



## THE STUDENTS' PERCEPTION TOWARDS USING MOBILE APPLICATION FOR BUSINESS ENGLISH LEARNING

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### ABSTRACT

This paper reviews about The Students' Perception towards Using Mobile Application for Business English Learning that the writer consider, may contribute to the overall effectiveness of the learning process of Business English Learning. The focus of the study is to know the implementation of Using Mobile Application for Business English Learning. The problem of this research is about "What is student's perception mobile application for Business English Learning? In line with focus of research is to know student's perception toward the mobile application for Business English Learning. It is necessary to describe the weaknesses and strengths in Using Mobile Application for Business English Learning into the mobile application: WhatsApp and Google Classroom. In this study, the writer used qualitative method, the writer provided questionnaires. The questionnaire was given by the writer to 39 students. They were told by the writer to answer the questions to find out the students perception toward English business learning using Mobile Application. Based on the findings and discussion, using the mobile application (Google classroom & WhatsApp) in Business English learning online classroom is the best choice due to pandemic COVID-19. In term of students perceptions toward using mobile application the writer concluded that it clearly shows the students have perceptions in English learning during the pandemic COVID-19 while using mobile application (Google classroom & WhatsApp); such as learning English using a mobile application makes it easier to learn and they understand learning using a mobile application, but sometimes students understand better if they learn face-to-face. In term of the students perceptions toward strengths and weaknesses in using mobile application for English learning, the writer conclude that it clearly shows that the strengths and weaknesses of using mobile applications for learning English, most of the answers of students in the strengths of a mobile app is to simplify the learning process due to the covid-19 pandemic. The weaknesses is that learning will be difficult when the internet connection has problems and slow.

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***Keywords: The Students Perceptions, Mobile Application, Business English Learning***

## 1. INTRODUCTION

The development of the use of English as the global language for international communication has obviously been continuing for several decades. English is unquestionably the international language of business and because we are living in a world of business changing as rapidly as it has never had before, we find ourselves in front of new and ever growing challenges when it comes to the learning of Business English.

Business English designed for students of University. In learning Business English, the students will be introduced business technologies in modern scientific, educational and industrial context. Business English will help students to activate and extend knowledge of English and gain the necessary confidence and skills to use it for purposes. Business English is as the subject for a Specific Purpose It encourages students to think about language creativity. Therefore, a Business English Language may include topics such as business English reading, letters, and resumes, business phrases, or terms of sale, advertising, and marketing.

This paper reviews about The Students' Perception towards Using Mobile Application for Business English Learning that the writer consider, may contribute to the overall effectiveness of the learning process of Business English. Mobile learning is an established methodology and its benefits are countless such as accessing learning content anytime and anywhere, adapting content to student needs. Including learning English, supported by personalized smartphone applications can be effective in student performance by implementing smartphone application learning. Especially during the Covid-19 pandemic, teaching and

learning activities in University were transferred to online at their respective homes, these efforts carried out so that learning continues even though it is done online. Along with provisions that require online learning to not only affect students' desire to only learn, but also have an effect the most important ability of educators in using learning methods and tools. To solve this problem, Lecturers need to apply online learning by using several applications on the internet and Android.

The use of smartphones is intended needs of searching and get information effectively and efficiently anywhere and anytime for 24 hours. Various information is available in the application on a smartphone that can be accessed easily, including Business English Learning. In online Business learning requires the learning process to use a mobile application. The Apps in the mobile can support wide range of pedagogical approaches, starting from traditional transmission and behaviorist approaches to communicative approach. (Kukulka-Hulme.A., & Shield, 2008; Oakley, G. Pegrum, M., Faulkner, R. & Striepe, 2012). Furthermore, with this development the use of mobile applications used in English teaching and learning shows that the implementation of mobile applications contributes to the development of all four language skill.

Learning from home does not become a problem because learning activities can be carried out without being bound by time and space, especially with the current situation which is supported by advances in information technology that have developed rapidly and are supported by using internet facilities so that learning can be done with an online system, and learning activities can take place at

home, at school, at University or in the community. Teaching and learning activities must continue through online learning or online with students. The lecturer must be able to provide the means for students to continue the material according to their respective curriculum modes and schedules that have been determined. Online learning is a learning activity that uses technology, where students try to complete many tasks and make decisions at any time.

Learning English before and after the Covid-19 pandemic represents a very different process. Face to face in learning in Indonesia has changed into a learning process entitled Learning from Home. The existence of the Covid-19 pandemic, lecturer are required to make innovations in learning. Various strategies must be always developed according to the needs of the times, trying to improve digital literacy skills or understanding various online-based learning media and information technology.

Based on the explanation above, the writer is interested to do a study entitled "The Students' Perception towards Using Mobile Application for Business English Learning". In relation to the background above, the focus of the study is to know the implementation of Using Mobile Application for Business English Learning. The problem of this research is about "what is student's perception mobile application for Business English Learning?" In line with focus of research is to know student's perception toward the mobile application for Business English Learning. It is necessary to describe the weaknesses and strengths in Using Mobile Application for Business English Learning into the mobile

application: WhatsApp and Google Classroom.

### **Literature Review**

#### **Business English Learning**

In general Business English associated with the skills that most people need to be able to do their jobs well: writing e-mails and reports, making presentations, doing negotiations, using the telephone, attending and participating actively in meetings or telephone conferences, receiving visitors, etc. The difference, therefore, is that Business English focuses on the delegate's job whereas the aim of General English is to improve all the four skills, regardless of the language content. However, the business English may not be demarcated from the general English (C. S. Rao, 2017)

Business English Learning is a creative solution to a common challenge across Business Communication learning: Business English or Business Presentations? The class learning placed an equal emphasis on oral and written communication. If that's the case for the class places the emphasis squarely on written communication and writing proficiency, then Business English Learning is match for University Students in English Major.

Business English Learning provides instruction in steps, builds writing, reading, and critical thinking, and combines comprehensive grammar review with an introduction to paragraph writing and composition. This step-by-step approach provides a clear path to student-centered learning. A wide range of writing levels and abilities are addressed, helping each student prepare for the next writing or University course. The lesson opens with a discussion on the sentence and then breaks it down into its elemental components, before

reconstructing them into effective sentences, paragraphs, and larger assignments. Then, starting in with the curriculum modes and syllabus in English lesson from English, with the content of effective business writing, the discussion applies lessons learned from the previous foundational of business and management in business into common business issues and applications. From paraphrasing and plagiarism to style to the research process, the expectations increase as several common business documents are presented, including text messages and e-mail, memorandums and letters, the business proposal, business report, resume, and the sales message, writing cv and letter application and a success presentation.

Business English Learning before COVID-19 and during the times of COVID-19. Learning English before and after the Covid-19 pandemic represents a very different process. Before the Covid-19 pandemic, Business English learning was still carried out in class by bringing students face-to-face. The Covid-19 pandemic has made closure to class and online learning is a way to limit the spread of the Covid-19 virus.

The effectiveness of online Business English learning use internet accessibility on online Business English learning, the technical performance of lecturer for teaching English online learning. Online learning is an important alternative way to assist the teaching and learning process in a pandemic situation, by considering the use of appropriate technology, quality, and instructor competence to improve and encourage

students to engage in online learning environments.

According to (Rifiyanti, 2020), in effective online learning, role educator are very important. Certain competencies are required to engage in online classroom. The competencies required include communication skills, technological competences, informative provision feedback, administrative skills, responsiveness, monitor learning, and provide student support. It means technology very important in effectiveness online learning especially in Covid- 19 pandemic.

The awareness of students for independent learning will help students learns easily in online classes. Face to face in the classroom, students can directly interact with teacher. This situation can also help them to get to know each other in a better way. And for teacher face-to-face classrooms make it easier for them to evaluate the strengths and weaknesses of their students. This regular presence also allows the teacher to take control, getting disciplined students to act as mentors directly.

The spread of the Covid-19 pandemic that has hit this situation has made students to struggle with this situation. The situation previously that the learning process took place face-to-face, with direct guidance to meet physically with the lecturer in the class became something that could no longer be done. With different circumstances and with different learning processes, students a re required to remain enthusiastic about learning activities. The following table describes learning before COVID-19 and after COVID-19

Chart 1. Comparison of learning before COVID-19 and after COVID-19

No	Before COVID-19	After COVID-19

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1	Face-to-face learning	Using an online system
2	No internet quota required	Requires internet quota
3	The interaction between lecturer and students is carried out face-to-face	The interaction between lecturer and students is carried out through the media in an online concept
4	The lecturer's role is very dominant	Focus on students
5	Learning progress depends on the lecturer	Students play a very important role in the progress of their learning Success
6	Teachers are very important during the student learning process	Apply the basic concept independently
7	Lecturer and students must have the ability to communicate in a face-to-face context	It takes the ability to communicate with online learning
8	For lecturers, in particular, should have the ability to speak in front of the class	Lecturers and students are required to have the ability to use computer media and internet networks need a good internet signal
9	Lecturers and students are not required to master the use of mobile applications.	Lecturers and students must master using mobile applications
10	Does not require a good internet signal	Need a good internet signal

**Vol 5, No 2 (2022): ESTEEM****Mobile Application**

A Mobile application is a software or collection of programs that run on a mobile device, in the future mobile applications will explore with its very extensive features and everyone will use it. The advantages of mobile application include portability, being able to connect to the network anytime and anywhere, more flexibility in accessing learning resources, proximity of communication, students being involved and active. Mobile application for educational institutions become the tools that are needed now and in the future for students, mobile applications provide advantages and convenience for communication, for education, and especially for Business learning English.

In implementation of mobile device are becoming popular that someone believes mobile devices can replace laptops regularly. The reason, its adequate function and probability. According to Wood (2011) as cited by (Truong, 2010:4), in the network area, mobile device (smartphones, tablets) are growing and penetrating into everyone's life. Based on the explanation above, the essence of a mobile application is a software application found on a mobile device that can be accessed on a cellphone or tablet. Based on the explanation above, mobile applications are software designed for mobile devices. Higher education institutions has shown great interest in using technological devices in education. Lots of mobile applications have been increasingly used in teaching and learning. In this research, the writer consequently to investigate the effectiveness of these tools on the learning environment as Google Classroom and WhatsApp.

**Google Classroom**

Today's smartphone is an object that is already owned everyone, that differentiates only specifications and types are offered by a wide variety of smartphones offered by

several brands. Among all the existing brands, there are application in smartphone named Google Classroom, Google this class can used in all types of smartphones as long as the user is using it Google mail usage immensely easy, can do broadcast class direct, online assignments, and display.

Google classroom can be effective and useful for both the learners and faculty members due to its features. As for the students, it provides a stream line of communication and workflow for students. Being free of paper is a crucial factor in developing learning strategies. Thus, students can keep their files more organized and needless stored paperless in a single program [I. N. M. Shaharane, et al: 2016]. This view is supported by [S. Latif: 2016] who points out that Google classroom is useful in facilitating teaching and learning process. Students are able to use it with ease whenever the need arises. The teachers' most important task is to make students aware of the way of using the apps.

Google Classroom is the choice of many schools, universities and other educational institutions as their main choice in the midst of the current corona pandemic. Because class participants no longer need to leave the house to interact and learn in class. In addition, Google Classroom also has many practical, efficient and secure features. The learning class will remain stored even though it is online, teacher and student interactions can also occur well. Learning will feel easier considering that Google Classroom can also be accessed anywhere and anytime. Students and educators can also learn and teach via their Android or iOS mobile devices. The distribution of learning materials also feels more concise, student work and assessments also become more transparent. Students can also say hello and work together on assignments with their classmates like in an actual class.

**WhatsApp Group**

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The influence of social media in the technology era make the community dependent on communication and interaction through social media rather than meeting in person. Social media allows its users to mutually specialize and interact, share information and collaborate. Among various the type of social media that makes it easy for users to interact and communicate with each other, and can be used as a discussion forum and one of the dissemination of learning materials is WhatsApp (Astika, 2017). WhatsApp is a based application The internet is one of those impacts development of the most information technology popular. This very internet based application potential to be used as a medium communication, because it makes it easier for users to communicate and interact with each other without spending a lot in use, because WhatsApp is not using pulses, but using internet data (Pranajaya & Hendra Wicaksono, 2017). According to Larasati, et al (2013), WhatsApp is an application to send messages to each other instantaneously, and allows us to exchange pictures, videos, photos, messages voice, and can be used for sharing information and discussion. Larasati concluded that the use of the WhatsApp application as this learning discussion tool is included in effective category. WhatsApp is a smartphone application for instant messaging. It provides faster and easier communication between students and develops their sharing ideas too for example, in WhatsApp groups. WhatsApp groups are platforms that consist of all members such as teachers and students. All students from the class can discuss certain topics through this application because the application provides direct responses among group members to join the conversation so as to make communication effective. In addition, it is a creative technique that is used to attract students' interest, attention, and provide fun learning. Therefore, this study

aims to implement the use of WhatsApp as a learning application.

**The Use of Mobile application in Business English Learning**

Many Mobile applications has been created and used for Learning English as a Foreign Language (EFL). According to Chang & Hsu (2011), as cited by (Zou & Li, n.d. 2015:564), Several recent studies have shown that mobile application can provide potential possibilities for Foreign Language learners to practice language skills their smartphones. Mobile application help students' access class material comfortably anytime and anywhere.

Learning using a mobile application can make it easier to access material from the lecturer outside of class hours, so it can be done anywhere and anytime. Various mobile applications that can be used to support the implementation of online learning. For example, a virtual classroom uses the Google Classroom service and WhatsApp for learning English online.

**a. Whatsapp**

(Rokhmawati, 2020), defined that WhatsApp is more popular than other applications that use messages with the aim of conveying information and receiving information as its implementation. In this case, the use of WhatsApp as a communication medium can be used in the learning process. Mobile learning must be accommodated by one particular application, that is, according to the device operating system. One of the most popular is WhatsApp instant messaging. WhatsApp application is a cross-platform smartphone messenger which requires internet data. In terms of its use in education, WhatsApp allows students to send text messages, images, videos, audios, documents, and even locations. This gives students and instructors the ability to create groups that support the interactions of each member.

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Using WhatsApp to learn English for students is done by paying attention to the following steps:

a) Create a WhatsApp Group

WhatsApp groups and assign the role as group administrator. It has the privilege of adding and removing group members (lecturer is also in the group), become reminding of the lesson, as well as reminding group members about the assignment given.

b) Defining the Role of the Lecturer

Lecturer are also appointed as group admins. She posts articles, videos, audios, documents, pictures and links related to the lessons. She gave instructions and announcements in the group, while the assessment was given to each student in a private chat room.

c) Defining Student Roles

Each student must be an active member of the group (actively participate in the discussion), submit assignments to the teacher private chat room on time. Use appropriate polite words and emoticons. In the WhatsApp group, teachers and students can interact with each other. and this mobile application can also send questions, for attendance, send pictures, videos, audio, documents. Therefore, WhatsApp application is effectively used for online English learning.

b. Google classroom

Google Classroom is an application that creates classrooms in the online world. In addition, Google Classroom can be a tool distribute assignments, send assignments, and grade submitted assignments (Herman in Hammi 2017: 26). This google classroom application can help strengthen teachers and students in learning and carrying out a deeper learning process. This is because students and teachers can collect assignments, distribute assignments, and grade assignments at home or elsewhere without being bound by time or class time.

The google classroom application provides an opportunity to explore scientific ideas for lecturer and students. The lecturer has the flexibility of time to share and provide independent scientific review assignments to students in addition; lecturer can also open space for online student discussions. However, there are absolute requirements in implementing Google classes, which require quality Internet access.

Using Google Classroom in Business English learning is certainly not an easy thing for lecturer who don't have it ability in the field of information technology. But actually apply Google Classroom to learn English for students done by paying attention to the following steps.

- a. Open the Google site and go to the Google class page.
- b. Make sure you have a Google Apps for Education account. Visit [classroom.google.com](https://classroom.google.com) and sign in.
- c. Choose whether you are a lecturer (teacher) or students, then create a class or join a class.
- d. The lecturer can add students directly or collect code with the class Follow.
- e. The lecturer first gives explanations and materials to students.
- f. The lecturer assign assignments and direct students to work on their assignments in Google Classroom.
- g. The lecturer give announcements or information relating to the subjects that students will learn in real classrooms on the page.
- h. Students track each assignment near the deadline for submitting assignments page, and get to work with one click.
- i. The lecturer can quickly see who has not completed the assignment, also provides direct feedback and grades in class.

### Methodology

In this study, the writer uses qualitative method. According to DeFanzo (2011) as cited by (Sohil Sharma 2018:5) qualitative study is non-numerical data that used for gain the information. It means, in this study the writer conducted the ideas concerning in the phenomena with no statistic to support the data. Data is information or facts that are used in discussing or deciding answers and questions. Sources of data in this study are subjects from which data can be collected for study purposes.

The questionnaire is a study instrument consisting of a series of questions and other clues the purpose of collecting information from respondents. For collecting the data, the writer uses the questionnaire. According to Sugiyono (2014:199), the questionnaire is a technique collecting data conduct to give a set of questions or questions writing to the respondents to be answered. The questionnaire can be called as written interview because it consist some questions. The respondents have to answer all the questions on their own. The questionnaire consisted of ten questions related to student perceptions of the learning process using mobile applications for Business English learning. The writer used the Likert Scale type for the specification of questionnaire. According to Nemoto & Beglar (2014:2), a Likert scale is a psychometric scale that has multiple categories from which respondents choose to indicate their opinions, attitudes, or feelings about a particular issue.

Nemoto & Beglar (2014:5) state that when possible, however, 6-point scales should be used as they permit the possibility of increased measurement precision.

### Result of the Data

#### To describe how students perception to the using Mobile Application for English Business learning.

The writer provided questionnaires. The questionnaire given by the writer to 39

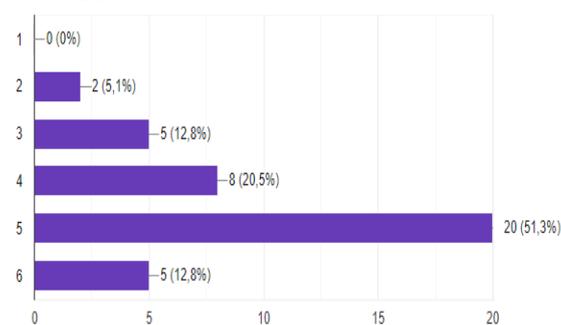
students. They were told by the writer to answer the questions to find out the students perception toward Business English Learning using Mobile Application.

#### For the students

##### Questionnaire

To know about the students' perception in using Mobile Application especially Whatsapp & Google Classroom for English Business Learning. The writer need to know the perception level by the students.

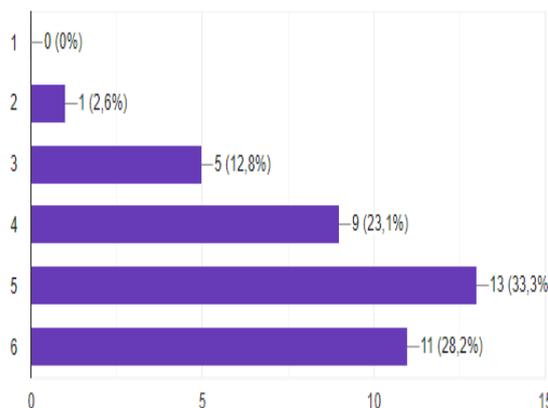
#### 1. Saya mengerti Pembelajaran Bahasa Inggris Bisnis menggunakan mobile application (Google Classroom & Whatsapp)



The result of the question are Strongly disagree (0%), disagree (5,1%), slightly disagree (12,8%), slightly agree (20,5%), agree (51,3%), and strongly agree (12,8%). Most of the students answered agree which means that the students know how to use mobile application (Google Classroom & Whatsapp) in English business learning.

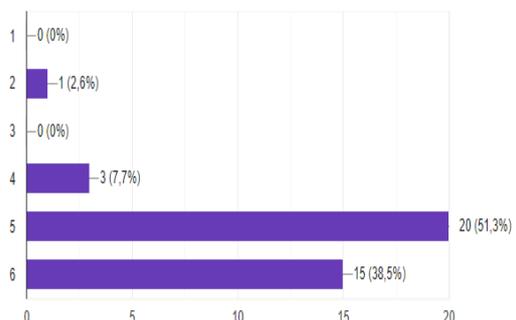
#### 2. Penggunaan mobile application (Google Classroom & Whtasapp) penting dalam Pembelajaran Bahasa Inggris Bisnis

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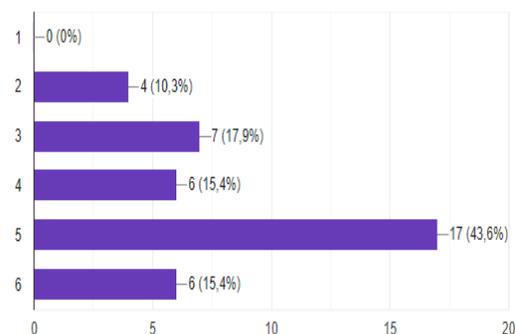
The result of the question are Strongly disagree (0%), disagree (2,6%), slightly disagree (12,8%), slightly agree (23,1%), agree (33,3%), and strongly agree (28,2%). Most of the atudents answered agree which means that the students agree that the use of mobile applications (Google Classroom & Whatsapp) is important in Business English Learning.

3. *Kami selalu menggunakan mobile application (Google Classroom & Whatsapp) dalam pembelajaran Bahasa Inggris Bisnis.*



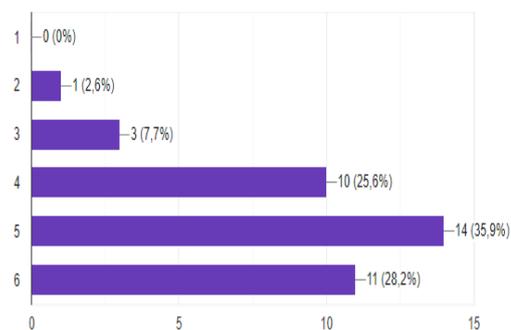
The result of the question are Strongly disagree (0%), disagree (2,6%), slightly disagree (0%), slightly agree (7,7%), agree (51,3%), and strongly agree (38,5%). Most of the students answered agree which means that they always mobile application in Business English Learning.

4. *Mobile application (Google Classroom & Whatsapp) membuat Pembelajaran Bahasa Inggris Bisnis lebih mudah dipahami*



The result of the question are Strongly disagree (0%), disagree (10,3%), slightly disagree (17,9%), slightly agree (15,4%), agree (43,6%), and strongly agree (15,4%). Most of the students answered agree which means that they agree that mobile application Business English Learning easier to understand.

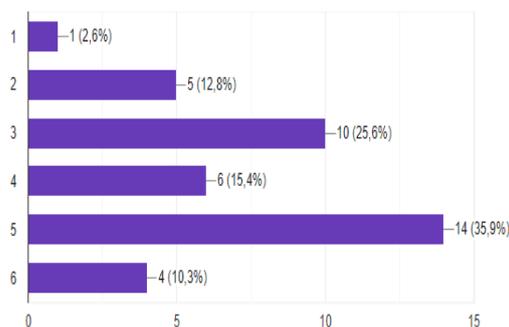
5. *Kami mendapatkan nilai yang baik ketika menggunakan mobile application (Google Classroom & Whatsapp) dalam Pembelajaran Bahasa Inggris Bisnis.*



The result of the question are Strongly disagree (0%), disagree (2,6%), slightly disagree (7,7%), slightly agree (25,6%), agree (35,9%), and strongly agree (28,2%). Most of the students answered agree which means that they get good score when we use mobile application in Business English Learning.

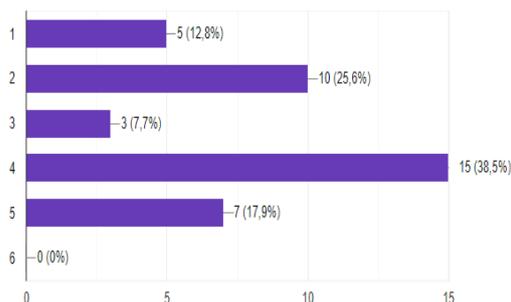
6. *Tidak semua murid dikelas menyukai Pembelajaran Bahasa Inggris Bisnis berbasis mobile application (Google Classroom & Whatsapp)*

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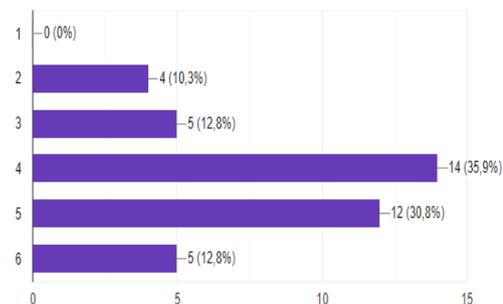
The result of the question are Strongly disagree (2,6%), disagree (12,8%), slightly disagree (25,6%), slightly agree (15,4%), agree (35,9%), and strongly agree (10,3%). Most of the students answered agree which means that not all students like using mobile application in Business English Learning..

7. *Pembelajaran Bahasa Inggris Bisnis menggunakan mobile application (Google Classroom & Whatsapp) sulit untuk dilakukan*



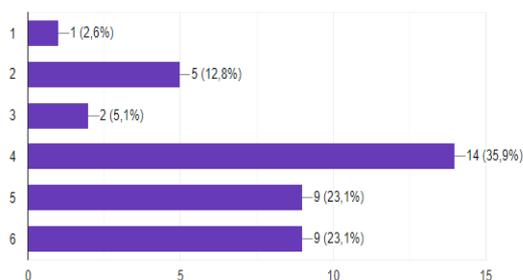
The result of the question are Strongly disagree (12,8%), disagree (25,6%), slightly disagree (7,7%), slightly agree (38,5%), agree (17,9%), and strongly agree (0%). Most of the teachers answered slightly agree which means that students slightly agree that Business English Learning using mobile application that difficult to do.

8. *Diskusi menggunakan mobile application (Google Classroom & Whatsapp) mampu meningkatkan keterampilan Pembelajaran Bahasa Inggris Bisnis.*



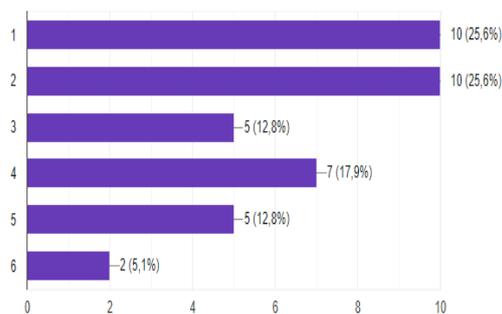
The result of the question are Strongly disagree (0%), disagree (10,3%), slightly disagree (12,8%), slightly agree (35,9%), agree (30,8%), and strongly agree (12,8%). Most of the students answered agree which means that students agree that discussion using mobile application can improve Business English Learning skill.

9. *Pembelajaran Bahasa Inggris Bisnis menggunakan mobile application (Google Classroom & Whatsapp) sangat menyenangkan*



The result of the question are Strongly disagree (2,6%), disagree (12,8%), slightly disagree (5,1%), slightly agree (35,9%), agree (23,1%), and strongly agree (23,1%). Most of the students answered slightly agree which means that the students slightly agree that Business English Learning using mobile application is fun.

10. *Mobile Application (Google Classroom & Whatsapp) jarang digunakan di Pembelajaran Bahasa Inggris Bisnis*



The result of the question are Strongly disagree (25,6%), disagree (25,6%), slightly disagree (12,8%), slightly agree (17,9%), agree (12,8%), and strongly agree (5,1%). Most of the teachers answered disagree which means that the students disagree that mobile application are rarely used in Business English Learning.

### Conclusion and Suggestions

#### Conclusion

Based on the findings and discussion, using the mobile application (Google classroom & WhatsApp) in Business English learning online classroom is the best choice due to pandemic COVID-19. In term of students perceptions toward using mobile application the writer concluded that it clearly shows the students have perceptions in Business English Learning during the pandemic COVID-19 while using mobile application (Google classroom & WhatsApp); such as Business English Learning.using a mobile application makes it easier to learn and they understand learning using a mobile application, but sometimes students understand better if they learn face-to-face.

In term of the students perceptions toward strengths and weaknesses in using mobile application for Business English Learning., the writer conclude that it clearly shows that the strengths and weaknesses of using mobile applications for Business English Learning, most of the answers of students in the strengths of a mobile app is to simplify the learning process due to the covid-19 pandemic. The weaknesses is that learning

will be difficult when the internet connection has problems and slow.

#### Suggestion

To get improvement of the study, the writer would like to propose some suggestion for the lecturer of English, the students and next researchers, they are:

1. For the lecturer  
For lecturer to improve their ability in using mobile application so they make the Business English Learning better.
2. For the students  
For the students to improve their ability to learn Business English.
3. For the next researcher in order to develop again this research in order to deepen the adaptation of lecturer, perceptions of students, and the advantages and disadvantages of learning Business English in all sectors like Business English for Communications, Business English for General English, Business English for English Specific Purposes.

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