying technology to meet the student's needs (Altun, 2015)

b. Teacher's Expertise
From the result of Mai's (2005) study about the satisfaction of students in higher education and its influential factors, it was found that the most "influential" predictors of the students' satisfaction were the overall impression of the school, the overall impression of the quality of the education teachers expertise, and their interest in their subject, the quality and accessibility of IT facilities and prospects of the degree furthering students careers. It is necessary for teachers to understand appropriate ways to integrate the technological tools to support students to learn meaningfully and to participate in authentic experiences that build motivation and enhance learning (Keengwe et al., 2008). Consequently, the researchers are always over-prepared, always thinking about the next lesson and are in a continuous state of preparation and planning in order to boost students' learning during Covid-19. As a result, the finding of the study showed that the students were most satisfied with the teacher's expertise (4.73). This might be because when schools turned to online learning, which can never be equivalent to classroom teaching, the researchers found it easy to deliver lessons online because of good preparation.

c. Course Contents
Chariti Khuanmuang (2012) said that people with fluency in English are more likely to have several advantages over those with lower proficiency for several reasons: English is the primary means of communication in business throughout the world, in terms of employment opportunities, and as English is spoken worldwide, international travelers may find it more convenient to be able to use English during their trip. Course content plays a key role in fostering quality teaching in the school because course content typically includes a course description, objectives, learning outcomes, and a syllabus. Also, course content can consist of types of course content like lectures, where instructors teach about a certain topic by sharing information with students. It can also include types of course content like readings, where students are assigned to read texts that cover factual information related to the course. Course content shares the common goal of helping students learn about the facts and data related to the course. The finding of the study showed that the students were most satisfied with course contents (4.55). This might be because course satisfaction is closely tied to satisfaction with what the course offers, instructions presented by the course, and prospective occupational preparation, and what satisfies students can be regarded as a signal of the quality of the course (Corts, Lounsbury, Saudargas, and Tatum, 2000).

d. Students' Performance
It is undeniable that English is an important means of communication, especially in the era of globalization. Most people around the world use English as an international language. In the Thai education curriculum, English is placed as a core subject for all levels of education (Ministry of Education, 2001). English is still considered important for students at all levels; therefore, Thai students of all disciplines are required to learn English as a compulsory course. However, it seems impossible to achieve such goals since there are problems related to English teaching and learning. For example, there are no relevant instructional materials for Thai contexts, and the students cannot use English effectively both in their daily life and in their classrooms. For Thais, competence in English is seen as both a mark of sophistication and a passport to a more prosperous life (Smyth, 2001).

Anderson (2003) stated that individual learners with good reading skills are able to make greater progress in other areas of language learning, while those without good reading ability may encounter many challenges in a language classroom. Therefore, after learning in an English online reading class, the finding of the study showed that the students were satisfied with their performance (4.32) because the course improved their reading skills, the understanding of English reading processes, and the textbook and supplementary worksheets encouraged learning reading.

5.2.3 Additional Comments on Online English Reading Class
The researchers surveyed students about their perceptions of online English reading classes. This sudden change from traditional learning to 100% online learning because of Covid-19 may affect students' learning effectiveness. However, the students gave useful additional comments and feedback about their satisfaction with the online English reading class. They were satisfied with the teaching materials and presentations, teaching styles, and class contents. They wish to have more games and have more time to participate in the lesson. Learning from our students' experience during this period will help the researchers shape future hybrid delivery so that it best fits future students.

5.3 Limitations of the Study
The COVID-19 pandemic has disrupted education in Thailand and affected every student at all levels. COVID-19 has tremendously affected the way of teaching as it suddenly switched from an in-person to an online format. The challenges for teachers under COVID-19 to teach online are day-to-day lessons for them. Hence, collaboration has been the focus of extensive research across the schools in order to promote professional development is difficult because teachers are reluctant. Due to limitations of time, the researchers could not include participants from other schools in this study.

The number of participants in this study was only 76 students; therefore, the findings may not be generalized to the population at large. Due to the data collection procedure, the researchers collected the data via Google Forms. The researchers requested all 130 participants of grade 12 students to provide the data. Most participants were unwilling to devote a lot of effort to providing information; however, they could be reticent to reveal information they do not see as serving a valid purpose.

5.4 Recommendations for Further Study
Based on the findings of this study, the following recommendations are made for further study.

The sample size is the number of people participating in a study. The more people that participate, the better the study is. Successful recruitment and retention of study participants are essential for the overall success of a research study. Only a small number sample size of 76 participants was involved. A larger sample is recommended in order to increase the reliability and generalizability of the finding.

This study used only a single school as a sample; various samples from different schools may produce different outcomes. To be more explicit, students from various schools may have opposing viewpoints. In order to acquire more in-depth information, additional interviews of students from a single school and from multiple schools should be undertaken.

The questionnaire was the only instrument used in this research study; it might not have revealed all aspects of the student's satisfaction and opinions. Thus, other instruments, such as interviews and observations, may be employed to obtain more in-depth data.

6. Conclusion
School closures due to COVID-19 in 2021 brought significant disruptions to education across Thailand. This epidemic has tested the readiness of Wat Phrasrimahadhat Secondary Demonstration School, Phranakhon Rajabhat University, to deal with such an abrupt crisis. This closure put a considerable burden on the researchers to cope with the unprecedented shift from traditional to online learning. Therefore, online learning has become the main method of instruction during the pandemic of English reading classes for grade 12 students. The study investigated the perception of grade 12 students on online learning in English reading classes. The study showed that, in general, students are satisfied with the online English reading classes because online learning works as an alternative to face-to-face education during COVID-19 and has become the 21st efficient tool for online learning.

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