

LEARNING BEYOND THE CLASSROOM: WHATSAPP IN LANGUAGE LEARNING

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ABSTRACT

This research is intended to increase space and time in learning English, where space and time for English is very difficult to find in Indonesia. Through Mobile applications, learning will be more exclusive to reduce psychological barriers and cut the gap between teachers and students. They will feel more confident in expressing their opinions. This lesson will also be more constructive, give each other feedback between students and students and lecturers with students. This research will begin with the observation process to determine the object and location of the research. The use of WhatsApp in learning will be conducted outside the classroom by determining the regular schedule and consistently. Begin by creating a group of 5 students with low levels of English language skills. The feature to be used is voice comment/messaging. Speaking skills will be the focus of this research. The method to be used is a combination of quantitative and qualitative (Mixed Method). Observations and interviews as qualitative representations and measurements of audio / speaking duration represent quantitative. The results of the study indicate that the use of WhatsApp in supporting learning outside the classroom provides varied progress. The review is measured from several aspects, namely Gender, Duration, Personal Margin Duration, Total Duration and Overall Personal Average.

Keywords: *Learn English Outside, WhatsApp in Language Learning, Autonomous Learning, and Speaking Improvement.*

INTRODUCTION

Learning in the classroom no longer plays a central role in the learning process of English. This decade, long study focused on curriculum development, syllabi, methods, techniques and learning strategies should begin to shift in the context of the times. We have to start thinking about opening up the use of English outside the classroom. With the rapid development of technology today, it seems there is a big opportunities to realize it.

In Indonesia, this is still a taboo or rarely applied in English learning. Actually, there are two major obstacles encountered so those inhibit the



acceleration of mastery of English for the people of Indonesia. The first obstacle is in the aspect of class composition, where students and lecturers are not directly proportional or unbalanced. We sometimes find a lecturer teaching more than 40 students in the classroom with varying abilities. The condition of course will take impact to the quality of teaching process in the classroom; even more the meeting duration is not more than 90 minutes. With this constraint, there must be a space outside the classroom that students use to develop what they have gained in the classroom.

The second obstacle is the lack of technological mastery by mostly lecturers, while the students are much more in control of the technology itself. This fact in the future will cause a gap between lecturers and students. If not resolved immediately, then in several times to come it will reduce the quality of a lecturer in the student point of view. Therefore, the use of technology in learning English can be an opportunity for lecturers to create an interesting teaching pattern and liked by students. The problem statements were how to maximize WhatsApp as a learning medium outside the classroom? and what is the students' perception toward the use of WhatsApp to their learning autonomy? Thus, the research objectives were to know the appropriate way of using WhatsApp as a medium of teaching outside of the classroom and to know the students' perception about the use of WhatsApp on their learning autonomy.

LITERATURE REVIEW

In terms of students themselves, there are some classic barriers to the use of English outside of the classroom. Although it is important to train the use of English outside of the classroom, but the challenge is to the socio-cultural aspects that will have an impact on the psyche of the learners. They will feel embarrassed to use English in the middle of first language domination (L1) (Shvidko: 2012; Bouhnik & Deshen: 2014). By that consideration, there should be a special formulation to overcome these obstacles. There must be a more exclusive and closed way. This is why the use of WhatsApp will be so effective for students to express their English without being burdened and with more confidence.



Furthermore, the use of WhatsApp in learning as part of Mobile assisted language learning (MALL) must be accompanied by a maximum and effective application technique. Required strategies and special measures in utilizing WhatsApp as a medium of learning English outside the classroom. This is important because WhatsApp is essentially only designed as a messenger app, not as a learning medium. Through this research will be explored in more depth related to the maximization of WhatsApp use in learning English outside of the classroom in stimulating autonomous learning of the students.

The portion of the treatment inside and outside the classroom should be balanced, since both of these have a profound effect on the success of a learner in mastering a learning material (Richards: 2014). Actually, this is not a new idea for those who work in the world of English teaching. Some countries in Asia have started in introducing technology as medium or supporting facilities in learning English.

METHODS

This research will go through several stages of implementation. The initial stage of the implementation of this research is to make initial observations related to the title that has been determined. Observations are intended to obtain preliminary data on the object and location of the study. The next step is to conduct socialization related to the object of research that will be in use, it is related to the readiness of the candidate object to become the object of research.

After the initial step is implemented, it will be continued at the stage of collecting research data. Because this type of research is mixed method then the data collection procedure will be collected by observation, application of WhatsApp outside the classroom and interview. The final stages of this study after the data have been collected by analyzing the data. Data analysis techniques will go through several stages of calculating the duration of speech, data reduction process, display data and withdrawal conclusions. After that will begin writing a research report based on the findings obtained from this study. In addition to the draft report, there will also be draft for publication.



This research will be conducted at Muhammadiyah University of Parepare located on Jl. Jend. Ahmad Yani Km. 6 Kota Parepare. Participants in this study will only consist of 5 low achiever students of the third semester of English education program. As a one of the consideration, they should master and accustomed with WhatsApp.

In the use of WhatsApp, the students must be familiar with the application, so in the determination of samples or participants it is used as one of the indicators. Next is to create a WhatsApp group where the five students and researchers enter in it. Before WhatsApp-based learning begins, it will be preceded by agreeing on some rules related to content, discipline and commitment to active engagement.

The material to be given is around daily expression, researchers will upload images, news or related videos to stimulate them in issuing opinions. After that they will comment through the audio messaging facility associated with it of course by involving some expression (angry, sad, happy, anxious). Audio messaging is sent into the group then the researchers provide an opportunity for students to comment on each other and eventually the researchers provide a solution or closing statement. Researchers will comment on each student through a private message in relation to providing advice and feedback on the quality of their speaking. The activity will be done once in a day mostly in the night. Initial target, this activity will be done for 1 month.

1. Interview

Subsequent data collection will use interview techniques. During the WhatsApp, based learning process takes place; unstructured interviews will continue to be conducted to determine the constraints in its implementation. This interview is to collect input from students so that the process can be improved and kept running. Furthermore, at the end of the lesson, an interview will be conducted to determine students' perception during WhatsApp based learning is implemented. From there we will see whether the learning has a positive or negative impact and the reasons.



2. Data Analysis

a. Counting Speaking Duration (Quantitative)

The data analysis from the WhatsApp implementation outside of the classroom will be conducted by counting speaking duration. Lessons made during one month will be calculated the duration of speaking four times. This periodic calculation will be done on a weekly basis. The purpose of this calculation is to calculate the significance of students' speaking in terms of duration. This calculation will provide information on the day when the student's speaking duration begins to increase and how significant the increase is over time.

$$\begin{aligned} \text{DD2-DD1} &= \text{DDI 1} \\ \text{DD3-DD2} &= \text{DDI 2} \\ \text{DD4-DD3} &= \text{DDI 3} \\ \text{DD5-DD4} &= \text{DDI 4} \\ \text{DD6-DD5} &= \text{DDI 5} \\ \text{DD7-DD6} &= \text{DDI 6} \end{aligned}$$

DD	= Duration Day
DDI	= Duration Day Improvement
DWI	= Duration Week Improvement
TDI	= Total Duration Improvement

$$\frac{\text{DDI 1} + \text{DDI 2} + \text{DDI 3} + \text{DDI 4} + \text{DDI 5} + \text{DDI 6}}{6} = \text{DWI}$$

$$\frac{\text{DWI 1} + \text{DWI 2} + \text{DWI 3} + \text{DWI 4}}{4} = \text{TDI}$$

Figure (2) Pattern in Calculating Speaking Duration

If in the first week no increase occurs, then the interview will be done to find out where the obstacles and problems. Therefore, that can be done in improving the use of WhatsApp these so obtained effective steps to use WhatsApp in learning English.

3. Miles and Huberman data Analysis (Qualitative)

a. Data Reduction

Data reduction will be done on interview results, because the interview technique used is unstructured interview, it will enable the emergence of data that varies greatly as well as data that has a similarity level substantially. The data reduction process will reduce



less important or less needed data in relation to this research. This process will then identify data that have similarity in terms of essence to simplify the existing data.

b. Data Display

After the data reduction is complete, it will continue in the data display process, this process will show all the data that has been reduced. Then the data obtained will be grouped by type of data in order to simplify the process of drawing conclusion.

c. Drawing Conclusion

The third step in the process of analyzing this data is to look at data that has been grouped by type and then from the data will be done the analysis process to draw a conclusion research. This process will determine whether the implementation of WhatsApp in English learning has a positive impact or negative in relation to the students' perception.

FINDINGS

This research begins with making an agreement between informants and researchers. Among the several agreements that will be built include implementation guidelines, technical instructions and illustrated image upload schedule. The agreement that was built then became a commitment between the students and researchers in conducting the research. The commitment is comprehensive and applies throughout the study.

This is necessary because the research that has been carried out is conducted outside of the classroom and not direct interaction. WhatsApp messenger is used in this research. The researcher created a WhatsApp group and invited the five informants to become group members. Furthermore, the interaction during the entire study occurred within the group even though the private chat feature also functioned as a form of feedback provided by researchers to the students. The results obtained in the study are illustrated in the table below.



Table 1. The First Students' Speaking Duration

No	Students	Gender	Speaking Duration	Duration Average
1	ST1AY	M	53"	
2	ST2IK	M	112"	
3	ST3RI	FM	42"	54.8"
4	ST4SU	FM	36"	
5	ST5JU	FM	31"	

The table above is the first data collected by researchers through the WhatsApp group that was created previously. The illustration provided is simple but containing meaningful meaning. The picture is a man who is helping others while taking a selfie. The students were then directed to give comment on the video. The comments given are generally in descriptive form. There were five students who give comments, the duration of speech used tended to vary. ST1AY spoke for 53 ", ST2IK for 112", ST3RI 42 ", ST4SU 36" and ST5JU 31 ". Data related to the initial duration appears is vary. This is because the students still need habituation to respond the illustrations. In addition, students also need to familiarize themselves first to talk in recordings. This preliminary data is the basis for researchers to determine the progress of the student's talk duration in further illustrations.

Table 2. The Comparison between the First & Second Students' Speaking Duration

No	Students	Gender	Speaking Duration	Personal Duration Margin	Duration Average	Overall Average Margin
1	ST1AY	M	43"	-10"		
2	ST2IK	M	101"	-11"		
3	ST3RI	FM	88"	+46"	67.4"	+12.6"
4	ST4SU	FM	57"	+21"		
5	ST5JU	FM	48"	+17"		

In the second table, the illustration provided contains a picture of someone drowning for help and only witnessed by a few people. From the data shown in table 5.2 it can be seen that there is a fluctuation in the talk duration by students.



The margin obtained was quite varied where ST1AY (-10) was previously able to speak for 53 "but the second illustration was reduced to 43". The situation is almost the same as for the second student, ST2IK, who previously was able to speak with a duration of 112 "reduced to 101" by margin (-11). Different circumstances occur in ST3RI third students who are able to increase the duration of speech which is quite significant with a margin (+46) the duration of speech increases from the previous 42" to 86". In succession to the fourth and fifth students, ST4SU and ST5JU also experienced an increase. ST4SU obtained a margin (+21) of 36 "to 57" duration. Meanwhile the ST5JU obtained an increase in margin (+17) from the duration of 31 "to 48". Overall, the margin for the duration of the students' talk increases. The increase is seen from the average comparison of the first and second illustrations. The average duration in the first illustration is 54.8 "and the average duration in the second illustration is 67.4". Thus there is an increase in the OAM (+12 ") from the first illustration to the second illustration.

Table 3. The Comparison between the Second & Third Students' Speaking Duration

No	Students	Gender	Speaking Duration	Personal Duration Margin	Duration Average	Overall Average Margin
1	ST1AY	M	76"	+33"		
2	ST2IK	M	56"	-45"		
3	ST3RI	FM	72"	-16"	63"	-4.4"
4	ST4SU	FM	70"	+13"		
5	ST5JU	FM	41"	-7"		

The third data retrieval uses an illustration that contains an image of a man in a suit trying to grab a bundle of money that was hung on the tie tied to his head. This illustration is certainly very closely related to the reality of modern life today. Looking at the data that has been collected based on the table above, there are fluctuations that occur between each student. ST1AY, which previously obtained negative margins this time, was able to increase the duration of its speech to the margin (+33). This result is obtained where previously he was only



able to speak for 43 "and in the third illustration it increased to 76". Contrary to ST1AY, ST2IK gets worse down to the margin (-45). This decrease is quite significant where in the second illustration he is able to speak up to 101 ", but in the next illustration it drops to 56". The same thing happened to the third ST3RI student where she got a margin (-16). This reduction occurs because in the second illustration she is able to speak for 88 "and the third illustration decreases to only 72". Unlike ST4SU, which has so far been able to increase its speaking margin to the point (+13).

Although not as much as the previous margin increase, but she was still able to increase from the previous one she was given to talk to the second illustration for 57 "and the third duration was able to increase to 70". The third student who gets a negative margin is ST5JU (-7). Contradiction with before where she was able to increase his speaking margin by (+17). This condition is seen from the decrease in speech duration from the previous 48 "down to 41" in the third illustration. In general, when viewed from the average duration of speech achieved by students, there was a reduction. This negative margin was obtained after three out of five students obtained a negative margin, two of which had previously received a positive margin. If averaged, the overall margin in the third illustration is at 63 points, down by (-4.4) seconds. This result is obtained from the reduction of the average duration in the third and second illustrations. If in the illustration the two meanings are 67.4" minus the average duration of the third illustration for 63".



Table 4. The Comparison between the Third and the Fourth Students' Speaking Duration

No	Students	Gender	Speaking Duration	Personal Duration Margin	Duration Average	Overall Average Margin
1	ST1AY	M	57"	-19"		
2	ST2IK	M	136"	+80"		
3	ST3RI	FM	94"	+22"	79"	+16"
4	ST4SU	FM	37"	-33"		
5	ST5JU	FM	71"	+30"		

Researchers use images of someone who is helped from the hole while being blocked by some people. After coming out from the hole, they are next pretending to be a helpful person. This illustration certainly provokes the emotions of students to give opinions as a form of assessment of the picture. The data obtained from this illustration is quite good. This was evidenced by the increasing duration of the talk of most students even though two of them were still experiencing a decrease in duration. ST1AY, which previously experienced a significant increase this time, experienced a decline during (-16 "). This result is because he previously spoke for 76 "and in the fourth session he was only able to speak for 57". The second student, ST2IK this time was able to increase the duration of his speech by a significant margin. The total personal margin this time is (+79 "). This margin is the difference from the third illustration for 56 "while the fourth illustration rises to 136".

The duration increase was also obtained by ST3RI in the fourth illustration. Previously she spoke for a duration of 72 "able to increase in the fourth illustration to reach a duration of 94". The margin obtained after making a reduction with the previous duration is (+22 "). The second student who experienced a decrease in duration in this fourth illustration is ST4SU. She was only able to speak for 37 "which previously spoke longer that is 70". The result of this decrease in duration, he obtained as many personal margins (-33 "). The fifth ST5JU student experienced a significant increase in speech duration. His personal margin in the fourth illustration reaches (+30 "). This result was obtained after



previously she was only able to speak for 41" and increase in the fifth illustration for 71". From the results obtained by the five students, then overall if averaged, there is an increase in OAM. This is because previously the OAM was 63 "and increased in the fourth illustration by 79". These results if compared then the difference in OAM is as much as (+16).

Table 5. The Comparison between the Fourth & the Fifth Students' Speaking Duration

No	Students	Gender	Speaking Duration	Personal Duration Margin	Duration Average	Overall Average Margin
1	ST1AY	M	76"	+19"		
2	ST2IK	M	111"	-25"		
3	ST3RI	FM	63"	-31"	80.4"	+1.4"
4	ST4SU	FM	76"	+39"		
5	ST5JU	FM	76"	+5"		

In the fifth data collection, the researcher uses illustrations that contain pictures about the phenomenon of past education with now. The images given focus on obtaining the final learning outcomes where in the past if students get bad results, then the students are blamed. Whereas now the blame will be the teacher. This illustration is certainly a challenge for students to give their opinions. Once again, for the fifth illustration there are two people who have decreased in duration and the rest have increased. ST1AY was able to increase his duration this time after previously experiencing a decline. The previous talk duration was 57" and was able to increase to 76" in the fifth illustration. With this increase, the PDM obtained is (+19). The second student, ST2IK this time experienced a decline after previously experiencing a significant increase. In the fourth illustration, she was able to speak for 136" and decrease to 111" in the fifth illustration. With this decrease, the PDM obtained this time is (-25). The same trend continues for ST3RI third students. After having previously increased, this time she obtained a PDM up to (-31).



This was due to the previous talk with a duration of 94" and in the fifth illustration it decreased to 63". Fourth and fifth consecutive students experience an increase in duration in the fifth illustration. A significant increase was obtained by ST4SU with the PDM margin (+39). This margin was obtained where previously she was only able to speak for 37" and then able to increase to 76". This is interesting where previously she experienced a decrease of (-33 "). ST5JU also experienced an increase in duration although not so significant. In the fourth illustration she was able to speak for 71" and increase in the next illustration for 76" so that the PDM margin obtained is (+5 "). Overall, the DA obtained in this fifth illustration is 80.4 ". Thus when compared with DA in the previous illustration, there will be as many as (+1.4") OAM. At least this result still maintains an increase in each illustration even though this time not so much.

Table 6. The Comparison between the Fifth & the Sixth Students' Speaking Duration

No	Students	Gender	Speaking Duration	Personal Duration Margin	Duration Average	Overall Average Margin
1	ST1AY	M	104"	+28		
2	ST2IK	M	142"	+31		
3	ST3RI	FM	54"	-9	88.4"	+8
4	ST4SU	FM	85"	+9		
5	ST5JU	FM	57"	-19		

Entering the sixth illustration, the data collection process is still carried out using illustrations. This time the illustration contains pictures of people waiting in line at the "comforting lie" counter and no one queued at the "unpleasant truth" stand. The first student, ST1AY successfully increase the duration of his speech which previously spoke with duration 76" and was able to increase to 104" in this illustration. With this increase, the PDM obtained is (+28 "). ST2IK as the second student also experience an increase in the duration of talk. In this sixth illustration he was able to obtain a PDM up to (+31 "). This result is based on the previous achievement of 111" and increases in the sixth illustration to 142". This increase can be said to be quite significant, which is previously decreased to (-25).



The only students who experienced a decrease in speech duration was third students, ST3RI. The PDM obtained in the sixth illustration is (-9 "). In succession, she experienced a decline where the previous duration was 63 "and decreased in the sixth illustration with a duration of talk 54". Duration increases occur in the fourth student where ST4SU is able to speak for 85 "who previously only spoke with a duration of 76". Thus, the PDM obtained in the sixth illustration is (+9 "). The same thing happened in ST5JU, after having experienced an increase in speech duration, in the sixth illustration it actually happened with PDM (-19). This figure is obtained where previously speaking was 76 "and reduced to 57" in this illustration. Although two out of five students have decreased, but the DA obtained in the sixth illustration is 88.4 ". When compared to the previous DA, the OAM was obtained as much as +8".

Table 7. The Comparison between the Sixth and the Seventh Students' Speaking Duration

No	Students	Gender	Speaking Duration	Personal Duration Margin (%)	Duration Average	Overall Average Margin (%)
1	ST1AY	M	109"	+5"		
2	ST2IK	M	-	-		
3	ST3RI	FM	63"	+9"	89"	+0.6
4	ST4SU	FM	96"	+11		
5	ST5JU	FM	88"	+31		

In the seventh illustration as well as the last one, the researcher presents a picture where a person wears a photographed suit behind a nice wall of natural scenery, but behind the wall there is severe natural damage. This phenomenon is closely related to the reality of the earth today, so that the students gave a different but enthusiastic response. In this last illustration there were only four students who commented because one of them was unable to attend at that time. Nevertheless, the researcher continued to do the calculation as illustrated in the table above. ST1AY as the first student who previously spoke with a duration of



104" this time was able to increase the duration of his speech by speaking for 109".

With this achievement, he obtained as much PDM (+5 "). ST2IK's second student as described before did not have time to give an opinion so the researcher did not have the data to describe. Furthermore, ST3RI also obtained additional talk duration in this seventh illustration. Although not significant, this achievement is certainly a positive thing. Previously she spoke for 54" and increased to 63" in the seventh illustration. Therefore, if there is a sum, the PDM obtained is (+9 "). The fourth student who has the opinion that ST4SU is also on the path of improvement. Previously she had a duration of 85" and increased to 96" in this seventh illustration. With the difference in time he inscribed she obtained a PDM (+11 ").

The last student who gave his opinion about the seventh illustration was ST5JU. On this occasion she got a significant increase in speech duration where the previous illustration was able to speak for 57 ". In the illustration the seven durations are able to increase to 88". With this difference, the PDM obtained in this illustration is (+31"). Even though only four students had opinions that did not affect DA because the average remained divided by the number of students. Thus the overall OAM obtained in this last illustration continues to increase even though it is very thin (+0.6").

DISCUSSION

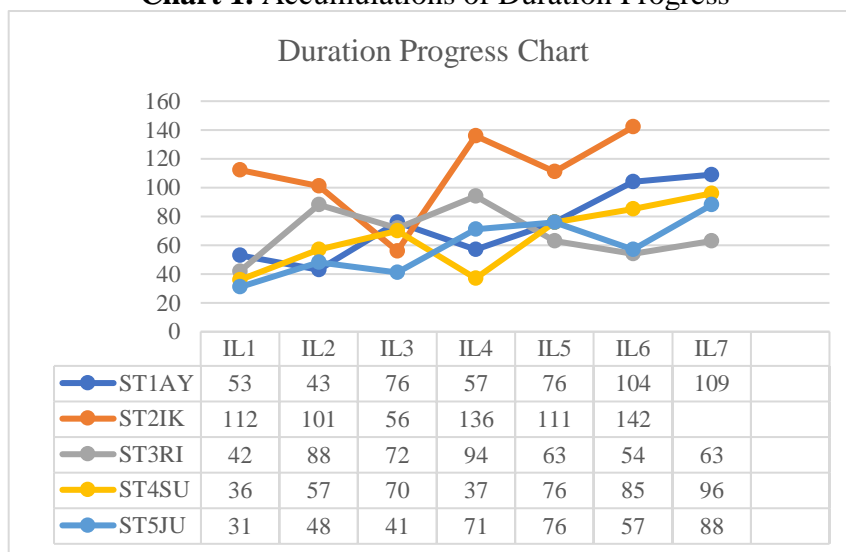
Table 8. The Accumulations of PM, TD & OPA

No	Student	Gender	Duration						Total Duration	Overall Personal Average
			IL1	IL2	IL3	IL4	IL5	IL6		
1	ST1AY	M	53"	43"	76"	57"	76"	104"	109"	
2	ST2IK	M	112"	101"	56"	136"	111"	142"	-	
3	ST3RI	FM	42"	88"	72"	94"	63"	54"	63"	
4	ST4SU	FM	36"	57"	70"	37"	76"	85"	96"	
5	ST5JU	FM	31"	48"	41"	71"	76"	57"	88"	
			Personal Margin per-item							
	1	2	3	4	5	6				
	-10"	+33"	-19"	+19"	+28	+5"	518"	74"		
	-11"	-45"	+80"	-25"	+31	-	658"	109.6"		
	+46"	-16"	+22"	-31"	-9	+9"	476"	68"		
	+21"	+13"	-33"	+39	+9	+11	457"	65.2"		
	+17"	-7"	+30"	+5"	-19	+31	412"	58.9"		



The table above is a collection of accumulated duration per individual as a whole. From the table, it can be seen that there is an improvement in the duration and margin of speaking of each student individually. In addition, through the table above, the reader is able to see the accumulated duration of speaking as a whole. This result is the sum of each duration of the speech carried out during the study. Thus the researcher also displays the average duration of talk for each student. The average is obtained by dividing the total duration with the number of illustrations given.

Chart 1. Accumulations of Duration Progress

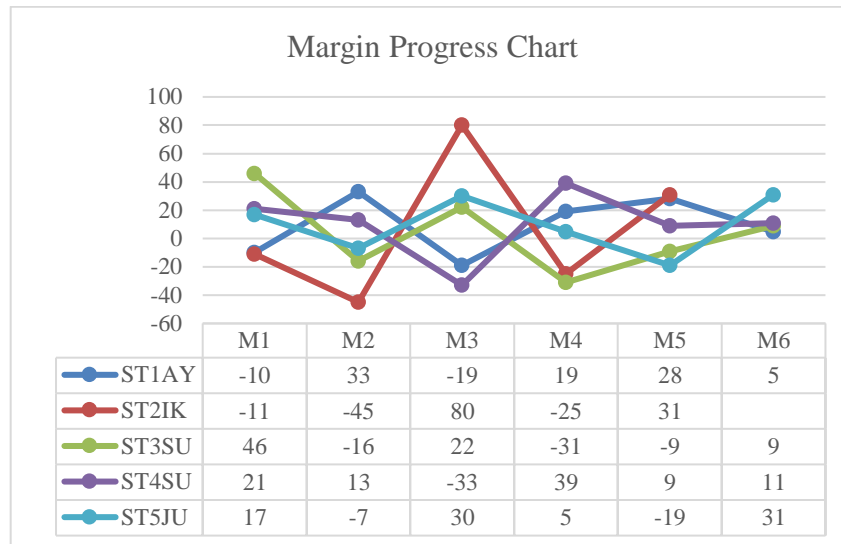


The chart above is an interpretation of the table 8, which is more specific to the track record duration that is allowed by students during the study. All students except ST2IK give opinions seven times based on the number of illustrations given. Some initial conclusions can be drawn based on the matrix above. Judging from the recording of the duration of the talk carried out by each student, the most consistent student is ST4SU. She only experienced a decrease in duration once in IL4, the rest increased. The second student who has good consistency is ST1AY and ST5JU. Even though they both have a decrease in duration, ST1AY is still better because the duration obtained is longer and at the level of the graph line is higher than ST5JU. The next level of consistency is ST2IK and ST3RI. ST2IK even though it is at the highest chart line but does not



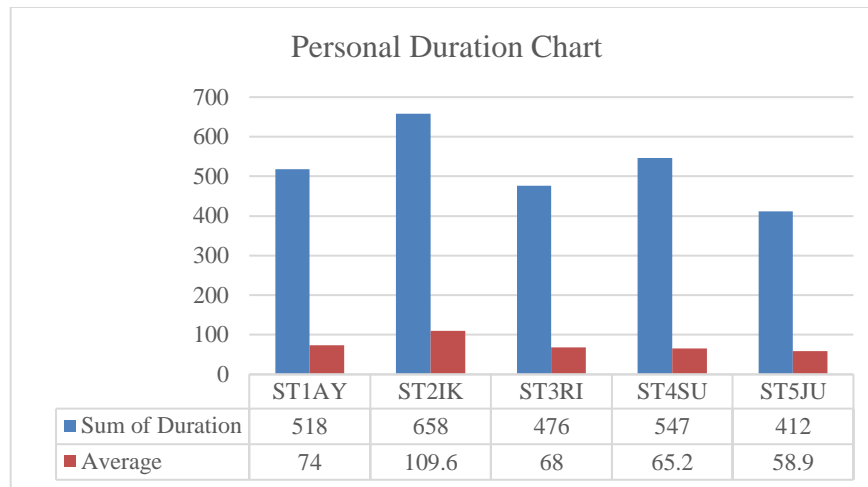
have good consistency. This is indicated by the occurrence of three narrations in the second, third and fifth illustrations. Meanwhile, the ST3RI is at the lowest level with three decreases in duration while at the lower line of the chart.

Chart 2. Accumulations of Margin Progress



This chart also describes the table 8 in another side. As we see above, the graphic shows the margins of the record of every student during seven illustrations given before. In general, the margins of all students are in the range (-40) to 40 on the chart line. The most prominent increase and decrease was the second student, ST2IK. The decline in margins occurred at point 45 "and the increase reached 80". This achievement seems very significant but inconsistent. The next student who reached the second highest margin was ST3SU with the achievement of 46 "and the lowest margin was -31". Next, in the third position is ST4SU with an increase in margin reaching 39 " and the lowest is -33 ". The fourth position is occupied by ST1AY with the highest increase margin reaching 33 "and the lowest up to -19. While the last place achieved by ST5JU with the highest increase margin is 31" and the lowest is at -19. From the consistency, the students who are most consistent in maintaining the margin rhythm are the ST5JU with margins only in the range of the -20 to 40 chart line.



Chart 3. Accumulations of Personal Duration

The chart above illustrates the total of the talk duration of each student. The results are obtained by adding up the total duration of each illustration given. There are two diagrams in blue which are the total duration overall and the red one is the average time. If sorted, students with the highest duration and speaking average are ST2IK. Next in sequence ST4SU, ST1AY, ST3RI and the last is ST5JU.

CONCLUSION

Based on findings obtained from a series of data collection processes, researchers can draw some conclusions including:

1. In using WhatsApp to support learning outside the classroom, it is necessary to pay attention to the facilities provided for use.
2. In choosing an illustration image that will be used to stimulate students to speak must pay attention to the content and quality of the image. That is, the selected image must have the same level so that their speaking progress can increase steadily.
3. Model and rules are needed that bind students in using WhatsApp because lecturers and students are not in the same condition both place and opportunity.



4. Further, the students perspectives also need to be considered particularly on why their speaking duration is vary and quite inconsistent.

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