



The Impact of WhatsApp in EFL Class on Student's Learning Performance of Second-Grade Students of SMA Xaverius Ambon

Piter Titirloloby*

Department of English Language Education, Universitas Lelemuku Saumlaki, Indonesia

*Corresponding author Email: pitertitirloloby123@gmail.com

Manuscript received 24 December 2023; Revised 27 December 2023; Accepted 30 December 2023. Date of publication 10 January 2024

Abstract

Technology in the 21st century is valid in human social life. Almost all people all over the world use technology to complete their needs. Using the WhatsApp application on mobile phones or social media connected with a network of students in SMA Xaverius Ambon is more beneficial. This research focuses on the actual condition related to the impact of WhatsApp in EFL classes on The learning performance of second-grade students of SMA Negeri Xaverius Ambon. The researcher used a survey design to find the results of the students in the EFL Classroom perspective in using WhatsApp on students' learning performance. Fifty students' perspective answers from class A and class B of the second grade of SMA Negeri Xaverius Ambon were interviewed, and 50 questionnaires were given to students in the classroom. This research maintained that harmful purpose impacts the student's learning performance more. This research revealed that WhatsApp can be used to communicate easier and faster, providing specific and practical information and sharing knowledge among students; instead, it is acquired negatively on the performance of SMA Xaverius Ambon students. The findings of this research can be beneficial to SMA Xaverius EFL students and classroom teachers in developing WhatsApp in the teaching and learning process.

Keywords: WhatsApp, EFL Classroom, Students Learning Performance.

1. Introduction

The world is ever-changing due to advancements in science and technology. These days, it seems complicated to escape the presence of technology. Most people will praise the many technological gadgets that they use in their everyday lives. Many of us depend on it to get us through the day, to do our job, to get around, and to find certain things [1]. Technology is evolving quickly, and what most people did not even think could be confirmed a few years ago is now becoming a reality. WhatsApp is one of the technology changes commonly used on specific mobile phones and computers. Since Smartphones became widespread, many messaging services have been launched, but WhatsApp has become very popular among them. The service is free for one year, and after that, a minimal amount is charged yearly. Besides all, this Application is highly addictive and can create a significant impact on regular users, and apart from that, it can leave a trace that becomes difficult to control and cure.

Some of the most prominent technological innovations are smartphones, laptops, and the Internet. They have greatly affected many aspects of our lives. Today, the Internet continues to grow at an incredible speed. About 32.7% of the world population has access to the Internet [2]. The research examines the effect of WhatsApp messenger and the invading technology of personal computers and Smartphones on students' behavior and academic performance in SMA Xaverius Ambon [3]. The subjects of interest for the students are their friendships and social lives, family relations, general health, and personal achievements on campus. WhatsApp Messenger has been around for a while, but recent updates have improved the Application's functionality since its release date. The primary purpose behind the Application is to replace SMS with a cross-platform mobile messenger that works on an internet data plan. If you have unlimited text, it is still beneficial as it is a convenient way to skip international fees that carriers may charge. It is currently available for iPhone, Android, Windows Phone, Nokia Symbian 60 S40, and Blackberry. It is popular because there is no cost to message friends and family other than the internet data plan users already have on their phones [4].

It is easy to get started. Enter the telephone number of the device into the app. It then sorts through the contacts (with your permission) on the phone to figure out who else also has the app already installed. Users can then invite more contacts or go ahead and start sending



messages to the ones the app discovered. The WhatsApp messenger was purposely used to make communication and the distribution of multimedia messaging more efficient and faster [5].

In as much as the Application has so many benefits, it has flaws, which are In cognizance of the rate at which our youth at tertiary institutions are hooking up to social media, there is a need to educate them on its advantages and disadvantages in their academic performance accordingly. According to Andreas Kaplan, social media refers to interactions among people who create, share, and exchange information and ideas in virtual communities and networks. It allows networking with other members who share similar or common interests, dreams, and goals. With the social media network like WhatsApp, an individual can initiate and build strong business partnerships in any part of the work without meeting that individual in person. With WhatsApp Messenger, communication through mobile phones has become more accessible, faster, and cheaper. It is less expensive than standard phone messaging. People can chat with friends and family overseas through WhatsApp without incurring global SMS charges [6].

The provision and access to learning material anywhere, anytime, and in various formats has the potential to enhance deep student learning capabilities. In higher education, WhatsApp is used to enhance discussions and share information among students and lecturers. Articulate the value of these applications: encourage learners to learn by anticipating needs, make collaborative learning efficient and effective, and build a relationship that stimulates learner-to-learner for consistent and progressive learning. Despite the aforementioned academic incentives these technologies offer, limited research has been conducted to determine the comparative advantages and disadvantages of Application and students' performance at SMA Xaverius Ambon [7].

The preliminary study examines WhatsApp among students at SMA Xaverius Ambon. The researcher attempted to understand the perceived high-level usage of WhatsApp among the students by looking at the intensity of its usage and how it affects their learning performance [8].

1. Evaluate the degree of the negative impact of WhatsApp on students' performance in SMA Xaverius Ambon.
2. Also, to determine the relationship between the use of the Application
3. And students' learning performance.
4. Finally, some recommendations for overcoming these problems will be discussed.

The researcher formulated the questions of the research as follows:

1. How does WhatsApp Messenger affect academic performance among students at SMA Xaverius Ambon?
2. What are the everyday activities that students undertake when using WhatsApp Messenger?
3. Does technology affect their social behavior and interactions at school?
4. How frequently do the students use WhatsApp Messenger on their phones?

The researcher maintained the benefits of this research as follows:

1. To find out whether or not to use WhatsApp on the mobile phone for the student's learning process.
2. Can dedicate WhatsApp to the students and the classroom
3. teacher in the teaching and learning process.
4. The classroom teacher can consider WhatsApp as the new media in the teaching-learning process.
5. Acknowledge the researcher and the next researcher as references.

2. Literature

2.1. Introduction

The literature review for this paper covered Social Media and students' performance. Social media has become a growing phenomenon with many and varied definitions in public and academic use. Social networking can include activities where humans share stories and influence others [9]. Social networking or media is an excellent forum for discussing mutual topics of interest and perhaps even meeting or renewing acquaintances with other humans virtually. According to [9] and [8], 55% of employees visit a social media site at least once a week [10].

2.2. Definition of Social Media

Social media can be defined as forms of electronic communication through which users interact among people in which they create, freely share, exchange, and discuss information, ideas, personal messages, and other content about each other and their lives using a multimedia mix of individual words, pictures, videos, and audio, utilizing online platforms while they are connected to the Internet [11]. Since their appearance, social media have changed different aspects of people's lives. Social media that emerged with the rise of Web 2.0 technologies are characterized by several significant features, such as user-generated content, online identity creation, and relational networking [12]. According to [12], "Social media sites are virtual platforms for interactivity and information exchange ... where issues are debated and defined ... Social media users collaborate in content creation ..., are proactive in searching information and value control in social media participation (p. 330)".

Social media are "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0 and that allow the creation and exchange of user-generated content" [13]. To consider some context of the ubiquitous nature of social media, [14] argues that social media accounts for nearly one-quarter of all internet activity, and LinkedIn has over 80 million professionals in over 200 countries. Other platforms such as Facebook, Twitter, MySpace, and YouTube are available for everyone; they were traditionally created to connect with individuals worldwide, including employees, friends, and families. However, as the number of users increases to millions, organizations are also trying to communicate with employees more than ever. Social Media has changed the way people around the globe communicate with one another. However, social networking has existed since the onset of humanity. The concept of social networking has evolved, much like other innovations, and is becoming increasingly sophisticated with technological advancements [15]. Hundreds of SNSs can draw millions of people with diverse technological affordances. Social network sites are web-based services that enable individuals to construct a semi-profile within a bounded system, articulate a list of other users with whom they share connections, and view and go through their list of connections and those made by others within the system, although the nature and nomenclature of these connections have variation [16]. The ability to make it possible to meet new friends is not a significant characteristic of social networking sites, but solely because the social network can be made evident due to the possibility it had been made eloquent. The outcome of these relationships of individuals who would ideally not have met each other is possible. Although it is not the real aim, and often new

connections are usually between latent ties [17], they already know each other physically. On a larger perspective, on social network sites, members are not online to discover new acquaintances but to interact with old friends on their list. In other words, social networking as a critical coordinating property of these sites is called—Social Network Sites [18].

2.3. Students and Use of Social Networking Sites

Social Networking Site is a communication tool for members. This platform was designed for friends, family, or strangers to have discussions and interactions or be in contact with each other. It allows members to explore new opportunities and experiences. Social Networking Sites enable students to express themselves, communicate, and collect profiles highlighting their talents and expertise. Students increasingly utilize these social networks for friends' news feeds, personal updates, events and activities, notes, and messages. According to an extensive study by the Office of Communications (Ofcom) of the United Kingdom, almost half (49%) of children aged 8-17 who used the Internet had set up their profiles on a social networking site. Positive perceptions were obtained from users of social networking sites, i.e., practical learning, which has resulted in an easy learning climate among students. Another study explored how social networking sites encourage friendliness through Facebook, Twitter, and LinkedIn. The study concluded that numerous approaches can promote amiability among students, which leads to a positive effect from the SNS user's point of view. A survey by [19] concluded that students and faculty members use the Facebook networking site more frequently. Recent data obtained from Facebook through their spokesperson showed that approximately 297,000 users are university faculty members, although there are pros and cons in each case.

2.4. Academic Performance

Performance is the apparent demonstration of understanding, concepts, skills, ideas, and knowledge of a person, and it proposes that grades depict a student's performance. Hence, their academic performance must be managed efficiently, considering all the factors that can positively or negatively affect their educational performance. He proposed that the Internet benefits students and teachers as a knowledge creation and dissemination tool. In addition, academic performance, defined by [20], refers to the numerical scores of a student's knowledge, representing the degree of a student's adaptation to school work and the educational system. Social media, Internet-based tools that promote collaboration and information sharing, can be used in academic settings to encourage student engagement and facilitate better student learning. Because student engagement represents the time and effort students invest in collaborative and educational activities, it is often linked with positive student learning outcomes, such as critical thinking and individual student development. In the study conducted by [21], he observed that students spend more time using SNSs for other purposes besides educational use, thus affecting their academic performance. Another study shows that students like to use the Internet for their responsibilities, affecting their academic performance. This study is further elaborated. They stated that SNS users had lower grade rankings than students who never engaged in social interactions. However, there are general benefits associated with users of SNSs. Explained that SNSs are sources of communication among students and lecturers in their respective faculties. Furthermore, resolved that users of SNSs who are students do not have any effect whatsoever on their academic performance. Even though a relatively large number of SNS, including Facebook, was initially created for learning purposes, there is some evidence that most SNS users show almost no attitudes toward finding academic information [20].

Thus, students may spend time visiting SNS instead of doing their course requirements. For example, a survey conducted by de Villiers (ibid) has shown that only an insignificant number of students (9 out of 200) who are studying at the University of South Africa claimed that they were using Facebook for academic purposes. Even though more than half of the respondents had a Facebook account (105 students), only 5% were involved in the learning process with the help of SNS. As explained, social networks grab the total attention and concentration of the students and divert it towards noneducational, unethical, and inappropriate actions such as useless chatting, time killing by random searching, and not doing their jobs.

Though there are negative perceptions about the possible effects of SNS on students' academic performance, some studies showed that students found it entirely appropriate for a teacher to use Facebook and for teachers and students to socialize. Students also believed such tools could allow them to share knowledge in formal education contexts. Showed that using weblogs or "blogs" (social publishing) in education facilitated a functional learning atmosphere. While we agree with most of the writers on both the negative and positive impacts of social media and academic performance, we aimed to broaden the scope of thinking of decision-makers to reflect on the realities and to create and maintain a system that can change students' attitude that will promote quality image and improve upon performance in our tertiary institutions. It analyses a form of behavior in the institutions, such that the understanding of which could contribute to implementing values and mission for practitioners to adopt in the interaction of students.

After a critical review of various literature on social media, the researchers could identify gaps in knowledge regarding the negative effect of the use of "WhatsApp" on students' performance, especially in tertiary institutions in Ghana, and that merits a closer investigation. This research also demonstrates the improvement in this area, filling in gaps and adding to knowledge and understanding of this field.

3. Method

The researchers used both primary and secondary data, which were gathered from the survey conducted by the researcher. Saunders et al. (2007) opined that the data collection method is linked to the research approaches adopted. A survey "involves acquiring information about one or more groups of people—perhaps about their characteristics, opinions, attitudes or previous experience by asking them questions and tabulating their answers" Leedy & Ormrod (2005, p.183). It is a method that has been used frequently to source information from individuals or groups of individuals. The survey questionnaires were self-administered. The self-administered questionnaire method was employed because of its cost-effective nature relative to interviews. Many participants can be involved, and much of the data can be collected quickly and cheaply.

3.1. Primary Research

The primary research is tailored to suit the needs of the study. This research involves collecting raw data, which is the basis for achieving the research objectives. Babbie (1990, p. 133) describes validity as "the extent to which an empirical measure adequately reflects the real meaning of the concept under consideration." He defines reliability as "whether a particular technique, applied repeatedly to the same object, would yield the same result each time." Consequently, the excellent sampling technique used in this research makes it very credible Kvale, (1995). However, before using the questionnaire for data collection, it was pilot-tested.

3.2. Setting and Subject of Research

The setting of this research is SMA Negeri 4 Ambon, located in Lateri. The study was conducted at grade XI IPA² with 22 students as the research subject.

3.3. Sample of the research

The population under study was conducted by the student SMA Xaverius Ambon, making it possible to interview and administer a questionnaire to the population. As a result, a part of the population, referred to as a sample, was taken for the study. Fifty (50) students in the second grade were the representatives of all the students in SMA Xaverius Ambon, including those from classes A and B. Data was analyzed using frequency tables.

3.4. Instrument

To conduct this research, the researcher used a questionnaire and interview. There are two kinds of instruments available to collect the data. The researcher observed that using multiple data collection methods, such as observation, interviews, document analysis, and questionnaires, is very important Patton & Appelbaum, (2003). The importance of multiple data sources is vital to this research's reliability. Stake (1995) used two primary sources of evidence: questionnaires and interviews. Primary data collection methods include questionnaire administration, interviewing, observation, and focus groups. Although participants in this method are more likely to abandon the research when responding, its privacy and anonymity promote genuine answers. The less pressure on participants was also considered a better way of convincing respondents to participate fully. In this method, interviewer biases are non-existent Gratton & Jones, (2004). However, problems can arise if questions are unclear, as the respondent cannot check what the researcher intended. A well-designed questionnaire was therefore essential, especially ensuring that it was worded in simple English and unambiguously to avoid this problem. It must be noted that in survey research, the validity and reliability of the method must be paramount.

3.5. Summary

This Chapter analyzed the methods to gather data necessary to achieve the research objective. Using secondary (desk) research as a preliminary step in gaining insight into what the research entails helps put the research into perspective, setting the tone for the subsequent primary research that must be done to suit the set research objectives.

4. Result And Discussions

This Chapter analyses the responses given by respondents through the administration of a structured questionnaire and interview conducted. The researcher used SPSS 16.0 to get valid research results based on each instrument. To make interpretation and analysis more accessible, tables are presented first, followed by their understanding and analysis.

Table 1. Gender Distribution of interviewees

Gender	Number of re- spondents	Percent (%)
Male	15	30%
Famale	35	70%
Total	50	100%

The table above represents the number of students interviewed at SMA Xaverius Ambon. Ten students were interviewed; 30% represented male students, while 70% were female.

Table 2. Gender Distribution of Respondents on Questionnaires

Gender	Frequency	Percentage
Male	15	30%
Female	35	70%
Total	50	100%

A total of 50 questionnaires were returned out of 50 questionnaires distributed. About 30 % of participants were male (males = 15) and 30% were female (females = 35 and 70%). The total percentage is taken from all the respondents at SMA Xaverius Ambon to the administered questionnaires. It could be observed that female participation far outweighed the male counterpart. The researchers speculated that female students were found to be more likely than male students to have expressions related to family relationships and romantic relationships by using WhatsApp. Also, it was observed that most of the women preferred utilizing the Application for communication, especially for group discussions on specific assignments given in class, than to meet their group members personally than the male.

Table 3. The students use WhatsApp in their learning activity

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	26	51.0	52.0	52.0
	Agree	20	39.2	40.0	92.0
	Strongly agree	4	7.8	8.0	100.0
Total Missing	System	50	98.0	2.0	100.0
Total		1	100.0		
		51			

The researcher asked the students who participated in filling the questionnaire with the items the students use WhatsApp in their learning activity from their perspective responses based on the statements there are 26 students 51% disagree, 20 students 39% agree, and four students 7,8% strongly agree. Those statements meant that the students use WhatsApp less to help them in their learning activities.

Table 4. The students use WhatsApp to get general information

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	21	41.2	42.0	42.0
	Agree	23	45.1	46.0	88.0
Missing	Total Miss-System	6	11.8	12.0	100.0
	Total	50	98.0	2.0	100.0
		1	100.0		
		51			

The students participated in filling out the questionnaire with items. The students use WhatsApp to get general information. From their perspective, responses based on the statement are 21 students: 41% disagree, 23 45% agree, and 6 12% strongly agree. Those statements meant the students decided to use WhatsApp to get general information.

Table 5. The students usually use WhatsApp to chat with other people

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	25	49.0	50.0	50.0
	Agree	18	35.3	36.0	86.0
	Strongly agree on	7	13.7	14.0	100.0
Missing	Total	50	98.0	2.0	100.0
	System	1	100.0		
Total		51	100.0		

The students who participated filled out the questionnaire with the items. The students usually use WhatsApp to chat with other people. From their perspective, responses based on the statement 25 students, 49% disagree, 18 students, 35% agree, and 6 13% strongly agree. Those statements meant that the students disagreed less about using WhatsApp to chat with others.

Table 6. The students use WhatsApp to communicate with their families. Family issue

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	26	51.0	52.0	52.0
	Agree	18	35.3	36.0	88.0
	Disagree	6	11.8	12.0	100.0
Total		50	98.0	100.0	

Missing System	1	2.0
Total	51	100.0

The students participated in filling out the questionnaire with the items. The students use WhatsApp to communicate with their family from their perspective responses based on the statement: 26 students, 51% disagree, 18 students, 35% agree, and six students, 12% strongly agree. Those statements meant the students disagreed with using WhatsApp to communicate with their families.

Table 7. The students use WhatsApp for 2 -5 hours or more than 8 hours

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	15	29.4	30.0	30.0
	Agree	29	56.9	58.0	88.0
	Disagree	6	11.8	12.0	100.0
	Total	50	98.0	100.0	
Missing System		1	2.0		
Total		51	100.0		

The students participated in filling out the questionnaire with items. The students use WhatsApp for 2 -5 hours or more than 8 hours. From their perspective, responses based on the statement there are 15 students, 29% disagree, 29 students, 57% agree, and six students 12% strongly agree. The students decide to use WhatsApp for 2 -5 hours or more than 8 hours, which means that students use the online technology on WhatsApp.

Table 8. The students get any sources from WhatsApp

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	32	62.7	64.0	64.0
	Agree	16	31.4	32.0	96.0
	Strongly agree on	2	3.9	4.0	100.0
Total		50	98.0	100.0	100.0
Missing System		1	2.0		
Total		51	100.0		

As the participants, the students participated in the research process to help the researcher fill the questionnaire with items. The students got any sources from WhatsApp from their perspective responses based on the statement that there are 32 students, 63% disagree, 16 students 31% agree, and 6 4% strongly agree. The student's answer to the questionnaire points out that they strongly disagree with finding the material dealing with their education needs even if they waste a lot of time operating WhatsApp.

Table 9. The students share information about the education in their class

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	22	43.1	44.0	44.0
	Agree	23	45.1	46.0	90.0
	Strongly agree	5	9.8	10.0	100.0
Total		50	98.0	100.0	
Missing System		1	2.0		
Total		51	100.0		

The students participated in filling out the questionnaire with items. The students share the information about the education in their class from their perspective responses based on the statement there are 22 students, 43% disagree, 23 45% agree, and 5 10% strongly agree. The students are more willing to share the information about the education in their class. The students have taken the surplus to use WhatsApp to share information about their education needs.

Table 10. The students use voice messenger on WhatsApp to communicate with each other

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	23	45.1	46.0	46.0
	Agree	22	43.1	44.0	90.0
	Strongly agree	5	9.8	10.0	100.0
Missing System			2.0		
Total		50	100.0	100.0	
		1			
		51			

The students who participated filled out the questionnaire with the items the students use voice messenger on WhatsApp to communicate with each other from their perspective responses based on the statement, and there are 23 students, 45% disagree, 22 students 43% agree, and five students, 10% strongly agree. Those statements meant that the students were more opposed to students using voice messaging on WhatsApp to communicate with each other.

Table 11. The students read the material on the platform

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	32	62.7	64.0	64.0
	Agree	15	29.4	30.0	94.0
	Strongly agree	3	5.9	6.0	100.0
	Total	50	98.0	100.0	
Missing System		1	2.0		
Total		51	100.0		

The researcher asked the students who participated in filling the questionnaire with the items the students use WhatsApp in their learning activity from their perspective responses based on the statement are 32 students 62% disagree, 15 29% agree, and 3 6% strongly agree. Those statements meant that the students read the material on the WhatsApp platform even though they waste a lot of their time operating WhatsApp, and they usually share the files with WhatsApp, but they don't read the sending files on the WhatsApp platform.

Table 12. WhatsApp platform are available to send multiple information and share files

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Disagree	28	54.9	56.0	56.0
	Agree	18	35.3	36.0	92.0
	Strongly agree	4	7.8	8.0	100.0
Missing System		50	98.0	100.0	
Total		1	2.0		
		51	100.0		

The students participated in filling out the questionnaire with the items the student's WhatsApp platform available to send multiple information and share files from their perspectives. Responses based on the statement there are 28 students 55% disagree, 18 students 35% agree, and four students 8% strongly agree. Those statements meant that the students disagreed with using the WhatsApp platform available to send multiple information and share files.

Table 13. The distribution score of the variable

Scoring Item	Frequency										Score
Disagree	26	21	25	26	15	32	22	23	32	28	250
Agree	20	23	18	18	29	16	23	22	15	18	202

Strongly agree	4	6	17	6	6	2	5	5	3	4	58
----------------	---	---	----	---	---	---	---	---	---	---	----

The table above represents the number of students' perspectives on various items. Ten students put their responses from each piece of evidence at school or in their activity. It showed that 250 students disagreed with 10 items covered in the questionnaire, 202 agreed related to the items, and 58 strongly agreed. This meant that the most strongly prospective answer was 250 students. Furthermore, 202 students concurred with the questionnaire based on their daily activity using WhatsApp, which means that there has been a significant change in their learning performance for using WhatsApp. The teacher should also provide the kinds of technology used nowadays to teach the students in the classroom or flipped classroom.

5. Conclusion

From the preceding discussions, it is clear that WhatsApp has impacted the students' learning performance. This is evident. WhatsApp can effectively increase the student's learning performance in their learning process. It also helps the students easily interact with each other in communication and more effectively share ideas and information among the students. However, if the students use it negatively, it has more impact on their learning performance. The negative impact could be identified as follows: It wastes the studies time, results in procrastination in dealing with problems, lack of students' language competence in grammar, pronunciation, spelling, and language skills; speaking, listening, writing and reading and more impact with the concentration of teaching, learning process in online and the school curriculum.

As with most research, this paper has limitations in opportunities. The maintainer focused on finding out the student's perception of SMA Xaverius Ambon. Additional research on SMA Xaverius Ambon should involve the use of WhatsApp in the learning performance in learning the language. Furthermore, in the reality of the education field, the research has a surplus of knowledge on the use of WhatsApp not only at school but also at home, workplace, and various other settings, and for diverse ages, young, teenager, and elder. For future research, it may be made accessible to identify and understand the students characters, psychology and motivation to use WhatsApp in their learning process and to communicate among the students and the teachers.

In summary, this research aimed to identify WhatsApp's impact on student's performance in SMA Xaverius Ambon. The study found that, instead of making communication easier and faster, increasing the adequate flow of messages and idea sharing among students, WhatsApp has positively impacted students' performance in SMA Xaverius Ambon.

References

- [1] M. R. Alfiansyah, S. Tresnadewi, and S. Muniroh, "Utilizing WhatsApp Group as a Medium of Lecturer-Students Interaction in EFL Classes during COVID-19 Pandemic," *JoLLA J. Lang. Lit. Arts*, vol. 2, no. 2, pp. 151–166, Feb. 2022, doi: 10.17977/UM064V2I22022P151-166.
- [2] M. Mooneeb Ali, M. Asim Mahmood, and S. Qureshi, "IMPACT OF WHATSAPP ON EFL LEARNERS' READING ABILITIES," *Harf-o-Sukhan*, vol. 5, no. 4, pp. 65–76, Oct. 2021, Accessed: Jan. 07, 2024. [Online]. Available: <https://harf-o-sukhan.com/index.php/Harf-o-sukhan/article/view/155>
- [3] F. M. Amin and H. Sundari, "EFL students' preferences on digital platforms during emergency remote teaching: Video Conference, LMS, or Messenger Application?," *Stud. English Lang. Educ.*, vol. 7, no. 2, pp. 362–378, Sep. 2020, doi: 10.24815/SIELE.V7I2.16929.
- [4] A. Sugianto, I. Agung Prasetyo, D. Andriyani, and E. Nurdiana, "Feedback in a Mediated WhatsApp Online Learning: A Case of Indonesian EFL Postgraduate Students," *Proc. - 3rd Int. Conf. Informatics, Multimedia, Cyber, Inf. Syst. ICIMCIS 2021*, pp. 220–225, 2021, doi: 10.1109/ICIMCIS53775.2021.9699143.
- [5] R. Daramola, "EFFECTS OF WHATSAPP AND GOOGLE CLASSROOM ON THE ACADEMIC PERFORMANCE OF BUSINESS EDUCATION STUDENTS IN COST ACCOUNTING IN FEDERAL COLLEGES OF EDUCATION".
- [6] A. Alamer and A. Al Khateeb, "Effects of using the WhatsApp application on language learners motivation: a controlled investigation using structural equation modeling," *Comput. Assist. Lang. Learn.*, 2023, doi 10.1080/09588221.2021.1903042.
- [7] H. Khoshshima and M. Khosravi, "Vocabulary Retention of EFL Learners through the Application of ANKI, WhatsApp and Traditional Method," *J. Foreign Lang. Teach. Transl. Stud.*, vol. 6, no. 4, pp. 77–98, Dec. 2021, doi: 10.22034/EFL.2022.325424.1136.
- [8] W. B. Al Abiky, "Days without schools: The effectiveness of WhatsApp, as an English learning tool, during COVID-19 pandemic," *Rev. ARGENTINA 2021*, vol. XXX, pp. 774–781, doi: 10.24205/03276716.2020.2074.
- [9] N. H. Ainun, A. Nurweni, and L. Sholihah, "The Students' Perception of Voice Chatting through WhatsApp in Speaking Class," Oct. 2020.
- [10] A. Albogami and G. Algethami, "Exploring the Use of WhatsApp for Teaching Speaking to English Language Learners: A Case Study," *SSRN Electron. J.*, Feb. 2022, doi: 10.2139/SSRN.4036732.
- [11] S. Tümen Akyıldız and V. Çelik, "Using WhatsApp to support EFL reading comprehension skills with Turkish early secondary learners," *Lang. Learn. J.*, vol. 50, no. 5, pp. 650–666, Sep. 2022, doi: 10.1080/09571736.2020.1865433.
- [12] L. Budianto and A. Yudhi, "Utilizing WhatsApp-driven learning during COVID-19 outbreak: EFL users' perceptions and practices," Feb. 2021, Accessed: Jan. 07, 2024. [Online]. Available: <http://callej.org/archives.html>
- [13] R. M. I. Khan, N. R. M. Radzuan, S.-H. Farooqi, M. Shabbaz, and M. S. Khan, "Learners' Perceptions on WhatsApp Integration as a Learning Tool to Develop EFL Vocabulary for Speaking Skill.," *Int. J. Lang. Educ.*, vol. 5, no. 2, pp. 1–14, 2021.
- [14] A. Al Ayub Ahmed *et al.*, "MALL and EFL Learners' Speaking: Impacts of Duolingo and WhatsApp Applications on Speaking Accuracy and Fluency," *Educ. Res. Int.*, vol. 2022, 2022, doi: 10.1155/2022/6716474.
- [15] S. Mujayanah, N. Maruf, and S. Asari, "WHATSAPP USE ON READING COMPREHENSION: EXPLORING THE IMPACT AMONG EFL LEARNERS," *English Rev. J. English Educ.*, vol. 11, no. 2, pp. 391–404, Jun. 2023, doi: 10.25134/ERJEE.V11I2.7712.
- [16] A. Nihayati and L. Indriani, "EFL STUDENTS' PERSPECTIVE ON WHATSAPP AS MEDIA OF ONLINE TEACHING AND LEARNING IN COVID-19 PANDEMIC," *J. Res. Lang. Educ.*, vol. 2, no. 1, pp. 44–52, Jan. 2021, doi: 10.33365/JORLE.V2I1.898.

- [17] I. Wulandari, O. Purwati, S. Setiawan, and S. Anam, "AN INQUIRY INTO EFL LEARNERS' PERCEPTIONS OF WHATSAPP FOR ORAL PEER ASSESSMENT," *Acad. J. Perspect Educ. Lang. Lit.*, vol. 9, no. 1, pp. 37–49, Jun. 2021, doi: 10.33603/PERSPECTIVE.V9I1.4502.
- [18] S. Soria, M. Gutiérrez-Colón, and A. D. Frumuselu, "Feedback and Mobile Instant Messaging: Using WhatsApp as a Feedback Tool in EFL.," *Int. J. Instr.*, vol. 13, no. 1, pp. 797–812, Jan. 2020, doi: 10.29333/iji.2020.13151a.
- [19] A. Almogheerah, "Exploring the Effect of Using WhatsApp on Saudi Female EFL Students' Idiom-Learning," *SSRN Electron. J.*, Jan. 2021, doi: 10.2139/SSRN.3764287.
- [20] M. Mooneeb, A. S. Aramco, K. Ahmed, and M. M. Ali, "xIlkogretim Online-Elementary Education Online," *Pakistan Artic. Int. J. Elem. Educ.*, vol. 20, no. 5, pp. 2480–2494, 2021, doi: 10.17051/ilkonline.2021.05.270.
- [21] E. Tragant, À. Pinyana, J. Mackay, and M. Andria, "Extending language learning beyond the EFL classroom through WhatsApp," *Comput. Assist. Lang. Learn.*, vol. 35, no. 8, pp. 1946–1974, 2022, doi: 10.1080/09588221.2020.1854310.