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THE STUDENTS' PERCEPTION OF WHATSAPP APPLICATION  
IN ENGLISH LANGUAGE LEARNING DURING MOVEMENT  
CONTROL ORDER (MCO)

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**Abstract:**

Movement control order (MCO) was implemented in the country from 18 March 2020 until 3 May 2020 and followed by conditional movement control order (MCO) from 4 May 2020 until 9 June 2020 that cause the public universities to adapt to online and distance learning (ODL). More studies on using the WhatsApp application to learn English language from the perspective of the learners are needed because of the physical distancing rules adapted to contain Covid-19 pandemic. The purpose of the study is to investigate the learners' perception towards learning English language using the WhatsApp messenger application during movement control order (MCO). The data was collected by an online questionnaire which was given to 223 students in a selected public university. The results showed that the WhatsApp messenger application is found to be a popular choice of smartphone application for communication among the participants. The participants also believed that the WhatsApp application is thought not to be used for searching information, not for understanding complex concepts, slows down when multiple files are uploaded or downloaded, slows down when multiple video calls are conducted and known not to stress users. It can be concluded that the WhatsApp application is a good platform for English language learning as communication is the purpose of using language.

**Keywords:**

WhatsApp, English Language, Movement Control Order (MCO), Covid-19 Pandemic

## Introduction

Covid-19 pandemic cause the public universities in the country to adapt online and distance learning (ODL) to enforce physical distancing. The use of the Internet and multimedia devices replaces the face-to-face approach can help to curb the transmission of Covid-19 virus and continue the teaching and learning activities during the lockdown.

Technology produces useful electronical devices such as smartphones, laptops and desktops which do not require special instruction or costly maintenance but only Internet connection. The advancement of mobile app technology has resulted in significant changes in our way of life and lifestyles (Karim et al.,2020). However, there are learners residing in the areas without good Internet connection such as Veveonah Mosibin, an undergraduate in Sabah, spending nights on a tree to get better Internet access for her studies and examination (Kristy, 2020). Veveonah's story came to light after she posted a video of herself with some food, stationery, and mosquito net on a tree. It is important to note that the closure of 150,000 small and medium enterprises (SME) during the lockdown in the country led to 1.2 million job losses (Chew, 2021). The most economical electrical device during the most difficult times to support one's studies would be smartphones. The device of choice is confirmed as there are 70% of smartphones internet user worldwide in March 2020 based on Statista.

## Literature Review

### *English Language Learning during Movement Control Order (MCO)*

Before Covid-19 pandemic, online resources such as music and texts are incorporated as enhancement activities in English language learning. However, online resources became a necessity during the lockdown as teaching and learning activities are conducted remotely (Kerres, 2020). Free application or free licensed online contents are more appealing as they cost less or almost nothing compared to printed materials. Cost effective materials are helpful to engage learners of all socioeconomic status. English language learning sets in a communicative approach as the objective of the lesson is to enable a learner to use the target language. During MCO, learners are working online and connected in groups using video call or groups in messenger application which mimics traditional classroom setting (Basilaia et al, 2020).

Any application operates with the least amount of Internet data that allows the teaching and the practice of listening, speaking, reading and writing is very much appreciated. Since the learners are operating the electronical device on their own at home, they should have the chance of learning at their leisure. For example, in terms of technical ability, students believed that the digital tool could help them in their ESL writing class (Rafidah & Ramlee, 2020). The use of online resources does not necessarily replace the instructor. However, it could help the learners to be more independent by not confining to specific time frame or location and enhances their learning experience (Alhumaid, Ali, Waheed, Zahid & Habes, 2020). The role of the instructor would be to guide the learners to the appropriate online content to provide them a long-term motivation.

### *WhatsApp Application for English Language Learning*

WhatsApp application was invented by Jan Koum and Brian Acton in 2009 (Albergotti, MacMillan & Rusli, Evelyn, 2014). WhatsApp had two billion active users in March 2020 which proves it is a popular mobile application. Even though WhatsApp messenger does not

demand much of Internet data, it allows users to text in real time. Texting using WhatsApp is cheaper than texting as it uses Internet data. Texting in real time simulates a conversation which is an advantage for teaching and learning to take place. In addition, the users know when their texts are read or received which helps to create positive informal communication between students and instructors (Church & Oliviera, 2013) and (Bere, 2013). WhatsApp messenger application can be used to develop reading skills (Hazaea & Alzubi, 2016), listening skills (Fauzi & Angkasawati, 2019), speaking skills (Andújar-Vaca & Cruz-Martínez, 2017) and writing skills (Andujar, 2016).

The studies prove that WhatsApp application provides a positive experience for students learning include a group of Kuala Pilah pre university students with better English language proficiency Mistar and Embi (2016), a group of students believing that WhatsApp enhances collaborative learning Malecela (2016), positive students' perceived learning outcomes in using WhatsApp group Agbo et al (2020) and positive students' opinions for using WhatsApp in their courses Cetinkaya (2017).

### **Problem Statement**

The first lockdown which started in 18 March 2020 until 3 May 2020 involved closure of most businesses in the country (Amir Yusof, 2021) which resulted in over 10,000 bankruptcies and 1,200 companies forced to close from 18 March 2020 until July 2021 (Adam Aziz, 2021). Affected students' guardians may hamper the students' preparedness of optimizing online activities as they would focus on paying bills instead of getting electrical devices to support their studies. This study is to investigate the students' perspective on the use of WhatsApp application in teaching and learning activities during the movement control order (MCO) because not all students are privileged with strong Internet connection or a computer when they are studying remotely from home.

### **Objectives of the Study**

The objectives of the study were highlighted as follows:

1. To identify the students' perception towards the usefulness of WhatsApp in English language learning.
2. To identify the students' perception towards the easiness of learning using WhatsApp in English language learning.
3. To investigate the students' perception towards the English language learning skill improvement using WhatsApp.
4. To investigate the students' perception towards the challenges faced in using WhatsApp for English language learning.
5. To investigate the students' perception towards the choice of using WhatsApp over the other applications for English language learning.

### **Methodology**

The participants in this study are four classes of second semester diploma students and one class of fourth semester degree students from a public university in Perak. 96 (43%) students in this study are from the Faculty of Accountancy. 72 (32.3%) students are from the Faculty of Computer and Mathematical Sciences while 55 (24.7%) students are from the Faculty of Applied Science. 188 (84.3%) participants are between 18 to 20 years old while 34 (15.2%) participants are between 21 to 23 years old. There is 1 (0.4%) participant who is older than 23 years old. The data for this study is collected using an online survey.

## Result and Discussions

### *Students' Profile*

**Table 1: Frequency of Using WhatsApp Application**

Year	Frequency
1-2 years	8 (3.6%)
2-3 years	23 (10.3%)
3 years and above	189 (84.8%)
Less than 1 year	3 (1.3%)

Table 1 shows the results of frequency of using WhatsApp application. 189 (84.8%) participants have been using WhatsApp messenger application for more than three years. 23 (10.3%) participants have been using WhatsApp application for two to three years. There are 8 (3.6%) participants who have been using WhatsApp application for one to two years while 3 (1.3%) participants have been using WhatsApp application for less than one year. 202 (90.6%) students stayed at home during Movement Control Order (MCO) while 16 (7.2%) students stayed at campus. There are 2 (0.9%) students claimed they stayed at campus and at home interchangeably during MCO. 1 (0.4%) student was at the cousin's house during MCO. 1 (0.4%) student was in Putrajaya while 1 (0.4%) student in Seri Manjung, Perak during the lockdown.

**Table 2: Telco Subscribed**

Telco	Frequency
Celcom	47 (21.1%)
Celcom:Digi	1 (0.4%)
Celcom:Maxis	2 (0.9%)
Celcom:unifi	1 (0.4%)
Celcom:unifi postpaid	1 (0.4%)
Digi	35 (15.7%)
Digi:Maxis	2 (0.9%)
Digi:UMobile	3 (1.3%)
Digi:Yes	1 (0.4%)
Maxis	48 (21.5%)
Maxis:redONE	1 (0.4%)
Maxis:UMobile	3 (1.3%)
Maxis:Yes	1 (0.4%)
ONEXOX	1 (0.4%)
redONE	4 (1.8%)
Tune Talk	4 (1.8%)
UMobile	62 (27.8%)
unifi	2 (0.9%)
Webe by unifi	1 (0.4%)
WiFi	1 (0.4%)
Yes	1 (0.4%)
Yoodo by Celcom	1 (0.4%)

Table 2 illustrates that 62 (27.8%) students subscribed to UMobile while 48 (21.5%) students subscribed to Maxis. 47 (21.1%) students subscribed to Celcom. 4 (1.8%) students subscribed to redONE and another group of 4 (1.8%) students subscribed to Tune Talk. 3 (1.3%) students subscribed to both Digi and UMobile and another group of 3 (1.3%) students subscribed to both Maxis and UMobile. 2 (0.9%) students subscribed to both Celcom and Maxis. 1 (0.4%) student subscribed to both Celcom and Digi. 1 (0.4%) student subscribed to both Celcom and Unifi. 1 (0.4%) student subscribed to both Celcom and Unifi postpaid. 1 (0.4%) student subscribed to both Digi and Yes. 1 (0.4%) student subscribed to both Maxis and redONE. 1 (0.4%) student subscribed to both Maxis and Yes.

From Table 3, it shows that 90 (39.5%) students do not have problem with the Internet connection during the Movement Control Order. 70 (31.4%) students said they have problem with the Internet connection because the network coverage in their residential was poor. However, 4 (1.8%) students said the network coverage in their area is poor but they do not have problem with the Internet connection. 1 (0.4%) student subscribed to basic Internet data plan without having any problem with the Internet connection despite 33 (14.8%) students stated they have problem with the Internet connection because they subscribed to basic Internet data plan during MCO. There are 17 (7.6%) students claimed they have problem with the Internet connection because the network coverage in their residential was poor and they also subscribed to basic Internet data plan during the lockdown.

**Table 3: The Internet Connection during Movement Control Order (MCO)**

<b>The Internet Connection</b>	<b>Frequency</b>
I have the Internet connection but gets disconnected frequently	1 (0.4%)
I have the Internet connection, but it is not stable	1 (0.4%)
I subscribed to a plan with speedy Internet connection but with limited data	1 (0.4%)
Sometimes, the Internet connection might be unstable	1 (0.4%)
My data are quite limited	1 (0.4%)
No, I do not have any problem with the Internet connection	90 (40.4%)
No, I do not have any problem with the Internet connection but sometimes it may slow down	1 (0.4%)
No, I do not have any problem with the Internet connection; I may not have any problem with the Internet connection because I am staying at the campus. However, when I go back home, the network coverage is really poor and I just subscribe to the cheaper Internet data plan.	1 (0.4%)

Yes, I have the Internet connection problem because I subscribe to basic Internet data plan	33 (14.8%)
Yes, I have the Internet connection problem because I subscribe to basic Internet data plan; No, I do not have any problem with the Internet connection	1 (0.4%)
Yes, I have the Internet connection problem because the internet at my residential area often disconnects randomly	1 (0.4%)
Yes, I have the Internet connection problem because the network coverage in my residential area is poor	70 (31.4%)
Even though the network coverage in my residential area is poor but I do not have any problem with the Internet connection	4 (1.8%)
Yes, I have the Internet connection problem because the network coverage in my residential area is poor, and I subscribe to basic Internet data plan	17 (7.6%)

Table 4 shows that 81 (36.3%) students spend less than three hours a day on WhatsApp messenger application during Movement Control Order (MCO) while 80 (35.9%) students spend three to five hours a day on WhatsApp application. 41 (18.4%) students spend five to eight hours a day on WhatsApp application while 21 (9.4%) students spend more than eight hours on WhatsApp messenger application during the lockdown.

**Table 4: Hours Spent on WhatsApp Application During Movement Control Order (MCO)**

Hours in a Day	Frequency
2-5 hours	80 (35.9%)
5-8 hours	41 (18.4%)
8 hours and more	21 (9.4%)
Less than 3 hours	81 (36.3%)

#### ***The Usefulness of WhatsApp During Movement Control Order***

Based on Table 5, the highest mean of the item is WhatsApp keeps me connected with other people during MCO (mean = 4.26). 107 students strongly agree (48%) and 77 students (34.5%) with the usefulness of WhatsApp during MCO. The lowest mean of the item is WhatsApp helps me to search for information during MCO (mean = 3.19). 15 students strongly disagree (6.7%) and 36 students disagree (16.1%) with using WhatsApp to search for information. The

results in Table 5 shows that WhatsApp help the students to connect with the others but not to search for information.

**Table 5: The Usefulness of WhatsApp During Movement Control Order**

The Usefulness of WhatsApp During Movement Control Order	SD	D	U	A	SA	Mean
WhatsApp helps me to maintain my daily routine during MCO	8 (3.6%)	27 (12.1%)	87 (39%)	74 (33.2%)	27 (12.1%)	3.38
WhatsApp helps me to be independent during MCO	7 (3.1%)	35 (15.7%)	89 (39.9%)	70 (31.4%)	22 (9.9%)	3.29
WhatsApp keeps me connected with other people during MCO	3 (1.3%)	5 (2.2%)	31 (13.9%)	77 (34.5%)	107 (48%)	4.26
WhatsApp helps me to search for information during MCO	15 (6.7%)	36 (16.1%)	87 (39%)	62 (27.8%)	23 (10.3%)	3.19
WhatsApp helps me to send text, video clips, audio files and document during MCO	1 (0.4%)	12 (5.4%)	41 (18.4%)	100 (44.8%)	69 (39.9%)	4
WhatsApp helps me to communicate beyond formal working hours during MCO	3 (1.3%)	8 (3.6%)	64 (28.7%)	96 (43%)	52 (23.3%)	3.83
WhatsApp facilitates my active learning beyond formal working hours during MCO	5 (2.2%)	26 (11.7%)	85 (38.1%)	86 (38.6%)	21 (9.4%)	3.41
WhatsApp is useful for anybody of any age during MCO	2 (0.9%)	7 (3.1%)	56 (25.1%)	80 (35.9%)	78 (35%)	4.01

Students are believed to perceive WhatsApp as a tool for communication instead of a tool for information search. This perception is thought to compare WhatsApp and web browser as a user can search for information using the search engine on a particular website.

### ***Easiness For Learning During Movement Control Order***

The highest mean of the item is WhatsApp helps me to contact other people frequently during MCO (mean = 4.07). 80 students (35.9%) strongly agree, and 92 students (41.3%) agree that WhatsApp helps them to contact other people frequently. The lowest mean of the item is WhatsApp helps me to understand complex concepts during MCO (mean = 3.13). 12 students (5.4%) strongly disagree, and 42 students (18.8%) disagree with WhatsApp helping them to understand complex concepts during MCO. The results showed that WhatsApp help the participants to contact other people but not for understanding complex concept.

The participants believed that WhatsApp is for communication and not to understand complex concept. This belief is supported by WhatsApp user interface that contains message and emojis which do not help with any complex concept in the university subjects.

**Table 6: Easiness for Learning During Movement Control Order**

<b>The Easiness of WhatsApp for Learning During Movement Control Order</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>
WhatsApp helps me to understand complex concepts during MCO	12 (5.4%)	42 (18.8%)	87 (39%)	68 (30.5%)	14 (6.3%)	3.13
WhatsApp helps me to share information during MCO	3 (1.3%)	7 (3.1%)	46 (20.6%)	105 (47.1%)	62 (27.8%)	3.97
WhatsApp improves my knowledge of technology during MCO	10 (4.5%)	31 (13.9%)	90 (40.4%)	75 (33.6%)	17 (7.6%)	3.26
WhatsApp facilitates my collaborative work with peers during MCO	5 (2.2%)	22 (9.9%)	80 (35.9%)	97 (43.5%)	19 (8.5%)	3.46
WhatsApp is easy to use for my learning during MCO	9 (4%)	30 (13.5%)	72 (32.3%)	77 (34.5%)	35 (15.7%)	3.44
WhatsApp improves the way of my learning during MCO	10 (4.5%)	36 (16.1%)	96 (43%)	66 (29.6%)	15 (6.7%)	3.18
WhatsApp helps me to contact other people frequently during MCO	3 (1.3%)	8 (3.6%)	40 (17.9%)	92 (41.3%)	80 (35.9%)	4.07

WhatsApp is easy to use for anybody of any age during MCO	4 (1.8%)	5 (2.2%)	49 (22%)	89 (39.9%)	76 (34.1%)	4.02
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### ***Improve Language Learning Skills During Movement Control Order***

Table 7 shows the highest mean of the item is WhatsApp improves my reading skills in English language during MCO (mean = 3.29). 16 students (7.2%) strongly agree and 85 students (38.1%) agree that WhatsApp improves their reading skills in English language. The lowest mean of the item is WhatsApp improves my speaking skills in English language during MCO (mean = 2.95). 21 students (9.4%) strongly disagree and 41 students (18.4%) disagree that WhatsApp improves their speaking skills in English language. The results showed that the students agreed that WhatsApp improved their reading skills instead of their speaking skills.

The students agreed that WhatsApp improved their reading skills as they believed the amount of their time spent reading and writing texts increased their reading proficiency. This belief is supported by WhatsApp user that most of them texts instead of talking using the application.

**Table 7: Improve Language Learning Skills During Movement Control**

<b>WhatsApp Improves Language Learning Skills During Movement Control Order</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>
WhatsApp improves my reading skills in English language during MCO	11 (4.9%)	30 (13.5%)	81 (36.3%)	85 (38.1%)	16 (7.2%)	3.29
WhatsApp improves my listening skills in English language during MCO	14 (6.3%)	39 (17.5%)	90 (40.4%)	68 (30.5%)	12 (5.4%)	3.11
WhatsApp improves my speaking skills in English language during MCO	21 (9.4%)	41 (18.4%)	99 (44.4%)	53 (23.8%)	9 (4%)	2.95
WhatsApp improves my writing skills in English language during MCO	14 (6.3%)	45 (20.2%)	89 (39.9%)	66 (29.6%)	9 (4%)	3.05
WhatsApp reduces my English grammar mistakes in writing during MCO	18 (8.1%)	43 (19.3%)	101 (45.3%)	52 (23.3%)	9 (4%)	2.96

Interaction via WhatsApp increases my active participation in English language learning during MCO	12 (5.4%)	25 (11.2%)	103 (46.2%)	67 (30%)	16 (7.2%)	3.22
Interaction via WhatsApp increases my confidence in English language learning during MCO	16 (7.2%)	25 (11.2%)	91 (40.8%)	75 (33.6%)	16 (7.2%)	3.22
Interaction via WhatsApp increases my motivation in English language learning during MCO	14 (6.3%)	27 (12.1%)	99 (44.4%)	67 (30%)	16 (7.2%)	3.20

### ***Challenges When Using WhatsApp During Movement Control Order***

Based on Table 8, the first item with the highest mean is WhatsApp slows during multiple video call conversations while the second item with the highest mean is WhatsApp slows during multiple files uploading and downloading at the same time (mean = 3.53). 44 students (19.7%) strongly agree and 65 students (29.1%) agree that WhatsApp slows when there are multiple video call conversations going on at the same time. 42 students (18.8%) strongly and 73 students (32.7%) agree that WhatsApp slows when there are multiple files uploading and downloading at the same time. The lowest mean of the item is I felt stress when using WhatsApp (mean = 2.61). 32 students strongly disagree (14.3%) and 73 students disagree (32.7%) that WhatsApp stressed them. The results showed that the participants agree that WhatsApp slows when there are multiple video calls and multiple files uploading or downloading. However, the participants maintain that they are not stressed when using WhatsApp.

Students agreed that WhatsApp slows when there are multiple video calls and multiple files uploading or downloading. However, they are not stressed by the stated incidents when using WhatsApp. It is thought that the students believed that it is acceptable when it comes to slower operation during multitasks.

**Table 8: Challenges When Using WhatsApp During Movement Control Order**

<b>Challenges When Using WhatsApp During Movement Control Order</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>
I was bombarded with irrelevant messages, audio and video files when using WhatsApp for English language learning during MCO	12 (5.4%)	35 (15.7%)	110 (49.3%)	44 (19.7%)	22 (9.9%)	3.13

Interaction via WhatsApp can cause misunderstanding for English language learning during MCO	6 (2.7%)	37 (16.6%)	100 (44.8%)	58 (26%)	22 (9.9%)	3.24
I felt stress when using WhatsApp during MCO	32 (14.3%)	73 (32.7%)	78 (35%)	30 (13.5%)	10 (4.5%)	2.61
I found WhatsApp requires a lot of the Internet data for me to upload and download video files during MCO	16 (7.2%)	61 (27.4%)	83 (37.2%)	45 (20.2%)	18 (8.1%)	2.95
I found WhatsApp requires a lot of Internet data for me to stream audio files during MCO	20 (9%)	58 (26%)	94 (42.2%)	36 (16.1%)	15 (6.7%)	2.86
I found WhatsApp requires a lot of Internet data for me to stream video files during MCO	11 (4.9%)	50 (22.4%)	88 (39.5%)	50 (22.4%)	24 (10.8%)	3.12
WhatsApp slows when there are multiple video call conversations going on at the same time during MCO	5 (2.2%)	25 (11.2%)	84 (37.7%)	65 (29.1%)	44 (19.7%)	3.53
WhatsApp slows when there are multiple files uploading and downloading at the same time during MCO	6 (2.7%)	26 (11.7%)	76 (34.1%)	73 (32.7%)	42 (18.8%)	3.53

### ***Choice of WhatsApp Over Other Messenger Applications During Movement Control Order***

Table 9 illustrates that the highest mean of the item is I choose WhatsApp because it is popular among the people I know (mean = 3.94). 69 students strongly agree (30.9%) and 89 students agree (39.9%) that they choose WhatsApp because it is popular among their acquaintances. The lowest mean of the item is I choose WhatsApp because I do not know about other messenger applications (mean = 2.80). 36 students (16.1%) strongly disagree and 60 students (26.9%) disagree that they choose WhatsApp because they do not know about other messenger applications. The results showed that the students chose WhatsApp because it is popular among their acquaintances and not because they do not know about the other messenger applications. The results of this study concur with the findings from Statista that there are 2 billion users of WhatsApp monthly.

**Table 9: Choice of WhatsApp Over Other Messenger Applications During Movement Control Order**

<b>The Choice of WhatsApp Over Other Messenger Applications During Movement Control Order</b>	<b>SD</b>	<b>D</b>	<b>U</b>	<b>A</b>	<b>SA</b>	<b>Mean</b>
I choose WhatsApp because it is easier to use compared to other messenger applications during MCO	5 (2.2%)	23 (10.3%)	59 (26.5%)	77 (34.5%)	59 (26.5%)	3.73
I choose WhatsApp because it uses less Internet data when uploading and downloading video files compared to other messenger applications during MCO	5 (2.2%)	27 (12.1%)	88 (39.5%)	57 (25.6%)	46 (20.6%)	3.50
I choose WhatsApp because the telco I am subscribing promotes extra Internet data for WhatsApp compared to other messenger applications during MCO	23 (10.3%)	37 (16.6%)	89 (39.9%)	44 (19.7%)	30 (13.5%)	3.09
I choose WhatsApp because it is popular among the people I know during MCO	5 (2.2%)	8 (3.6%)	52 (23.3%)	89 (39.9%)	69 (30.9%)	3.94
I choose WhatsApp because I do not know about other messenger applications during MCO	36 (16.1%)	60 (26.9%)	64 (28.7%)	39 (17.5%)	24 (10.8%)	2.80
I choose WhatsApp because I do not have to pay for it compared to other messenger applications during MCO	19 (8.5%)	35 (15.7%)	85 (38.1%)	55 (24.7%)	29 (13%)	3.18
I choose WhatsApp because it is always working compared to	11 (4.9%)	27 (12.1%)	67 (30%)	82 (36.8%)	36 (16.1%)	3.47

other messenger  
applications during  
MCO

I choose WhatsApp because I can send more text, video clips, audio files and document compared to other messenger applications during MCO	11 (4.9%)	22 (9.9%)	82 (36.8%)	59 (26.5%)	49 (22%)	3.51
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The students are believed in using trending mobile application especially when it is popular among peers. It is a common perception that youths have always opted for latest craze among their peers especially mobile devices such as smartphones.

### Conclusion

The WhatsApp messenger application is a popular choice of smartphone application for communication. The WhatsApp application is easy to use for learning and improves reading skill. The WhatsApp application is thought not to use for searching information. The WhatsApp application is thought not for understanding complex concepts. The WhatsApp application is thought to slow down when multiple files are uploaded and multiple video calls are conducted. The WhatsApp application is thought not to stress users. It can be concluded that the WhatsApp application is a good platform for English language learning as communication is the purpose of using language.

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