

## STUDENTS' ACCEPTANCE TOWARDS THE USE OF BLENDED LEARNING IN LEARNING ENGLISH

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**Abstract :** The purpose of the research was to analyzed the students acceptance of using Blended Learning that supported by WhatsApp messenger application for the students at eleventh grade students in one of senior high schools in Central Java 2023/2024 academic year. The research was descriptive qualitative method. The subject of this research was the students of XI-F4 with 30 students. The data were collected by interviewing to the teacher and questionnaires to the students. To analyze the data, the researcher used qualitative data. Based on the research findings, learning English with the Blended Learning method that supported by WhatsApp messenger application has a significant impact on both the teacher and the learners. According to the questionnaires, utilizing WhatsApp messenger to learning English can help learners and make the learning process more enjoyable. Make communication and interaction between students and teacher easier without any limitation to time or space, so it can save the time and energy. It also revealed that students felt an improvement in their English skills and allow them to be more active and creative while using WhatsApp messenger application.

**Keywords:** Students Acceptance, Blended Learning, WhatsApp messenger, Application.

### ABSTRAK

Tujuan penelitian ini adalah untuk menganalisis persepsi siswa terhadap penggunaan *Blended Learning* yang didukung oleh aplikasi *WhatsApp Messenger* pada siswa kelas XI di salah satu SMA di Jawa Tengah pada tahun ajaran 2023/2024. Penelitian ini menggunakan metode deskriptif kualitatif. Subjek penelitian ini adalah siswa kelas XI-F4 yang berjumlah 30 siswa. Pengumpulan data dilakukan dengan wawancara kepada guru dan penyebaran angket kepada siswa. Untuk menganalisis data, peneliti menggunakan data kualitatif. Berdasarkan hasil penelitian, pembelajaran bahasa Inggris dengan metode *Blended Learning* yang didukung oleh aplikasi *WhatsApp Messenger* memberikan dampak yang signifikan bagi guru dan peserta didik. Berdasarkan angket, pemanfaatan *WhatsApp messenger* untuk pembelajaran bahasa Inggris dapat membantu peserta didik dan membuat proses pembelajaran menjadi lebih menyenangkan. Mempermudah komunikasi dan interaksi antara siswa dan guru tanpa batasan waktu atau ruang, sehingga dapat menghemat waktu dan tenaga. Hasil penelitian juga menunjukkan bahwa siswa merasakan peningkatan kemampuan bahasa Inggris mereka dan memungkinkan mereka untuk lebih aktif dan kreatif saat menggunakan aplikasi *WhatsApp Messenger*.

**Kata Kunci:** Persepsi Siswa, *Blended Learning*, *WhatsApp Messenger*, Aplikasi

## INTRODUCTION

The electronic learning (e-learning) has been seen as the most optimal technique to continue the teaching and learning process after the pandemic impact in worldwide. In 2022, the pandemic was slowly subside affected to the teaching and learning that becomes not only online learning but using Blended Learning. Learning is concerned with skills that can be mastered and passed down from one person to the next. The abilities can improve success in a variety subjects of study (Dewey, 1966). In advanced online learning in virtual learning environments, e-learning is also known as learning by electronic means. It is feasible to build an effective e-learning program in big societies and educational institutions.

Based on the results of an interview with the English teacher at one of the senior high schools in Central Java, the instructor used WhatsApp messenger as the platform for implementing Blended Learning in English class. An alternative strategy called blended learning aims to integrate traditional classroom instruction with online or technology-based-learning (Zainuddin, 2015). WhatsApp messenger application is one of the most popular LMS program. Because, in the opinion of the English teacher, he can observe some of the students' skills with the WhatsApp messenger program, and if the material that leads to skills in enlarged, WhatsApp messenger is a successful learning tool. WhatsApp is very useable and easy to moderate by anyone. WhatsApp is a part of understanding new media it means that WhatsApp is a medium of communication, which incorporates material products in addition to cultural information structures of mass distribution (Martin Lister in Ri'aeni, 2015). WhatsApp messenger application is well-known for it is usefulness as well as the ease with which it can be used to organize work and save time. WhatsApp emerge as one new media in teaching process. Individuals communicate with coworkers, managers, and/or other people via WhatsApp, which helps them save time and be more productive throughout the workday (Irfan, Mohammad & Dhimar, Sonali, 2019). In school zone, these days in situation call for that each one in online should have utility to guide it and WhatsApp messenger may be the solution of the question. This is supposed for a huge audience and run primarily based totally on modern current advertising system and WhatsApp messenger can aid in the administration of the online system.

Information and communication technologies, or ICT are becoming more vital for all spheres of society, including youth and the elderly, in terms of obtaining information, facilitating communication, receiving social services, and so forth. As Halili, et al (2015) mentioned that one benefit of internet technology is that it allows students to talk and work together to solve problems both inside and outside of the classroom. According to UNESCO, ICT is a scientific, technological, and engineering discipline and management approach utilized is handling information, its application, and association with social, economic and cultural matters.

The technology acceptance model (TAM) is one of the most widely recognized theoretical frameworks among numerous ideas. TAM proposes that perceived usefulness utility contribute and perceived ease of use in the development of a positive attitude and as a result is increasing behavioral intention towards certain technology (Kim, 2020). TAM has been used in numerous circumstances in many nations, according to studies. The current discussion includes a quick overview of the extent literature. According to the findings, perceived usefulness and perceived ease of use have a favourable association. According to research of undergraduates in Malaysia

who used e-books as learning materials, reported ease of use was positively associated to perceived utility and perceived usefulness had substantial impact on attitude and intention to use e-books (Malathi & Rohani, 2011). Students' attitudes were found to be a better predictor of their desire to use social software. Another study that used TAM to examine social media usage behaviour found a substantial positive association between PEOU and PU (Rupak, 2014). The following research questions were developed to address the research objectives: How is perceived usefulness in using Blended Learning that supported by WhatsApp messenger in learning English at eleventh grade students in one of senior high schools in Central Java in the 2023/2024 academic year?

## **METHODS**

### *Research Participants*

It was descriptive qualitative research. The researcher took the sample of XI-F4 class with 30 students at one of the senior high school in Central Java in 2023//2024 academic year. In collecting the data, the researcher used interview to the teacher and questionnaires to the students. In the questionnaires, the researcher was given a Google Form and clarified the same answer to 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral, 4 = Agree (A), 5 = Strongly Agree (SA).

### *Data Collection Method*

Then the researcher distributes the questionnaires to the students to analyze the students' perceived usefulness in students' acceptance towards the use of Blended Learning that supported by WhatsApp messenger application in learning English. In the step interviews with the English teacher, the researcher was collected data from asking several questions at one of the senior high schools in Central Java. For the English teacher was distributed with 5 questions indicator : 1) The implementation of e-learning applications in English class, 2) The learning strategies, 3) The effectiveness during the use of e-learning application, 4) Teacher perspective toward the use of e-learning application, 5) The problem during the use of e-learning application.

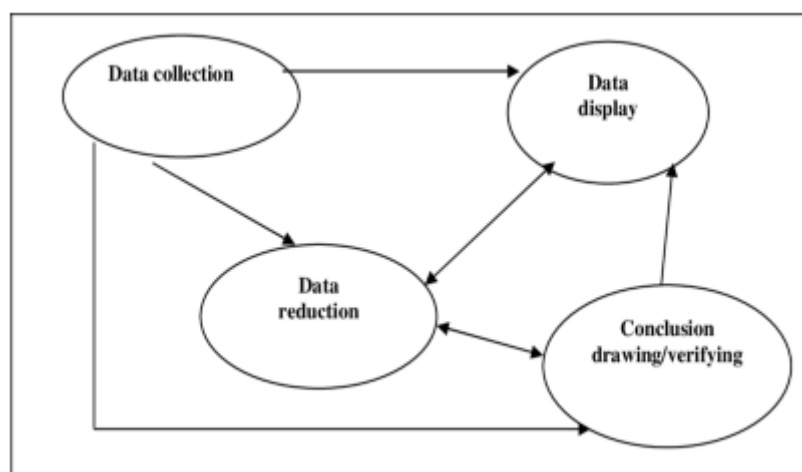
For the students has given questionnaires with Google Form and clarified the answer with Likert Scale to 1 = Strongly Disagree (SD), 2 = Disagree (D), 3 = Neutral, 4 = Agree (A), 5 = Strongly Agree (SA) with the Likert scale formula ( $T \times P_n$ ). Likert Scale Type is a scale that utilizes to measure individual's attitude towards an object (Sugiyono, 2010:138). In this step, the questionnaires was distributed to every students in class XI-F4 of eleventh grade that amount of 30 students. There were 18 items in the questionnaires which consist of 6 indicators, each indicators consist of 3 questions item. In calculated the questionnaires, the researcher used Likert scale formula, the questionnaires was shared with Google Form to made the students felt easy to fill without attending in school.

**Table 1. The Indicators of the questionnaires for students**

<b>Problem Statement</b>	<b>NO</b>	<b>Indicators</b>	<b>Items</b>	<b>Number of items</b>
Perceived usefulness in using WhatsApp messenger in the learning English	1	Acceleration of work in the use of WhatsApp messenger in learning English	3	1,2,3
	2	Performance improvements in using WhatsApp messenger in learning English	3	4,5,6
	3	Increased productivity in the use of WhatsApp messenger in learning English	3	7,8,9
	4	Effectiveness in using WhatsApp messenger in learning English	3	10,11,12
	5	Ease of work in the use of WhatsApp messenger in learning English	3	13,14,15
	6	Usefulness of WhatsApp messenger in learning English	3	16,17,18

### *Data Analysis*

The data from the questionnaires were analyzed by using descriptive statistical methods and the researcher used theory from Miles and Hubberman (1994) to analyze the data. This aim was to determined teacher perceptions of the usefulness of the WhatsApp messenger application in students' acceptance towards the use of Blended Learning in English class.



**Table 2. Miles and Hubberman's component data**

## RESULT AND DISCUSSION

The researcher distributed the questionnaires to the students to get the answer of the perceived usefulness research problems. There were several questionnaires to respondents via Google Form to XI-F4 grade students at one of the senior high schools in Central Java in 2023/2024 academic year. The questionnaire was related to 18 items which consist of 6 indicators, and each indicators consist of 3 items.

**Table 1. The Acceleration of Work in the use of WhatsApp messenger in learning English**

No	Statement	Option				
		SA	A	N	D	SD
1.	I am not expertise to operate the WhatsApp messenger during learning English	13,3%	3,3%	40%	26,7%	16,7%
2.	I can complete the assignment from teacher that sent via WhatsApp messenger	46,7%	46,7%	6,7%	0%	0%
3.	WhatsApp messenger makes me attractive to learn English	20%	60%	20%	0%	0%

Based on the table above, the results of the questionnaire which answered by the respondent. Each of the statement shows a different result. About 13,3% of students had difficulty that cannot operate WhatsApp messenger fluently. About 3,3% of students agree for not to be able to use WhatsApp messenger during learning English. About 40% of students who choose “neutral”. About 26,7% of students skilled enough to operate the WhatsApp messenger during learning English. Around 16,7% of students were able to use WhatsApp messenger during learning English.

The result from the second statement there were 46,7% of students could complete their assignments faster using WhatsApp messenger. About 46,7% of students were helped in completing assignments using WhatsApp messenger. Around 6,7% of students choose neutral. And there were no students who felt that they were not helped in completing assignments using WhatsApp messenger.

The result from third statement is there were 20% of students were felt attractive in using WhatsApp messenger for learning English. Around 60% of students “agree” that English lesson become fun to study within using WhatsApp messenger. About 20% of students choose “neutral”. And there were no students that are not feel attractive in using WhatsApp messenger for learning English.

The first indicator results showed that, 85% of students feel that using WhatsApp messenger can accelerate their work such as completing their assignment, and they feel attractive to learn English. And 15% of students agree that they are not expertise to operate WhatsApp messenger during learning English. WhatsApp messenger is cross-platform instant messaging service for device such as smartphones or laptop; it is a freeware service (Metz, 2016).

**Table 2. Performance Improvements in using WhatsApp messenger in learning English**

No	Statement	Option				
		SA	A	N	D	SD
1.	I feel that using WhatsApp messenger can improve my texting skill	26,7%	56,7%	10%	3,3%	3,3%
2.	I can learn new vocabularies while using WhatsApp messenger	26,7%	46,7%	26,7%	0%	0%
3.	I feel taht using WhatsApp messenger can improve my reading skill	30%	50%	20%	0%	0%

Based on the table above, the results of the questionnaire which answered by the respondent. Each of the statement shows a different result. The result from the first indicator there were 26,7% of students were very agreeing that using WhatsApp messenger is improving their texting skill. Around 56,7% of students were supported that WhatsApp messenger is really helping to correct their texting skill. Around 10% of students were choose neutral. Around 3,3% in not agree that using WhatsApp messenger is not helped their texting skills. And around 3,3% is very disagree that using WhatsApp messenger is not improving their texting skills.

The result from the second statement there were 26,7% of students were able to improve their vocabularies and learning new English words while using WhatsApp messenger. Around 46,7% of students were able to increase their vocabularies in English. Around 26,7% of students who choose “neutral”. There were no students who were not helped by WhatsApp messenger to improve their vocabularies.

The result from the third statement there were 30% of students were able to upgrade their reading skills. Around 50% of students were “agree” to that using WhatsApp messenger is improving their reading skill in learning English. Around 20% of students who choose “neutral”. And there were no students who were not helped by WhatsApp messenger to improve their reading skills.

Based on the three results above of the students’ answered can be concluded that most of students was agreed that the use of WhatsApp messenger improves their performance. The use of WhatsApp messenger increased texting skills, vocabularies, and improves their reading skills. Some of them also mention that using WhatsApp messenger does not improve their texting skills in learning English.

The result from the second indicator, 94% of students feel any improvements on their performance in learning English, the students can improve their skills in reading and vocabularies. And 6% of students feel that using WhatsApp messenger can not improve their texting skill. As stated by Irfan, Mohammad & Dhimmarr, Sonali (2019), WhatsApp messenger enables users to have multimedia downloads text messaging without having to pay short message service (SMS).

**Table 3. Increased Productivity in using WhatsApp messenger in learning English**

No	Statement	Option				
		SA	A	N	D	SD
1.	WhatsApp messenger improving my productivity in learning English	20%	53,3%	26,7%	0%	0%
2.	WhatsApp messenger is the most helpful application during learning English	23,3%	36,7%	33,3%	6,7%	0%
3.	I feel more productive while using WhatsApp messenger	33,3%	23,3%	43,3%	0%	0%

Based on the table above, the results of the questionnaire which answered by the respondent. Each of the statement shows a different result. The result from the first indicator there were 20% of students absolutely agreed that WhatsApp messenger increased productivity in learning English. Around 53,3% of students agreed that WhatsApp messenger improve their productivity in learning English. Around 26,7% of students who choose “neutral”. There were no students were not helpful with WhatsApp messenger in increasing productivity in learning English.

Based on the table above, the results of the questionnaire which answered by the respondent. Each of the statement shows a different result. The result from the second indicator there were 23,3% of students absolutely agreed that WhatsApp messenger is the most helpful application during learning English. Then there were 36,7% of students agree that they felt that using WhatsApp messenger was helpful for them to learn English. There were 33,3% of students who choose “neutral”. There were 6,7% of students not agree that WhatsApp messenger is not the most helpful application for them to learn English.

Based on the table above, the result from the third indicator there were 33,3% of students absolutely agree that they felt more productive while using WhatsApp messenger. Then 23,3% of students agreed that they feel more productive while using WhatsApp messenger. There were 43,3% of students who choose “neutral”. And there were no students who felt not more productive while using WhatsApp messenger.

Based on the three results above of the students’ answer can be concluded that most of students was agreed that using WhatsApp messenger can improve their productivity in learning English such as reading, answering, sending the English



materials. But some of them also mentioned that WhatsApp messenger was not the most helpful application to learn English.

The result from third indicator showed that, 93% of students agree that the students feel Blended Learning using WhatsApp messenger is easier, more creative, helpful and more productive in learning English. And 7% of students feel that they disagree about using WhatsApp messenger is not the most helpful application to learn English. The reason behind the popularity of WhatsApp messenger is individuals can feel easy and very simple to use this app to send messages, images, videos etc (Irfan, Mohammad & Dhimmarr, Sonali. 2019).

**Table 4. Effectiveness in using WhatsApp messenger in learning English**

No	Statement	Option				
		SA	A	N	D	SD
1.	WhatsApp messenger saves much energy when used	26,7%	53,3%	20%	0%	0%
2.	Using WhatsApp is saving my time to read the English materials	23,3%	50%	26,7%	0%	0%
3.	I save more internet data package when using WhatsApp messenger to receive the English materials from teacher	30%	60%	3,3%	6,7%	0%

Based on the table above, the results of the questionnaire which is answered by the respondent. Each of the statement shows a different result. The result from the first indicator there were 26,7% of students absolutely agreed that using WhatsApp messenger saves much energy. Around 53,3% students agreed that using WhatsApp messenger saves energy. Around 20% of students who choose “neutral”. And there were no students who feel that using WhatsApp messenger is wasting a lot of energy.

The result of the second statement there are 23,3% of students absolutely agreed that using WhatsApp messenger makes them saves much time to open the English materials that given by the teacher. There are 50% of students that agreed that using WhatsApp messenger is saving their time to read the English materials. About 26,7%

of students who choose “neutral”. And there were no students feel that using WhatsApp messenger wasting their time to read the English materials that given by the teacher.

The result of the third statement there are 30% students absolutely agreed that using WhatsApp messenger saves much their internet data package to receive the English materials from teacher. There are about 60% of students agreed that using WhatsApp messenger is saveing their internet data packages for receiving an English material from teacher. About 3,3% of students who choose “neutral”. And there are 6,7% of students feel that using WhatsApp messenger uses up a lot internet data packages to receive English materials from teacher.

Based on the results of the students’ answer that can be concluded most of the students thought that using WhatsApp messenger made them effective. Most of students agreed that is more efficient in energy, time, and internet data package of using WhatsApp messenger in learning English. But some students argued that using WhatsApp messenger is consuming a lot of internet data packages for receiving English materials from teacher.

The result from fourth indicator showed that, 93% of students agree that the students feel effective, saving their time and energy when using WhatsApp messenger in learning English. And 7% of the students feel that they can not save their internet data package when using WhatsApp messenger to receive and send English materials from the teacher. Mishra (2017) stated that WhatsApp quality in rising mobile markets is not only based on their low-cost business model but on several of its new amazing features.

**Table 5. Ease of work using WhatsApp messenger in learning English**

No	Statement	Option				
		SA	A	N	D	SD
1.	When using WhatsApp messenger, the materials taht send by teacher make me feel more attractive	26,7%	43,3%	26,7%	3,3%	0%
2.	A good internet connection is important for using WhatsApp messenger	40%	56,7%	3,3%	0%	0%
3.	Using WhatsApp messenger make me feel very close to the teacher and friends	26,7%	46,7%	26,7%	0%	0%

Based on the table above, the results of the questionnaire which is answered by the respondent. Each of the statement shows a different result. The result from the first indicator there were 26,7% of students absolutely agreed that materials sent by teacher makes them more attractive. There were 43,3% of students agreed that materials from teacher makes them feel attractive to read. There were 26,7% of students who choose "neutral". And there were 3,3% of students feel that materials sent by teacher makes them bored.

The result from the second statement there were 40% of students were disturbed by the internet connection when using WhatsApp messenger so they feel that a good internet connection is really helpful. Around 56,7% of students were quite distracted by the internet connection when using WhatsApp messenger. Around 3,3% of students choose "neutral". And there were no students who did not disturb by the internet connection when using WhatsApp messenger.

The result from the third statement there were 26,7% of students absolutely agreed that using WhatsApp messenger are make them get close to the teacher and friends. Around 46,7% of students choose "agree" that the students feel closer to their teacher. Around 26,7% of students who choose "neutral". And there were no students who felt a gap from the teacher and their friends while using WhatsApp messenger.

Based on the results of the students' answer can be concluded that most of the students think using WhatsApp messenger in learning English was easy. However, some students argued that sometimes an English material that given by teacher is boring and makes them not attractive for learning.

The result from fifth indicator showed that, 70% of students agree that using Blended Learning supported by WhatsApp messenger in learning English makes them more attractive, also makes them very close to the teacher and other students. And 30% of students agree that WhatsApp messenger was easy to use to improve their teaching and study for newcomer. Muhammad Irfan and Sonali Dhimmarr (2019) stated that today WhatsApp messenger is becomes a very standart and famous instant messaging app for smartphones that used by millions of individuals in all over the world.

**Table 6. Usefulness of WhatsApp messenger in learning English**

No	Statement	Option				
		SA	A	N	D	SD
1.	WhatsApp messenger is useful for me when used in learning English	16,7%	63,3%	20%	0%	0%
2.	WhatsApp messenger makes me more confident when used in learning English	30%	40%	23,3%	6,7%	0%
3.	Students can send and receive feedback about learning English when using WhatsApp messenger	16,7%	70%	13,3%	0%	0%

Based on the table above, the results of the questionnaire which has answered by the respondent. Each of the statement shows a different result. The result from the first indicator there are 16,7% of students absolutely agreed that WhatsApp messenger is really useful application for learning English. Around 63,3% of students choose agree that WhatsApp messenger is useful for learning English. Around 20% of students who choose “neutral”. And there were no students feel that WhatsApp messenger cannot help them for learning English.

The result from the second statement there were 30% of students absolutely agree that using WhatsApp messenger makes them confident in learning English. There were 40% of students agreed that using WhatsApp messenger makes them confident in learning English. There were around 23,3% of students who choose “neutral”. Around 6,7% of students choose “disagree” because they are feeling difident when using WhatsApp messenger in learning English.

The result form the third statement there were 16,7% of students absolutely agree that they can send and receive feedback about learning English using WhatsApp messenger. There were around 70% of students choose “agree” that they can send and receive feedback about learning English using WhatsApp messenger. Around 13,3% of students were chosen “neutral”. And there were no students thought that using WhatsApp messenger could be used to send and receive feedback about learning English.

Based on the results of the students’ answer can be concluded that most of students though that using WhatsApp messenger was beneficial in learning English.

Because is really convenience, most of students were confident and can send or receive feedback from using WhatsApp messenger in learning English. Some students argue that the use of WhatsApp messenger are makes them diffident or shy in learning English.

The result from sixth indicator showed that, 98% of students agree that WhatsApp messenger is very useful for them and students can receive and send feedback after learning English. And 2% of students feel that they have no confident when using WhatsApp messenger while learning English. A Study from Yeboah & Ewur (2014), stated that WhatsApp has negative impact on the study of youth. It also affects their academic language like error of spellings and construction of sentence.

Based on the table above, there are total 18 results statements of questionnaires that answered by students in XI-F4 at one of senior high schools in Central Java. Each statements shows different results, the results statements of questionnaires can be seen in percentages.

The findings of the research were addressed in this section. This was done in detail at one of the senior high schools in Central Java, particularly in XI-F4 by handing out questionnaires to the pupils. There was a problem statement have been formulated by the researcher. The students' acceptance towards the use of Blended learning in learning English.

It may be concluded from the previous explanation that students advantage from using WhatsApp messenger for Blended Learning in their studies. That the students' acceptance towards the use of Blended Learning that supported by WhatsApp messenger in English class, especially in English class in XI-F4 at one of the senior high schools in Central Java. The students were enthusiastic about WhatsApp messenger application because for a newcomer the application was simple to use. WhatsApp messenger can help boost the students creativity and spark fresh thoughts about the resources. As a result, students were more engaged and more likely to use the WhatsApp messenger features.

## **CONCLUSION**

Based on the results of the English teacher interview and students questionnaires, the researcher can concluded that with the use of WhatsApp messenger shows a very good and significant for both the students and the teacher, such as; 1) Using WhatsApp messenger helps the students to improve their English skills, 2) WhatsApp messenger can make English class more interesting and exciting, 3) During using WhatsApp messenger sometimes had an internet connection trouble, 4) Using WhatsApp messenger sometimes need an area with a good internet connection because it is very important to support for learning and make it effective to explain and discuss about English materials.

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