**STUDENTS iPERCEPTIONS iIN iUSING iWHATSAPP iAS iLEARNING iMEDIA**

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**Abstrak**

Penelitian iini ibertujuan iuntuk imengetahui ipersepsi isiswa idalam imenggunakan iWhatsApp isebagai imedia ipembelajaran ipada isiswa ikelas iXI iSMA iNegeri i1 iSuti iSemarang iTahun iAjaran i2020/2021. iPenelitian iini imerupakan ipenelitian isurvei ideskriptif idengan imetode ideskriptif ikuantitatif. iPartisipan ipenelitian iini iberjumlah i30 isiswa. iAlat ipengumpulan idata imenggunakan ikuesioner ionline i(tertutup) isebagai ialat ibantu. iKuesioner itertutup imerupakan iinstrumen iyang idimodifikasi iberdasarkan iEmbi i(2016) iyang iterdiri idari i20 ipernyataan iyang idinilai idalam iempat iskala ilikert. iUntuk imembantu ipeneliti imenghitung idata idan imengelola igrafik, ipeneliti imengoperasikan iMs. iExcel i2016 idan iSPSS iversi i18 iuntuk ipengukuran ifrekuensi idan ipersentase idata. iTemuan iini imenyatakan ibahwa ihampir isemua isiswa imemiliki ipersepsi ipositif iterhadap ipenggunaan iWhatsApp isebagai imedia ipembelajaran. iTemuan iini imenunjukan iindikasi ibahwa ihampir isemua iaspekpembelajaran iberbasis iWhatsApp imemperoleh iskala isetuju. iTemuan ijuga imenunjukkan ibahwa iWhatsApp isangat imembantu, ibermanfaat, idan ifleksibel iuntuk imendukung ikegiatan ibelajar isiswa, iwalaupun iuntuk imengakses iinternet idalam ipembelajaran ionline imasih iterbilang imahal. iOleh ikarena iitu, idari iuraian idi iatas ipeneliti imenyimpulkan ibahwa iWhatsApp imerupakan isalah isatu imedia iyang idapat idigunakan iuntuk imenunjang iproses ipembelajaran ikhususnya idi isekolah.

**Kata iKunci**: iPersepsi iSiswa; iWhatsApp; iMedia iPembelajaran

**Abstract**

This iresearch iaimed ito ifind iout istudents’ iperceptions iin iusing iWhatsApp ias ilearning imedia ito ithe iEleventh iGrade istudents iof iSMA iNegeri i1 iSuti iSemarang **i**in ithe iAcademic iYear iof i2020/2021. iThis iresearch iwas idescriptive isurvey idesign iin iquantitative idescribe imethod. iThe iparticipants iof ithis iresearch iwere i30 istudents. iThe iproposed iresearch iapplied ionline iquestionnaire i(close-ended) ias ia itool. iThe iclosed-ended iquestionnaire iwas imodified iinstrument ibased ion iEmbi i(2016) iwhich iconsisted i20 istatements irated ifour iLikert-scale. iTo ihelp iresearcher icalculating ithe idata iand imanaging ithe icharts, ithe iresearcher ioperate iMs. iExcel i2016 iand iSPSS iversion i18 ito imeasurement iof ifrequenc iand ipercentage iof ithe idata. iThe ifindings istated ithat ialmost iall istudents ihad ipositive iperceptions ion ithe iuse iof iWhatsApp ias ilearning imedia. The ifindings iindicated ithat ialmost iall iof iaspects iof iWhatsApp iwere iaveraged iat iagreed iscale. iThe ifindings ialso iindicated ithat iWhatsApp iis ihelpfull, iuseful, iand iflexible ito isupport istudents ilearning iactivities, ihowever ito iaccess ithe iinternet iin ionline ilearning iis istill iexpensive. iTherefore, ifrom ithe iexplained iabove ithe iresearcher iconclude ithat, iWhatsApp iis ia imedia ithat ican ibe iused ito isupport ilearning iprocess iespecially iin ithe ischool.

**Keywords:** iStudents’ iPerceptions; iWhatsApp; iLearning iMedia

**Introduction**

Technology igives ian iimmense iimpact ion ihuman ilives iwhere ithe iuse iof imobile ilearning iin ieducation icarries ipositive iresponse ito ithe ilearning idevelopment. iMobile ilearning iis ilearning ithrough imobile itechnology isuch ias imobile iphones, ismart iphones, ie-readers, iand itablet idevices iwithout ibeing ilimit iby itime iand ilocation. iBased ion iMohammed iand iLawal, i(2018:8), i“mobile ilearning i(M-learning) iis ia iform iof idistance ieducation ithat iinvolves iconnectivity ithrough imobile idevices iand ioccurs iwhen ia ilearner iis inot iconfined ito ia ipredetermined ilocation”. iMoreover, imobile ilearning iwas ia itechnology ithat ican ibe iused iat iany ilocation iand iat iany itime, iincluding iat ischool, iworkplaces, iat ihome, iand ian iin itransit.

As iresearcher ican isee iin ithe icurrent isituation, ithe ispread iof iCovid i19 ithe iepidemic iis isweeping ithe iworld. iThis iis ia iown ichallenges ifor ieducational iinstitutions, iespecially iin ijunior ihigh ischool. iAl-Hunaiyyan i*et ial* i(2018:281), istated ithat iin ithe ieducational ienvironment, iit iis ia ichallenge ito iimplement ian iefficient im-learning iproject ibecause iof ithe icomplex ienvironment ithat icombines imanagement, ipedagogical, itechnological, isocial iand icultural iissues. iFor ithis ireason, iresearcher ifound ia inew iway iof iteaching iEnglish ithat icould ihelp istudents ilearn iand icreate ian iexciting ilearning iprocess iand ihelp ithem icontinue ilearning iafter ithey ileft iclassroom ithrough ithe iusing iof ia ismart iphone.

One iof ithose imedia iwas ithe iuse iof iWhatsApp. iBecause iWhatsApp ithat ican ihelp istudents iand iteacher iin iteaching iand ilearning iactivities icontinue iwithout ihaving ito imeet iface ito iface. iBased ion iEmbi, i(2016:96), i“WhatsApp iis ia ismartphone iapplication ifor iinstant imessaging”. iWhatsApp ican ibe ia ifaster iand ieasier imedia icommunication ifor istudents ito idevelop itheir iideas ifor iexample, iin ithe iWhatsApp igroup. iAll istudents ifrom ithe iclass ican idiscuss icertain itopics ithrough ithis iapplication ibecause iit iprovide ia idirect iresponse iin igroup imembers ito ijoin ithe iconversation iso ias ito imake icommunication ieffective. i(Mbukusa, i2018), istated ithat istudents icould ideliver itheir iresponses ifreely iand ithe iteacher iresponds ito istudents’ iinquiries iand icomments, istarts inew iissues, ior iposts iqueries. iSo, iWhatsApp ican ihelp istudents ito ibe imore ienthusiatic iin ilearning iactivities ithrough ivarious ifeatures iin ithis iapplication. iThe ireason iWhatsApp iused iin ithis istudy iis ithat istudents ihas iused iWhatsApp ito iinteract iwith ieach iother ion iseveral itopics ithat iinterest ithem.

So ifar, ithe iliterature iabout istrategy iof iWhatsApp iused ican ibe ifound iin iindividual iresearches iand ireviews. iThe irelevance iof iliterature ibetween iWhatsApp iusing imade ithe iresearcher idecide ito ilink ithe iinformation ias iresearch ireferences. iFirstly, ithe iresearcher iwill ipresent ivalid iand ipractically iuseful ifindings. iMohammed i& iLawal, i(2018:17), iconducted ia iresearch ientitled i“Students’ iperceptions ion imobile ilearning”. iThe iresults ishow imobile ilearning ihas ibeen irecognized iby imost iacademicians iincluding iit isignificant ibenefits ithat iemerge ito ibe ipartial iaccept ifor ididactic iused. iIn iother, iEmbi, i(2016), iconducted ia iresearch ientitled i“Students’ iPerception ion ithe iUse iof iWhatsApp ias ia iLearning iTool iin iESL iClassroom i– iA iDescriptive iStudy”. iThe ifindings iof iresearch ishow ithe iused iof iWhatsApp iwas isignificant ias ia iuseful itool iin ilanguage ilearning iamong ithe istudents. iIn iaddition, iresearch ireview ialso isupported ivaluable ireference iby iAlfattah i(2015), iconduct ia iresearch ientitled i“The iEffectiveness iof iUsing ia iWhatsApp iMessenger ias iOne iof iMobile iLearning iMethod ito iDevelop iStudents’ iWriting iSkills i(A iquasi-experimental idesign iSchool iof iAdministrative iand iHuman iScience, iQassim iPrivate iColleges)”. iThe iresult ishow imost iof ithe iparticipants iliked ito iused itheir imobiles ias iinstructional itools ito ihelp istudents iin ilearning iEnglish.

However, ithe iliterature ion iWhatsApp iused iis ivery ilimited. iThus, ithis iis ithe imain ireason ifor ithe iresearcher iis iinterested iin iconducting ia iresearch iwhich ifocuses ion istudents’ iperceptions iin iusing iWhatsApp ias ilearning imedia iapproach ito ithe istudents.

**METHODOLOGY**

**Research iDesign i**

The iresearch ihad isought icurrent itrend iof istudents' iperceptions iin iused iWhatsApp. iA isurvey iresearch iwas iaccomplished ias ian iappropriate iresearch idesign ito iconcern iin ithis itrend. iThe ipresent isurvey iresearch idesign iwas iconsisted iof iprocedures ito iadminister iin iquantitative iresearch. iIn iother iword, ithe ipropose iresearch iapply idescriptive iquantitative idesign.

In irelation ito ithe itypes iof isurvey iresearch idesign, ithe iresearcher iwill iput ion icross-sectional isurvey idesigns iconducted iin ia ishort-term isurvey. iThis isurvey ihad ia igather ipresent idata iof iparticipants iin ithe ishort iamount iof itime. iFor ithis icase, ithe iinvestigation iconcern ito icatch ismall iinstitutional iscale iof ivariables, iwhich itakes iplace iat iSMA iNegeri i1 iSuti iSemarang.

**Subject iof iResearch i**

The ipopulation iwas iall iitems iin iany ifield iof iinvestigation. iThe ipopulation ican ibe idefine ias igroup iof iindividuals ihaving isame icharacteristic ithat idistinguishes ifrom iother igroups i(Creswell, i2012:318). iThe ipopulation iin ithis iresearch iwere ithe ieleventh istudents iof iSMA iNegeri i1 iSuti iSemarang iin ithe iacademic iyear iof i2020/2021.

The iresearcher iused ia inon-probability isample idesign, iwhich iwas ispecifically iused ia ipurposive isampling istrategy. iThe imain ireason iwhy ithe iresearcher iused ipurposive isampling iis ibecause, ibased ion ithe iresults iof ia isurvey ithat ihad ibeen iconducted, ithe ischool iconcerned ionly ihas ione iclass. iThe iresearcher ichose i30 istudents ihad ibeen ithe itarget iin ithe iinvestigation.

**Data iCollection**

This ipart idiscusses ihow ithe iresearcher ito icollected idata ifrom ithe istudents. iThe itechnique iof icollecting idata iin ithis iresearch ithe iresearcher iapply ionline iquestionnaire. iBased ion iDornyei i(2007), ionline iquestionnaire ithere iis ino iface- ito-face iinteraction ibetween iresearcher iand iparticipants. iBecause iprohibition iof idirect icontact ibetween iresearcher iand isubjects iin isituation iwhere iindirect icommunication iimplements, itherefore iresearchers iconducted ionline iquestionnaire ias ia itool ifor icollecting idata iwith iclose-ended iquestionnaire ito ifind iout ithe istudents’ iperceptions iin iusing iWhatsApp ias ilearning imedia. iOnline iquestionnaire ifacilitate istudents ito ifill iout ithe iinstruments iby iaccessing ithrough iGoogle iform.

**Data iAnalysis**

This iresearch iwas iimplemented iquantitative idata. iTo ianalyses ithe idata iacquire ias iwell ias ianswering iresearch iquestion, ithe iresearcher iprefer ito ichoose idescriptive ianalysis. iTo imanage ithe idata ianalysis ifor iquantitative idata, ithe iresearcher iuse idescriptive istatistics ianalysis. iBased iadjustment ion itool iof idata icollection, ithe iresearcher iwas itreating ithe idata iby iapplying icalculation itechnique iof ilikert iscale.

**Research iFindings**

Data ifrom icurrent isamples i(n=30) ihave ibeen icollected. iThe iresearcher iused ionline iquestionnaire ito imeasure ithe istudents’ iperceptions iin iusing iWhatsApp ias ilearning imedia. iThe iresearcher iasked i30 istudents’ iin ione iclass iat ieleventh igrade iof iSMA iNegeri i1 iSuti iSemarang. iThe iquestionnaire iconsisted iof i20 istatements iand imeasured iwith ipositive istatements. iThe iresearcher iwould idescribe ithe iresult iof idata ianalysis iused ichart ibelow:

***Figure i4.1 iOverall istudents’ iperceptions iin iusing iWhatsApp ias ilearning imedia.***

Descriptive istatistics iwere iused ito ireveal ithe ioverall ilevel iof istudents’ iperceptions iin iusing iWhatsApp ias ilearning imedia iat ieleventh igrade iof iSMA iNegeri i1 iSuti iSemarang. iFrom iFigure i4.1, iit ican ibe iseen ithat iconvenience/ease iof iuse iWhatsApp i(84%) ias ihighest iranked, imost iof istudents irealized iuse iWhatsApp iin ilearning iprocess iis ian ialternative ibecause iin icurrent isituation iis ifacing ia ipandemic iWhatsApp iease ito iuse. iWhatsApp iis ione iof imedia ior itool iin ilearning iof icommunication ibetween iteacher iand istudents. i

Perceive ithe iWhatsApp iuse i(79%) iranked isecond ihighest, ipractically iit iwas iusually iused, ieasy ito iused, ifast iand ieasy ito ishare ilearning imaterial. iMeanwhile, ithe iusefulness iof iWhatsApp igot ipercentage i(70%) iresponse. iMost iof istudents irealized ito idownload iWhatsApp ion itheir ismart iphone ibecause iof iWhatsApp itoday ihighly ito ihelp ithe istudents iespecially iat ithe ischool iin iorder ito ideliver iand ireceive iany iinformation iquickly iand ieffectively.

From ithe iexplanation iabove, ithe iaverage iof ieach iaspect iis i78% imeans ithat, ifrom ithree icategory iaspect ithe istudents iagree iWhatsApp ias ilearning imedia, ibecause iWhatsApp iwas ifacilitated istudents iand iteacher iin ilearning iprocess. iFor ispecific iexplanation ion i20 iquestions iwhich icovers iin ithree icategories iwere idiscussed ibelow:

***Figure i4.2 iPerceive ithe iWhatsApp iuse.***

Based ion iFigure i4.2 iabove ishowed ithat ievery iitem iin ireactions ito istudents’ ihow ithey iperceive ithe iWhatsApp iuse. iThe iresult ishowed ithe ihighest ipercentage iof ithe iitem imy iinteraction iin iWhatsApp imessaging iwas iunderstandable i(82%). iMeanwhile, ithe ilowest ipercentage iof ithe iitem ilearning iEnglish ivia iWhatsApp iis ia igood iidea i(76%). iFrom ithe iexplanation iabove, ithe iaverage iof ieach iaspect iis i79% imeans ithat, ifrom ifives icategory iaspect ithe istudents iagree iWhatsApp ias ilearning imedia, ibecause iWhatsApp iwas ifacilitated istudents iand iteacher iin ilearning iprocess.

***Figure i4.3 iConvenience/ease iof iWhatsApp iuse***

Figure i4.3 iabove ishowed ithat ievery iitem iin ireaction ito istudents’ ihow iconvenience/ease iof iWhatsApp iuse. iThe iresult ishowed ithe ihighest ipercentage iof ithe iitem iWhatsApp iwas ieasy ito ibe iuse i(91%). iMeanwhile, ithe ilowest ipercentage iof ithe iitem iusing iwhatsapp, iit ihelp ime ito ipass iany iinformation idiscuss ieasily i(79%). iFrom ithe iexplanation iabove, ithe iaverage iof ieach iaspect iis i84% imeans ithat, ifrom ifives icategory iaspect ithe istudents istated ifor istrongly iagree iWhatsApp ias ilearning imedia. iFor iexample: istudents ior iteacher ican iupload ithe ivideos, ipictures, irelating ito ilanguage iand ivoice irecordings ican iprovide ian iexplanation iof ithe itopics ito ibe itaught imore iclearly ithan iwhat iis iwritten.

***Figure i4.4 ithe iusefulness iof iWhatsApp.***

Figure i4.4 iabove ishowed ithat ievery iitem iin ireaction ito ithe iusefulness iof iWhatsApp. iThe iresult ishowed ithe ihighest ipercentage iof ithe iitem iInteraction ivia iWhatsApp ihelping ime ito iincrease imy iconfidence ilevel iin ilanguage iactivity i(78%). iMeanwhile, ithe ilowest ipercentage iof ithe iitem imy iperformance iin iEnglish ispeaking ihas iimproved iby ithe iuse iof iWhatsApp i(62%). iFrom ithe iexplanation iabove, ithe iaverage iof ieach iaspect iis i70% iof istudents istated ifor iagree iWhatsApp iis iuseful ias ia ilearning imedia. iWhatsApp itoday iis ihighly ihelping ithe istudents iespecially iat ithe ischool iin iorder ito ideliver iand ireceive iany iinformation iquickly iand ieffectively. iFor iexample: isharing ilearning imaterial iin ithe iform iof iaudios, ivideos, iimages.

**Discussion** i

The iresults ishowed ithat istudents iagree ior ipositive iresponse iin iusing iWhatsApp ias ilearning imedia, ibecause iWhatsApp iwas ifacilitated ithe istudents iand iteacher iin ilearning iprocess. iThe iresult iwere iconsistent iwith ithe iprevious iresearch iof i(Embi, i2016; iMbukusa, i2018) ithat ifound istudents ihad ipositive iperceptions itowards iWhatsApp ias ilearning imedia. iAnd icontra iwith ithe iprevious iresearch iof iMardiah i(2020) ifound ithat istudents iare inot iinterested iin iusing iWhatsApp ias ilearning imedia ibecause iit iwas iless ihelful iin iteaching iand ilearning iproces.

Furthermore, ithe iresult ihad ibeen idiscussed iclearly ifrom ithe ieach iaspects iof ithe iquestionnaire. iThe ifirst iaspect iis iperceive ithe iWhatsApp iuse. iThe iresults ishowed ithat istudents ihave icreated itheir ipositive iresponses iin iusing iWhatsApp ias ilearning imedia iespecially iof iperceive ithe iWhatsApp iuse. iIt igave ia ihigh iresponses ion iperceive iamong ithe istudents ibecause iof iWhatsApp iwas ieasy ito ilearn iand ieasy ito iuse. iThe idata iobtained ishows ithat ithe istudents’ ihighest ipercentage iresponse ifrom ipositive istatements iis iin iagree. i

The iSecond iaspect iis ithe iconvenience/ease iof iWhatsApp iuse, ithe iresults ishowed ithat istudents ihave icreated itheir ipositive iresponses iin iusing iWhatsApp ias ilearning imedia iespecially ithe iconvenience/ease iof iWhatsApp iuse. iIt igave ia ihigh iresponses iamong ithe istudents ibecause iof iWhatsApp iwas ieasy ito iquick isharing iknowledge iand ihelped iin idiscussing ithe iinformation ieasily. iFor iexample ilike iuploading ivideos irelated ilanguage iand ivoice irecording. iThe idata iobtained ishows ithat ithe istudents’ ihighest ipercentage iresponse ifrom ipositive istatements iis iin istrongly iagree iwhich ishows ithat istudents istrongly iagree ito iuse iWhatsApp ibecause iWhatsApp iwas igive istudents ifreedom ito idiscuss iabout ipersonal iissues ithat iembarrassed ito ishared ithrough ithe imutual iprocess. i

The ilast iaspect iis ithe iusefulness iof iWhatsApp, ithe iresults ishowed ithat istudents ihave icreated itheir ipositive iresponses itowards ithe iusefulness iof iWhatsApp ias ilearning imedia. iIt igave ia ihigh iresponse iamong ithe istudents ibecause iWhatsApp ican ihelp ithe istudents imore iconfidence iand iactive iin ithe ilanguage iactivity ialso ican ihelp ithe istudents’ ilearning ithe ilanguage ibetter. iThe idata iobtained ishows ithat ithe istudents’ ihighest ipercentage iresponse ifrom ipositive istatements iis iin iagree.

**Conclusion**

This idescriptive iresearch iconducted iin iquantitative iresearch iabout istudents’ iperceptions iin iusing iWhatsApp ias ilearning imedia iin ilearning iprocess. iThis iresearch iwas iconducted iis iSMA iNegeri i1 iSuti iSemarang. iThe iresearcher iconcluded ithat istudents iof ieleventh igrade iwere iagree iusing iWhatsApp iin ilearning iprocess. iBecause iWhatsApp ivery ihelpful istudents iin iaccessing ilearning imaterial iand icommunication iwith itheir ilecture, ialso iWhatsApp ican ibe iused ias ian ievaluation imaterial ifor iteachers, ithat iWhatsApp ican ibe iused ias ia imedia iin iteaching. iIn ithis iresearch, iquestionnaire iwas iapplied iby iresearcher ito imeasure ithe istudents’ iperceptions iin iusing iWhatsApp ias ilearning imedia ito isupport ilearning iprocess.

The iuse iof iquestionnaire iwas iaim ito iget ithe idata iobtained ifrom istudents iperceptions. iBased ion ithe ianalysis ithe iresult iof istudents iresponse, iit irevealed ithat imore ithan i50% istudents iagree iusing iWhatsApp ias ia ilearning imedia. iThe iresearcher icome ithe iconclusion ithat imost iof istudents iused iWhatsApp ito ireceive iassignments iand ihome iworkfrom itheir iteacher iand ialso ihelp ithem ito isubmitted itheir iassignment. iPrevious iresearch ifrom iEmbi i(2016) iand iMbukusa i(2018) iare iconsistent iwith ithe iresult iof ithis iresearch.

Therefore, ifrom ithe iexplained iabove ithe iresearcher iconclude ithat, iWhatsApp iis ia imedia ithat ican ibe iused ito isupport ilearning iprocess iespecially iin ithe ischool.

**Acknowledgement i**

The iresearcher igreatfuls ito ipeople iwho ihave ibeen iparticipated iand isupported iin ithis iresearch. iThe iresearcher ialso igreatfulness iand ihonnored ito ithe iacademic isupervisor iwho iguied iand ihelped iand iresearcher isincerel iin iconducted ithis iresearch.

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