

**STUDENTS' PERCEPTION TOWARD WHATSAPP AS THE LEARNING  
MEDIA AT THE ELEVENTH GRADE OF SMKN 2 PALOPO IN THE  
MIDST OF COVID-19 PANDEMIC**

*A Thesis*

*Submitted to English Education Study Program of Tarbiyah and Teacher Training  
Faculty of State Islamic Institute of Palopo to fulfill the Requirement for S.Pd  
Degree*



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO**

**2021**

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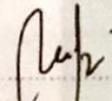
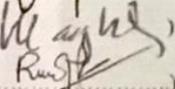
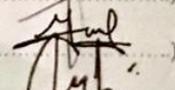
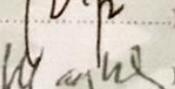
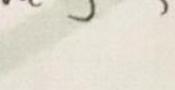
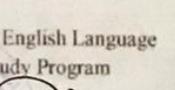
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THESIS APPROVAL

This thesis entitled "Students' Perception Toward WhatsApp as the Learning Media at the Eleventh Grade of SMKN 2 Palopo in the Midst of Covid-19 Pandemic" Which is Written by Nur Asniar, Reg. Number. 16.0202.0163, S1 English Language Education Study Program of Tarbiyah and Teacher Training Faculty at State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which is carried out on Monday, 08<sup>th</sup> March 2021, coincided with 24<sup>th</sup> Rajab 1442 H, it is authorized and acceptable as partial fulfillment for S.Pd. degree in English language teaching.

Monday, 08<sup>th</sup> of March 2021  
24<sup>th</sup> Rajab 1442 H

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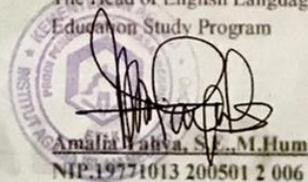
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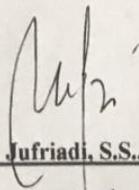
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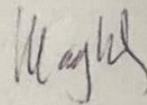
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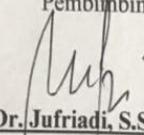
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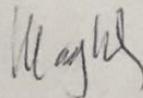
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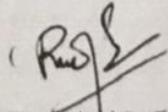
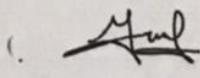
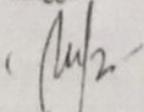
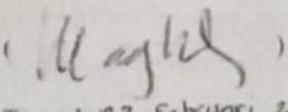
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Demikian pernyataan ini di buat untuk di pergunakan sebagaimana mestinya.

Palopo, 30 April 2021

Yang membuat pernyataan



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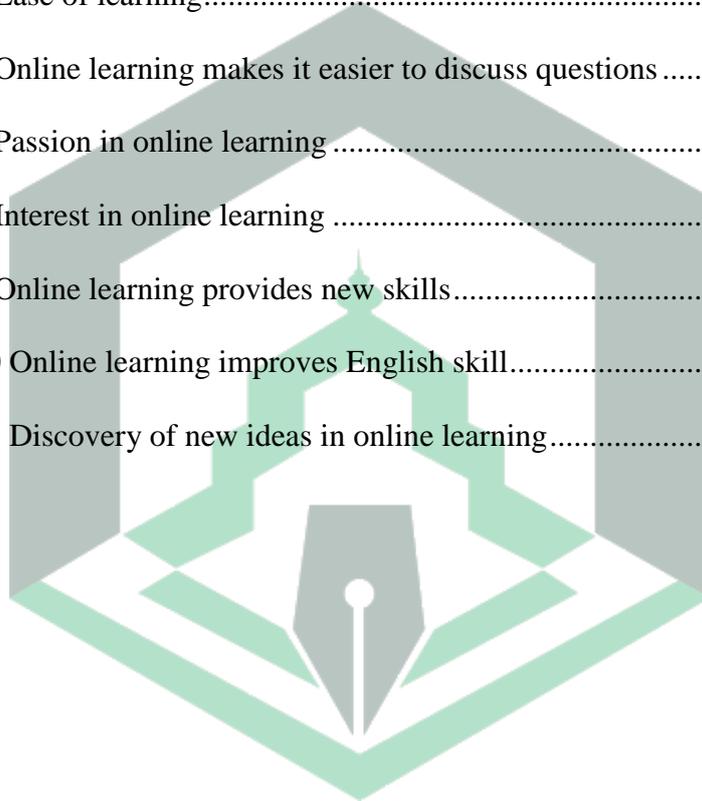


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## ABSTRACT

**Nur Asniar, 2020, *Students' Perception Toward WhatsApp as the Learning Media at the Eleventh Grade of SMKN 2 Palopo in the Midst of Covid-19 Pandemic***.The thesis of the English Education Study Program Faculty of Tarbiyah and Teacher Training, State Islamic Institute of Palopo. Supervised by Jufriadi dan Magfirah Thayyib.

This thesis is about students' perceptions of the media applied in learning English to class XI students of SMKN 2 Palopo in the midst of the Covid-19 pandemic. This study aims to determine how students respond to the use of learning media used in the midst of the Covid Pandemic outbreak. In this study, researchers used a qualitative descriptive research method. Data collection was carried out in two stages, namely giving questionnaires and documentation. The study population was the students of SMKN 2 Palopo class XI Mechanical Engineering, amounting to 31 students. Sampling was done using purposive sampling technique, where the researcher took the sample by determining certain criteria. Researchers took 10 samples from 31 populations. In addition, researchers used questionnaires to determine student responses to learning media used in the midst of the Covid pandemic. From the results of the study it can be concluded that, most of the students' perceptions disagree in using WhatsApp as a learning medium used in the midst of a pandemic, because according to some students, they find it difficult to reach the network, also because of economic factors. In addition, they also don't really understand getting material online.

**Keywords:** *Learning Media, Covid Pandemic, Students Perception, WhatsApp*

# CHAPTER I

## INTRODUCTION

### A. Background

Teaching English is not something new in many schools. According to Aminudin, although English has been taught for many years, the reality shows that the English teaching process does not always have a good outcome. Teaching and learning the English language also faces problems related to teachers who do not have an efficient teaching method and students who have difficulty learning English because their social group language is foreign<sup>1</sup>.

Suyanto states that it is more difficult to introduce English to young learners than to adult learners because they both have different characteristics. In addition, they must learn English that they have never known before. They will, therefore, face some difficult issues. The teacher must be able to organize all the components of the lesson when conveying the subject matter, one of which is teaching strategy<sup>2</sup>.

Teachers should know how to manage classroom activities to be more meaningful and interesting in teaching English to young learners, because teaching English to young learners is in some ways not the same as teenagers. In order to make students like and enjoy learning English, teachers must be able to choose the right methods to teach them English and to understand the characteristics of young learners in order to help them understand the lesson and

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<sup>1</sup> Aminuddin, 'Teachers Perception of the Impact Development on Teaching Practice', *Journal of Education*, 2010.

<sup>2</sup> Kasihani K.E Suyanto, *English For Young Learners* (Jakarta: Bumi Aksara, 2008).

to achieve the objectives of teaching and learning English automatically. In addition, teachers are expected to use instructional techniques to increase the skills of the students while doing the job. The approach is defined as an overview of doing something to accomplish specified objectives. The technique is intended as an attempt by teachers to create an environment that encourages students to engage in the teaching and learning process. Teachers are also expected to develop their abilities to coordinate such teaching-learning elements, such as materials and procedures<sup>3</sup>.

In order to get the students ready and interested in learning English, the teachers must have strategies. The teachers are able to evoke the confidence of the students to practice English well by applying the right and effective techniques in the teaching English method. Especially at this time during the covid-19 pandemic in which schools are closed, students are studying at home online and some are studying offline using books from the school. Therefore, the learning process carried out at home still has a learning model or strategy and also learning media provided to build the learning process through the instructor at home run smoothly.

The learning media helps to enhance students' learning, so that participants do not get bored during the teaching and learning process. The use of media in teaching and learning activities is to assist the learning process. The use of media in education is an effort to improve the quality of education of students.

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<sup>3</sup> Kasihani K.E Suyanto, *English For Young Learners* (Jakarta: Bumi Aksara, 2008).

In the midst of a pandemic, the English language teaching strategy is important because in this pandemic students take lessons at home with the direction given from the school. Therefore teachers must be able to teach remotely and create online teaching materials using technology. Teachers and students must be able to change teaching and learning styles, strategies or methods, and must be able to change their communication styles during online learning so that it is easier for teachers to provide presentations and explanations of a material, while students will find it easier to understand and discuss the material directly with their teachers.

Based on the phenomenon above, the researcher conducted a research by the title “Students’ Perception toward WhatsApp as the Learning Media at the Eleventh Grade of SMKN 2 Palopo in the Midst of Covid-19 Pandemic”. This research is important to know students responses during the covid-19 pandemic that can be used as a reference for learning media during the pandemic.

### **B. Research Question**

Based on the background of the research, the formulated research question is as follows:

How are the students perceptions to the media used in learning English in Class XI SMKN 2 Palopo in the midst of the Covid-19 pandemic?

### **C. The Objective of The Research**

Based on the research question of the research above, the objective of this research is as follows:

To investigate the students' perceptions to the media used in learning English in Class XI SMKN 2 Palopo in the midst of the Covid-19 pandemic.

#### **D. Significance of The Research**

##### 1. Theoretically

This research is expected to enrich the knowledge of learning media in teaching English, especially in English practice for young students.

##### 2. Practically

###### a. The teacher

The results of this study are expected to be useful input for English teachers to get alternative solutions in teaching online.

###### b. Students

The results of this study will help and provide opportunities for students to actively learn and solve their problems even though studying online.

###### c. Next Researchers

Finally, the findings of this study can be used by other researchers to obtain useful information, especially on the learning media used during the Covid-19 pandemic.

#### **E. Scope of the research**

In this study, the researcher focused on the learning media used during the Covid-19 pandemic and students responses to the use of this learning media.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Study

There are some previous studies related to this research as follow:

Widya Genitri (2019), in her thesis entitled “WhatsApp Group as Learning Media”. Researcher focused on using Whatsapp as an online learning medium. The method used by researcher is a qualitative method. In this study, the researcher explained that WhatsApp can be used as a learning medium, so that learning can be carried out without being limited by space and time. This means that learning is still carried out not only face-to-face in class, but learning can also be carried out outside of class hours.<sup>4</sup>

Andika Prajana (2017), in her thesis entitled “The Use of the Whatsapp Application in Learning Media at UIN Ar-Raniry Banda Aceh”. The researcher focused on the use of whatsapp application in learning media to improve the function of social networking applications such as whatsapp is not only for chat and chain messages, but rather fo application collaboration an information sharing, so that the purpose of E-Learning can be utilized<sup>5</sup>.

VanessaWrenn (2015), in her thesis entitled “Effects of Traditional and Online Instructional Models on Student Achievement Outcomes at Senior High School”. The researcher focused on the influence of online and traditional learning models on students’ English learning achievement. In this study, the

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<sup>4</sup> Widya Genitri, *WhatsApp Group as Learning Media*, Jurnal Ilmiah Pendidikan, 10, 2019.

<sup>5</sup> Andika Prajana, *The Use of the Whatsapp Application in Learning Media at UIN Ar-Raniry Banda Aceh*, jurnal pendidikan teknologi informasi, 1(2), 2017.

researcher divided high school English students into two groups. One group is a traditional learning model, enrolled in a face to face English courses. Another group enrolled in the exact same course as an online class. Each student group has one dedicated teacher who uses the appropriate curriculum and pacing guidelines. The researcher concluded that students performed just as well in online teaching as compared to traditional instruction<sup>6</sup>.

Wahyudin Darma laksana (2020), in her thesis entitled “Whatsapp Mobile lectures at UIN Sunan Gunung Djati Bandung”. This study aims to utilize WhatsApp in mobile lectures. This research method is a type of qualitative research with literature and field studies. The results and discussion of this research include the creation of the WhatsApp group, class management, and learning lessons. The conclusion of the study is that the effective use of WhatsApp has a positive impact<sup>7</sup>.

Kurniawan Sabar (2011), in his thesis entitled “The Using Web (E-learning) in the learning process in Briton International English School of Makassar”. The researcher focused on the role and function of the multimedia centre and the added value students get from using the Web (E-Learning) through the multimedia centre at the Briton English School Makassar. The methods of obtaining the data we're recording, interview with 7 informants, class observation, documentation, and literature study. The data were analyzed by using Miles and Huberman interactive model. From this research, it can be concluded that the use of the Web (E-Learning) can make students gain added value and get the

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<sup>6</sup> Vanessa Wrenn, *Effects of Traditional and Online Learning Instructional Models on Students Achievement Outcomes at Senior High School* (Liberty University, 2015).

<sup>7</sup> Wahyuddin Darmalaksana, *Whatsapp Mobile lectures* ( Bandung, 2020)

latest information and learning materials quickly in various media formats in the form of text, images, and videos that are of interest to them<sup>8</sup>.

The similarity between previous research and this research is the use of instructional media in the teaching and learning process. There are several differences between the above research and this research. In Widya Genitri's research, he used WhatsApp as a learning medium. In Andika Prajana's research, he applied WhatsApp as a medium in learning. Then, Vanessa Wrenn's research, she uses traditional and online instructional models to improve student achievement. In Wahyudin Darma Laksana's research, he also uses Whatsapp as a learning medium. Then Kurniawan Sabar uses the Web (E-learning) in his learning process to improve student achievement. While this study looked at what learning media were used during the pandemic and how students' perceptions of the learning media.

## **B. Perception**

### **1. Definition of Perception**

Perception is the process of being conscious of several stimuli that influence our senses, according to Devito<sup>9</sup>. Similarly, Sobur adds that awareness is part of the overall mechanism that generates the reaction after applying the stimulus to humans<sup>10</sup>.

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<sup>8</sup> Kurniawan Sabar, *The Using Web (E-Learning) in Learning Process in Briton International English School of Makassar* (Makassar, 2011).

<sup>9</sup> . J.A Devito, *Komunikasi Antar Manusia. Kuliah Dasar* (Jakarta: Professional Books, 1997).

<sup>10</sup> A Sobur, *Psikologi Umum* (Bandung: Pustaka Setia, 2019).

Slameto said that perception is a mechanism linked to the human brain's acceptance of information, through the perception that individuals communicate continuously with their environment<sup>11</sup>.

From the above definitions, it can be inferred that perception is the capacity of the entire stimulus process to generate a response, and after seeing and understanding something, we become conscious of something.

## 2. Factors Influencing Perception

According to Rakhmat, there are three factors influencing perception, they are:

- a. Needs, experience, inspiration, hope, focus, emotion, and circumstance consist of functional/personal factors.
- b. Structural factors consist of the stimulus intensity, the stimulus quantity, and the stimulus contradiction.
- c. A cultural factor is a factor that lives in an individual<sup>12</sup>.

## 3. The Principle of Perception

Slameto has divided the principles of perception into four, those are as follows:

- a. Perception is relative, not absolute; about the relative of perception, the first stimulus will give a bigger impact than the next one.
- b. Perception is selective; a person able to catch a stimulus is restrictive because of the human brain catch based on the most interesting thing.

<sup>11</sup> Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya* (Jakarta: PT.Rineka Cipta, 2010).

<sup>12</sup> . J. Rakhmat, *Psikologi Komunikasi* (Bandung: PT.Remaja Rosdakarya, 2009).

- c. Perception has arrangement; perception has an arrangement because people receive the stimulus in the form of relations.
- d. People's perceptions may different although in the same conditions<sup>13</sup>.

In this study, researcher examined how students' perceptions of the use of whatsapp as a learning medium.

## **C. English Learning Media**

### **1. The Nature of Learning**

Learning means acquiring knowledge by studying or experiencing something. There are various definitions of learning proposed by some experts. According to Slavin (in Brown 2007), learning defines as a change in an individual caused by experience<sup>14</sup>. Meanwhile, Woofolk (1998:204) says that learning happens when experience causes a relatively permanent change in an individual's knowledge or behaviour. The similar concept that can be drawn from the definition is "experience" which means that to learn is to experience. Therefore, learning is when people experience something, there will be a change related to their knowledge and behaviour<sup>15</sup>.

In addition, Brown (2007:8) defines learning as:

- a. Learning is an acquisition or "getting".
- b. Learning is the retention of information or skill.
- c. Retention implies storage systems, memory, and cognitive organization.

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<sup>13</sup> Slameto.

<sup>14</sup> Brown H. Douglas, *Teaching by Principles, An Interactive Approach to Language Pedagogy*, Third (New York: Pearson Education, 2007).

<sup>15</sup> Dorothy A Woofolk, *Educational Psychology*, Seventh (Boston: Allyn And Bacon, 1998).

- d. Learning involves active, conscious focus on and acting upon events outside or inside the organism.
- e. Learning is relatively permanent but subject for forgetting.
- f. Learning involves some form of practice, perhaps reinforced practice.
- g. Learning is a change in behaviour<sup>16</sup>.

From the above concepts of learning, it can be inferred that learning is acquiring the information or skill which involves storage systems, memory, cognitive organization, recall, motivation, conscious and subconscious learning styles and strategies, the theory of forgetting, reinforcement, and the role of practices which can change the people's behaviour.

## **2. Learning Media**

Learning requires a conscious process that tends to be permanent and change behavior. In this process, the information recall is then stored in a cognitive organizational memory<sup>17</sup>. Motivation to learn and creativity of educators greatly determine the quality of a lesson, it is indeed a form of interaction in learning. However, just by listening, the effectiveness of learning is questionable. The use of ICT-based learning media is one of the creativity of educators that is needed as a form of effort to motivate students to achieve learning targets<sup>18</sup>.

In the teaching and learning process the presence of the media has a very important meaning. In this activity the obscurity of the subject matter delivered can be helped by presenting the media as an intermediary. The word "media" comes from Latin and is the plural form of the word medium which literally

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<sup>16</sup> H. Douglas.

<sup>17</sup> Thobroni, M. *Belajar dan Pembelajaran Teori dan Praktek* (Yogyakarta: Ar-Ruzz Media, 2015)

<sup>18</sup> Falahudin, I. *Pemanfaatan dalam Pembelajaran*. *Jurnal Lingkar Widya*, 1(4), 2014

means intermediary or introduction. Media is an intermediary or messenger of messages from sender to recipient of the message<sup>19</sup>.

Gerlach and Ely said that media when understood in broad terms is human, material or events that build conditions that make the rest able to acquire knowledge, skills, or attitudes<sup>20</sup>. Learning media is a tool that functions and can be used to convey learning messages<sup>21</sup>. Meanwhile, according to Gagne said that learning media is stated as a component of learning that can stimulate students to learn<sup>22</sup>. Learning media are all forms of attachment and tools provided by educators to encourage students easily, precisely, quickly, correctly and no verbalism occurs<sup>23</sup>.

Based on some of the above definitions, it can be concluded that the notion of media is something that is to transmit messages and can stimulate thoughts, feelings, and the will of the audience (students) so that it can encourage the learning process in themselves. Creative use of media will enable the audience (students) to learn better and can improve their performance according to the goals they want to achieve. In addition, learning media is very decisive in the learning process of students, so that it will overcome difficulties in achieving educational goals.

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<sup>19</sup> Et.al Arif S. Sadirman, *Media Pendidikan Pengertian, Pengembangan, Dan Pemanfaatannya* (Jakarta: PT. Grafindo Persada, 2008).

<sup>20</sup> Azhar Arsyad, *Media Pembelajaran* (Jakarta: Raja Grafindo Persada, 2010).

<sup>21</sup> Hujair AH Sanaky, *Media Pembelajaran Interaktif-Inivatif* (Yogyakarta: Kaukaba Dipantara, 2013).

<sup>22</sup> Azhar Arsyad, *Media Pembelajaran* (Jakarta: Raja Grafindo Persada, 2010).

<sup>23</sup> Rosdiani, D. *Perencanaan Pembelajaran dalam Pendidikan Jasmani dan Kesehatan* (Bandung: Alfabeta, 2013)

#### **D. Online Learning**

Online learning is one of learning using electronic media. Online learning is an example of e-learning. It uses the internet network that connects students and teachers, so that there is direct interaction in learning even though in a different room. Online learning is synchronous learning because this learning requires the teacher to provide direct interaction without delay in answering.

There are so many learning programs in cyberspace that may not be available in schools. With online learning, it can help students to learn lessons that students cannot at school. To ask questions to teachers who cannot be found at school, students can ask questions via email, so that students get additional information. This will quickly respond to teachers because teachers have connections with the network. With technology and communication it allows for learning interactions with other people or subject matter experts outside the classroom. The use of the internet allows everyone to communicate with other people. It creates a discussion forum about online learning that connects many experts, so they can exchange knowledge.

Online learning has several disadvantages as follows:

1. Lack of interaction between teachers and students or between students with one another can slow down the formation of understanding in the teaching and learning process .
2. The tendency to ignore academic or social aspects and promote business or business aspects instead.
3. The learning process is aimed at training rather than education.

4. The alteration in the role of teachers Previous mastering of conventional learning techniques is now required master techniques of learning using ICT (Information Communication Technology).
5. Students who are not highly motivated by learning tend to fail.
6. Internet facilities not all places have (related to problems with the availability of electricity, telephones and computers).
7. Lack of experts in the field of internet networks.
8. Lack of computer languages mastery<sup>24</sup>.

In this online learning there are also several advantages that will slightly cover the shortcomings of learning as follows:

1. Use of various media. Internet sites may contain a variety of media, including text, audio, graphics, animation, video, and downloadable software.
2. Obtain up-to-date or latest information. With E-learning, teachers and learners can get the latest information or knowledge from the internet.
3. The existence of a navigation system. By using navigation by pressing a button or clicking a mouse, students can search various documents in various locations without having to move from their computers.
4. Convenience in communicating. E-learning learning system allows students to be more active in interacting with teachers and with other students. This happens because students feel more comfortable with this kind of communication.

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<sup>24</sup> Setiawan, Rezali. 2012. Online Learning (<http://razalisetyawan.blogspot.com/2012/06/online-learning.html>)

5. The occurrence of an exchange of ideas and opinions. This means that students are more active in issuing ideas or opinions in selecting learning materials. In addition, E-learning also allows discussion via cyberspace.
6. Not limited by time and space. The student can determine any time suitable for learning. Usually the teacher holds a forum to discuss the material presented.
7. Selection of materials in accordance with the wishes and needs of each. This is very good because it can support the achievement of learning objectives. As it is believed by educators, that learners will be very effective when in accordance with the wants and needs of students.
8. More interactive. This distance learning uses a variety of interactive media so that it attracts the attention of the learner<sup>25</sup>.

#### **E. Online learning in the Midst of Covid-19 Pandemic**

The COVID-19 (Coronavirus Disease-19) pandemic has affected education systems around the world, leading to the closure of schools, universities and colleges. Public health experts and government officials are taking several steps, including social distancing, isolation or quarantine; strengthening health facilities and encouraging people to work from home (work from home). The policies taken by many countries including Indonesia by closing all educational activities have made the government and related institutions have to present an alternative educational process for students and students who cannot carry out the educational process at educational institutions. The results of the decision from the minister of education stated that all learning activities both in schools and

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<sup>25</sup> Yulita, 'Online Learning', 2013 <<http://taayulita.wordpress.com/komputer-media-pembelajaran/online-learning-2/>>.

colleges were carried out in their respective homes through the available applications. This is not a new phenomenon because the house has long been a centre of learning, especially in terms of informal education. But now, learning from home has become a "new normal"<sup>26</sup>.

To be precise, there are 6 (six) policies that are clearly described. However, the most fundamental thing is to change the way students and teachers teach and learn from home learning policies. This study from the home policy has greatly changed the habits, or behaviour of teachers and students so far. How could it not be, so far teachers have taught in class in the sense of teaching in a school building that has a teaching and learning function, supported by the means of supporting the teaching and learning process. With this new policy teachers are confused because they are still looking for the right pattern of how learning from home can be done. The best way is to do or strive for network-based learning. Another name is online learning (online learning).

1. Teachers and students will remain safe in their respective places or homes without having to leave the house and meet face to face. However, changing patterns or habits is very difficult, and it is only natural when changes occur very quickly and unexpectedly. For example, in this significantly changing habit, teachers and students rely heavily on computer devices and internet networks.

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<sup>26</sup> Ernaningsih. D A, *Analisis Kesulitan Mahasiswa Program Pendidikan Biologi FKIP UMS Dalam Penulisan Skripsi Selama Pandemi Covid-19* (Surakarta: Universitas Muhammadiyah Surakarta, 2020).

2. Teachers and students must be able to change styles, strategies or methods of teaching and learning.
3. Teachers and students must be able to change their communication styles during this online learning. Many teachers do not pay attention to this third chart, namely the lack of understanding and application of teachers in communicating with their students. Teachers usually communicate in one or two directions at school, by meeting face to face in direct discussions and exercises together.
4. The teacher will find it easier to provide a presentation and explanation of a material, while students will find it easier to understand and discuss directly with the teacher.
5. With this pandemic, it has become very difficult to maintain the teacher's communication style habits. Therefore, there is a need for changes in teacher communication styles during or during the Covid-19 pandemic.
6. The communication used of course, which is long-distance, in this case, is known as online communication. This communication enables teachers as communicators and students as communicants to communicate via the internet network or cyberspace. The goal is, can be controlled remotely, time efficiency so it can be done anytime and anywhere<sup>27</sup>.

Previously, learning activities were carried out using the face-to-face method in the classroom switch to online learning systems. The concept of social

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<sup>27</sup> 'Online Learning Ditengah Pandemi Covid-19', 2020  
<<http://radarbali.jawapos.com/read/2020/04/24/190653/online-learning-si-tengah-pandemi-covid-19>> [accessed 24 April 2020].

distance and physical distance requires everyone to stay at home so that the spread of this virus does not spread. So, subtraction lecturers and students are expected to remain at home and continue to carry out their duties and duties responsibilities. Creative and innovative, lecturers are required to continue teaching to protect their students informed about education and the right foundation<sup>28</sup>.

## F. WhatsApp Learning

WhatsApp is an application that is useful for sending messages, calls, video calls, photos, videos, various forms of documents, and voice messages, where WhatsApp can be installed on phones with the Android operating system, iPhone, Mac, Windows PC and Windows Phone by using a mobile internet connection on the network (4G / 3G / 2G / EDGE) or Wi-Fi<sup>29</sup>.

### 1. WhatsApp Features and Functions

- a. Messaging: users can use internet connection to send messages to other users.
- b. ChatGroups: users can create groups consisting of mobile numbers that have been registered on WhatsApp to make it easier to communicate between members in the group.

<sup>28</sup> 'Is the Online Learning Good in the Midst of Covid-19 Pandemic the Case of EFL Learners' <[https://www.researchgate.net/publication/340815846\\_is\\_the\\_online\\_learning\\_good\\_in\\_the\\_midst\\_of\\_covid-19\\_Pandemic\\_The\\_case\\_of\\_EFL\\_learners](https://www.researchgate.net/publication/340815846_is_the_online_learning_good_in_the_midst_of_covid-19_Pandemic_The_case_of_EFL_learners)>.

<sup>29</sup> S. H Aji, *Pengembangan Aplikasi Layanan Pesan Instan WhatsApp Sebagai Sumber Belajar Mandiri Untuk Meningkatkan Motivasi Dan Hasil Belajar Fisika Materi Pokok Efek Rumah Kaca Didik Kelas XI SMAN 1 Purwokerto* (Yogyakarta: Universitas Negeri Yogyakarta, 2018) <<https://doi.org/10.1017/CBO9781107415324.004>>.

- c. WhatsAppWeb and Desktop: users can send and receive WhatsApp messages directly from a computer browser or directly on a computer provided WhatsApp on the phone remains active.
- d. WhatsApp Voice and Video Calls: users can make voice calls and video calls (video calls) worldwide using a mobile internet connection or wi-fi.
- e. Photos and Videos: users can share photos and videos among users both personally and in groups.
- f. End to End Encryption: security system for users<sup>30</sup>.

## 2. Learning with WhatsApp Groups

Whatsapp group was chosen as one of the learning media, because in terms of the number of users, functions and how to use it, where educators can share subject matter or assignments in the form of images, pdf, ppt, doc, xls, audio, video directly and requestresponses (answers) from group participants (students).WhatsApp is also a good application for smartphone-based learning, such as for completing assignments from educators.With regard to task completion, mobile applications such as WhatsApp are preferred over class discussions. Through groups, whatever is posted by educators or students will be immediately accessible to group participants who are online.That is, learning activities using the WhatsApp group application bring benefits to the achievements and attitudes of students towards learning and education on a mobile basis (Barhoumi, 2015).

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<sup>30</sup> H Pranajaya, & Wicaksono, *Pemanfaatan Aplikasi Whatsapp (WA) Di Kalangan Pelajar (Studi Kasus Di Mts AlMuddatsiriyah Dan Mts Jakarta Pusat)*, 2017  
<<http://proceeding.unisba.ac.id/index.php/sosial/article/view/808>>.

The use of WhatsApp groups makes it easy for students to distribute papers or receive material and be able to have group discussions outside of class hours. In addition to face-to-face learning collaborations in class and learning through groups, WhatsApp can also be used to motivate students. As Legg and Wilson concluded that greeting from a lecturer to students every morning via email, SMS messages, or social media is proven to increase students' learning motivation (2009).

Whatsapp is very feasible to be used as a medium in the teaching and learning process, because it can make learning easier, generate motivation, can increase curiosity as a source of independent learning (Aji, 2018). Using WhatsApp can also acquire new learning opportunities, foster effective communication, allow relevant feedback, offer formal and informal learning opportunities, and support collaborative learning (Simon, 2016)<sup>31</sup>.

### **3. The advantages of WhatsApp as a Learning Media**

- a. WhatsApp groups, educators and students can ask questions or discuss in a more relaxed manner without having to be centered on educators such as chasing in class, which often creates fear of mistakes and embarrassment in students.
- b. With the WhatsApp media, educators can be creative in providing additional material and assignments to students

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<sup>31</sup> M Utomo, S. W., & Ubaidillah, 'Pemanfaatan Aplikasi WhatsApp Pada Pembelajaran Berbasis Masalah Untuk Mata Kuliah Akuntansi Internasional Di Universitas PGRI Madiun', *Teknologi Pendidikan*, 2018.

- c. Students can easily send back work results, either in the form of direct comments (chat group), pictures, videos or other soft files related to learning.
- d. With the WhatsApp media, the learning method is environmentally friendly because it no longer uses hard copies (using paper to print or write the work of students).
- e. With the WhatsApp media, it can be a solution for educators to deliver additional material as learning material outside the classroom<sup>32</sup>.

#### **4. Weaknesses of WhatsApp as a Learning Media**

- a. Educators and students must be connected to internet services to get information in real times.
- b. Communication using videos, images and large files affects data usage (costs).
- c. Without clear rules or agreements by the group admin (educator), communication can leave the context of learning<sup>33</sup>.

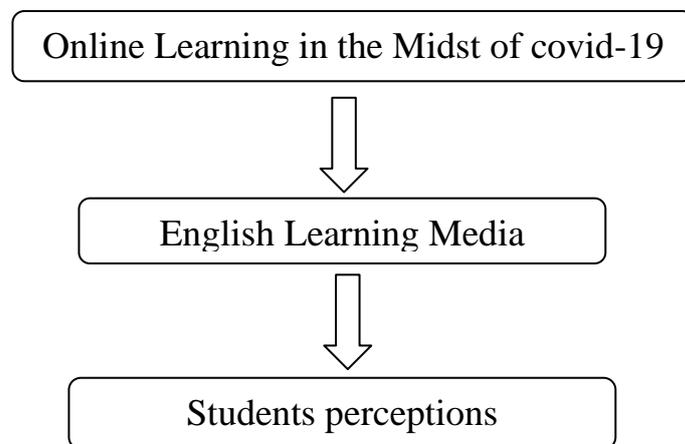
#### **G. Conceptual Framework**

The conceptual framework shows the researcher process to find out which learning media is used, and how is the students' perceptions to the learning media used. The conceptual framework in this research is shown in the diagram:

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<sup>32</sup> L Centinkaya, 'The Impact of Whatsapp Use on Success in Education Process. The International Review of Research in Open and Distributed Learning', 2017  
<<https://doi.org/10.19173/irrodl.v18i7.3279>>.

<sup>33</sup> Centinkaya.



Online learning is very useful in the midst of this pandemic. Because with online learning this can be done at home without having to go to school and only in this way to continue the learning process. In teaching and learning activities in the midst of this pandemic, there are many ways that can be done to continue the teaching and learning process and one of them is online through the WhatsApp application. Besides that, the researcher can also find out the person's response to the learning media used.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research method.**

This research used descriptive qualitative method. Descriptive qualitative choose due to the aim of the study which is to find out the students perceptions that collected through the questionnaire.

#### **B. Population and Sample**

##### **1. Population**

The population in this research was Class XI Mechanical Engineering and the English teacher of SMKN 2 Palopo at the academic year of 2020-2021. The total number of population is thirty one students and one teacher.

##### **2. Sample**

In this study, the researcher used a purposive sampling technique. The researcher took one class, namely the class mechanical engineering with the number of students ten. The researcher only took ten students out of the class mechanical engineering because the time and conditions are not possible at school due to the pandemic.

#### **C. The Instrument of the Research**

The researcher used one instrument, namely a questionnaire. The questionnaire was given to students that consists of ten statements containing students' responses to the learning media used. In this questionnaire the researcher divided into four themes, namely: Online learning helps me better understand

English material in depth, I found new information that I had not received in the classroom from online learning, In online learning, I have the opportunity to learn English anywhere and anytime without being limited by time and If I have difficulties, I just need to wait for the answer to the questions given by the teacher or friend instead of having to find solutions from internet sources (online). Each number has five options namely: strongly agree, agree, doubt, disagree, and stronglydisagree.

#### **D. The Technique of Collecting Data**

To collect the data, the researcher the researcher gave questionnaire and took documentation. The researcher applied the following technique:

1. Giving questionnaire

The researcher gave questionnaires to get information about students' responses to the English learning media used during the pandemic for SMKN 2 Palopo eleventh grade. The researcher gave the questionnaire to students online.

2. Documentation

When conducting the interview with the teacher, the researcher also took a picture as documentation when giving a questionnaire.

#### **E. The Technique of Data Analysis**

The data collected from the respondents were gathered to be analyzed using qualitative analysis. According to HB.Sutopo, in the data analysis process there are three main components that must be understood by every researcher. The

three components are data reduction, presentation of data, and drawing conclusion<sup>34</sup>. The explanation is as follows:

### 1. Data Reduction

Data reduction is a process of selecting, focusing, simplifying and abstracting the rough data in the field note. This process took place throughout the course of the research, which started even before data collection.

### 2. Presentation of Data

Data presentation is an assembly of information that enables research conclusions to be made. The data presentation can be in the form of images, matrices, tables or charts. To calculate the results of the questionnaire, the researcher uses the following formula to calculate the perceptions of the students:

$$P = \frac{F}{N} \times 100$$

Where : P = percentage, F = frequency, N = total sample.

### 3. Conclusion drawing

Conclusion drawing is a process of explaining an analysis (data reduction), which is calculating the results of the previous data information, then the researcher concludes to get the results of the research that has been done.

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<sup>34</sup>HB Sutopo, *Pengantar Penelitian Kualitatif* (Surakarta: Universitas Sebelas Maret Press, 2002).

## CHAPTER IV

### FINDING AND DISCUSSION

#### A. Findings

The following are research data in the form of 1) Whatsapp is a media used in learning during the Covid-19 pandemic obtained from an interview with an English teacher. 2) Student responses toward learning media obtained from questionnaires.

1. The learning media used in SMKN 2 Palopo in the midst of the covid-19 pandemic is as follows:

- a. The teacher used WhatsApp application as the main media. For the discussion or learning process, the teacher gives commands or directions through the WhatsApp group that has previously been created.
- b. The task given through WhatsApp application is done by the teacher recording his voice to give instructions.
- c. The teacher gives directions to the students what the students should do in doing their duties.
- d. The task collection system is divided into two namely: the first is the student send the assignment via WhatsApp, then the second the students collect the assignment manually. Students who collect manually are students who do not have android phones and also students who live in the outback whose networks are not stable.

## 2. Students responses towards the use of WhatsApp application.

The researcher obtained data using questionnaires, to find out how students' responses about the use of WhatsApp as a learning media. The results of the data obtained are as follows:

**Tabel 1.1 Students response results**

<b>No</b>	<b>Statements</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Doubt</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
<b>1</b>	Online learning helps me better understand English material in depth.	0	1	3	6	0
<b>2</b>	I find new information that I have not received in the classroom from online learning.	0	5	4	1	0
<b>3</b>	In online learning, I have the opportunity to learn English anywhere and anytime.	2	4	2	2	0
<b>4</b>	If I have difficulties, I just need to wait for the answer to the questions given by the teacher or friend instead of having to find solutions from internet sources (online).	0	1	3	6	0
<b>5</b>	I don't need to regularly	0	2	2	6	0

	visit learning websites or do online learning.					
<b>6</b>	I am passionate about participating in online learning because I can interact well with friends and teachers.	0	4	3	3	0
<b>7</b>	I feel happy during online learning is implemented.	1	0	2	7	0
<b>8</b>	Learning English using an online model made me more skilled at using technology.	0	1	6	3	0
<b>9</b>	Online learning model makes my English skills improve my English skills.	0	1	2	7	0
<b>10</b>	Online learning models encourage me to find new ideas.	0	4	3	3	0

### 1) Online learning helps me better understand English material in depth.

Based on the questionnaire distributed to students, there are 6 students who disagree with the statement that “online learning helps me better understand English material in depth”. This means that 60% of students think online learning does not help them understand the material. This can be seen in the table below:

**Tabel 1.2 Online learning help in understanding English**

No	Statement	OPTION				
		Strongly agree(%)	Agree(%)	Doubt (%)	Disagree(%)	Strongly disagree(%)
1	Online learning helps me better understand English material in depth.	0	1 (10%)	3 (30%)	6 (60%)	0

**2) I found new information that I had not received in the classroom from online learning.**

Based on the questionnaire distributed to students, there are 5 students who agree with the statement "I find new information that I have not received in the classroom from online learning". This means 50% of students think online learning can help them discover new knowledge. This can be seen in the table below:

**Tabel 1.3 Online learning gives new knowledge**

No	Statement	OPTION				
		Strongly agree(%)	Agree(%)	Doubt (%)	Disagree(%)	Strongly disagree(%)
2.	I find new information that I have not received in the classroom from online	0	5 (50%)	4 (40%)	1 (10%)	0

learning.

**3) In online learning, I have the opportunity to learn English anywhere and anytime without being limited by time.**

Based on the questionnaire distributed to students, there are 4 students who agree with the statement "In online learning, I have the opportunity to learn English anywhere and anytime." This means that 40% of students think online learning can help them learn anywhere and anytime. This can be seen in the table below.

**Tabel 1.4 Chance to learning facilitated English online learning**

No	Statement	OPTION				
		Strongly agree(%)	Agree(%)	Doubt (%)	Disagree(%)	Strongly disagree(%)
3.	In online learning, I have the opportunity to learn English anywhere and anytime.	2 (20%)	4 (40%)	2 (20%)	2 (20%)	0

**4) If I have difficulties, I just need to wait for the answer to the questions given by the teacher or friend instead of having to find solutions from internet sources (online).**

Based on the questionnaire distributed to students, there are 6 students who Disagree with the statement "If I have difficulties, I just need to wait for the answer to the questions given by the teacher or friend instead of having to find solutions. from internet sources (online)". This means 60% of students think

online learning makes them have to find answers on their own when they experience difficulties. This can be seen in the table below:

**Tabel 1.5 Ease of learning**

No	Statement	OPTION				
		Strongly agree(%)	Agree(%)	Doubt (%)	Disagree(%)	Strongly disagree(%)
4.	If I have difficulties, I just need to wait for the answer to the questions given by the teacher or friend instead of having to find solutions from internet sources (online).	0	1 (10%)	3 (30%)	6 (60%)	0

**5) I don't need to regularly visit learning websites or do online learning.**

Based on the questionnaire distributed to students, there were 6 students who disagreed with the statement "I don't need to regularly visit learning websites or do online learning". this means 60% of students think online learning makes them have to regularly or frequently visit learning websites. This can be seen in the table below:

**Tabel 1.6 online learning makes it easier to discuss questions.**

No	Statement	OPTION				
		Strongly agree(%)	Agree(%)	Doubt (%)	Disagree(%)	Strongly disagree(%)
5.	I don't need to regularly visit learning websites or do	0	2 (20%)	2 (20%)	6 (60%)	0

online learning.					
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**6) I am passionate about participating in online learning because I can interact well with friends and teachers.**

Based on the questionnaire distributed to students, there are 4 students who agree with the statement "I am passionate about participating in online learning because I can interact well with friends and teachers". This means that 40% of students think online learning makes them excited about learning because they can interact well with teachers and friends. This can be seen in the table below:

**Tabel 1.7 Passion in online learning.**

No	Statement	OPTION				
		Strongly agree(%)	Agree(%)	Doubt (%)	Disagree(%)	Strongly disagree(%)
6.	I am passionate about participating in online learning because I can interact well with friends and teachers.	0	4 (40%)	3 (30%)	3 (30%)	0

**7) I feel happy as long as online learning is implemented.**

Based on the questionnaire distributed to students there were 7 students who disagreed with the statement "I feel happy during online learning is implemented". This means that 70% of students are not happy about online learning being applied. This can be seen in the table below:

**Tabel 1.8 Interest in online learning**

No	Statement	OPTION				
		Strongly agree(%)	Agree(%)	Doubt (%)	Disagree(%)	Strongly disagree(%)
7.	I feel happy during online learning is implemented.	1 (10%)	0	2 (20%)	7 (70%)	0

**8) Learning English using an online model made me more skilled at using technology.**

Based on the questionnaire distributed to students, there were 6 students who answered doubts with the statement "Learning English using an online model made me more skilled at using technology". This means 60% of students are doubtful or unsure that online learning makes them more skilled at using technology. This can be seen in the table below:

**Tabel 1.9 Online learning provides new skills**

No	Statement	OPTION				
		Strongly agree(%)	Agree(%)	Doubt (%)	Disagree (%)	Strongly disagree(%)
8.	Learning English using an online model made me more skilled at using technology.	0	1 (10%)	6 (60%)	3 (30%)	0

**9) Online learning model made improve my English skills.**

Based on the questionnaire distributed to students, there were 7 students who answered disagree with the statement "Online learning model makes my

English skills improve my English skills". This means that 70% of students do not agree that online learning will improve their mastery of English skills. This can be seen in the table below:

**Tabel 1.10 Online learning improves English skills**

No	Statement	OPTION				
		Strongly agree(%)	Agree(%)	Doubt (%)	Disagree(%)	Strongly disagree(%)
9.	Online learning model makes my English skills improve my English skills.	0	1 (10%)	2 (20%)	7 (70%)	0

**10) Online learning models encourage me to find new ideas.**

Based on the questionnaire distributed to students, there were 4 students who answered agree with the statement "Online learning models encourage me to find new ideas". This means 40% of students agree that online learning allows them to come up with new ideas. This can be seen in the table below:

**Tabel 1.11 Discovery of new ideas in online learning**

No	Statement	OPTION				
		Strongly agree(%)	Agree(%)	Doubt (%)	Disagree(%)	Strongly disagree(%)
10.	Online learning models encourage me to find new ideas.	0	4 (40%)	3 (30%)	3 (30%)	0

## B. Discussion

Based on the findings of the research, there are 4 main themes that are at the core of the questionnaire, namely as follows:

### 1. Online learning using WhatsApp can improve students' abilities

The theme that, online learning using WhatsApp can improve students' abilities not approved by students. This can be seen from statements number 1 and 9. In statement number 1, that out of 10 students, 60% of students think online learning does not help them understand the material. Then in statement number 9, out of 10 students there is 70% of students do not agree that online learning will improve their mastery of English skills. It is known that the role of online learning using WhatsApp to improve student abilities is not approved.

### 2. Online learning using WhatsApp makes it easier for students to learn

The theme that, online learning using WhatsApp makes it easy for students to learn, most of whom disagree. This can be seen from statements number 3, 4 and 5. In statement number 3, out of 10 students, 40% of students think online learning can help them learn anywhere and anytime. Then in statement number 4, out of 10 students there is 60% of students think online learning makes them have to find answers on their own when they experience difficulties. In statement number 5, out of 10 students there is 60% of students think online learning makes them have to regularly or frequently visit learning websites. It can be implied that the role of online learning using WhatsApp to make it easier for students to learn is largely not approved.

### 3. Online learning using WhatsApp makes students interested in learning

The theme that, online learning using WhatsApp made student interest mostly disapproved of by students. This can be seen from statements number 6 and 7. In statement number 6 which obtained data from 10 students, 40% of students think online learning makes them excited about learning because they can interact well with teachers and friends. Then in statement number 7, the data obtained shows that out of 10 students there is 70% of students are not happy about online learning being applied. From these conclusions, it can be seen that the role of online learning using WhatsApp in giving interest to students in learning is largely disapproved of.

#### 4. Online learning gives chance for learning skill other than English

The theme that, online learning provides an opportunity to learn skills other than English which are largely agreed upon. This can be seen from statements number 2, 8 and 10. In statement number 2 which obtained data that of 10 students, 50% of students think online learning can help them discover new knowledge. Then in statement number 8, the data obtained shows that out of 10 students there is 60% of students are doubtful or unsure that online learning makes them more skilled at using technology. In statement number 10, data is obtained that out of 10 students there is means 40% of students agree that online learning allows them to come up with new ideas. From these conclusions, it can be seen that the role of online learning using WhatsApp in improving skills other than English is largely agree.

From these data, it can be seen that many respondents disagreed with the learning media applied during the pandemic. Although on the other hand there are students who agree or doubt the existence of learning media, it seems that there are more who disagree than those who agree. This is not in line with the opinion of Aji (2018) which states that WhatsApp can make learning easier, generate motivation and can increase curiosity as a source of independent learning. According to Simon (2016) Using WhatsApp can also get new learning opportunities, foster effective communication, allow relevant feedback, offer formal and informal learning opportunities, and support collaborative learning.

From the above statement it can be concluded that the research conducted by the researcher is different from that of the previous researcher, Wahyuddin Darma Laksana (2020), in her thesis "Whatsapp Mobile lectures at UIN Sunan Gunung Djati Bandung". The results of the study said that WhatsApp was effectively used as a learning medium and could have a positive impact on students. Andika Prajana (2017), in her thesis entitled "The Use of the Whatsapp Application in Learning Media at UIN Ar-Raniry Banda Aceh". The researcher focused on the use of whatsapp application in learning media to improve the function of social networking applications such as whatsapp is not only for chat and chain messages, but rather for application collaboration and information sharing, so that the purpose of E-Learning can be utilized. Vanessa Wrenn (2015), in her thesis entitled "Effects of Traditional and Online Instructional Models on Student Achievement Outcomes at Senior High School". The researcher focused on the influence of online and traditional learning models on students' English

learning achievement. In this study, the researcher divided high school English students into two groups. One group is a traditional learning model, enrolled in a face to face English courses. Another group enrolled in the exact same course as an online class. Each student group has one dedicated teacher who uses the appropriate curriculum and pacing guidelines. The researcher concluded that students performed just as well in online teaching as compared to traditional instruction. Kurniawan Sabar (2011), in his thesis entitled “The Using Web (E-learning) in the learning process in Briton International English School of Makassar”. From this research, it can be concluded that the use of the Web (E-Learning) can make students gain added value and get the latest information and learning materials quickly in various media formats in the form of text, images, and videos that are of interest to them. Finally this research is in line with researcher Widya Genitri (2019), in her thesis entitled "WhatsApp Group as Learning Media". Researcher focused on using Whatsapp as an online learning medium. The method used by the researcher is a qualitative method. In this study, the researcher explained that WhatsApp can be used as a learning medium, so that learning can be carried out without being limited by space and time. This means that learning is still carried out not only face-to-face in class, but learning can also be carried out outside of class hours.

This research is closely related to the online learning theory that has been described previously as well as the WhatsApp learning theory where both are very closely related and each has advantages and disadvantages. as said by Yulita (2013) that online learning can help students to learn lessons that students

cannot learn in school. To ask questions to teachers who cannot be found at school, students can ask questions via email, so students get additional information. It will respond quickly to the teacher because the teacher has a network connection. With technology and communication, enabling learning interactions with other people or subject matter experts outside the classroom.<sup>35</sup>



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<sup>35</sup> Yulita, 'Online Learning', 2013 <<http://taayulita.wordpress.com/komputer-media-pembelajaran/online-learning-2/>>.

## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### A. Conclusion

Based on the findings and discussion in Chapter IV, it can be seen that most of the students' responses to the online learning media were not approved. This can be seen from the questionnaire given to students, almost all of the ten students disagreed with the learning media used during the pandemic and others chose to doubt.

#### B. Suggestions

Based on the results and conclusions, the researcher proposes the following suggestions:

1. It is recommended to teachers who teach English, especially in SMKN 2 Palopo, to encourage and motivate students to learn English more diligently even though the learning media used is online learning using WhatsApp application.
2. For future researchers, the researcher realizes that there were numerous weaknesses in this research; ideally, there will be similarly research to limit the deficiency.

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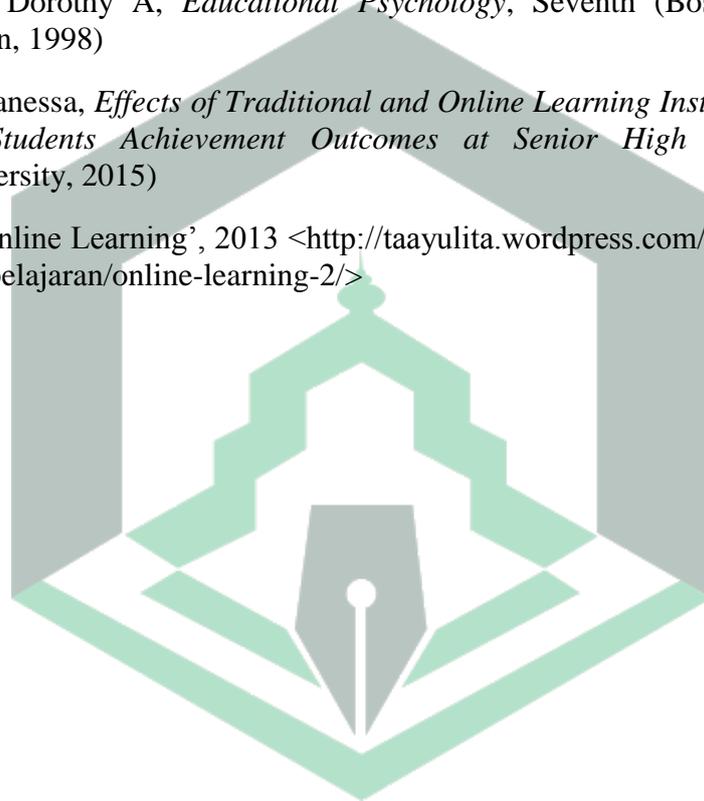
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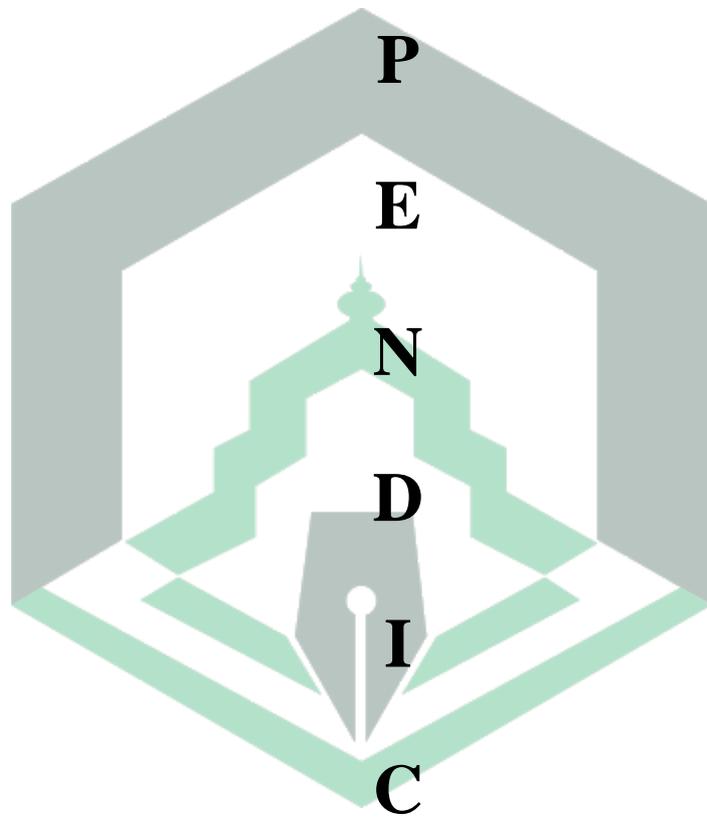
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PEMERINTAH KOTA PALOPO  
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**ENGLISH LEARNING MODEL OF SMK N 2 PALOPO IN THE MIDST OF COVID 19 PANDEMIC**

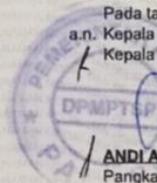
Lokasi Penelitian : SMK NEGERI 2 PALOPO  
Lamanya Penelitian : 07 September 2020 s.d. 07 Oktober 2020

**DENGAN KETENTUAN SEBAGAI BERIKUT :**

1. Sebelum dan sesudah melaksanakan kegiatan penelitian kiranya melapor pada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
2. Menaati semua peraturan perundang-undangan yang berlaku, serta menghormati Adat Istiadat setempat.
3. Penelitian tidak menyimpang dari maksud izin yang diberikan.
4. Menyerahkan 1 (satu) exemplar foto copy hasil penelitian kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.
5. Surat Izin Penelitian ini dinyatakan tidak berlaku, bilamana pemegang izin ternyata tidak menaati ketentuan-ketentuan tersebut di atas.

Demikian Surat Izin Penelitian ini diterbitkan untuk dipergunakan sebagaimana mestinya.

Diterbitkan di Kota Palopo  
Pada tanggal : 08 September 2020  
a.n. Kepala Dinas Penanaman Modal dan PTSP  
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Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 22 %. Sebagaimana lembar hasil uji terlampir.

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Palopo, 03 Februari 2021

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Alamat : Jl. Dr. Ratulangi, Kota Palopo

Bahwa yang bersangkutan adalah benar telah melakukan penelitian dalam rangka penulisan Skripsi di UPT SMK Negeri 2 Palopo.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Palopo, 22 Desember 2020

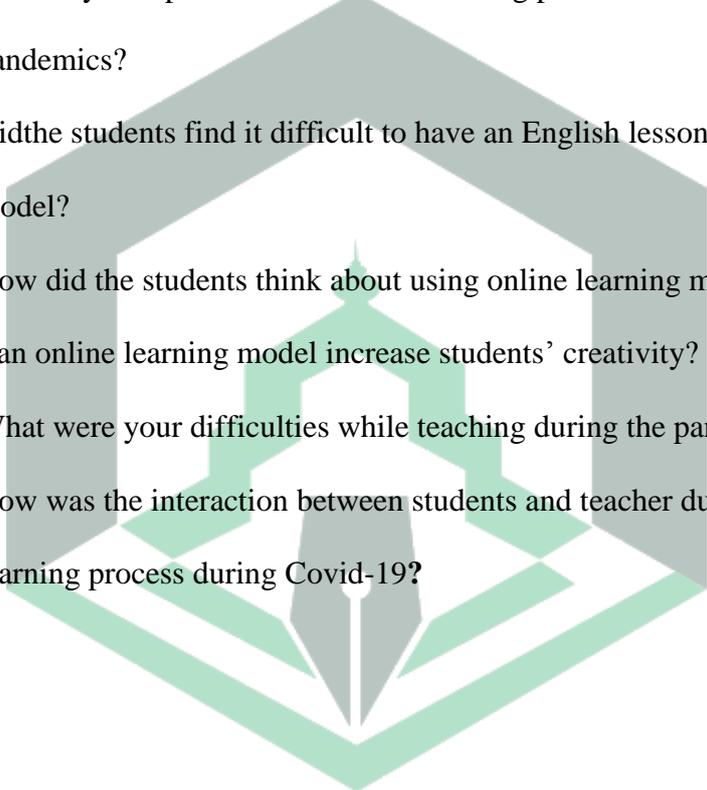
Kepala Sekolah,



Nobertinus, S.H., M.H

NIP. 19681119 199402 1 002

### Interview list (for teacher)

1. How was the condition of class XI mechanical engineering when the English learning process took place during Covid pandemic?
  2. What learning model did you use when learning English took place during a covid pandemic?
  3. What is your opinion about online learning process during covid 19 pandemics?
  4. Did the students find it difficult to have an English lesson using the online model?
  5. How did the students think about using online learning models?
  6. Can online learning model increase students' creativity?
  7. What were your difficulties while teaching during the pandemic?
  8. How was the interaction between students and teacher during the learning process during Covid-19?
- 

## Questionnaire

### A. Data Respondent

Nama :

Kelas :

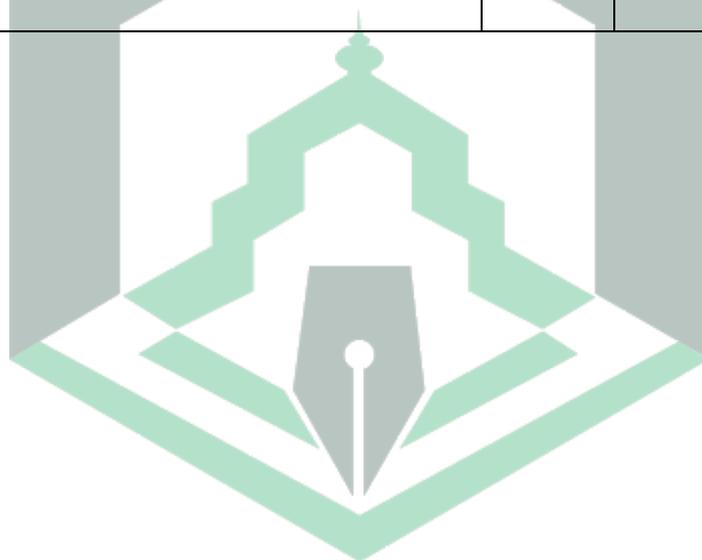
JenisKelamin :

### B. Petunjuk Pengisian

Berilah tanda (√) pada pilihan yang sesuai dengan yang paling menggambarkan keadaan anda saat ini, serta sesuai dengan yang anda butuhkan atau yang anda inginkan terkait dengan model pembelajaran bahasa inggris yang digunakan ditengah pandemi covid-19

No	Statements	Sangat Setuju	Setuju	Ragu-Ragu	Tidak Setuju	Sanga Tidak Setuju
1	Pembelajaran secara daring (dalam jaringan) atau online membantu saya memahami materi bahasa Inggris yang saya pelajari secara lebih mendalam.					
2	Dengan pembelajaran secara daring atau online saya menemukan pengetahuan-pengetahuan baru yang belum saya dapat dari pembelajaran di kelas.					
3	Dengan pembelajaran secara daring atau online, saya mendapatkan kesempatan untuk belajar bahasa inggris di mana saja dan kapan saja tanpa terbatas oleh waktu.					
4	Apabila mengalami kesulitan, saya hanya perlu menunggu pembahasan jawaban soal yang diberikan guru atau teman daripada harus mencari solusinya dari sumber internet (online).					
5	Saya tidak perlu rutin atau sering untuk mengunjungi website pembelajaran atau					

	melakukan pembelajaran daring atau online.					
6	Saya bersemangat dalam mengikuti pembelajaran secara daring (online) karena dapat berinteraksi baik dengan teman dan guru.					
7	Saya senang selama pembelajaran secara daring atau online diterapkan					
8	Belajar bahasa Inggris dengan menggunakan model daring membuat saya lebih terampil menggunakan teknologi					
9	Model daring (online) membuat penguasaan skill bahasa Inggris saya meningkat.					
10	Model daring mendorong saya untuk menemukan ide-ide baru					



## QUESTIONNAIRE

**Tabel 1.2 Students Responses**

NO	NAME	QUESTIONNAIRE									
		1	2	3	4	5	6	7	8	9	10
1	Td	TS	S	S	RR	TS	TS	RR	TS	TS	TS
2	Rl	TS	S	SS	RR	RR	RR	RR	RR	TS	S
3	Rn	TS	S	S	TS	TS	TS	TS	TS	TS	S
4	As	RR	RR	TS	TS	S	RR	TS	RR	TS	TS
5	Rm	TS	RR	RR	S	RR	S	TS	TS	TS	RR
6	Kr	RR	S	RR	TS	TS	TS	TS	RR	TS	RR
7	Mr	S	TS	S	TS	TS	S	TS	RR	RR	RR
8	Ms	RR	RR	TS	TS	S	RR	TS	RR	TS	TS
9	Da	TS	RR	S	RR	TS	S	TS	RR	RR	S
10	Ad	TS	S	SS	TS	TS	S	SS	S	S	S

**Notes :**

SS : Sangat Setuju (Strongly agree), S : Setuju (Agree), R : Ragu-Ragu (Doubt),  
 TS : Tidak Setuju (Disagree) , STS : Sangat Tidak Setuju (Strongly Disagree)

**There are 4 main themes that are at the core of questionnaire, namely as follows:**

No	<b>Online learning using whatsapp can improve students' abilities.</b>
1	Online learning helps me better understand English material in depthly.
9	Online learning model made improve my English skills.

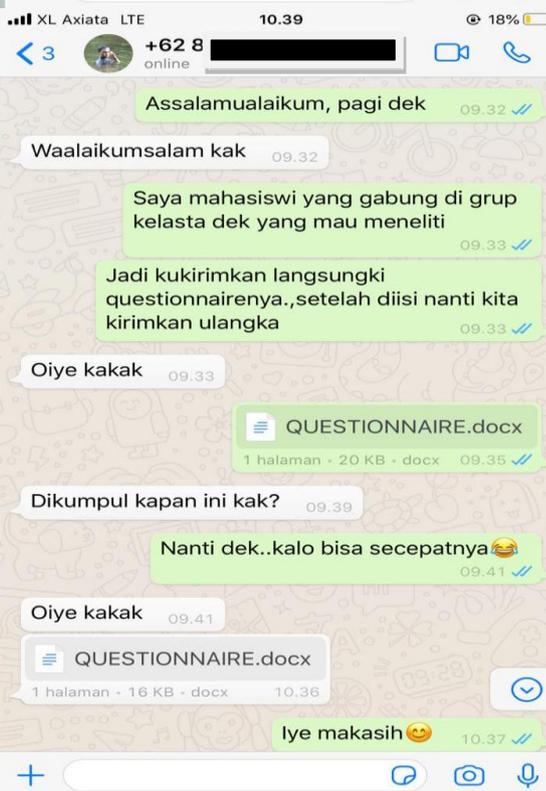
No	<b>Online learning using whatsapp makes it easier for students to learn</b>
3	In online learning, I have the opportunity to learn English anywhere and anytime without being limited by time.
4	If I have difficulties, I just need to wait for the answer to the questions given by the teacher or friend instead of having to find solutions from internet sources (online).
5	I don't need to regularly visit learning websites or do online learning.

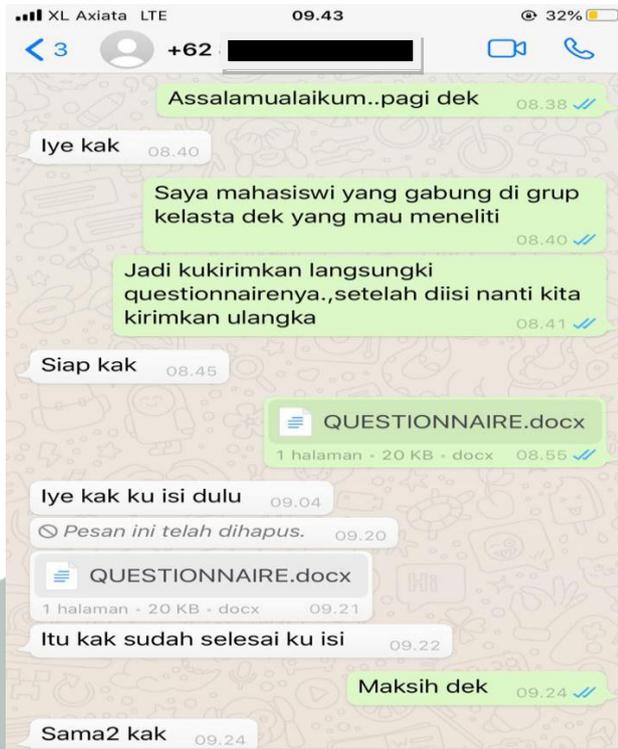
No	<b>Online learning using whatsapp makes students interested in learning</b>
6	I am passionate about participating in online learning because I can interact well with friends and teachers.
7	I feel happy as long as online learning is implemented.

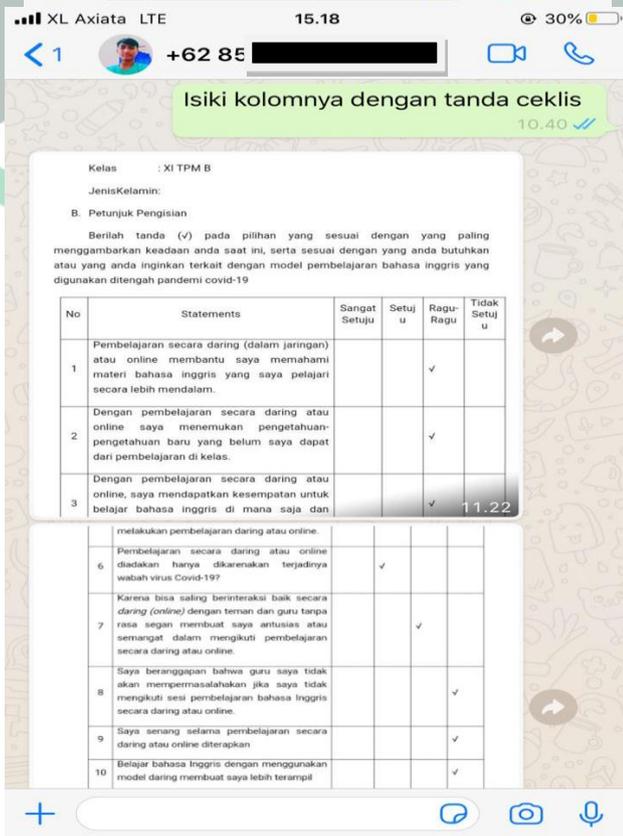
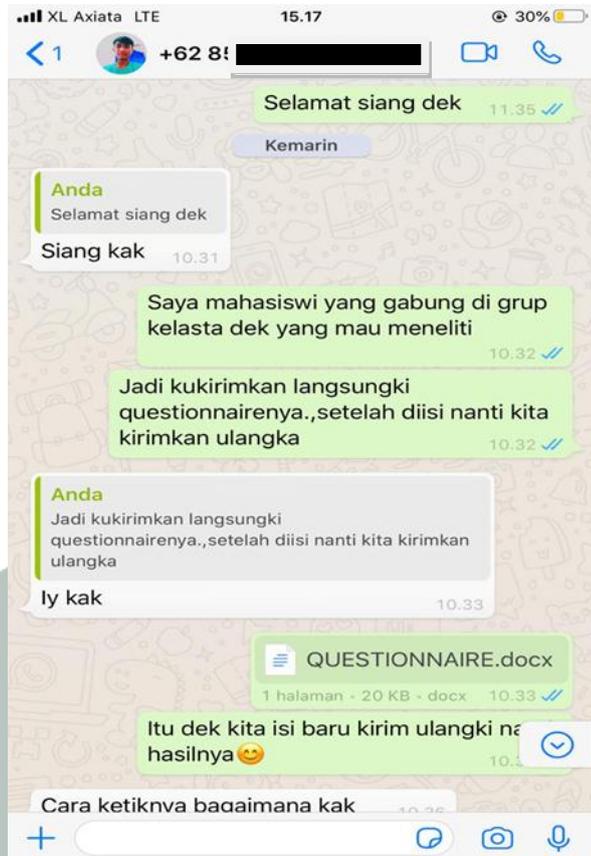
No	<b>Online learning gives chance for learning skill other than English</b>
2	I found new information that I had not received in the classroom from online learning
8	Learning English using an online model made me more skilled at using technology.
10	Online leaning models encourage me to find new ideas.

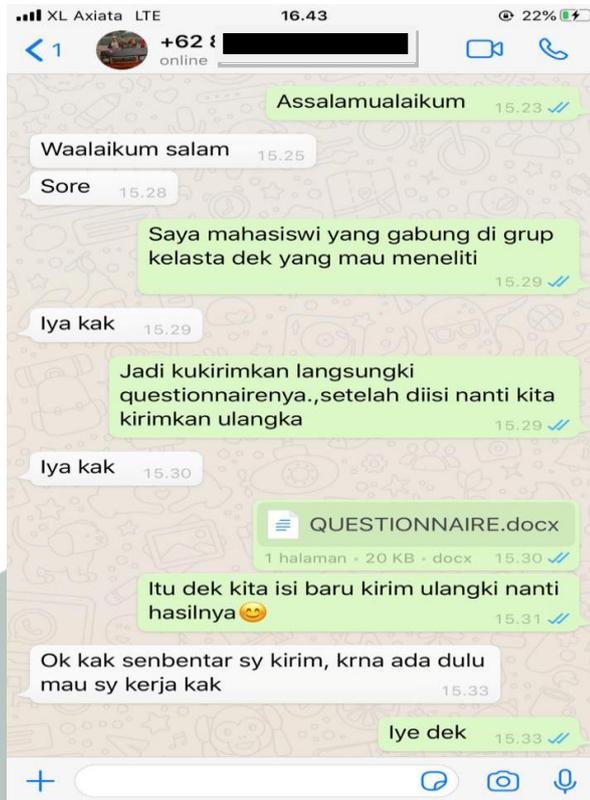
## DOCUMENTATION





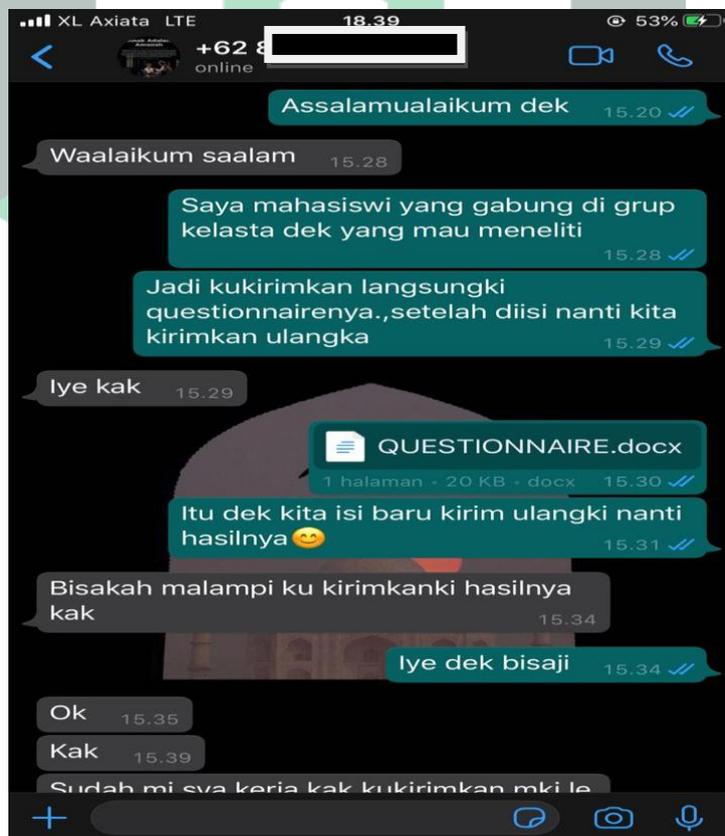


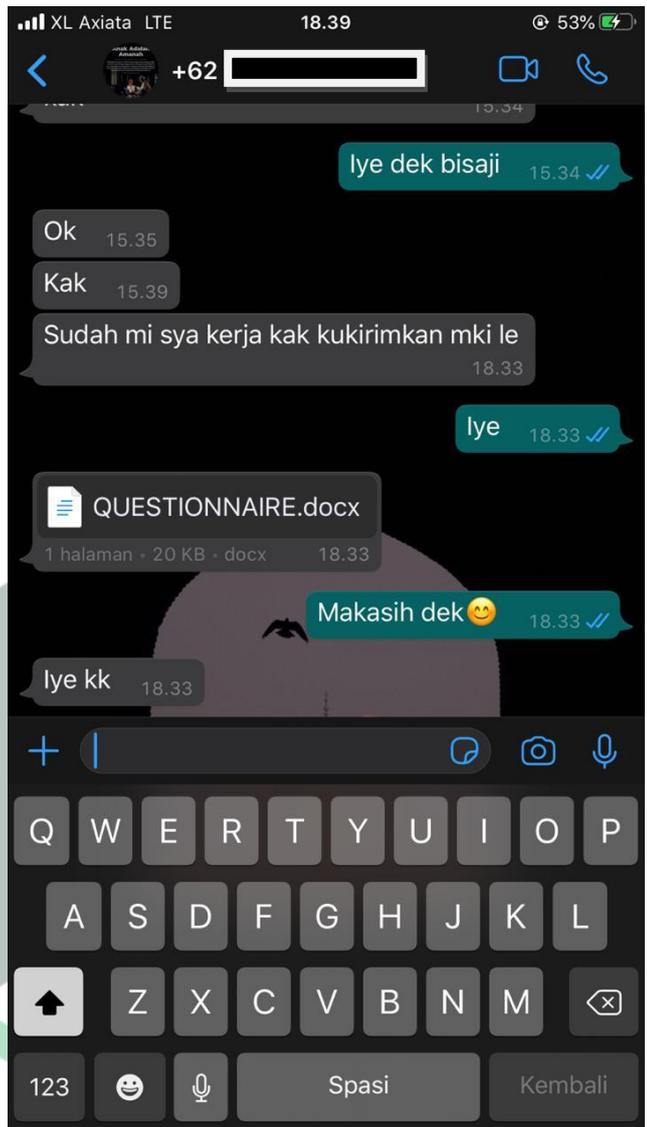












## CURRICULUM VITAE



**Nur Asniar**, was born in Salu Kaluku, on July 24<sup>th</sup> 1997.

The author is the second of the three children of Amirullah and Marwati. She has one older brother and one younger brother. She comes from Salu Kaluku, Desa Sampano, Kecamatan Larompong Selatan, Kabupaten

Luwu, while in Palopo, she lives on Jl. Dr. Ratulangi, Balandai.

She started his formal education for the first time at SDN 352 Tobemba and graduated in 2010. Then, she continued her study in MTSN 135 Sampano and finished in 2013. After graduated in MTSN 135 Sampano, She continued her study in SMAN 1 Larompong and finished in 2016. Then, She continued her study at English Language Education Study Program at IAIN Palopo in 2016.

During school the author gets several certificates such us a national education seminar certificate, graphic design certificate and screen printing, English camp certificate, endepts got talent certificate. In the end of the study at English Language Education Study Program at IAIN Palopo, wrote a Thesis entitled **“Students’ Perception Toward Whatsapp as the Learning Media at the Eleventh Grade of SMKN 2 Palopo in the Midst of Covid-19 Pandemic”**.