

## **Impact of Using Whatsapp Application in the English Learning in Junior High School**

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### **Abstract**

*The purpose of this study was to find out how to the teacher implement the WhatsApp application as a digital communication tool for learning English in junior high school and its impact on students. This study used a qualitative descriptive method and was conducted in Pangkep Junior High School, South Sulawesi, as many as 21 students from class VIII C and 1 English teacher were selected as research subjects through random sampling techniques. Data obtained from Observation, Interview and Documentation. The results obtained from the data analysis are 1) The implementation of the teacher when using the WhatsApp application with 3 indicators such as preparation for the creation of a WhatsApp group, implementation, namely sending file materials, and evaluation, namely providing evaluations and assignments to students. 2) the impact on students by learning to use the WhatsApp application, namely the positive impact: being able to do assignments anywhere, easy to understand the material given, negative impact: unable to ask questions directly, interaction with students is less established.*

**Keywords:** *WhatsApp application, implementation, impact, teaching and learning English.*

### **INTRODUCTION**

The founders of the Indonesian state have long realized that education is very important, education is an access to intelligent and dignified life of the nation. So that "Educating the life of the nation" was initiated as stated in the Preamble to the 1945 Constitution of the Republic of Indonesia. But in reality, the life and improvement of education in Indonesia is still very lacking and not evenly distributed as is the case in remote villages in Indonesia where most residents cannot afford to send their children to school. It can be concluded that education is very important for the progress of a nation. Therefore, parents and the government play an important role in supporting and encouraging the education of children in Indonesia. Education is an access to intelligent and dignified national life. So that "Educating the life of the nation" was initiated as stated in the Preamble to the 1945 Constitution of the Republic of Indonesia. But in reality, the life and improvement of education in Indonesia is still very lacking and not evenly distributed as is the case in remote villages in Indonesia where most residents cannot afford to send their children to school. It can be concluded that education is very important for the progress of a

nation. Therefore, parents and the government play an important role in supporting and encouraging the education of children in Indonesia.

This shows that the level of education in Indonesia is still very low compared to other countries. Moreover, at this time the development of information technology in the current digital era is very influential on the current learning system, where in the current situation the government enforces online learning due to the corona virus outbreak which is increasing day by day the death toll is increasing. This is a very significant change for the learning system, especially in Indonesia, where in the past schools applied the teacher 4 centered learning method or face-to-face learning which was done by providing explanations and providing material in front of the class, doing assignments in class and providing training to students.

English subjects are subjects that are quite difficult to learn. According to the opinion of some eighth-grade students at State Junior High School 3 Labakkang, where on average they complain about how difficult it is to learn English, especially when they are faced with online learning, where most teachers use the WhatsApp group application. Students and educators inevitably have to use applications for the sake of the learning process in schools, not only that, educators must be creative in using various applications to facilitate the teaching process to students, one of which most teachers choose to use the WhatsApp application with make groups more effective. In the current situation during the pandemic by running online learning students are required to carry out an online learning process where we are presented with many sophisticated applications but still many obstacles are experienced, for example network problems, very expensive internet quota package prices and also some students who do not have a smartphone. For the students themselves, this is very difficult for them because some have to borrow their friends' notes for them to rewrite and some others continue to follow online learning in the WhatsApp application, and only a few attend meetings on video calls, resulting in low student learning outcomes, lack of understanding in learning and lack of maximum in the learning process.

As an educator, you must also be able to master several learning methods, especially when you are currently undergoing the current COVID-19 and Omicron pandemic situation where teachers use the WhatsApp application 5 by preparing WhatsApp groups for students, and even then, only a few students take part in the learning so the teacher must master more. method so that students are able to play an active role in the current online learning process by using the WhatsApp application as an online learning medium. That way, educators take attendance of students, provide material through learning videos, voice notes and material files, assignments and take care of parents by sending authentic photos of student learning.

## **LITERATURE REVIEW**

### **Understanding Whatsapp Application**

WhatsApp Messenger is a cross-platform instant messaging application for cellphones, (Cavus & Ibrahim 2008). Users can send images, videos, and audio messages in addition to text messages. WhatsApp is a program with a multi-platform messaging system that enthusiastically promotes educational activities conducted online where students are included in the groups the teacher organizes.

Whatsapp is a communication tool that makes it very easy for teachers and educators to be involved in the current situation where students learn both online and offline. Many features are

easy to understand for educators and students, even elementary school students (SD) are already able to use this WhatsApp application as a medium of learning both in general lessons and in English lessons.

Thus, the researcher can conclude that the WhatsApp application is an application that can be used in learning and in general communication. The WhatsApp application has provided many sophisticated features that make it very easy for the community, educators and students to use it, especially in terms of learning.

### **Advantages of WhatsApp Application**

- a. WhatsApp is an application that has simple features and can be used by all groups, including the general public, students, lecturers, teachers and students.
- b. Very easy to understand and learn for beginners.
- c. In addition to being popular, the WhatsApp application is also very helpful in the current learning process because it is able to send files, send videos, send audio, photos, make private and group calls, private and group video calls, create WhatsApp groups and broadcasts.
- d. Automatic Phone Contacts Synchronizes with phone numbers that have been saved in phone contacts and automatically connects to WhatsApp application.
- e. Get a backup of conversations from previous conversations if for example there is a change of card or cellphone so the important files that you have sent are still stored properly.
- f. And also, users can change the screen background according to the user's wishes so that users don't feel bored using it.

### **Disadvantages of WhatsApp Application**

- a. Lack of Concentration and addiction
- b. Using the WhatsApp application also has a negative impact on children and their education because most of them are currently more focused on playing gadgets compared to face to face and socializing and also reduce concentration in learning.
- c. There is a limit of 250 people in the WhatsApp application which can now be changed to 3000 people by setting the system on the WhatsApp application.
- d. Lack of socializing with the community and family We often see that today's teenagers are very less social with their friends in the real world, sometimes they are more comfortable communicating via text on WhatsApp even when they are together.

### **WhatsApp Application Benefits**

In the educational level, WhatsApp facilitates all students around the world. In a study by Tragant (2021) it was stated that the WhatsApp application has been practiced to extend the language of 23 students of English as a Foreign Language (EFL). As for the opinion of Klein (2018) researcher have conducted a survey that the WhatsApp application has involvements in education for learning at the higher education level, namely: (1) Various knowledge, (2) The ability to facilitate interaction, (3) Collaboration, (4) Ubiquity, (5) As well as a sense of involvement or presence of students in the learning process. As for the opinion of Mulyono, (2021) that the WhatsApp application has a high WhatsApp acceptance rate and is connected

with online lessons such as: 1. Availability of support in learning, 2. High student motivation 3. Student connection with other students 4. The use of the WhatsApp application that has been felt by students.

### **The Impact Experienced by Students in Learning English By Using WhatsApp Application**

#### **Positive impact**

- a. Students' interest in learning is higher when using the WhatsApp application to learn English compared to learning offline.
- b. Make it easier for students to communicate both long distance and close distance.
- c. Using the WhatsApp application, students can study anywhere and anytime.
- d. Students are more proficient in technology (IT)
- e. Students can repeat learning material that they feel has not been understood.
- f. The time used is shorter and denser than usual.
- g. Don't stick to just one place.
- h. Save on transportation costs for those who are far away from home.
- i. Questions and answers are flexible to train students' independence and responsibility.
- j. The use of cellphones/gadgets is more useful.
- k. New experiences in learning.

#### **Negative impact**

- a. Excessive use of this WhatsApp Application will interfere with daily activities
- b. There is an opportunity to misuse the number connected to WhatsApp Application.
- c. This application is only available on compatible and more up-to-date devices.

### **Understanding English Learning**

Language is a communication tool used to interact from one human to another (WhatsApp Call and Video Call Application Features), (WhatsApp Status Application Features), (WhatsApp Messaging/Chatting Application Features). According to the National Standards in Foreign Language Education Project (NSFLEP) (2014) that learning a language can acquire and impart linguistic and social knowledge and can know when, how and with whom we say. As for the opinion of Julie & Deborah (2019) language is the main communication tool, and communication always occurs in everyday life, therefore effective communication requires understanding language for its users. Basically, language is a combination of several words into sentences. Language is the exclusive property of humans. According to Keraf in Smarapradhipa (2015) there are two meanings of language, namely (1) language as a communication tool in the form of sound symbols produced by humans through the vocal cords (2) language is a communication system that uses vocal symbols (arbitrary speech sounds). Meanwhile, according to Hakim (2018) language is a complex human phenomenon, because all efforts to define it are inadequate, it can be said that language is the original sound produced by humans to communicate with other humans.

## **Understanding English Language**

Currently English is one of the most important requirements to achieve academic, social and economic progress throughout the world (Fandino, FGE., 2019). English is the international control language that dominates the world, the language used as the main language of world publishing, science and technology. Meanwhile, according to Geoffrey Broughton (2003) English is the official 19 language as the first language of the international sports and pop scene. English today is a language that must be mastered seeing the civilization of the times which are increasingly demanding us to learn and speak English. English is generally only used to communicate between people whose backgrounds come from different countries and languages but over time English is also used for social and political purposes (Ronald & David, 2001). The demand for the use of English in various countries is one of the triggers for English to be made an international language and spread so quickly (Carlo, 2012). That is why the mastery of English for today's youth especially if you want to apply and work in a multinational or national company because one of the main requirements is to be able to speak English (Murray & Christison, 2010).

## **Skills in English in learning English**

There are 4 basic skills that must be mastered, namely listening, speaking, writing and reading.

### **Listening**

Listening is an easy way to be able to speak English, one way is by listening to songs. Some people prefer to listen to songs indirectly, he trains and teaches the ear to be able to listen to songs in English and people who like to listen to songs can understand the meaning of the text they listen to (Listiyarningsih, 2017).

### **Speaking**

Speaking is one way to see how far a person's mastery of English is. According to Mei-Lai & Seyedeh (2016) speaking is the most important skill in improving English, because it is an ability needed in a communication or conversation between people. Speaking English is not an easy thing because one has to memorize vocabulary, pronunciation, speech, fluency and understanding of the words to be spoken. Efrizal (2012) & Pourhosein Gilakjani (2016) say that speaking is an interaction that is done every day, speaking is also how we communicate someone's responses or ideas verbally.

### **Writing**

Writing is a cognitive activity that is very easy in learning, understanding and mastering English. Writing is also a very important factor in language. An approach process that emphasizes and moves students to learn to write so that students will be trained in how to write data collection ideas and finished texts. Writing is one of 4 skills in English which in this system is that students are able to write written symbols, syllables and words of the language, capitalization, punctuation marks and their functions. (Durga, SS 2018). Some reasons why writing skills are important:

- a. To make presentations and reports in English.
- b. To write technical documents, research papers, and present important facts and information in looking for and getting a job.
- c. To improve creativity, self-exploration, and self- understanding of writing skills in English.
- d. And also, to improve understanding and communication skills.

### **Reading**

Reading skills are English comprehension skills related to written texts. The reading skills include: a) identifying the text of writing techniques, b) the meaning of words, c) looking for answers and d) recognizing the mood of the writing section (Bojovic, 2010).

### **METHOD**

#### **Research Design**

In order to investigate the use of the WhatsApp application as a digital communication tool for learning English, the research used a qualitative descriptive design in this study. This is because the researcher conducted research using a qualitative case study. Vibha Pathak's (2013) qualitative research focuses on comprehending a query research as a humanistic or idealistic strategy, according to a number of expert perspectives to comprehend beliefs, experiences, attitudes, behaviors, and interactions, qualitative methods are used. The research design proposed by Akhtar (2016) can be thought of as the "glue" that holds all the components of a cooperative research is to gather data about the existence of an existence symptom, especially the symptoms that are present in a study that has been completed (Arikunto, 2005). Descriptive study of this kind exposes participants to many social phenomena, both singular and plural. Typically, the data is collected through direct observation or survey methods from one or more sources.

#### **Research Settings**

This research was conducted in junior high school, precisely at Smp Negeri 3 Labakkang with the address Jln Marrudani Kec. Labakkang Ex. Pundata Baji Kab. Pangkajene And Islands, South Sulawesi. This research requires more completeness of data and information with the aim that the research results can be truly stable.

In the research setting present time and place the research is carried out. The research is carried out at Junior High School 3 Labakkang. The research will be carried out from March-April 2022.

#### **Research Subject**

There are 2 research subjects, namely they are English teacher and students. The first is an English teacher and the second is a student of VIII Smp Negeri 3 Labakkang. How to determine the subject of this research by means of all students of class VIII which is divided into 5 classes with a total of 152 students. Then the researcher chose each class randomly using a lottery with the name of the class that managed to get out of the lottery, and the name of the class that came out was class VIII C with 27 students and 1 English teacher using the WhatsApp application.

### **Research Variables**

According to Hatch and Farhady (1981) identifies it as an attribute of a person or subject that varies from one person to another or from object to object. In this study there are 2 variables, namely the independent variable and dependent variable.

a. Independent Variables

The term “independent variables” refers to variables that influence, result in, or arise from dependent (bound) variables. Implementing WhatsApp application for English language instruction is the study’s independent variable.

b. Dependent Variable

The dependent variable is the variable that is in or the result of the independent variable. The impact experienced by students in learning English using the WhatsApp application.

### **Research Instruments**

There are 3 data collection procedure were carried out by the researcher in this study is as follows:

- a. An observation checklist is a way of gathering data by directly feeling an object, circumstance, scenario, activity or action or by noting research- related topics. As a result, observation is a strategy for gathering data that involves paying attention to and documenting the symptoms or indicators that will be examined.
- b. Interview protocol is a research tool by conducting interviews or question and answer orally to (respondents) or people who can provide information or information to those who want to be studied, either personally or in groups.
- c. Documentation is a technique of collecting data by means of things or variables in the form of notes, transcripts, books, newspapers, magazines (Arikunto,2002).

### **Procedure of Collecting Data**

- a. Primary Data Primary data is data obtained through interviews with information or 27 respondents. The sources of data from primary data are English teacher and class VIII students of Smp Negeri 3 Labakkang.
- b. Secondary Data Secondary data is additional data directly collected by researcher as supporting data for the first data source. The secondary data sources in this study are several documents from schools, for example the RPP (Learning Implementation Plan) for English lessons, semester test scores for 2021 in English lessons and report cards for English lessons in 2021 and other documents related to research on Application Usage. WhatsApp as a digital communication tool for learning English at Smp Negeri 3 Labakkang.

### **Technique of Data Analysis**

In analyzing the data, the researcher uses the theory of Miles, Huberman Saldana (2014) Suggests that the activities in data analysis are divided into 3 procedures, the procedures are as follows:

- a. Data Reduction the process of selecting, focusing, simplifying, looking for themes and patterns and omitting necessary information is known as data reduction. Miles, Huberman and Saldana (2014) the researcher concentrated on how one teacher and 27 students used WhatsApp as a digital communication tool to teach and study English at an Indonesian junior high school in this step.
- b. Data Display The data display phase is done in the form of a short description using original text, which can be also in the form of graphs, matrices, and charts (Miles, Huberman, & Saldana, 2014). In the second step, the researcher will present the data by simplifying the data by using original text in the form of descriptive text. The data derived from activity observation, interview and documentation.
- c. Conclusion/ Verification In the last step of analyzing data is conclusion. The last step according to Miles, Huberman & Saldana (2014) is conclusion. The researcher concluded the main points from all the data that has been collected, so that it will become clearly. The conclusion will be an answer the formulation of problem in the beginning.

## **FINDINGS**

### **Observation Checklists**

Based on observations made by the researcher at SMP Negeri 3 Labakkang, Pangkep Regency regarding the implementation of the WhatsApp application as a digital communication tool for teaching and learning English in junior high schools by an English teacher class VIII C which was held on the first Sunday on April 18, April 19, 2022. , the second week on April 25, April 26 2022, and the third week May 9, and May 10 2022, it appears that teachers and students are implementing the WhatsApp application as a digital communication tool for teaching and learning English in class VIII C such as providing learning materials in the form of videos and files in word form, the collection of assignments can be in the form of photos or by sending links to pdf and word documents. All the main learning activities

### **Students**

*Students often experience bad network/signal loss.*

On April 18, April 19, April 25, April 26, and May 09, and May 10, 2022 researchers observed that students during the online learning process very often experience bad networks so that when they want to open the material files given by the teacher, they become very confused. slow and also when you want to send assignment files or exercises given by the teacher during the delivery process takes a very long time so that sometimes student assignments experience delays in collecting.

*Students actively answer questions from the teacher and from other students.*

On April 18, 2022, the lesson hours last for 1 hour as well as on April 25, 2022, April 26 2022, May 09 – May 10, 2022 where the English lesson in Class VIII C only lasts 1 hour. After the teacher sent the past tense material file, students are given the opportunity to answer questions from other friends who do not understand the material provided and also answer questions from the teacher. The researcher saw that the students were active in answering questions from the teacher in the WhatsApp group.

*Students do the exercise given by teacher*

On April 19, April 26, May 10, 2022, the teacher gives practice questions to students in the WhatsApp group and the teacher gives students about 30 minutes to work on assignments both in groups and individually. Students do the practice questions well and send the results of their exercises in WhatsApp groups and collect them in a personal chat as well as to the teacher concerned.

*Students actively ask the teacher*

On April 18, April 25, May 09 and May 10, 2022 the researchers observed that students were quite active in asking the teacher and other students if they felt they did not understand the material given. The teacher also provides opportunities for other students to ask and answer questions with material that has not been understood and understood. Students are usually encouraged to ask questions in WhatsApp groups or via personal chat to the teacher so that understanding of the material provided can be understood properly.

*Students work on an evaluation of the material provided and write material conclusions*

On April 19, April 26, May 10, 2022 the researchers observed and saw from the results of the checklist observation that students quite often did the evaluation given because the teacher only gave an evaluation at the second meeting every week because it combined 2 materials at once and evaluated the results of understanding the material provided.

*Students receive assignments in the form of pdf, and word document*

On April 18, April 19, April 25 and April 26, 2022, the researcher observed that students often received material files in pdf or word form sent by their English teachers, and also most of the students sent practice questions in the form of word and pdf files. in the WhatsApp group application so that most students are easy to work on because they can take notes on the word sent by the teacher.

**Photo**

The researcher observed that during 6 meetings students never sent photos as a feature of sending practice assignments or receiving material.

**Voice Notes**

On May 09, 2022 – May 10, 2022, the researcher observed that students sent voice notes on vocabulary pronunciation material where the teacher asked students to send voice notes so that the teacher heard the pronunciation of each student in pronouncing vocabulary prefixed with vowels.

**Videos/ YouTube**

Links The researcher observed that during 6 meetings the students never sent youtube/videos links as a feature of sending practice assignments or receiving materials.

### **Message/Chat**

At 6 meetings within a period of 3 weeks students often send messages in the WhatsApp group in sending assignments so that messages can be read automatically by teachers and other students who are in the WhatsApp group.

*Students join the class from beginning until the end*

At 6 meetings in a period of 3 weeks, namely on April 18 2022, April 19 2022, April 25 2022, April 26 2022, May 09 2022 and May 10 2022 the researchers observed that students actually followed the lesson from the beginning to the end of the lesson because the researcher also observe students in the classroom with the online learning process so that they can find out students follow the learning process from beginning to end.

Students take attendance by writing the name on the absent draft that has been provided in the order of student absent numbers. The researcher saw that students really took their own attendance 39 and their names online by filling in the order of absent names sent by the teacher to the WhatsApp group according to the serial number of each student's absence.

### **Interview Result**

#### **Students Experience Several Impacts While Using the Whatsapp Application as A Learning Medium**

Every student will definitely experience the impact caused by online learning with the use of the WhatsApp application as a learning medium, there are 2 impacts they feel, namely the positive impact and the negative impact, based on the results of interviews with students, the impacts they experience are as follows: a. The positive impact of using the WhatsApp application as a learning medium the positive impact due to the use of the WhatsApp application as a learning medium is also no less effective and efficient than the use of other applications as learning media, it can be seen from the answers of several students to the interview questions below:

#### **The positive impact of using the WhatsApp application as a learning medium**

*Question: What impact do you feel when learning English lessons using the WhatsApp application?*

- a. Easy to understand the material given

Student: I easily understand the material because I can re-read the material and explanations given by the teacher in the WhatsApp group. (*saya mudah memahami materi miss karena saya bisa membaca ulang materi dan penjelasan yang diberikan guru di dalam WhatsApp group.*)

- b. Able to work anywhere, anytime and easy to use Student: I can do my task easily and I can do it anywhere and can understand the use of WhatsApp application. (*Saya bisa mengerjakan tugasnya dengan mudah dan dapat saya kerjakan dimanapun, dapat memahami penggunaan aplikasi WhatsApp dengan mudah.*)

## **Negative impacts experienced by students when using the WhatsApp application as a learning medium**

*Question What impact do you feel when learning English lessons using the WhatsApp application?*

- a. Students are free to cheat on other students' assignments  
Student: If we submit Miss assignments, students are free to copy Miss assignments. (*Kalau kumpul tugas miss siswa leluasa menyontek tugasta miss.*)
- b. Difficult to understand the material given  
Student: The material sent by the teacher is difficult to understand, miss. (*Materi yang dikirim oleh guru sulitka pahami miss.*)
- c. Students cannot ask the teacher directly  
Student: in my opinion I can't ask the teacher directly. (*kalau saya miss tidak bisa bertanya secara langsung miss.*)

## **DISCUSSIONS**

### **The impact experienced by students while using the WhatsApp application as a learning medium in English lessons**

Based on the results of observations, interviews and data on the values of students, there is an impact experienced by students when using the WhatsApp application as a learning medium for learning English. The impacts experienced by students are divided into 2, namely positive impacts and negative impacts, namely as follows:

#### **Positive impact**

- a. The motivation of students in learning English is quite increasing.
- b. Learners can self-taught on how to use technology (IT)
- c. The value of students increases after using the WhatsApp application
- d. The vocabulary of students increases because they learn to translate material that has not been understood
- e. Students enjoy taking lessons from start to finish because they can take lessons anywhere.
- f. Students are more diligent in writing and reading material so that vocabulary and pronunciation also increase.
- g. Students' knowledge progressed because they reread the material given by the teacher.
- h. Easy to interpret English material.

#### **Negative impact**

- a. Most of the students stare at the cellphone screen, so the radiation from the cellphone lighting makes the eyes short-sighted
- b. The material presented is not understood by students
- c. Students cannot directly ask the teacher about material they do not understand.
- d. The network is sometimes bad so that files or tasks are not sent on time.
- e. Students are free to cheat on other students' assignments.
- f. Mobile phone memory is full quickly due to the large number of incoming messages along with large-capacity files.

## CONCLUSIONS

In the use of the WhatsApp application, there are two impacts resulting from the use of the WhatsApp application as a learning medium, namely positive impacts including: the WhatsApp application is easy to use compared to other applications, saves quota, the application is quite effective when used because there are features that facilitate the learning process, can do tasks anywhere and anytime. The negative impacts resulting from the use of the WhatsApp application as a learning medium include: The network is less stable, cannot understand the material because it is not explained directly, cannot interact with the teacher directly, cellphone memory fills up quickly and cellphone radiation affects students' vision.

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