



THE PERCEPTION OF SEMESTER 4 ACCOUNTING STUDENTS ON LEARNING ENGLISH THROUGH WHATSAPP APPLICATION

Kristina Estisari

Sekolah Tinggi Ilmu Ekonomi Gontiasari

kristinaestisari@gmail.com

Abstract

The pandemic due to the Covid 19 virus has brought all kinds of learning processes into a new era of online and mobile learning. One application that is widely used in online learning is WhatsApp. WhatsApp is not only easy to use because it can be operated via a mobile phone or operated via a personal computer or laptop, but also has features that support the English learning process. This research aimed to determine the perception of 4th semester students majoring in Accounting towards learning English through WhatsApp application at STIE Gontiasari, Bandar Lampung. This research was a quantitative descriptive research. The data was obtained using a questionnaire given to respondents online via Google Form. The population and sample of this research were 34 4th semester students majoring in Accounting. The data were analyzed using a Likert Scale and processed using SPSS 22. The results of the research were divided into 3 dimensions. However, 35.3% of students are doubt whether online learning is more comfortable than offline learning. From the results of the analysis, it can be concluded that the perception of 4th semester students majoring in Accounting at STIE Gontiasari Bandar Lampung towards learning English through the Whatsapp application is positive.

Keywords: Perception, Learning English, WhatsApp

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INTRODUCTION

The pandemic due to the Corona Covid-19 virus has brought all kinds of learning processes into a new era of online and mobile learning. Students must prepare themselves to learn online and dynamically. They have to adapt their way of learning English in order to learn the language intensively and comfortably. The world of education has now conducted online learning due to a new virus called covid-19 or coronavirus. According to Dewi (2020: 56) stated that Corona virus is a large family of viruses that cause disease ranging from mild to severe symptoms. Symptoms of this virus are almost the same as flu, such as cough, runny nose, fever and shortness of breath. The average incubation period is 5-6 days with the longest incubation period being 14-22 days. This virus causes people to become restless and the impacts caused by the Covid-19 virus are such as in the fields of education, economy, and tourism. Several fields in Indonesia were temporarily closed to stop the spread of the COVID-19 virus. One of the impacts of the Covid-19 virus is education where students learn online starting from the Elementary School (SD), Junior High School (SMP), High/Vocational High School (SMA/SMK), to Higher Education. According to Nuryana as quoted by Prabowo (2020), online or online learning during the Covid-19 pandemic is part of efforts to increase awareness of the spread of the Covid-19 virus. Meanwhile, the Ministry of Education and Culture of the Republic of Indonesia (2020) stated that online learning at all levels of formal education is also a real effort made by the government to break the chain of spread of the Covid-19 virus.

This phenomenon is not easy for students because they face many problems such as unstable internet signal and boredom because they do not interact directly with their friends and lecturers. In addition, each student has their own needs, talents, potential, and strategy in learning English (Mandasari & Oktaviani, 2018). Those who used to learn English in class and interact with their classmates and lecturers had to learn English in a different and more difficult way because they had to learn individually and from a distance. For students who live in the city and have a good internet connection, it is not a big problem for them to study English online. But for students who live in remote areas with poor internet connections, this is a very big problem for them.

The students also have their own style of learning English. It is line with research conducted by Ayu (2018) that learning strategies can help students to comprehend materials given by teacher if they apply it consistently during learning process. There are students who like to study with friends and there are students who

like to study individually. Students who like to study with their friends will really get into trouble when they have to study individually, at home without a teacher or classmate to meet. Therefore, learning applications that suit the needs of students are needed. They need to use applications that are suitable for their learning abilities, internet signals that are stable, strong, cheap, and easy to get.

In this pandemic situation, online learning has become an alternative way for students to learn independently (Ayu, M. 2020). It gives them more opportunities to learn English more flexibly and access materials anytime and anywhere. There are many types of apps or platforms that can be used to help students learn English online, such as *memrise*, *slidesgo*, *powtoon*, and social media (Aminatun & Oktaviani, 2019; Oktaviani & Sari, 2020, Oktaviani et. al, 2020). One of that is widely used like WhatsApp Messenger or WhatsApp for short. WhatsApp is not only easy to use but also cheap for students. However, many students claim to have difficulty learning English online using WhatsApp. The effectiveness of the WhatsApp application for learning English is important for lecturers and students to know so that the weaknesses and strengths of this application can be evaluated for quality and effective teaching and learning programs. Iskandar (2020:101) who conducted research on the use of WhatsApp groups as a learning medium, concluded that the WhatsApp application is quite helpful for tutors and students in the learning process. Pranajaya and Hendra Wicaksono, (2018: 59) stated in their research that the learning process through the WhatsApp application was very useful, although in their statement the use of the WhatsApp application did not fully affect the value of learning. Based on the description above, a study was conducted to determine the perception of 4th semester students majoring in Accounting on learning English through WhatsApp application at STIE Gentiaras Bandar Lampung.

Literature review

1. Perception

According to Rahmat (2013: 50), perception is the experience of objects, events or relationships obtained by inferring information and interpreting messages. Perception is a person's view or assumption about an object being observed, so that it can interpret or conclude an event and the object. This is obtained through the process of one's judgment using the senses of the surrounding objects. Everyone can give their own and also different perceptions, because it all depends on the process of perception by each individual.

Perception can occur if there is a stimulus that is forwarded to the nerve center, namely the brain, so that a psychological process will occur and an individual will experience perception. According to Walgito (2010: 99), perception is a process that is preceded by sensing, which is a process that takes the form of receiving a stimulus by the individual through the receptor device. Meanwhile, according to Slameto (2010:102), perception is a process that involves the entry of messages or information into the human brain, through human perception continuously in contact with the environment. To find out about perception, it is necessary to conduct a more in-depth study of the things that are observed by someone.

Irwanto (2002: 71) says that the process of receiving a stimulus (object, quality, relationship between symptoms, and events) until the stimulus is realized and understood is called perception. Perception can occur when a person's five senses receive stimuli and are realized or understood, there will be an interpretation of the experience of an event. Stimulation obtained through the senses will make humans more familiar with their environment, because without the right perception, a human being will be impossible if he can capture and interpret an event, phenomenon, information or data around him.

Based on the explanation above, it can be concluded that perception is a person's view of an event, phenomenon, information or data around him through a stimulus and is accepted by the five human senses consciously and understood by each individual. environment through a stimulus and is accepted by the five human senses consciously and understood by each individual.

2. Learning English

English is one of the languages studied by many people in the world for many purposes. It is increasingly used as a tool for interaction among the world's non-native speakers and is used by more than one billion English speakers worldwide. English is learned and taught in a variety of contexts and in many different classroom settings acquired through formal and informal education.

According to Sapir as quoted by Poole (1999), language is a purely human and non-instinctive method of communicating ideas, emotions, and desires by means of a system of voluntarily produced symbols. Language is used as a means of communication to convey messages and express feelings, ideas, emotions, and desires. Language is needed to interact with other people. Humans must meet their needs: psychologically, biologically and spiritually. This can be done by using language as a means of communication with other humans.

Kimble (1961) in Hergenhahan, B.R. and Olson, M.H (1993) say that learning is a relatively permanent change in behavior or in behavioral potential resulting from experience and cannot be associated with temporary

bodily states such as those caused by illness, fatigue, or drugs. The learning process cannot be studied directly. Instead, its nature can only be inferred from the behavior of the change. Therefore, learning is something that occurs as a result of certain experiences and precedes behavioral changes as a result of learning.

In addition, Brown (2000) defines "Learning is the acquisition or 'gain' retention of information or skills, storage systems, memory, cognitive organization, active, conscious focus on and acting on events outside or within the organism, relatively permanent but subject to forgetting, practicing, perhaps reinforced practice, behavior change".

According to Harmer (2007), learning is a conscious process in which separate items of language are learned and practiced in turns. Learning should be directed to the visible world of senses and experience, not to words and their logical nature or style (A.P.R. Howatt and H.G. Widdowson, 2004). In the process of getting the target language, students need to build motivation and good strategies to achieve the goal of mastering these four skills. In the process of getting the target language, students need to build motivation and good strategies to achieve the goal of mastering these four skills.

The process of acquiring a new language takes a long time because students have to transfer and memorize all language knowledge into their storage system and then practice the language as a manifestation of mastering the four skills. Moreover, learning is a process of change from not knowing. Camoune (1990) as quoted by Sugirin (2003) asserts that learning is a process of making connections, identifying patterns that organize previously unrelated pieces of knowledge, behavior, and activities into a new patterned whole. Learning a language means learning to communicate in that language as the target language.

3. Whatsapp Application

Whatsapp messenger or commonly called WhatsApp is a free application originating from America, a cross-platform messaging and Voice over IP (VoIP) service owned by Facebook, Inc. According to What is WhatsApp? How it works, tips, tricks, and more (businessinsider.com), WhatsApp is a free, multi-platform messaging app that allows users to make video and voice calls, send text messages, and more - all with just a Wi-Fi connection. WhatsApp's core features are: Voice and video calls: In addition to voice calls, WhatsApp also offers video calls, including a group function, which allows up to eight participants in a single call. Voice messages: Users can record and send voice messages to individual chats or group chats. Secure messaging: WhatsApp uses end-to-end encryption, a secure communication standard where only the people who sent the message can read the message. Photo and video sharing: Users can send videos, photos and GIFs without worrying that the images will be fragmented or undownloadable, which can sometimes happen in SMS messages between different mobile platforms and wireless carriers. Document sharing: WhatsApp allows users to send all types of documents, such as PDFs, spreadsheets and slideshows without the hassle of email or separate document sharing apps. Desktop access: WhatsApp offers a desktop version for Mac and PC. WhatsApp Business: A dedicated WhatsApp business account is designed for entrepreneurs to showcase their products and connect with their customers on a convenient and familiar platform.

According to Pustikayasa (2019: 60-61), the advantages of WhatsApp as a learning medium are:

- 1). Through WhatsApp groups, educators and students can ask questions or discuss in a relaxed manner without having to focus on educators such as learning in class which often creates fear of mistakes and shame in students.
- 2). Educators can be creative in providing additional material and assignments to students.
- 3). Students can easily send back the results of their work, either in the form of direct comments (group chats), pictures, videos, or other documents related to learning.
- 4). Learning methods are environmentally friendly because they no longer use hard copies (the use of paper to print or write students' work)
- 5) Become one of the solutions for educators to deliver additional material as learning materials outside the classroom.

The disadvantages of the WhatsApp application as a learning medium are:

- 1). Educators and students must be connected to internet services to get information in real time.
- 2). Communication using videos, images and large files affects data usage (cost).
- 3). Without clear rules or agreement by group admins (educators), communication can get out of the context of learning.

4. Online Learning

Online learning is the use of the internet network in the learning process. Online learning is learning that is done online or from home to provide meaningful experiences for students. According to Dewi (2020: 56), with online learning students have the flexibility of learning time, can study anytime and anywhere. This online learning is carried out through several applications such as Google Forms, WhatsApp groups, video conferences, Google

Classroom, telephone, and so on. With online learning, educators are required to be more creative and innovative in giving assignments to students. Through online learning, students have the flexibility of learning time, can learn anytime and anywhere. Students can interact with lecturers using applications that have features such as video calls, chat, telephone, and document sharing. One of the most widely used is the WhatsApp application. This online learning is an educational innovation in responding to the challenge of the availability of varied learning media. The success of a model or learning media depends on the characteristics of the students. Yuliansyah and Ayu (2021) found that online learning that uses multimedia technology, virtual classes, video streaming, voice messages, email, conference calls, animated online text, and online video streaming can aid students comprehend materials more easily.

According to Nakayama M, et al (quoted by Dewi, 2020: 56), all the literature on e-learning indicates that not all students will be successful in online learning. This is due to the learning environment and the character of the students. Thorne (in Kuntarto, 2017: 102) says that online learning is learning that uses multimedia technology, virtual classes, CD ROMs, video streaming, voice messages, email, conference calls, animated online text, and online video streaming. In addition to the material, exercises and learning are also provided online.

However, Levy and Kennedy (2005) as quoted by Stockwell (2008) argue that widespread acceptance of communication technologies in non-learning contexts does not necessarily mean that they will be effective or rewarded in educational contexts.

RESEARCH METHOD

This research is a quantitative descriptive research. The aim of this research is to know the perception of semester 4th Accounting students on learning English through WhatsApp application. The research was done in Sekolah Tinggi Ilmu Ekonomi (STIE) Gentiaras, Bandar Lampung in 2021. This research used total sampling method. The population and the sample of the research were 34 students of semester 4th at Accounting major in STIE Gentiaras, Bandar Lampung. They had studied English online for four semesters.

The data gathering technique used questionnaire and literature studies. The questionnaire consists of 15 positive statements using five point of Likert Scale. The scale is Strongly Agree (5), Agree (4), Undecided (3), Disagree (2), and Strongly Disagree (1).

The validity test and Reliability test were done to examine the questionnaire validity and reliability. The instrument validity test is carried out before the questionnaire is given to the actual students or respondents. The purpose of the instrument validity test is to describe whether the research instrument that has been made is valid or not to be used in conducting research. According to Sugiyono (2010: 173), valid means that the instrument can be used to measure what should be measured. Reliability tests were conducted to determine whether the instrument was sufficient to be used as a tool in collecting data and whether it was reliable. According to Arikunto (2010: 221) states that reliability is an instrument that is reliable enough to be used as a data collection tool because the instrument is good. To test the reliability of the instrument in this study, the researcher used the Alpha Cronbach technique. After being calculated with the help of SPSS 22, it was found that Cronbach's Alpha value was 0.916 while the validity was 0.05, so the instrument in this study was declared valid and reliable so that it was feasible to use for research.

This research is a descriptive research. Therefore, the data analysis used is quantitative descriptive analysis. The descriptive statistical calculations used percentage descriptive statistics. The data obtained from the questionnaire is calculated and processed using SPSS 22. Then the data is presented in the form of tables to find out the tendency of students' perception of English learning through whatsapp application.

FINDINGS AND DISCUSSION

The perception of 4th semester students majoring in accounting towards learning English can be viewed into three dimensions: the dimensions of English teaching materials, the dimensions of English language skills, and the dimensions of the environment and student interaction during learning English through the Whatsapp application.

Dimensions of English Teaching Materials

Table 1. English Teaching Materials

Statement number	Statement Character	Number of Answers				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
1	positive	13	19	2	0	0
10	positive	10	19	4	1	0
12	positive	7	23	4	0	0
13	positive	6	24	4	0	0
14	positive	2	23	6	3	0
15	positive	2	26	5	1	0

Based on table 1 related to student perceptions seen from the dimensions of the English teaching material with 6 statements, the results obtained are the first statement: "lecture material is easily accessible". Of the 43 respondents, 13 people (38.2%) strongly agreed, and 19 people (55.9%) agreed. Meanwhile, as many as 2 respondents (5.9%) answered doubtfully and no respondents answered neither agree nor strongly agree. This shows that the WhatsApp application helps make it easier for students and lecturers to send data such as document files, videos, and images. Nezarat (2012), the two main characteristics of mobile devices are portability and connectivity. As for connectivity, designing a mobile system must have the ability to connect and communicate with learning websites using the device's wireless network to access learning materials everywhere including short message services (SMS) and mobile e-mail. Portability allows students to move mobile devices and carry learning materials. As quoted from the What is WhatsApp page? How it works, tips, tricks, and more (businessinsider.com), WhatsApp has a photo and video sharing feature that allows users to send videos, photos, and GIFs without worrying that images will be fragmented or undownloadable, which sometimes can sometimes occur in SMS messages between different mobile platforms and wireless carriers. WhatsApp also has a document sharing feature that allows users to send all types of documents, such as PDFs, spreadsheets, and slideshows without the hassle of sending them to email or separate document sharing apps.

The tenth item of the statement is "the material is taught clearly and easily understood", as many as 10 respondents (29.4%) answered Strongly Agree, 19 respondents (55.9%) answered Agree, 4 people (11.8%) Doubt-undecided, and 1 person (2.9%) Disagree. No respondents answered Strongly disagree. This indicates that students are able to follow the learning process well and the material is explained by the lecturer clearly and easily understood by students. This shows that students have a positive perception of the learning process. However, these results are different from the results of research conducted by Muntazhima et al (2020) on the responses of high school students which showed that the majority of students were not happy with online learning. Among the causes he explained were material that was difficult to understand, lack of student interaction, electricity and internet problems and lack of focus during learning.

The twelfth item of the statement is "the tasks given are easy to do". A total of 7 people (20.6%) answered strongly agree, 23 people (67.6%) answered agree While 4 people (11.8%) answered undecided, and no respondents answered neither agree nor strongly agree. From these data, the majority of students answered agree. This shows a very positive perception of students, namely students feel not burdened with the tasks that have been given by their lecturers.

The thirteenth question item is "the exercises provided are easy to do", a total of 6 people (17.6%) answered strongly agree, 24 people (70.6%) answered agree, and 4 people (11.8%) answered doubtful. No respondents answered neither agree nor strongly agree. The data shows that the majority of students answered agree. This shows a very positive perception from students, namely they feel that the exercises provided by the lecturer do not burden them and are easy to do.

The fourteenth question item is "Group assignments are easier to do". as many as 2 respondents answered strongly agree, 23 people (67.6%) answered agree. 6 people (17.6%) answered undecided and 3 people answered disagree. There were no respondents who answered strongly disagree. The data shows that the majority of students answered agree. This shows a very positive perception from students, namely they feel that the group assignments given by the lecturer are not difficult for them and easy to do with their group mates.

The fifteenth question item is "the exam questions are easier to do". A total of 2 people (5.9%) of respondents answered strongly agree, 26 people (76.5%) answered agree, 5 people (14.7%) hesitated, and 1 person (2.9%) disagreed. No respondents answered Strongly disagree. The data shows that the majority of students answered agree. This shows a very positive perception from students, namely they feel that the exam questions given by the lecturer are not difficult to do.

Dimensions of English Skills

Table 2. English Skills

Statement number	Statement Character	Number of Answers				
		Really Agree	Agree	Undecided	Disagree	Really Disagree
3	positive	6	23	4	1	0
4	positive	4	25	5	0	0
5	positive	5	19	9	1	0
6	positive	2	23	8	1	0
7	positive	1	18	13	2	0
8	positive	3	27	4	0	0

Based on table 2 English skills related to student perceptions, the results obtained are from the third statement item: "My reading ability has increased", as many as 6 people (17.6%) of respondents answered Strongly Agree, 23 people (67.6 %) answered Agree, 4 people (11.8%) Not sure, and 1 person (2.9%) Disagree. The results of these data indicate that the majority of students agree that their reading skills have improved.

The fourth item of the statement is: "My speaking ability has improved", as many as 4 people (11.8%) answered Strongly agree, 25 people (73.5%) Agree, and 5 people (14.7%) answered Doubtful -doubt. No respondents answered Disagree or Strongly disagree. This data shows the tendency of students to choose the answer agree. Ainun, et al (2020) who examined students' perceptions of voice chat through the WhatsApp application in the Speaking class in their research found that the majority of students had positive perceptions of the implementation of online voice chat, especially in terms of stress and interest. Implementing a voice chat can help minimize stress and anxiety levels because they don't have to face their speaking partner directly. It also provides a different learning atmosphere that makes students more interested in practicing speaking.

The fifth item of the statement is "My listening skills have improved. as many as 5 people (14.7%) answered Strongly agree, 19 people (55.9%) Agree, 9 people (26.5%) Not sure, 1 person (2.9%) Disagree. No one answered Strongly disagree. The results of these data indicate that the majority of students agree that their listening skills have improved.

The sixth item of the statement is "My writing skills have improved". A total of 2 people (5.9%) answered Strongly agree, 23 people (67.6%) Agree, 8 people (23.5%) Doubtful, and 1 person (2.9%) Disagree. No one answered Strongly disagree. The results of these data indicate that the majority of students agree that their writing skills have improved.

The seventh statement item is "My grammar (grammar) skills have improved. A total of 1 person (2.9%) answered Strongly agree, 18 people (52.9%) Agree, 13 people (38.2%) Not sure, 2 people (5.9%) Disagree. No one answered Strongly disagree. The results of these data indicate that the majority of students agree that their grammar skills (grammar) have improved.

The eighth item of the statement is: "My vocabulary (vocabulary) has increased. A total of 3 people (8.8%) Strongly agree, 27 people (79.4%) Agree, and 4 people (11.8%) Doubt. No respondents answered Disagree or Strongly disagree. The results of these data indicate that the majority of students agree that their vocabulary has increased

Dimensions of the environment and student interaction during learning English through the Whatsapp application

The learning environment and the interactions between fellow students and lecturers are very important in supporting the learning process, especially to raise the spirit of learning so that in the end students can achieve maximum learning outcomes. According to Lin and Lin (2015), the interaction among students, and between students and the teachers should always be built to improve communication and discussion about every activity in the teaching and learning process.

Table 3. The environment and student interaction during learning English through Whatsapp application

Statement number	Statement Character	Number of Answers				
		Really Agree	Agree	Undecided	Disagree	Really Disagree
2	positif	4	23	5	2	0
9	positif	10	21	4	1	0
11	positif	6	5	12	9	2

From table 3 above, it can be seen the results of the data analysis, namely the second statement item about "Fun online class atmosphere", as many as 4 people (11.8%) answered Strongly agree, 23 people (67.6%) Agree, 5 people (14.7%) Doubtful, 2 people (5.9%) Disagree, and none of the respondents answered Strongly disagree. From these data, it shows the tendency of students to agree that the online class atmosphere is fun. Adila and Harisa (2020) in their research on student perceptions of online learning in mathematics, found that the interest aspect was obtained by 85.2% with a very positive category. This shows that online learning makes students very interested because they use mobile phones to study without feeling pressured to listen to the teacher's directions until the end of the KBM. In the aspect of motivation obtained 85% with a very positive category. This result shows that by using online learning students feel happy and enthusiastic. In the aspect of satisfaction obtained 71.7% with a positive category. This can be seen in most of the impressions conveyed that online learning is more practical than ordinary learning. In the assessment aspect, 70.6% were obtained in the positive category and 73.5% in the response aspect in the positive category. So, it can be said that students like online learning.

The ninth item of the statement is "it is easier to discuss with classmates". A total of people (8.8%) of respondents answered strongly agree, 21 people (61.8%) Agree, 7 people (20.6%) Doubtful, 2 people (5.9%) Disagree, and 1 person (2.9%) Strongly Disagree. The data shows the tendency of students to agree that it is easier to discuss with classmates.

The eleventh item of the statement is "It is more comfortable to study online", as many as 6 people (17.6%) answered Strongly Agree, 5 people (14.7%) Agree, 12 people (35.3%) Doubtful, 9 people (26.5%) Disagree, and 2 people (5.9%) answered strongly Disagree. The data shows the tendency of students to express doubt about the statement that they are more comfortable studying online. This may be related to the inability of students to interact directly with lecturers and other students. Another study related to perceptions of interaction in learning was also carried out by Adijaya and Santosa (2018) with university students as the research objects, showed the results that online learning reduced student interaction because it did not interact directly (face to face) so as to reduce direct communication among students and between students and the lecturer.

CONCLUSION

Based on the results of the research analysis above, it can be concluded that in general, 4th semester students majoring in Accounting at the Gentiaras College of Economics, Bandar Lampung have a positive perception of learning English through the WhatsApp application in terms of the dimensions of English teaching materials, the dimensions of English skills, and the dimensions of the environment. and student interactions while learning English through the WhatsApp application. It is suggested that the lecturers or the teaching staff continue to maintain or further improve the quality and creativity in teaching and learning English through WhatsApp application. Lecturers or teaching staff need to pay attention to student perceptions of learning through WhatsApp application to make it easier to determine the materials or teaching methods to be used so that learning can run better and students participate in learning activities happily and comfortably.

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BIOGRAPHY OF AUTHOR

Kristina Estisari, S.S., M.Hum is a lecturer at Sekolah Tinggi Ilmu Ekonomi Gentiaras, Bandar Lampung. Her interest is in English education and literature.