

THE STUDENTS' PERCEPTION OF WHATSAPP MESSENGER AS E-LEARNING FOR ENGLISH LANGUAGE IN NINTH GRADE OF SMP YLPI P MARPOYAN

Feni Febriana, Lusi Septari , Maya Dwi Sukma Fatania , Tisa Angraini
Universitas Islam Riau
fenifebriana@student.uir.ac.id

ABSTRACT

The perception of WhatsApp as an E-Learning is expected to simplify the students to learn English because WhatsApp has many features that could help students in learning. However, students have different feelings, opinion, feedback and perception about the use of WhatsApp as an E-Learning. The aim of this research is to find out and analyze the students' perceptions of using WhatsApp as an E-Learning, namely the feeling and the response from the students in learning. This study used quantitative research and the researcher used questionnaire to collect the data. The questionnaire was arranged using Likert Scale. The result of this study shows that the factors which influence the students' perception of WhatsApp as an E-Learning in SMP YLPI P MARPOYAN are the perceiver consisting of attitudes, motives, experience, and expectation. The target consists of motion, sounds. The situation consists of time, and work setting. The students' attitudes of using WhatsApp in grade 9 of SMP YLPI P MARPOYAN display the attitudes for the cognitive and affective is contain positives response and feeling.

Keywords: education, perception, application, e-learning

INTRODUCTION

In the era of globalization, the world has developed very uncontrollably, especially in the use of the internet in society. The use of the internet is also growing rapidly in Indonesia, especially in the learning process. Learning can be interpreted as a product of continuous interaction between development and life experiences (Fatma Nurmalita Purnomo, 2022).

Learning can also add to the experience of knowledge from both teachers and students. Media development in the learning process is very necessary as a good delivery of material. The use of smartphones has a huge impact on the education sector. Students and teachers use smartphones as a source of information and communication in the teaching and learning

process. Currently, there are many learning methods that utilize technology as a medium (Fatma Nurmalita Purnomo, 2022). Learning media is an important part of successful learning for students. As a channel or intermediary for information from educators to students when choosing learning media.

Learning media is one of the results of technological developments using the internet. Technology with the advancement of the internet can increase the need for information to communicate. Currently, there are many ways to use e-learning in the learning process. E-learning is one way that can be done to facilitate the learning process. Messaging apps like WhatsApp are widely used. Because of its features, students and teachers use the app. WhatsApp is one of the most used applications

among teachers and students today in Indonesia. WhatsApp is a free messenger application that works across multiple platforms such as iPhones and android mobiles, and it is widely used among undergraduate students to send multimedia messages such as photos, videos, audios along with simple text messages (Gon & Rawekar, 2017). WhatsApp is a popular application that is often used in daily activities and even used in the use of the learning process.

WhatsApp is one of the social media that is most actively used by Indonesian people, namely as many as 83% of internet users or around 124 million registered users use WhatsApp (Aswan, 2020) WhatsApp is considered to be the simplest, most popular and effective tool teachers can use. The use of this program because it helps them send cheap messages to each other. Not only can users send text messages, but people can also use the integrated mapping function to send image, video, and audio media messages and their location. Maybe that's why so many people like it. Most people in Indonesia use WhatsApp messenger because WhatsApp is private and very easy to use and doesn't take up a lot of quota.

Research on the use of WhatsApp in learning has been carried out by several studies and the results show positive results. The use of WhatsApp in learning is expected to motivate students in learning because WhatsApp has many features that help in learning, but students have different feelings, responses and perceptions of using WhatsApp in learning.

Student perception is an interesting thing, because everyone has a different perception of the same object caused by many factors.

The purpose of the researcher in conducting this research is because the researcher wants to know and analyze students' feelings and responses to WhatsApp used by the teacher in learning, because the teacher must know that the media learning they use is easy and attractive to students.

E-Learning

E-learning can improve to access the education and training, the quality of teaching and learning and mark the need for tertiary institutions to maintain a competitive advantage in a changing market as students become independent (Bismala, 2022). E-Learning changes the nature of lecturer and student interaction, requires high motivation and self-discipline from students, opens new opportunities for creative expression of students, contains great potential for implementation of new ideas and projects, for personal development and implementation of principles of continuing education. The main advantages of e-learning are that it allows learning anywhere and anytime, collaboration, self-study, flexibility in establishing individual strategies for learning, while the drawback is that students may be required to buy a computer or go to an internet café to use a computer. The ability to work with computers is one of the cognitive activities of students in e-learning, while students work individually (Bismala, 2022).

Technology plays an important role in our daily lives and as professionals, educators, and learners reflect back on their basic beliefs to do so using technology to redesign or reengineer education and training systems. In addition, these technological devices play an important role to help learners and teachers to get more profit from them. E-learning is an alternative to traditional education and can also be a complement to it (Kumar Basak et al., 2018). The use of media in the learning process at school is related to the level of psychological development and ability of students who follow the learning process and is adjusted to the interests and talents of students who can arouse student motivation towards the learning process. In conducting learning, every teacher should have a learning medium. Learning media is one of the components of learning which includes materials and equipment. With the influx of various theories and technologies, learning media are constantly experiencing and appearing in various types.

WhatsApp

WhatsApp is a cross-platform mobile application. Unlike the Short Message Service (SMS) application, which is a facility that can only be text and paid, the WA application is free and can send not only in the form of text but also in the form of images, video and audio messages in unlimited quantities. In other words, WA is an instant messaging application for smartphones, the function of WA is almost the same as that of SMS application. But WA does not use pulses, but rather internet data. The name WA is a pun on the phrase What's Up,

which means What's Up. WA started as an alternative to SMS. The product now supports to send and receive a wide variety of media: text, photos, videos, documents, and locations, as well as voice calls (Pranajaya, 2018).

The benefits of using learning through WhatsApp show that the learning of the material provided by the teacher can help students to improve their understanding of the lessons learned. Students are also aware that more assignments and exercises given through the WhatsApp platform help them feel their language skills especially writing and enrich their new English vocabulary as well. In addition, students also agree listening assignments given by their teachers through the WhatsApp screen can be used for Exercises (Fauzi, 2021). In addition, the simple operation of the WhatsApp service makes it available for all ages and backgrounds. By having a smartphone, subscribing to internet data packages and installing applications, it allows communication with everyone. Allows users to create WhatsApp groups between teachers and students by separating each group according to a certain practicum to communicate with each other (Mistar & Embi, 2016).

Perception

Perception is a process of understanding information that involves the senses and stimuli from the outside which are then interpreted through the mind which will later produce an understanding (Campiong et al., n.d.) . Perception is a process by which we interpret the world around us, generating a mental representation of the environment.

Perception is a process by which people interpret information based on experience as the result of physical stimulation of human sense. It can include ideas, concept, and impression of something (Ainun et al., 2020). The experience take place for the result and consists crucial information for another opinion. Perception is man's primary form of cognitive contact with the world around him.

RESEARCH METHODS

This research uses quantitative research methods. This research was conducted from 12 December to 14 December 2022. This research took place at SMP YLPI P Marpoyan Pekanbaru which is located Kaharuddin Nasution street, Km 11, Simpang Tiga, Kec. Bukit Raya, Pekanbaru City Prov. Riau. The researcher gave a questionnaire to grade 9 (A) students consisting of 29 students.

The technique used by researchers to collect data is a questionnaire. The questionnaire used in this study consisted of 11 questions with 5 aspects namely perceiver, target, work setting, affective and cognitive related to students' perceptions of using WhatsApp in learning. This questionnaire uses techniques and scores from the Likert Scale by Sugiyono;2019 sand English language with Indonesian translation, A scale consisting of statements and accompanied by affirmative-disagree, often-never, fast-slow, good-bad etc. (Yudi Marihot, Sapta Sari, 2022).

The example of questionnaire below shows that respondents agree with question number one in order to get counted in shape

quantitative, answers from Respondents the could give weight score or score Likert like under this:

Strongly Disagree (SD): 1 Disagree (D): 2

Neutral (N): 3 Agree (A): 3

Strongly Agree (SA): 5

Total Score Likert could see from calculation under this:

Answers Strongly Agree (SA) = 10

respondents x 5 = 50

Answers Agree (A) = 10

respondents x 4 = 40

Neutral (N) = 6

respondents x 3 = 18

Disagree (D) = 2

respondents x 2 = 4

Strongly Disagree (SD) = 1

respondent x 1 = 1

Total Score = 113

Index (%) = $5 / 113 \times 100\% = 44\%$ (Score highest Likert / Amount score x 100%)

Score Maximum = $5 \times 29 \times 1 = 145$ (Score highest Likert x amount students x number of items)

Average Percentage = $113 / 145 \times 100 = 78\%$
 (Total score / score max x 100)

Rating Intervals

Index 0% –20% : Strongly Disagree

Index 21% – 40% : Agree

Index 41% – 60% : Neutral

Index 61% –80% : Agree

Index 81% – 100% : Strongly Agree

Because the Index value that we get from the calculation is 78%, it can be concluded that the respondent Agree with question number

1, namely “I can communicate smoothly with teachers and friends via WhatsApp”.

Tabel 01. Example Likert Scale in Questionnaire

No	Question	Strongly Disagree (SD)	Disagree (D)	Neutral (N)	Agree (N)	Strongly Agree (SA)
1	I can communicate seamlessly with teachers and friends via WhatsApp (<i>Saya dapat berkomunikasi secara lancar dengan guru dan teman melalui WhatsApp</i>)				✓	
2						

FINDINGS AND DISCUSSION

Perception is influenced by several factors on the perceiver, target and situation (Dersta, n.d.). The following of findings and discussion of the factors that influence students’ perception of WhatsApp Messenger as an E-Learning.

THE PERCEIVER

Motives

The form of this context is the opinion of WhatsApp Messenger as an E-Learning to learn English. In this study, the motives of WhatsApp Messenger as an E-Learning are the communication based on the context in teaching and learning English.

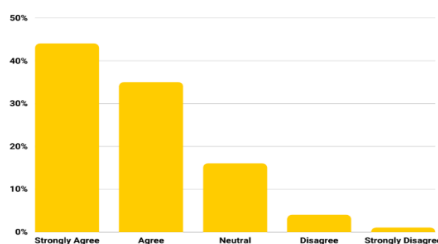


Figure 1 Questionnaire Item 1 of the Questionnaire Question

Based on Questionnaire Item 1, I can communicate seamlessly with teachers and friend via WhatsApp (*Saya dapat berkomunikasi secara lancar dengan guru dan teman melalui WhatsApp*) displayed 44% of respondent chose strongly agree and 35% chose agree. It can be concluded that the students have good communication with the teacher in context teaching and learning English.

Experience

The form of this context is the students experience of using WhatsApp Messenger as an E-Learning to learn English. In this study, the experience of WhatsApp Messenger as an E-Learning is to measure the experience of students of using WhatsApp for education purposes.

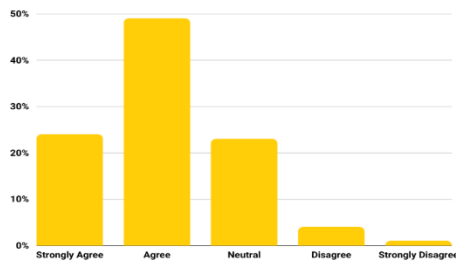


Figure 2 Questionnaire Item 2 of the Questionnaire Question

Based on Questionnaire Item 2, I understand the use of WhatsApp application for learning (*Saya memahami penggunaan aplikasi WhatsApp untuk pembelajaran*) displayed 49% of respondent chose agree and 24% chose strongly agree. It can be concluded that students have experienced in using WhatsApp.

Expectation

The form of this context is the student expectation of using WhatsApp Messenger as an E-Learning to learn English.

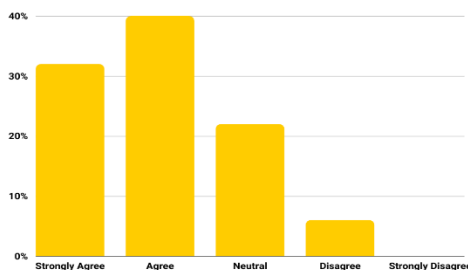


Figure 3 Questionnaire Item 3 of the Questionnaire Question

Based on Questionnaire Item 13, I hope the use of WhatsApp can help me to Understand the English Material (*Saya berharap penggunaan WhatsApp dapat Membantu saya memahami materi Bahasa Inggris*) 32% of the students chose strongly agree and 40% chose agree. It can be concluded that the students wish for using WhatsApp as E-Learning can help to understand the English material for educational purpose. The expectation getting positive perceptions from

the great score. From the three Questionnaire Items, students gave a positive perspective.

TARGET

Motion

The form of motion is for the usage of WhatsApp features for E-Learning in context gathering the assignments.

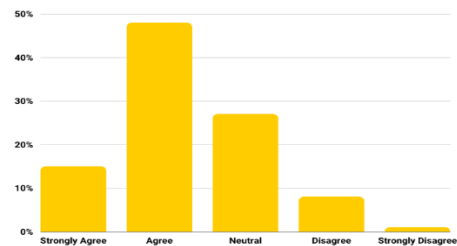


Figure 4 Questionnaire Item 4 of the Questionnaire Question

Based on Questionnaire Item 4, Use of voice notes, and chat on WhatsApp for make an English task is easy for me (*Penggunaan Pesan Suara, dan chat di WhatsApp untuk pengumpulan tugas Bahasa Inggris, mudah untuk saya*) displayed 27% of students chose neutral and 48% of respondents chose agree. It can be concluded that the students have no difficulty for collecting in using voice note, and chat in WhatsApp as an E-Learning for collecting the English task.

Sounds

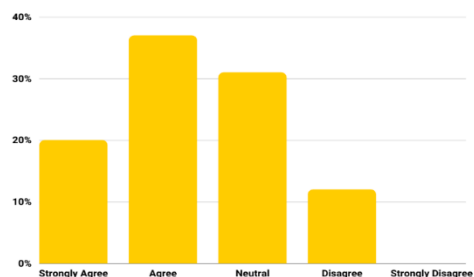


Figure 5 Questionnaire Item 5 of the Questionnaire Question

Based on Questionnaire Item 5, Voice notes on WhatsApp are clear when used to send and receive English learning (*Pesan Suara di*

WhatsApp jelas ketika digunakan untuk mengirim dan menerima pembelajaran Bahasa Inggris) 31% of students chose neutral and 37% of students chose agree. The percentage is not too far then it can be concluded that the students feel in doubt about the video call and voice note in WhatsApp as an E-Learning are clear sometimes when using it.

SITUATION

Time

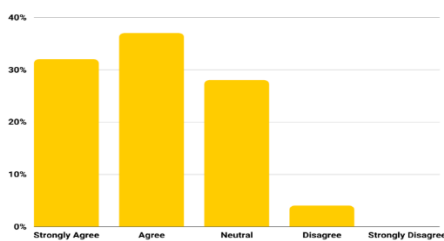


Figure 6 Questionnaire Item 6 of the Questionnaire Question

Based on Questionnaire Item 66, I can ask any time when I don't understand English material via WhatsApp (*Saya bisa bertanya kapan saja ketika saya tidak memahami materi Bahasa Inggris melalui WhatsApp*) displayed 32% of students chose strongly agree and 37% of students chose agree. It can be concluded that the students can give the question to the teacher any time when the students cannot get the point about the English material that given through WhatsApp.

Work Setting

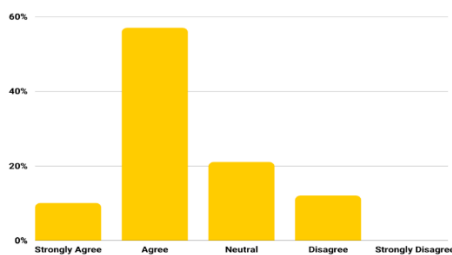


Figure 7 Questionnaire Item 6 of the Questionnaire Question

Based on Questionnaire Item 7, Teachers give good English explanations when learning to use WhatsApp (*Guru memberikan penjelasan Bahasa Inggris dengan baik saat belajar menggunakan WhatsApp*) displayed 57% of students chose agree. It can be concluded that the teacher provides the most excellent explanation during learning English through WhatsApp as an E-Learning.

ATTITUDES

Many social psychologists believe that attitudes have three different components: affect behavioural intention and cognition (Carlson, 2010).

Affect

According to (Carlson, 2010) The affective component consists of the kinds of feeling that an attitude object (person, activity, physical object) arouses. In this study, there are several Questionnaire Items are used to explore data on respondents' attitudes towards affective topics.

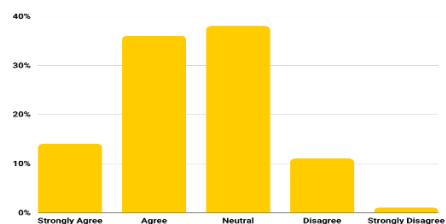


Figure 8 Questionnaire Item 8,10,11 of the Questionnaire Question

Based on Item 8,10,11 I like practice speaking English using Voice Note. (*Saya senang praktek berbicara Bahasa Inggris menggunakan Pesan Suara*), I like learning English using WhatsApp (*Saya senang belajar Bahasa Inggris menggunakan WhatsApp*), I am comfortable learn English via WhatsApp using Voice Note. (*Saya nyaman belajar Bahasa*

Inggris menggunakan WhatsApp menggunakan pesan suara) showed that 36% of students chose agree and 38% students chose neutral with the percentage not too far then it concludes that the students in doubt for liking the WhatsApp Messenger as an E-Learning for English subject.

Cognition

Cognitive component of attitude refers to the thought, perception or ideas of the person toward the object of the attitude (Abun et al., 2019).

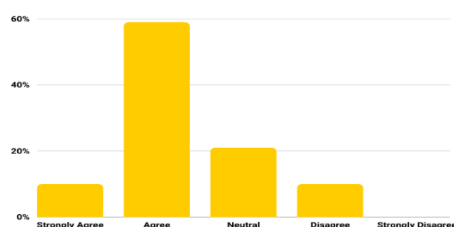


Figure 9 Questionnaire Item 9 of the Questionnaire Question

Based on Questionnaire Item 9, I read the English material that the teacher posted via WhatsApp (*Saya membaca materi Bahasa Inggris yang diposting guru melalui WhatsApp*) displayed 59% of students chose agree. It can be concluded that the students were read the English material that shared by the teacher through WhatsApp.

WhatsApp is a useful tool to help students in learning communicative languages, WhatsApp is one of the newest technologies that helps in language teaching. This media can help students to build self-confidence and motivate them to learn (Maulina et al., 2022). In using WhatsApp, students can learn easily, one of which is learning to speak with teachers and other students. This quantitative research is

to find out students' perceptions in teaching speaking in class 9 of SMP YLPI P Marpoyan. The students were given a questionnaire to find out their perceptions in learning to speak using WhatsApp. This questionnaire consists of 11 questions about the WhatsApp application for learning. This questionnaire consists of 5 aspects, namely (perceiver, target, work setting, affective and cognitive) and each aspect has an indicator. This questionnaire has 5 statements, namely Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree, each of which has a value. This questionnaire was filled with 29 respondents with various statements.

In the Perceiver aspect there are 3 indicators, the first indicator is motives contained in question number 1 regarding I can communicate seamlessly with teachers and friends via WhatsApp in figure 1 graph of respondents who choose strongly agree namely 44%, agree 35%, neutral 16%, disagree 4% and strongly disagree 1%. From graph 1 it can be concluded that students can communicate well with teachers via WhatsApp. The second indicator, namely experience in question number 2 "I understand the use of the WhatsApp application for learning" can be seen in graph number 2. Respondents chose strongly agree, namely 24%, agree 49%, neutral 23%, disagree 4% and strongly disagree 1%. It can be concluded that question number two students can understand the use of the WhatsApp application for learning. The third is the expectation on question number 3, namely "I hope the use of WhatsApp can help me to Understand the English Material" can be seen

in graph number 3 of respondents who chose strongly agree, namely 32%, agree 40%, neutral 22%, disagree 6% and strongly disagree 0%. From graph number 3 it is concluded that the WhatsApp application helps students understand learning material. So in the Perceiver aspect with 3 indicators it is concluded that students agree and can understand learning through the WhatsApp application.

The target aspect with 3 indicators, the first indicator, namely Motion, is found in question number 4 "Use Of Voice Notes, and chat on WhatsApp for making an English task easy for me" can be seen in graph number 4 of respondents who chose strongly agree, namely 15% , agree 48%, neutral 27%, disagree 8% and strongly disagree 1%. From graph number 3 it is concluded that the use of voice messages in the WhatsApp application makes it easier for students to make assignments, especially speaking. The second indicator, namely sounds in question number 5 "Voice notes on WhatsApp are clear when used to send and receive English learning" in chart number 5 can be seen who chose strongly agree, namely 20%, agree 37%, neutral 31%, disagree 12% and strongly disagree 0%. From graph number 5 it can be concluded that voice messages sent and received sound clear. The third indicator, namely time, is contained in question number 6 "I can ask any time when I don't understand English material via WhatsApp" in graph number 6 it can be seen that those who choose strongly agree are 32%, agree 37%, neutral 28%, disagree 4 % and strongly disagree 0%.

From graph number 6 it can be concluded that students can ask about learning materials through the WhatsApp application. So, in this target aspect it can be concluded that graphs 1,2 and 3 show that students agree with the use of voice messages from the WhatsApp application to help students in learning.

The work setting aspect is contained in question number 7 "Teachers give good English explanations when learning to use WhatsApp" can be seen in graph number 7 of respondents who chose strongly agree, namely 10%, agree 57%, neutral 21%, disagree 12% and strongly disagree 0 % . So, it can be seen in the work setting aspect in graph number 7 it shows that the teacher gave a good explanation when conducting learning through the WhatsApp application.

Affective aspects are found in numbers 8,10,11 "I like practicing speaking English using Voice Note", "I like learning English using WhatsApp", "I am comfortable learning English via WhatsApp using Voice Note. It can be seen in graph number 8 showed that 36% of students chose to agree and 38% of students chose neutral with the percentage not too far then it concluded that the students in doubt for liking the WhatsApp Messenger as an E-Learning for English subject.

Cognitive aspects are found in question number 9 "I read the English material that the teacher posted via WhatsApp" can be seen in graph number 9 of respondents who chose strongly agree namely 10%, agree 59%, neutral 21%, disagree 10% and strongly disagree 0 % . So get it.

CONCLUSION

WhatsApp is a popular application that is often used in daily activities and even used in the use of the learning process. Some students may feel that the use of the application is very useful for certain situations, but if it is used continuously students become hesitant to use it because it is considered ineffective in learning. However, this WhatsApp application helps students in learning, especially in speaking, students can use voice messages in the application.

This WhatsApp helps teachers and students when carrying out speaking lessons, teachers can send learning materials to students via the WhatsApp application and students can also send answers or learning outcomes to teachers, teachers and students can see each other's learning outcomes via WhatsApp. This WhatsApp application is suitable for learning, especially in learning to speak.

REFERENCES

- Abun, D., Magallanes, T., & Incarnacion, M. J. (2019). College Students' Cognitive and Affective Attitude toward Higher Education and Their Academic Engagement. *International Journal of English Literature and Social Sciences*, 4(5), 1494–1507. <https://doi.org/10.22161/ijels.45.38>
- Afsyah, S. (2019). WhatsApp Application in English Language Teaching (ELT) Context: Media to Describe People. *Utamax : Journal of Ultimate Research and Trends in Education*, 1(1), 23–28. <https://doi.org/10.31849/utamax.v1i1.2743>
- Ainun, N. H., Nurweni, A., & Sholihah, L. (2020). The Students' Perception of Voice Chatting through WhatsApp in Speaking Class, 1–6.
- Amelia, M. (2019). Whatsapp goes to classroom : Using whatsapp to foster students' speaking skill in speech. *International Conference on Education*, 4, 153–158. Retrieved from http://scholar.google.com/scholar_url?url=http://ecampus.iainbatusangkar.ac.id/ojs/index.php/proceedings/article/download/2173/1609&hl=en&sa=X&d=8042204847355375274&scisig=AAGBfm0d9VIG2dDPRdSOdd-iEHQicv63cg&nossl=1&oi=scholar&html=
- Arvey, R. D., & Murphy, K. R. (1998). Performance evaluation in work settings. *Annual Review of Psychology*, 49, 141–168. <https://doi.org/10.1146/annurev.psych.49.1.141>
- Aswan, A. (2020). Memanfaatkan Whatsapp Sebagai Media Dalam Kegiatan Literasi Di Masa Pandemi Covid-19. *Fon : Jurnal Pendidikan Bahasa Dan Sastra Indonesia*, 16(2), 65. <https://doi.org/10.25134/fjpbsi.v16i2.3469>
- Bismala, L. (2022). The Impact of E-Learning Quality and Students' Self-Efficacy toward the Satisfaction in the Using of E-Learning. *Malaysian Online Journal of Educational Technology*, 10(2), 141–150. <https://doi.org/10.52380/mojet.2022.10.2.362>
- Campiong, E., Asri, W. K., & Mantasiah, R. (n.d.). Persepsi Siswa Terhadap Penggunaan Whatsapp dalam Pembelajaran Bahasa Jerman, 268–278.
- Carlson, N. R. (2010). *Psychology: The Science Behavior*. Pearson.
- Dersta, U. N. (n.d.). What Is Organizational Behaviour ?

- Fatimah, S., & Nurmanik, T. (2020). WhatsApp Media to Improve Students' Speaking Skill, 12–21.
- Fatma Nuralita Purnomo. (2022). *Edusaintek : Jurnal Pendidikan, Sains dan Teknologi PENGGUNAAN GRUP WHATSAPP SEBAGAI MEDIA PEMBELAJARAN DI SMP NEGERI 1 BERBAH SLEMAN* Fatma Nuralita Purnomo Universitas Negeri Yogyakarta, Indonesia *PENDAHULUAN Pembelajaran merupakan aspek kegiatan manu.* 9(2), 430–440.
- Fauzi, I. (2021). Teaching English Using Whatsapp During Learning From Home: Impacts To Students and Implication To Teachers. *LET: Linguistics, Literature and English Teaching Journal*, 11(2), 59. <https://doi.org/10.18592/let.v11i2.4918>
- Gon, S., & Rawekar, A. (2017). *Effectivity of E-Learning through Whatsapp as a Teaching Learning Tool.* 4(June), 19–25. <https://doi.org/10.18311/mvpjms/2017/v4i1/8454>
- Keskin, S. (2022). *E-learning experience : Modeling students' e-learning interactions using log.* 5(1), 1–13.
- Kumar Basak, S., Wotto, M., & Bélanger, P. (2018). E-learning, M-learning and D-learning: Conceptual definition and comparative analysis. *E-Learning and Digital Media*, 15(4), 191–216. <https://doi.org/10.1177/2042753018785180>
- Maharani, E. N., Kusuma, A., Marista, O., Perception, O. S., Tanjungpandan, S., Irfan, I. M., ... Marista, O. (2021). Students' Perception of Using WhatsApp in Grade 12 of SMKN 3 Tanjungpandan To cite this article : Students' Perception of Using WhatsApp in Grade 12 of SMKN 3 Tanjungpandan, 89–106.
- Maulina, M., Ladjagang, R., Nasrullah, R., M. Esteban Jr, A., Hastianah, H., & Herianah, H. (2022). Conceptualizing Research Methods Used in Teaching Listening Skill Studies Using Social Media and Technological Tools. *Journal of Education and Teaching (JET)*, 3(1), 69–83. <https://doi.org/10.51454/jet.v3i1.140>
- Mistar, I., & Embi, M. A. (2016). Students' Perception on the Use of Whatsapp As a Learning Tool in Esl Classroom. *Journal of Education and Social Sciences*, 4, 1–9.
- Perwitasari, E., Fachriya, E., Hasanah, A., & Raya, U. S. (2021). Dueting Whatsapp and Youtube for Improving Students' Engagement in Online Learning Mode, (Senarilip V), 5–6.
- Pranajaya, H. dan W. (2018). Pemanfaat Aplikasi Whatsapp di Kalangan Pelajar: Studi Kasus di Mts Al Muddatsiriyah dan Mts Jakarta Pusat. *Jurnal Orbith*, 14(1), 60. Retrieved from <https://jurnal.polines.ac.id/index.php/orbith/article/view/1155>
- Sandybayev, A. (2020). *The Impact of E-Learning Technologies on Student's Motivation : Student Centered Interaction in Business Education.* 6(1), 16–24.
- Saputra, U. R. (2021). Students' Sentence Errors on WhatsApp Daily Status : A Literature Review, 1(1), 23–31.
- Tirtanawati, M. R., & Salsabila, D. S. (2021). English Students Perception on the Use of Whatsapp Group in Speaking Class. *Journal of English Language Teaching, Linguistics, and Literature Studies*, 1(1), 1–19. <https://doi.org/10.30984/jeltis.v1i1.1528>
- Yudi Marihot, Sapta Sari, dan A. E. (2022). Buku Metode Penelitian Kualitatif & Kuantitatif. In *Jurnal Multidisiplin Madani (MUDIMA): Vol. Vol. 1* (Issue March).