

References

- Abbasi, M., & Karimnia, A. (2011). An analysis of grammatical errors among Iranian translation students: insights from interlanguage theory. *European Journal of Social Science*, 25(24), 525-536.
- Adedokun-Shittu, N. A., & Shittu, A. J. K. (2015). Assessing the impacts of ICT deployment in teaching and learning in higher education using ICT impact assessment model. *Journal of Applied Research in Higher Education*, 7(2), 180–193. <https://doi.org/10.1108/JARHE-02-2013-0012>
- Afrin, S. (2016). Writing problems of non-english major undergraduate students in Bangladesh: An observation. *Open Journal of Social Sciences*, 04(03), 104–115. <https://doi.org/10.4236/jss.2016.43016>
- Akbar, Z., Nugraha, B., & Alaydrus, M. (2016). Whatsapp forensics pada android smartphone : A survey. *Sinergi*, 20(3), 207-212. <https://doi.org/10.22441/sinergi.2016.3.006>
- Alhojailan, M. I., & Ibrahim, M. (2012). Thematic analysis : A critical review of its process and evaluation. *West East Journal of Social Science*, 1(1), 39–47.
- Barhoumi, C. (2015). The effectiveness of WhatsApp mobile learning activities guided by activity theory on students' knowledge management. *Contemporary Educational Technology*, 6(3), 221–238. <https://doi.org/10.30935/cedtech/6151>
- Baxter, P., & Jack, S. (2008). Qualitative case study methodology: Study design and implementation for novice researchers. *The Qualitative Report*, 13(4), 544–559. <https://doi.org/10.46743/2160-3715/2008.1573>
- Bhardwaj, A. (2016). Importance of education in human life: A holistic approach. *International Journal of Science and Consciousness*, 2(2), 23-28. <https://www.academia.edu/download/62988185/importance-of-education-in-human-life20200417-128661-vop480.pdf>
- Braun, V., & Clarke, V. (2006). Using thematic analysis in psychology. *Qualitative Research in Psychology*, 3(2), 77–101. <https://doi.org/10.1191/1478088706qp063oa>
- Brown, H. D. (2001). *Teaching by principles an interactive approach to language pedagogy second edition*. Pearson Education.
- Cao, W., Fang, Z., Hou, G., Han, M., Xu, X., Dong, J., & Zheng, J. (2020). The

- psychological impact of the COVID-19 epidemic on college students in China. *Psychiatry Research*, 287, 1–5.
<https://doi.org/10.1016/j.psychres.2020.112934>
- Creswell, J. W. (2012). *Educational research : Planning, conducting, and evaluating qualitative and quantitative research* (4th ed). Pearson Education.
- Dunlap, J. C. (2006). Using guided reflective journaling activities to capture students' changing perceptions. *TechTrends*, 50(6), 20–26.
<https://doi.org/10.1007/s11528-006-7614-x>
- Easwaramoorthy, B. M., & Zarinpoush, F. (2006). Interviewing for research. *Imagine Canada*, 6(6), 1-2. <http://sectorsource.ca/resource/file/interviewing-research>
- Erlina, D., Marzulina, L., Astrid, A., Desvitasari, D., Sapriati, R. S., Amrina, R. D., Mukminin, A., & Habibi, A. (2019). Linguistic intelligence of undergraduate EFL learners in higher education : A case study. *Universal Journal of Educational Research*, 7(10), 2143–2155.
<https://doi.org/10.13189/ujer.2019.071012>
- Fattah, S. F. E. S. A. (2015). The effectiveness of using WhatsApp messenger as one of mobile learning techniques to develop students' writing skills. *Journal of Education and Practice*, 6(32), 115–127.
<https://eric.ed.gov/?id=EJ1083503>
- Frimpong, J. A. (1990). *Clinical supervision*. The Teacher GNAT.
- Gon, S., & Rawekar, A. (2017). Effectivity of E-Learning through WhatsApp as a teaching learning tool. *MVP Journal of Medical Sciences*, 4(1),19–25.
<https://doi.org/10.18311/mvpjms.v4i1.8454>
- Halali, A. A. S., Singh, H. K. a/p D., Saeed, I. M., & Making, Z. (2017). Teachers' perception towards the use of classroom-based assessment in English reading. *International Journal of Education and Research*, 5(11), 153–168.
<http://ijern.com/journal/2017/November-2017/15>.
- Harmer, J. (2004). *How to teach writing*. Pearson Education Limited.
- Hidayat, (2015). Increasing vocabulary mastery of the seventh grade students through Hangman game. *E-Journal of ELTS*, 3(2),1-11 2015.
<http://jurnal.untad.ac.id/jurnal/index.php/ELTS/article/view/4415>
- Irvianti, R., Antosa, Z., & Noviana, E. (2020). Student teachers' perception on the implementation of introduction to the school field as a provision to teaching

- profession. *Journal of Teaching and Learning in Elementary Education*, 3(1), 95-108. <https://doi.org/10.33578/jtlee.v3i1.7827>
- Ismail, N. S., Bakar, N. M., & Wafa, S. W. (2020). Online learning challenges during pandemic covid-19 in Malaysian higher learning institution. *Universal Journal of Educational Research*, 8(12), 7151-7159.
https://www.hrpub.org/journals/article_info.php?aid=10218
- Johan, R., & Harlan, J. (2014). Education nowadays. *International Journal of Educational Science and Research*, 4(5), 51–56.
<http://repository.gunadarma.ac.id/1572/>
- Jumiatmoko. (2016). WhatsApp messenger dalam tinjauan manfaat dan adab. *Wahana Akademika: Jurnal Studi Islam dan Sosial*, 3(1), 51–66.
<https://doi.org/10.21580/wa.v3i1.872>
- Kostikova, L., Prishvina, V., Ilyushina, A., Fedotova, O., & Belogurov, A. (2018). Culture in teaching English as a foreign language. *Advances in Social Science, Education and Humanities Research*, 205(2018), 13–17.
<https://doi.org/10.2991/iccese-18.2018.4>
- Kotler, P. (2000). *Analysis, planning, implementation, and control* (9th ed). Prentice Hall International, Int.
- Linda, L., and Ri'aeni, I. (2018). WhatsApp messenger as a mobile media to learn writing for EFL students. *Jurnal Ilmu Komunikasi Efek*, 1(2), 156–165.
<https://doi.org/10.32534/jike.v1i2.156>
- Maghfira, S.A. (2021). The use of WhatsApp in online learning English (Teachers' perceptions). *Jurnal of English Teaching, Literature and Linguistics*, 1(1), 48-51.
<https://jurnal.stairakha.amuntai.ace.id/index.php/SKETCH/article/view/155>
- Marzulina, L. (2018). Learning strategy towards students' descriptive writing achievement taught by using Pick – List – Evaluate – Active – Supply – End Strategy. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 5(1), 63–75.
<https://doi.org/10.19109/ejpp.v5i1.2050>
- Marzulina, L., Mukminin, A., Erlina, D., Astrid, A., Ajriyah, N., Holandiyah, M., & Habibi, A. (2019). The grammatical awareness of student teachers: The case of an English Education study program in Indonesia. *Universal Journal of Educational Research*, 7(9), 1847–1859.
<https://doi.org/10.13189/ujer.2019.070902>

- Ma'ruf, Z., Fadilah, N., Basofi, P., & Akmal. (2019). English students' perceptions of using WhatsApp in paragraph writing class. *International Journal of Scientific and Technology Research*, 8(10), 3054–3059. <http://www.ijstr.org/final-print/oct2019/English-Students-Perceptions-Of-Using-WhatsApp-In-Paragraph-Writing-Class.pdf>
- Mantasiah, R., & Yusri, Y. (2018). Pay it forward model in foreign language learning to increase student's self efficacy and academic motivation. *Journal of Physics: Conference Series*, 1028(1), 1-4. <https://doi.org/10.1088/1742-6596/1028/1/012178>
- Mappiasse, S. S., & Bin Sihes, A. J. (2014). Evaluation of English as a foreign language and its curriculum in indonesia: A review. *English Language Teaching*, 7(10), 113–122. <https://doi.org/10.5539/elt.v7n10p113>
- McIntosh, M. J., & Morse, J. M. (2015). Situating and constructing diversity in semi-structured interviews. *Global Qualitative Nursing Research*, 2, 1-12. <https://doi.org/10.1177/2333393615597674>
- Mendikbud No. 3. (2020) *Pembelajaran secara daring dan dari rumah*. Kemendikbud.
- Mogg, T. (2013). *WhatsApp popularity continues to grow, hits 250 million active users*. Digitaltrends. <https://www.digitaltrends.com/mobile/whatsapp-hits-250-million-active-users/>
- Mulkalwar, A. A., Dashputra, A. V., Jaipuri, A. T., Sutar, P. V., Mulkalwar, S. A., & Rathod, H. (2019). Evaluation of efficacy of WhatsApp messenger application in medical research education. *International Journal of Research in Medical Sciences*, 8(1), 265-271. <https://doi.org/10.18203/2320-6012.ijrms20195920>
- Nelson, D. L., & Quick, J. C. (2009). *Organisational behavior: Foundations, realities, and challenges*. West Pub. Co.
- Palmer, C., & Bolderston, A. (2006). A brief introduction to qualitative research. *Canadian Journal of Medical Radiation Technology*, 37(1), 16–19. [https://doi.org/10.1016/s0820-5930\(09\)60112-2](https://doi.org/10.1016/s0820-5930(09)60112-2)
- Prasojo, L. D., Habibi, A., Mukminin, A., Muhaimin, Taridi, M., Ikhsan, & Saudagar, F. (2017). Managing digital learning environments : Student teachers' perception on the social networking services use in writing courses in teacher education. *The Turkish Online Journal of Educational Technology*, 16(4), 42–55. <https://eric.ed.gov/?id=EJ1160635>
- Rahmayanti, R (2018). Applying Information Gap Technique to Improve Students'

Vocabulary in Writing. *Muhammadiyah University of Makassar*.
https://digilibadmin.unismuh.ac.id/upload/6444-Full_Text.pdf

- Rao, C., & Durga, S. (2018). Developing students' writing skills in English - A process approach. *Journal for Research Scholars and Professionals of English Language Teaching*, 6(6), 1–5.
https://www.researchgate.net/publication/325489625_Developing_Students'_Writing_Skills_in_English-A_Process_Approach
- Rao, P. S. (2019). Effective teaching of writing skills to the English language learners. *International Journal of English Language, Literature and Translation Studies*, 6(4), 196–205. <https://doi.org/10.33329/ijelr.64.196>
- Ratheeswari, K. (2018). Information communication technology in education. *Journal of Applied and Advanced Research*, 3(1), 45–57.
<https://doi.org/10.21839/jaar.2018.v3is1.169>
- San, P. H., & Abdullah, A. C. (2014). Oral vocabulary as a predictor of English language proficiency among Malaysian Chinese preschool children. *3L: Language, Linguistics, Literature*, 20(1), 143–156.
<https://doi.org/10.17576/3l-2014-2001-11>
- Saputra, H., & Marzulina, L. (2015). Teaching writing by using process genre approach to the eighth grade students of SMP Negeri 22 Palembang. *Edukasi: Jurnal Pendidikan dan Pengajaran*, 2(1), 1–12.
<http://jurnal.radenfatah.ac.id/index.php/edukasi/article/view/592>
- Syaiful, S., Mukminin, A., Habibi, A., Marzulina, L., Astrid, A., & Tersta, F. W. (2019). Learning in the digital era: Science education students' perception on the SNSs use in the context of english for specific course. *İlköğretim Online*, 1069–1080. <https://doi.org/10.17051/ilkonline.2019.610143>
- Undang-Undang Republik Indonesia No. 20. (2003). *Sistem pendidikan nasional*. Depdiknas.
- Weigle, S.C. (2002). *Assesing writing (Cambridge language assessment)*. Cambridge University Press. <https://doi.org/10.1017/CBO9780511732997>
- Wright, V. H., Beedle, J., & Stanford, R. (2005). Enriching and international program graduate offering: A blended delivery model. *International Journal of Information and Communication Technology Education (IJICTE)*, 1(2), 40-46.
<https://doi.org/10.4018/jicte.2005040104>
- Yusuf, M. O. (2005). Information and communication technology and education:

Analysing the Nigerian national policy for information technology. *International Education Journal*, 6(3), 316–321.
<https://files.eric.ed.gov/fulltext/EJ854985.pdf>

Zaidieh, A. J. Y. (2012). The use of social networking in education: Challenges and opportunities. *World of Computer Science and Information Technology Journal (WCSIT)*, 2(1), 18–21. <https://bit.ly/3K9E3Kq>