

**STUDENTS' PERCEPTION OF THE USE OF WHATSAPP  
APPLICATION IN LEARNING ENGLISH TO ELEVENTH-  
GRADE STUDENTS' AT SMAN 2 PALOPO**

*Thesis*

*Submitted as Partial Fulfilment for the Attainment of S.Pd. Degree in English  
Language Education Study Program of Education and Teacher Training Faculty  
of State Islamic Institute of Palopo*



**IAIN PALOPO**

**Submitted by**

**NURFADILA**

**17 0202 0236**

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

**2023**

**STUDENTS' PERCEPTION OF THE USE OF WHATSAPP  
APPLICATION IN LEARNING ENGLISH TO ELEVENTH-  
GRADE STUDENTS' AT SMAN 2 PALOPO**

*Thesis*

*Submitted as Partial Fulfilment for the Attainment of S.Pd. Degree in English  
Language Education Study Program of Education and Teacher Training Faculty  
of State Islamic Institute of Palopo*



**IAIN PALOPO**

**Submitted by**

**NURFADILA**

17 0202 0236

**Supervised By:**

**1. Wisran, S.S., M.Pd.**

**2. Rusdiansyah, S.Pd.,M.Hum.**

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM  
EDUCATION AND TEACHER TRAINING FACULTY  
STATE ISLAMIC INSTITUTE OF PALOPO  
2023**






## THESIS APPROVAL

### THESIS APPROVAL

This thesis entitled "Students' Perception of The Use of Whatsapp Application in Learning English in Eleventh Grade Students' at SMAN 2 Palopo" which was written by Nurfadila Reg. Number 17 0202 0236 a student of English Language Education Study Program Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo, has been examined and defended in Munaqasyah session which was carried out on February, 6<sup>th</sup> 2023. Coincided with Rajab, 15<sup>th</sup> 1444 H, it is authorized and acceptable as fulfillment for undergraduate degree in English Language Education Study Program.


Palopo, February, 06<sup>th</sup> 2023

#### COMMITTEE OF EXAMINATION

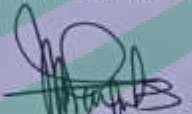
- |                                |               |  |
|--------------------------------|---------------|--|
| 1. Amalia Yahya, S.E., M.Hum.  | Chairman      | (  )   |
| 2. Amalia Yahya, S.E., M.Hum   | Examiner I    | (  )  |
| 3. Dewi Furwana, S.Pd.I., MPd. | Examiner II   | (  ) |
| 4. Wisran, S.S., M.Pd.         | Consultant I  | (  ) |
| 5. Rusdiansyah, S.Pd., M.Hum.  | Consultant II | (  ) |

#### Approved by

a.n. Rector IAIN Palopo  
The Dean of Tarbiyah and Teacher Training  
Faculty

  
Dr. Nurdin Kaso, M.Pd.  
NIP 19681231 199903 1 014

The Head of English Language  
Education Study Program of IAIN Palopo

  
Amalia Yahya, S.E., M.Hum.  
NIP 19771013 200501 2 006

## HALAMAN PERNYATAAN KEASLIAN

### HALAMAN PERNYATAAN KEASLIAN

Saya yang bertandatangan di bawah ini:

Nama : Nurfadila  
NIM : 17 0202 0236  
Program Studi : Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan dengan sebenarnya bahwa:

1. Skripsi/tesis ini merupakan hasil karya saya sendiri, bukan plagiasi atau duplikasi dari tulisan/karya orang lain yang saya akui sebagai tulisan atau pikiran saya sendiri,
2. Seluruh bagian dari skripsi/tesis ini adalah karya saya sendiri selain kutipan yang ditunjukkan sumbernya. Segala kekeliruan dan atau kesalahan yang ada di dalamnya adalah tanggung jawab saya.

Bilamana di kemudian hari pernyataan ini tidak benar, maka saya bersedia menerima sanksi administratif atas perbuatan tersebut dan gelar akademik yang saya peroleh karenanya dibatalkan.

Demikian pernyataan ini dibuat untuk dipergunakan sebagaimana mestinya.

Palopo, 27 Juli 2023

Saya membuat pernyataan,

  
Nurfadila

NIM. 17 0202 0236

## EXAMINER APPROVAL

### EXAMINER APPROVAL

**Thesis Entitled** : Students's Perception of the Use Of Whatsapp Application  
in Learning English to Eleventh Grade Students' at SMAN 2

**Palopo**


**Written By** :

Name	Nurfadila
Reg Number	17 0202 0236
Faculty	Tarbiyah and Teacher Training
Study Program	English Education


Has been corrected and approved to be munaqasyah examined

Palopo, 03 February 2023

**Examiner I**

  
Amalia Yahya, SE., M.Hum  
NIP.19771013200501 2006

**Examiner II**

  
Dewi Furwana, S.Pd.I., M.Pd  
NIP.198708312015032006

## CONSULTANT APPROVAL

### CONSULTANT APPROVAL

Thesis Entitled : **STUDENTS' PERCEPTION ON THE USE OF WHATSAPP APPLICATION IN TEACHING OF ENGLISH AT ELEVENT GRADE STUDENTS' OF SMAN 2 PALOPO**

Written By :

Name : Nurfadila

Reg. Number : 17 0202 0236


Faculty : Tarbiyah and Teacher Training

Study Program : English Education

Has been corrected and approved to be examined.

Palopo, 21<sup>th</sup> November 2022

Consultant I

  
Wisran, S.S., M.Pd  
NIP. 19720611 200003 1 001

Consultant II

  
Rusdiansyah, S.Pd., M.Hum  
NIP. 19890518 201903 1 002

## NOTA DINAS PEMBIMBING

### NOTA DINAS PEMBIMBING

Lamp :- Palopo, 21 November 2022

Hal : Skripsi

Kepada Yth,

Dekan Fakultas Tarbiyah dan Ilmu Keguruan

Di-

Tempat

*Assalamu'alaikum Warahmatullahi Wabarakatuh*

Setelah melakukan bimbingan, baik dari segi isi, bahasa, maupun teknik penulisan terhadap skripsi mahasiswa tersebut di bawah ini:

Nama : Nurfadila  
NIM : 17 0202 0236  
Prodi : Pendidikan Bahasa Inggris  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Judul : "Students' Perception on the Use of Whatsapp Application in Teaching of English at Elevent Grade Students' of SMAN 2 Palopo"

Menyatakan bahwa skripsi tersebut sudah layak diajukan untuk diujikan.

Demikian untuk diproses selanjutnya.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

Consultant I



Wisran, S.S., M.Pd  
NIP. 19720611 200003 1 001

Consultant II



Rusdiansyah, S.Pd., M.Hum  
NIP. 19890518 201903 1 002

## ACKNOWLEDGMENTS

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Praise Allah SWT, the Almighty, who has bestowed grace, guidance, and physical and mental strength. After a lengthy process, the researcher would have never been able to complete the thesis named "Students' Perception of the Use of Whatsapp Application in Learning English to Eleventh Grade Students at SMAN 2 Palopo." Always offer shalawat and salam to the prophet Muhammad SAW, his family, and companions.

This thesis was written as a requirement for obtaining a bachelor's degree in English education from the Palopo State Islamic Institute. This research was done with individuals' and institutions' support, direction, and assistance. As a result, the researcher would like to convey her gratitude to the following:

1. Prof. Dr. Abdul Pirol, M.Ag, is the Rector of the State Islamic Institute of Palopo.
2. Dr. Nurdin K, M.Pd., M.Hum as the Dean of Tarbiyah and Teacher Training Faculty.
3. Amalia Yahya, S.E., M.Hum as the Chief of the English Language Education Study Program of Education and Teacher Training Faculty of State Islamic Institute of Palopo.



4. Wisran, S.S., M.Pd and Rusdiansyah, S.Pd., M.Hum. The first and second supervisors always provide support, guidance, motivation, and solutions to the researcher while completing this research.
5. Amalia Yahya, S.E., M.Hum. as the first examiner, Dewi Furwana, S.Pd.I., M.Pd. as the second examiner who has given many valuable suggestions to complete this research.
6. All lecturers and staff in the English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo, thanks for all your guidance, knowledge, support, and motivation.
7. The headmaster of SMAN 2 Palopo, along with the teachers and staff, was permitted to conduct the research. Especially all Students who have collaborated with the researcher in completing this research.
8. Special thanks to the researcher's beloved family, especially to the researcher's parents, Suardi and Nurhafida, who have given their loving attention and prayed for the researcher's success. Thanks to my Uncle, Aunt, and cousins, who always cared for, supported, and pray for the researcher's success.
9. Special thanks to the researcher's best friends, Idarmawati, Ine Suari, and Putri Dewi Yusmananda, who have always given motivation and support.
10. Special thanks to the eleventh-grade students at SMAN 2 Palopo, who gave their time to participate in this research, especially for the 11 IPA 1 class.
11. Thanks to Feby Al Ijma, Nuradillah K, Nur Aisyah Dzul Fryda, and A, the researcher's best friends who have motivated and supported her.

12. Last but not least, to all BIG BOLD members, BIG B 17 always provided support, motivation, ideas, knowledge, and assistance to the researcher while studying at IAIN Palopo.

The researcher acknowledges that this research is far from perfect. As a result, the researcher needs constructive criticism, and ideas are essential to the research' advancement. The researcher hopes that the readers of this research and the next researcher will find it helpful.

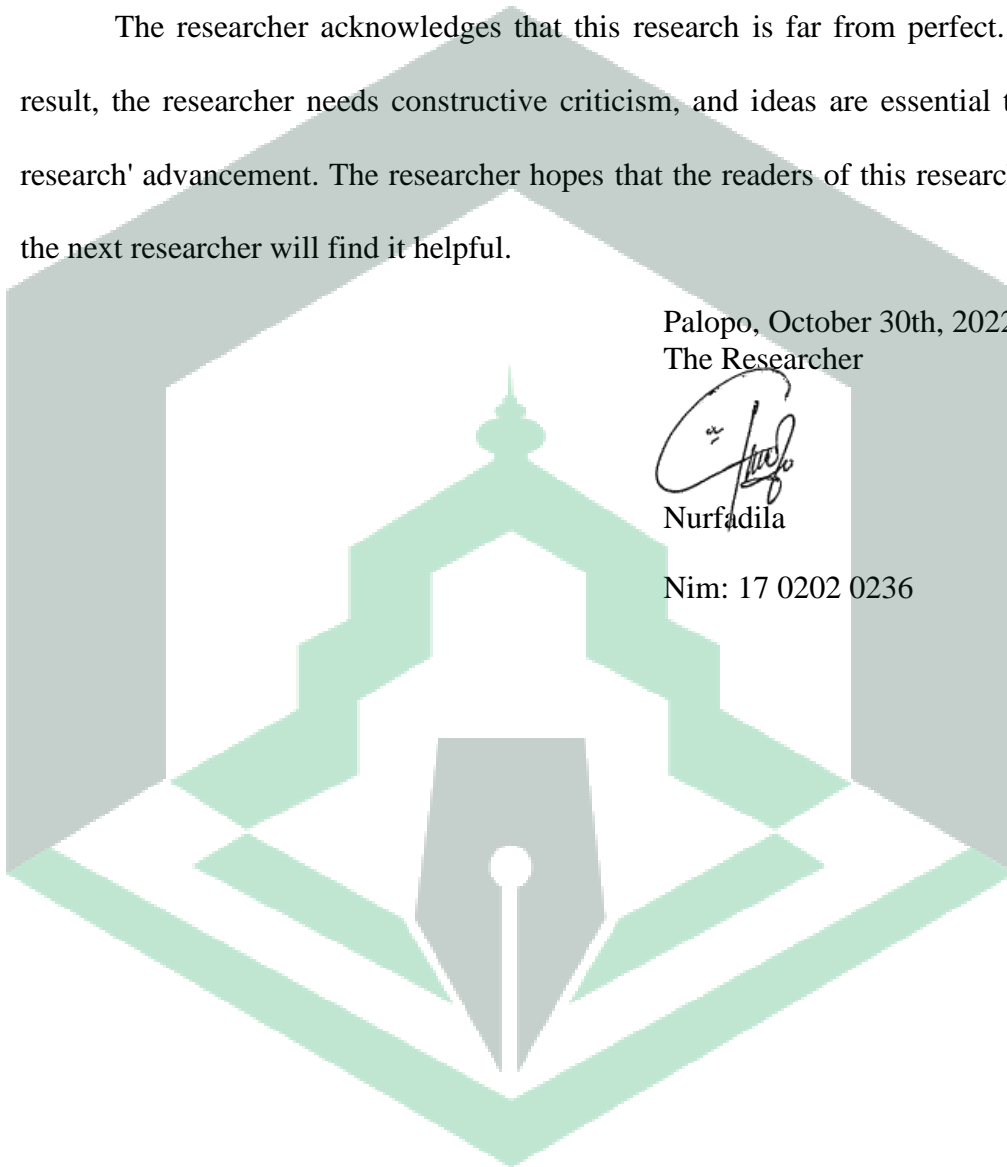
Palopo, October 30th, 2022

The Researcher



Nurfadila

Nim: 17 0202 0236



## TABLE OF CONTENTS

<b>EXAMINER APPROVAL .....</b>	<b>iii</b>
<b>CONSULTANT APPROVAL.....</b>	<b>vi</b>
<b>NOTA DINAS PEMBIMBING.....</b>	<b>vii</b>
<b>ACKNOWLEDGMENTS .....</b>	<b>viii</b>
<b>TABLE OF CONTENTS.....</b>	<b>xi</b>
<b>ABSTRACT .....</b>	<b>xiii</b>
<b>CHAPTER I INTRODUCTION.....</b>	<b>1</b>
A. Background .....	1
B. Research Question.....	7
C. The Objective of The Research.....	7
D. Significance of The Research.....	7
E. Scope of The Research.....	8
<b>CHAPTER II REVIEW OF RELATED LITERATURE .....</b>	<b>9</b>
A. Previous Related Research.....	9
B. Review and Related Literature.....	12
C. Conceptual Framework .....	23
<b>CHAPTER III METHODOLOGY .....</b>	<b>24</b>
A. Type of the Research.....	24
B. Research Focus.....	24
C. Definition of Term .....	24
D. Research Design.....	25
E. Data Types and Sources .....	25
F. Instrument of the Research.....	26
G. The Technique of Collecting Data .....	28
H. Data Validity Check.....	28
I. The technique of Data Analysis .....	29
<b>CHAPTER IV FINDINGS AND DISCUSSION .....</b>	<b>32</b>
A. Findings.....	32

B. Discussion .....	55
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>62</b>
A. Conclusion .....	62
B. Suggestions .....	63
<b>BIBLIOGRAPHY .....</b>	<b>65</b>
<b>APPENDICES .....</b>	



## ABSTRACT

**Nurfadila, 2022,** *“Students’ Perception on the Use of Whatsapp Application in Learning English of Eleventh Grade Students at SMAN 2 Palopo”*. Thesis English Language Education Study Program of Tarbiyah and Teacher Training Faculty of State Islamic Institute of Palopo Supervised (1) Wisran, S.S., M.Pd (2) Rusdiansyah, S.Pd., M.Hum.

This research aimed to find out students' perceptions of using Whatsapp as a media for learning English during the pandemic among class XI students at SMA Negeri 2 Palopo. This research explored students' perceptions obtained from students' experiences during the COVID-19 pandemic, qualitative descriptive research with a qualitative approach is considered an appropriate approach as a type of research. The subjects of this research amounted to 28 students. Data collection was carried out through interviews as the main data and questionnaires as supporting data with class XI students of SMAN 2 Palopo who took part in this research. The results of this research were presented descriptively to reveal students' perceptions. Most of the students said it was difficult to understand the teaching materials provided by the teacher via Whatsapp. So, the WhatsApp application is less able to help in teaching and learning English.

**Keywords:** Learning English, Students Perception, Whatsapp.

# CHAPTER I

## INTRODUCTION

### A. Background

Perception comes from the Latin (*percipere*), which means to accept or take. Perception is a biological process that takes place in the human brain. It is a process that concerns the entry of messages or information through five senses, namely the sense of sight, sense of hearing, sense of smell, sense of taste, and sense of touch.<sup>1</sup> Perception is obtained by summarizing the information from a person and interpreting the information so that the person can respond positively or negatively to the information. Therefore, perception concerns the relationship between a person and his environment through the senses. After a person senses an object in its environment, it is processed into the meaning of the object.

In addition, perception is described as the interpretation of an object, event, or information grounded by the life experience of a person who performs that interpretation. The experiences will be interpreted by their brain to certain impressions which are maybe different from one to another. Thus, it can also be said that perception is the result of one's mind from a particular situation.<sup>2</sup> In a nutshell, perception is a way of interpreting information using human" senses. When there is an object, people use their senses and brain to observe it, and then the information is interpreted as the meaning and cause people to respond to it in a good or bad way.

---

<sup>1</sup> Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Rineka Cipta 2003.

<sup>2</sup> Jalaludin, R. *Psikologi komunikasi*. PT. Remaja Rosdakarya 2003.

Perception is a process that individuals go through to organize and make impressions in them to give meaning to their environment. Perception is important in studying organizational behavior because it is based on their perception of reality, not reality itself. The learning process will run well if students like the lesson, the environment, how the material is delivered, and the perception of ongoing learning. Pareek<sup>3</sup> Suggests that perception is the process of receiving, selecting, organizing, interpreting, testing, and reacting to sensory stimuli or data. Perception is closely related to the five senses because perception occurs after the object in question sees, hears, or feels something and organizes and interprets it so that perception arises. This process also occurs in students' perceptions of learning in class. Perception can arise due to the influence of the social environment around the individual.

For everyone living in the current globalization era, English skills have become a very important language to compete with others because it is an international communication tool. In Indonesia, English is taught at almost all levels of education. Based on this, Indonesia has implemented the teaching of English as a foreign language in elementary schools, junior high schools to senior high schools. Ayu & Indrawati stated that Indonesia considered English a foreign language.<sup>4</sup> Moreover, it has a special place in the school curriculum. For teachers teaching English is not an easy thing. Teachers are required to have the right technique to attract students' attention during the teaching process. It's the same

---

<sup>3</sup>Pareek, U. *Perilaku Organisasi*. Cet.3. Jakarta: PT Ikrar Mandiri. 1996.

<sup>4</sup>Ayu, M., & Indrawati, R. EFL Textbook Evaluation: The Analysis of Tasks Presented in English Textbook. *Teknosastik: Jurnal Bahasa dan Sastra* 16, No. 1 (2019): 21-25.

with the teachers. Even though the students have studied English since elementary school, some still face difficulties up to the upper grades.

Whatsapp is one application that is widely used in learning media, including English. Whatsapp is an application that operates on nearly all current devices and operating systems. Various circles, especially students, have widely used social media, Whatsapp. Anwar & Ready defines Whatsapp as a mobile device that can send text messages, pictures, sounds, locations, and videos to anyone using a smartphone.<sup>5</sup> The Whatsapp messenger application usually uses 3g / 4g connections or Wi-Fi for data communication. Suryadi stated that by using Whatsapp, a person could engage in online chat, file sharing, and exchange information.<sup>6</sup> The Whatsapp messenger application is potentially used as a learning tool. The media Whatsapp has some advantages. Some of the benefits of Whatsapp media, which is easy, practical, quick saving of Internet data, and accessible only with a mobile phone, have various features that can use to communicate in support of such as new groups, new broadcasts, Whatsapp web, starred messages and setting with the aid of internet service. The group's menu choices are used to discuss teachers with both learner and learner with his friends in problem-solving, such as teachers sending some issues that must solve according to the given materials, discussions, material delivery by teachers, for

---

<sup>5</sup>Anwar dan Riadi. Analisis Investigasi Forensik Whatsapp Messenger Smartphone Terhadap Wahtsapp Berbasis Web. *Jurnal Ilmu Teknikelektro Kompuer dan Informatika* 3, No. 12017: 2-10.

<sup>6</sup> Suryadi, Dkk. Penggunaan Sosial Media Whatsapp dan Pengaruhnya Terhadap Disiplin Belajar Peserta Didik pada Mata Pelajaran Pendidikan Agama Islam. *Jurnal Pendidikan Islam* 7, No 1 2018: 1-22.



example, in the practice of teacher learning can deliver the material by sending teaching videos, photo and voice image.

Despite its advantages, Whatsapp media is also flawed. As for some of its flaws, it is difficult for learners to focus on learning because of the less conducive home environment and the limitations of internet packages or internet quotas to connect to online learning, so many parents complain about some of the problems their home learners face to do, a lack of social interaction and educators tend to give frequent assignments so that learners feel overwhelmed by these duties, the parents' mobile phone facilities, necessitating that the teachers be late for their assignments.<sup>7</sup>

Firman and Rahman said that remote learning is done inadequately in terms of interaction. Teachers cannot monitor the learning process directly and are limited inability to receive materials that are presented online with instant messaging applications such as WhatsApp media.<sup>8</sup>This is because this long-range learning is still considered no better than conventional direct learning; learners cannot ask teachers directly if the material is not understood virtually.

According to Wulandari<sup>9</sup>, stated that learning outcomes are influenced by the cognitive characteristics and affective behavior of students combined with the quality of teaching and learning activities in the classroom. Students' perceptions

---

<sup>7</sup>Lestari, W., Arsil, A., & Noviyanti, S. *Pemanfaatan Whatsapp Sebagai Media Pembelajaran Dalam Jaringan Masa Pandemi Covid-19 di Kelas Vi Sekolah Dasar* (Doctoral Dissertation, Universitas Jambi 2021).

<sup>8</sup>Firman & Rahman. Pembelajaran Online di Tengah Pandemi Covid-19. *Indonesian Journal of Educatoinal Science (Ijes)* 2, No. 2 2020: 81-89.

<sup>9</sup>Tarmidi dan Lita Wulandari. Prestasi Belajar ditinjau dari Persepsi Siswa Terhadap Iklim Kelas pada Siswa yang Mengikuti Program Percepatan Belajar. *Jurnal Online* (<http://www.scribd.Com/doc/32233139/jurnal>)2010

of the learning environment provide an important meaning that can affect learning activities. In English learning subjects through Whatsapp, apart from providing many conveniences, there are also obstacles, one of which is ineffective learning activities so that students do not understand the material taught by the teacher. These obstacles give rise to perceptions of students learning to use Whatsapp in English subjects. Perception depends on how a person interprets things based on his point of view. Research conducted on a person's perception is needed to determine the point of view that a person has on an event so that it can be used as evaluation material in the future. A person's perception can change along with his cultural background, grasping the power of a problem, and learning experiences.

As we know, the emergence of the COVID-19 pandemic has had a major impact on all aspects of life, especially education. Lee stated that On December 31, 2019, a similar case of pneumonia appeared in Wuhan, China.<sup>10</sup> The case was caused by the coronavirus known as COVID-19 (Coronavirus disease 2019). Concerning the decision of the Minister of Education and Culture of the Republic of Indonesia regarding Circular Letter Number 4 of 2020 concerning the Implementation of Educational Policies in the Emergency Period for the Spread of Covid-19, teaching and learning activities must continue even though students are at home. This requires educators to design learning media as innovations by utilizing online media.

---

<sup>10</sup>Lee, A. Wuhan Novel Coronavirus (COVID-19): Why Global Control is Challenging?. *Public Health*, 2020. 179, A1.

Verawardina et al. stated that Online Learning is practical to implement, even though educators and learners are in different places.<sup>11</sup> This can solve the problem of students' delay in acquiring knowledge. Because in the 2020/2021 academic year, SMAN 2 Palopo carried out an online learning process, precisely in semester 2, when the Covid-19 pandemic outbreak attacked all countries in the world, requiring all work to be done at home. SMAN 2 Palopo uses online learning media to support the learning process during the covid -19 outbreak, one of which is Whatsapp because this application is one of the most effective applications used during online learning. In this research, the researcher chose the research location at SMAN 2 Palopo.

Because students are the centre of the learning process, their perceptions of teaching practice are worth knowing in helping teachers create teaching activities that are close to their students. Based on the explanation above, a study on students' perceptions about the use of Whatsapp media to learn English is important to investigate because teachers need to know their students' preferences in terms of what online application media they used and how they used it as a media for learning English.

Based on observations made by the researcher at SMAN 2 Palopo, it was found that at SMAN 2 Palopo, there were many differences of opinion among all students regarding online learning. One of them, through Whatsapp, was taking place at that time. Another reason the researcher chose the research location at

---

<sup>11</sup>Verawardina, U., Asnur, L., Lubis, A. L., Hendriyani, Y., Ramadhani, D., Dewi, I. P. & Sriwahyuni, T. Reviewing Online Learning Facing the Covid-19 Outbreak. *Journal of Talent Development and Excellence* 12, No. 3 2020: 385-392.

SMAN 2 Palopo is that until now, there has been no research on Student Perceptions about the Use of Whatsapp Applications in Learning English. Therefore, this research was conducted to provide valuable information about how high-school students use Whatsapp media, the advantages and challenges students face while using Whatsapp media to learn English at SMAN 2 Palopo. Therefore, the researcher chose 15 students at SMAN 2 Palopo as the subject of this research. "Based on the background above, the researcher is interested in seeing student's perception of the use of the Whatsapp application, and the researcher appointed a research entitled "Students' Perception on the Use of Whatsapp Application in Teaching of English at Eleventh Grade Students' of SMA Negeri 2 Palopo."

### **B. Research Question**

This research focused on the perception of the student's by the use of WhatsApp in learning English as a learning media in XI grade at SMAN 2. Based on the background above, the researcher formulate research question; "How are student's perceptions on the use of WhatsApp Application as media in learning english?"

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

This research aims to find out students' perceptions of the use of Whatsapp applications as learning media at SMA Negeri 2 Palopo.

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

- a. For the teacher

It is hoped that this research can be useful for teachers as a media for evaluating students in the online teaching and learning process and seeing the activities of students in distance learning.

b. For the students

The researcher hopes to provide motivation and a good experience to students using the Whatsapp application for online English lessons.

c. For the researcher

Hopefully, this research can be useful for anyone and can be a reference in increasing knowledge on students' perceptions of using the Whatsapp application in teaching English.

**E. Scope of The Research**

The researcher only focused on the Students' Perception of The Use of Whatsapp Application as a media in Learning English for eleventh-grade students of SMA Negeri 2 Palopo.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Related Research

Some researchers have done similar research in the past. They are:

Izyani Binti Mistar, Students' Perceptions of Using Whatsapp as a Learning Tool in ESL Classrooms.<sup>12</sup> She discussed that using Whatsapp is very important in helping students learn the language better and improve their proficiency in using english. The difference between Izyani Binti Mistar and this research is she focused on students' perceptions of the use of Whatsapp as a learning tool in the ESL classroom and whether or not Whatsapp is important to use in the future in helping students improve their language learning and the instrument she used was questionnaires. But this study only focused on students' perception of the use of Whatsapp in teaching English and used instrument interviews, questionnaires, and documentation to retrieve data. The similarity between the two studies is using the Whatsapp application to help students improve their English learning.

Mona M. Hamad, Using Whatsapp to Enhance Students' Learning of English Language "Experience to Share".<sup>13</sup> She discussed using Whatsapp to enhance students' enthusiasm and learning, using Whatsapp to help students develop skills in English, enriching them in their vocabulary, and learn from the

---

<sup>12</sup>Binti Mistar, I., & Embi, M. A. Students 'Perception on the Use of Whatsapp as a Learning Tool in ESL Classroom. *Journal of Education and Social Sciences*, (2016). 4(6), 96-104.

<sup>13</sup>Hamad, M. M. Using Whatsapp to Enhance Students' Learning of English Language" Experience to Share". *Higher Education Studies* 7, No. 4 2017: 74-87.

mistakes of their partners. The difference between Mona M. Hamid's thesis and this research is supported using WhatsApp to enhance students' learning and enthusiasm. Using Whatsapp helped students to develop English skills, enrich their vocabulary, and learn from their mate's mistakes. However, the study explained some disadvantages of the experience, such as preparing the materials and having discipline in the group. The similar of two studies have in common that using WhatsApp helps students develop English language skills.

Nchindo Richardson Mbukusa, Perceptions of students' on the Use of WhatsApp in Teaching Methods of English as Second Language.<sup>14</sup> He discussed using Whatsapp presents itself as one of the inventive teaching methods that can attract students and provide them with opportunities for further learning. Whatsapp increases help students to work smarter and more effectively.

The difference between Nchindo Richardson Mbukusa's thesis and this research is the students' perceptions towards using the Whatsapp application as a learning tool for Teaching Methods of English as a Second Language to a Bachelor's degree programmer. To achieve this, students in the same cohort completed the self-administered questionnaires. The study revealed, among many, that Whatsapp can negatively impact the performance of tertiary students, especially those who do not own smartphones. The similarity the two research have is using WhatsApp as a tool for learning and helping students raise their interest in learning.

---

<sup>14</sup>Mbukusa, N. R. Perceptions of Students' on the Use of WhatsApp in Teaching Methods of English as Second Language at the University of Namibia. *Journal of Curriculum and Teaching* 7, No. 2 2018: 112-119.

Kamila H.P., The use of Whatsapp social media on language learning motivation. This research focuses on the effect of Whatsapp social media on language learning motivation. Data on Whatsapp social media and students' learning motivation was collected using a questionnaire, then processed using SPSS 22 statistics. The difference between this research and Kamila H.P's research used a quantitative method with a questionnaire as an instrument. The similarity is it makes Whatsapp a learning medium.

Wiji Lestari, Whatsapp Utilization as a Learning Media in the Network Period of the Covid-19 Pandemi in Class VI Elementary School.<sup>15</sup>This research aims to describe the use of WhatsApp as a learning media in the network during the Covid-19 pandemic in class VI B SDN 131/IV Jambi City. This research was conducted at SDN 131/IV Jambi City in October November 2020. This type of research is descriptive qualitative with this type of phenomenological research that describes the use of WhatsApp as a learning medium in the network during the Covid-19 pandemic. The data from this study were obtained through interviews with the homeroom teacher, who was the main source of this research, then interviews with five students of class VI B, observations in the form of passive participatory observation, and documentation as supporting data from the interview results. The difference between Wiji Lestari's research and this research is that the subject involved teachers and students as respondents to using Whatsapp as a learning medium. In contrast, this research only made students the

---

<sup>15</sup>Lestari, W., Arsil, A., & Noviyanti, S. *Pemanfaatan Whatsapp Sebagai Media Pembelajaran Dalam Jaringan Masa Pandemi Covid-19 Di Kelas VI Sekolah Dasar* Doctoral dissertation, Universitas Jambi 2021.



only respondents and focused on English subjects with WhatsApp as the media. Meanwhile, the similarity in this study is that the media used is WhatsApp.

The conclusions of the differences between the five previous studies lie in the research method in which some of the studies above used qualitative methods, analytical descriptive, quantitative descriptive research approaches, and quantitative methods. Meanwhile, this research used qualitative description. The data were collected by using interviews, questionnaires, observation, and documentation. And this research was focused on students' perceptions of using social media, especially Whatsapp. As a tool of study, Whatsapp is hoped to be a tool that can help students increase their enthusiasm for developing their English skills.

## **B. Review and Related Literature**

### **1. Theory of Perception**

#### **a. Definition of Perception**

According to Slameto<sup>16</sup>, Perception is a biological process in the human" s brain. It is a process that concerns the entry of messages or information through five senses, namely the sense of sight, sense of hearing, sense of smell, sense of taste, and sense of touch.

According to Nasution<sup>17</sup>, Perception is the stimulation someone receives and the person's observations. Sunaryo stated that with individual perception, he could understand the state of the environment around her and also about things

---

<sup>16</sup> Slameto. *Belajar dan Faktor-Faktor yang Mempengaruhinya*. Rineka Cipta 2003.

<sup>17</sup> Nasution, M.N. *Manajemen Mutu Terpadu*, Jakarta: Ghalia Indonesia 2004.

from the individual concerned.<sup>18</sup> In other words, perception is when individuals get stimulation and the results of observations in understanding the surrounding environment and the side related to it.

According to Bimo Walgito, Perception is a process of organizing and interpreting stimulus received by organisms or individuals so that it is something meaningful and an integrated activity in the Individual self.<sup>19</sup> It means the stimulus received by regulators or individuals for something that has meaning and is united within them.

Perception can be characterized as our acknowledgment and understanding of sensory information. Perception likewise incorporates how we react to the information. We can consider perception as a procedure where we take intangible information from our environment and utilize that information to communicate with our environment. Perception enables us to take tactile information and make it into something important.<sup>20</sup>

#### b. Types of Perception

According to Walgito in his book, human perceptions of many things are very diverse. Therefore it can be classified as follows, and the first is self-perception, where people can make themselves the object of that perception. Then there is person-perception or social perception, in which humans become the object of perception, and non-social perception or things perception, in which

---

<sup>18</sup>Sunaryo. *Psikologi Untuk Keperawatan*, Jakarta: Egc 2004.

<sup>19</sup>Bimo Walgito. *Pengantar Psikologi Umum*. Yogyakarta: Andi Offset 2002

<sup>20</sup>Mismara, J. *Students' Perception on Using Social Media for Learning English*. Banda Aceh. *Education and Teacher Training Ar-Anniri State Islam University* 2019.

non-humans or things become the perception.<sup>21</sup> Walgito, in his book, also mentioned that the process involves the five senses. When the individual receives a stimulus from outside, the individual will take place all the time. This involves the senses of sight, hearing, smell, taste, and touch. To conclude, objects can classify perception as self-perception, person-perception, and things perception, and it involves the five senses of humans, such as sight, hearing, smell, taste, and touch.

According to Sugihartono in Arifin et al., perception is a condition in which the human sensory ability defines an object through the five human senses.<sup>22</sup> The perception produced by each human sense is different for each human being. It can be a positive or negative perception and can significantly affect the actions of humans themselves or others. Eggen and Kauchak said that (Resmini), provides a cognitive view that perception is a process related to people's experiences.<sup>23</sup> It can be said perception is a process where the experience takes part in the process of perspective of a human. In other words, perception use five of the human sense to define an object that is different from each individual and has a different perspective from another individual. This process also includes the people's experiences that can affect each individual's perception. In conclusion, perception can be classified by objects as self-perception, person-

---

<sup>21</sup> Walgito, B.. *Pengantar Psikologi Umum*. In Rajawali Perss. 2013

<sup>22</sup> Arifin, H. S., Fuady, I., & Kuswarno, E.. Analisis Faktor yang Mempengaruhi Persepsi Mahasiswa terhadap Keberadaan Perda Syariah di Kota Serang. *Jurnal Penelitian Komunikasi dan Opini Publik* 1, No. 21 2017: 88–101.

<sup>23</sup> Resmini, S. EFL Students' Perception Towards the Use of Bahasa. *Eltin Journal, Journal of English Language Teaching in Indonesia* 1, No. 7 2019: 12–22.

perception, and things. Perception involves the five senses: sight, hearing, smell, taste, touch, and a human experience. It can be positive or negative and possibly can affect humans themselves or others.

### c. Process of Perception

Perception does not occur in a second but through a complex process within an individual. According to Toha, the process of perception relies on several stages.<sup>24</sup> The process of perception is started when a person encounters stimuli from their surroundings. Then it is captured by sensory tools and sent to the brain. The stimulus is interpreted based on the individual's motivation and personality. After that, an individual perceives the information as feedback to the stimulus.

Similarly, Walgito stated that the perception process is employed through some steps.<sup>25</sup> Stimulus from the object increases the sensory tools in our body. The stimulus derives from inside and outside the individual. Then the stimulus is transferred to the main nervous system located in our brain. The brain then processes the stimulus so that the individual is aware of the object received by sensory tools. He also emphasized that when people perceive something, they need attention while observing the object. It happens because a person can get more than a stimulus from their surroundings, and only some of those stimuli get a response from an individual to be perceived. Thus, which stimulus is perceived based on the individual itself?

---

<sup>24</sup>Toha, M. *Prilaku Organisasi Konsep Dasar dan Aplikasinya*. Raja Grafindo Persada 2003.

<sup>25</sup>Walgito, B. *Pengantar psikologi umum*. Andi 2004.

Nonetheless, American parents and children prefer to live separately because they value their privacy and do not want outsiders to interfere with their personal lives. This disparity is attributable to their differing cultural beliefs and perspectives on life. As a result, rather than their sensory organs (The physical dimension) determining what stimuli will attract people's attention and thus receive meanings, their value, attitude, or motives (The psychological dimension) determine what stimuli will attract people's attention and thus receive meanings.

Based on the explanation above, it can be concluded that perception is a complex process consisting of giving attention to the object, collecting stimulus through our senses, and interpreting the stimulus into some meaning that leads to the response affecting our behavior.

## **2. Learning**

### **a. The Definition of Learning**

Learning is a changed behavior caused by experience so that there is a change in his behavior. According to Sheldon J Lachman, Learning is the process by which a relatively stable modification in stimulus-response relations is developed as a consequence of functional environmental interaction via the senses.<sup>26</sup>

According to Abdullah Syahid Robbani, and Ahmad Muzayyan Haqqy, Learning is a process/effort/activity carried out by the individual to obtain a change in personality or behavior. The current learning process seems like a teacher filling an empty glass or a mother feeding her child food. The theory of

---

<sup>26</sup>Lachman, S. J. Learning is a Process: Toward an Improved Definition of Learning. *The Journal of Psychology* 5, No. 13 1997: 477-480

learning humanism arises with the aim that learners can become responsible individuals, attentive to their environment, and have emotional and spiritual maturity.<sup>27</sup>

Based on the explanation above, learning is a behavior change formed because of experience and knowledge owned by someone. This experience is obtained from interaction with the environment and through the knowledge it gets.

#### b. Learning English

In Indonesia, we need to learn English because, nowadays, almost every field of study demands fluency in English in many of its curricula. It's not a surprise anymore that the English language is the universal language of communication and has now become the bridge between business, science, technology, and research.

In this age of globalization, English language and communication skills are recognized as essential components, especially for students. Indonesia needs to revise, evaluate, and take the more seriously about the curricula to improve the standard quality of English as a foreign language in Indonesia for higher educational levels. Improving the ability to read, write, listen, and speak in English, can make collaboration or research a lot easier and aid better understanding of the course because mostly the textbooks and modules are written and taught in English. And thus, we can compete or collaborate with other countries and not be left behind.<sup>28</sup>

---

<sup>27</sup>Robbani, A. S., & Haqqy, A. M.). Theory of Learning Humanism and its Implications in Arabic Language Learning. Tarling: *Journal of Language Education* 1, No. 52021: 1-14

<sup>28</sup>Qorry' Aina, N. A. *The Urgency of English as a Foreign Language in Indonesia for Students*.

### c. Online Learning

Simply put, online learning refers to learning and other supportive resources available through a computer. In an online lesson, the computer prompts the learner for more information and presents appropriate material based on the learner's response. The material can be as simple as lessons from a classroom course and accompanying tests transcribed into a computer program or as complex as a program that tracks user input and suggests appropriate learning material. It can be a work session on a computer, in which case the learning is a byproduct of the experience, or it can be designed for purposes other than learning, in which learners go through it intending to extract particular content.

The material can be presented as text, graphics, animated graphics (that is, graphics that move), audio, video, or a combination of any of these. At the end of this topic, you can link to examples of simple and complex online learning materials, each of which uses a variety of media.<sup>29</sup>

### d. Learning Media

Learning media is very important to use in the learning process. The use of instructional media can help teachers explain material or provide understanding to students about teaching materials quickly, overcome the problem of limited space and time, and increase students' learning abilities and interests. Online learning devices such as laptops and smartphones also require online media that support teaching and learning. The use of learning methods can not stand alone because the media is also required as a tool to convey materials or information to students.

---

<sup>29</sup> Saul Carliner. *An Overview of Online Learning* 2004.

Learning media is used as a means of supporting the learning process for learning objectives can be achieved. Learning media is defined as a tool in the form of physical and non-physical used by teachers in conveying material to students to be more effective and efficient. So that the learning materials more quickly accept students intact as well as attract students to learn more.<sup>30</sup>

e. Teaching English

Teaching can be focused on helping the students build up their knowledge and give them information. Teaching English in a country whose language is not English as the first language is not an easy thing. The teachers must master English well; the important thing is they can also master the learners (students). A language teacher, as does an English teacher, should have a brilliant idea to always think of many teaching methods. The methods that they apply must always have up-to-date methods for the students. A language teacher should always try to manage the class well and under control. They have to explore more how the language can be taught and learn easily and more enjoyable.

### 3. WhatsApp

a. Definition of WhatsApp Application

Fogg asserts that knowledge can be found everywhere, anytime, and in many settings. One format that can be used is Whatsapp.<sup>31</sup> So using Whatsapp is very helpful for students to get knowledge related to learning in and outside the classroom.

---

<sup>30</sup>Musfiqon. *Development of Learning Media and Sources*. Jakarta: Prestasi Pustakaraya 2012.

<sup>31</sup>Fogg, P. The 24-7 Professor- What To Do When Home Just Another Word For The Office. *Chronicle Of Higher Education* 21, No. 54 2010: B12.



According to Dunlap, students can express their responses freely, and the teacher responds to students' questions and comments, starts new problems, or sends questions".<sup>32</sup> Whatsapp is one of the most interesting teaching methods that attract attention, responsiveness, and student-based learning. This allows students to express their thoughts and ideas through various Whatsapp application features such as attaching images, sharing videos, web links, recording videos, and much more.

Whatsapp is the simplest, most common, and most powerful tool available to teachers. It's a cross-platform proprietary instant messaging subscription service for mobile phones and select feature phones that communicate through the internet.

Based on the explanation above, it can be concluded that an effective tool is used in teaching and learning. In addition, students use digital resources to communicate; they can focus on discourse and internalize content to understand.

#### b. Steps to Use the Whatsapp Application in Teaching English

Johnsons mentioned that since Whatsapp is a new phenomenon, only a few types of research could be found about Whatsapp usage as a communication platform between students and teachers.<sup>33</sup> Therefore, as for the steps in using the Whatsapp application:

- 1) Download and open the Whatsapp messenger application on the Google Play Store or Apple Store.

---

<sup>32</sup>Dunlap, J. C. Using Guide Reflective *Journaling Activities To Capture Students' Changing Perception*. *Tech Trends* 6, No.50 2006: 20-26, <https://doi.org/10.1007/S11528-006-7614>.

<sup>33</sup>Yeboah, J., & Ewur, G.D. The impact of WhatsApp messenger usage on students' performance in Tertiary Institutions in Ghana. *Journal of Education and Practice* 6, No. 5 2014: 157-164.

- 2) The teacher creates a study group. This group is what we will use as an online class for providing material, training, assignments, etc.
- 3) The teacher invites students to join online classes created, which can be entered one by one or invited to students through a link.
- 4) The teacher makes attendance online by using Google Forms.
- 5) The teacher makes a schedule and learning plan.
- 6) Teachers and students engage in online learning activities.
- 7) The teacher provides materials and assignments to measure the extent of students' understanding.
- 8) The teacher assesses student learning outcomes.

#### c. English Learning Materials Via Smartphone

The learning material has a very important role in the learning process. According to Prastowo, learning material is all materials (be it information, tools, or text) that are arranged system that displays a complete figure of competencies that will be mastered by students and used in the learning process so that students can master basic competencies to achieve competence.<sup>34</sup> The core of each subject in a particular educational unit.

#### d. The Advantages of Whatsapp in learning English

- 1) WhatsApp is the alternative for engaging in e-learning classes.
- 2) It facilitates students in motivating students to learn English, especially in writing skills.

---

<sup>34</sup>Prastowo Adi. *Panduan Kreatif Membuat Bahan Ajar Inovatif*. (Jogjakarta: Diva Press 2015).

- 3) It helps students to overcome their fear of using the language through sharing information and discussion.
- 4) It helps the students to believe in their abilities and to have confidence. It enables students to learn from their colleagues' mistakes.<sup>35</sup>

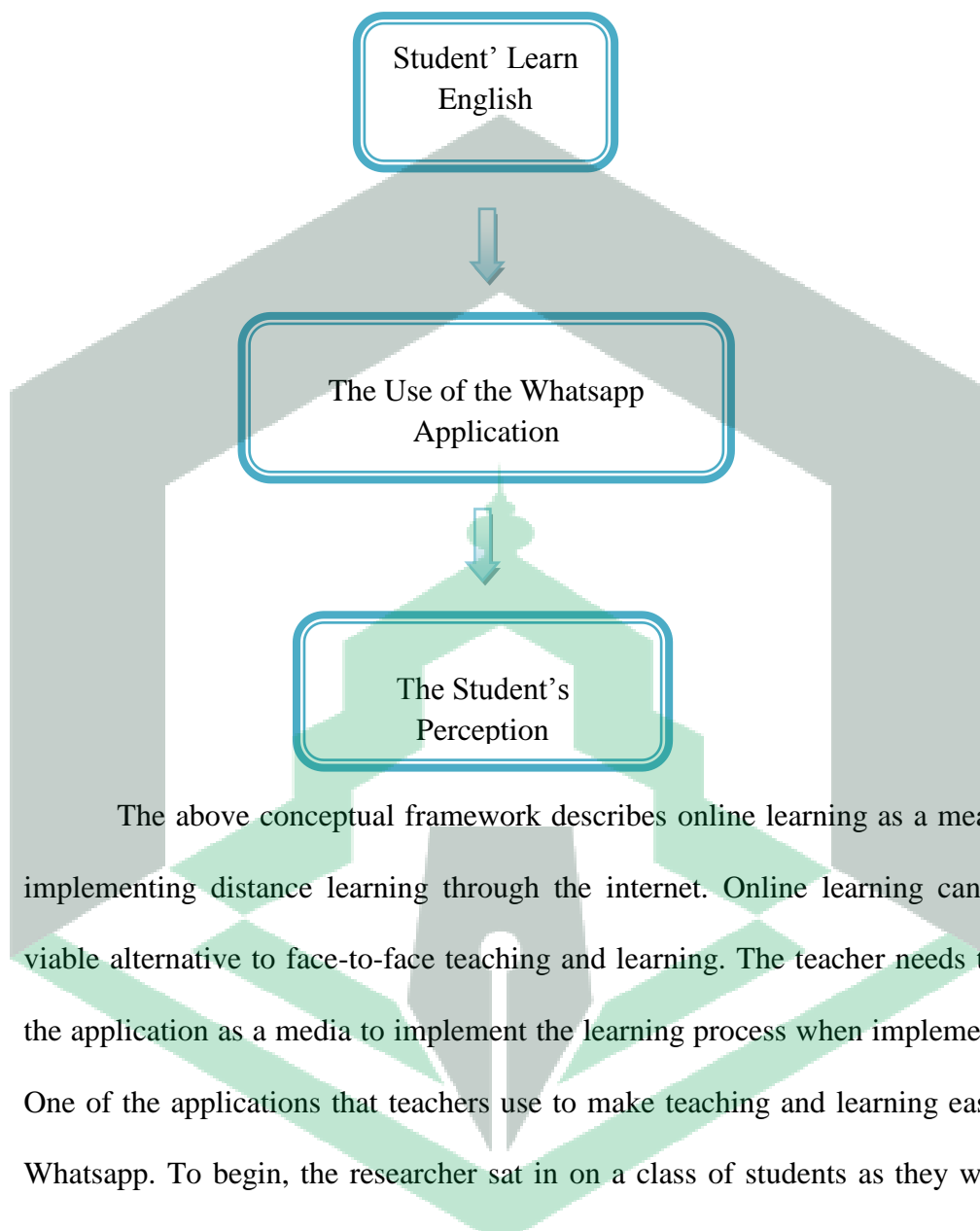


---

<sup>35</sup>Nuraeni, C., & Nurmalia, L. Utilizing Whatsapp Application In English Language Learning Classroom. *Metathesis: Journal Of English Language, Literature, And Teaching*1, No.4 2020: 89-94.

### C. Conceptual Framework

**Figure 2.1.** Conceptual Framework



The above conceptual framework describes online learning as a means of implementing distance learning through the internet. Online learning can be a viable alternative to face-to-face teaching and learning. The teacher needs to use the application as a media to implement the learning process when implementing. One of the applications that teachers use to make teaching and learning easier is Whatsapp. To begin, the researcher sat in on a class of students as they worked online. The researcher then interviewed students to learn more about their experiences with WhatsApp as a learning tool. The last, the researcher found the output about students' perceptions of using WhatsApp in the learning process were also examined. The researcher described the students' Perceptions of using Whatsapp applications in the English learning process.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Type of the Research**

The type this research was descriptive qualitative method with a qualitative approach. Qualitative research seeks to understand phenomena experienced by research subjects holistically and through the description in the form of words and language, in a specific natural context, and through various natural methods. In this research, the type of research used is qualitative descriptive. The reason the researcher uses this method is that the researcher wants to describe the conditions observed in the field in a more specific, transparent, and in-depth manner.

#### **B. Research Focus**

The research focused on students' perceptions of the use of Whatsapp in understanding material in learning English.

#### **C. Definition of Term**

1. Perception is compiling, recognizing, and dealing with sensory information to provide an overview and understanding of the environment. Perception includes all signals in the nervous system, which result from the sense organs' physical or chemical stimulation.
2. Whatsapp Messenger is a messaging application for smartphones. Whatsapp messenger is a cross-platform messaging application that allows us to exchange messages without credit because Whatsapp messenger uses internet data packages.

#### D. Research Design

The researcher used the qualitative method as the research design. According to Creswell, qualitative research emphasizes exploring and understanding the meaning that a person or group of people ascribe to a social or human problem.<sup>36</sup> The historical origin for qualitative research comes from anthropology, sociology, the humanities, and evaluation. Qualitative research design produces data that is not quantifiable using open-ended questions.

According to Denzin & Lincoln, This approach enables the researcher to comprehend issues by investigating them in their specific context, and the meaning individuals bring to them.<sup>37</sup> According to Merriam, Its main focus is to generate meaning, purpose, or reality from the opinions and experiences of Participants.<sup>38</sup> The researcher used a qualitative method to know students' perceptions about using Whatsapp as a medium for learning English in the Eleventh-grade of SMA Negeri 2 Palopo.

#### E. Data Types and Sources

According to Prastowo in the field, there are two categories of data: qualitative and quantitative.<sup>39</sup> Sugiono, a primary source, is a source that can give

---

<sup>36</sup>Creswell, J. *Research Design: Qualitative, Quantitative, And Mixed Methods Approaches*. Thousand Oaks, California: SAGE Publications, Inc 2014.

<sup>37</sup>Denzin, N., & Lincoln, Y. Introduction: *The Discipline And Practice Of Qualitative Research*. In *The Sage Handbook Of Qualitative Research (3rd Ed., Pp. 1-32)*. Thousand Oaks, CA: Sage Publications 2005.

<sup>38</sup>Merriam, S. B. *Qualitative Research: A Guide To Design And Implementation*. San Francisco, CA: John Wiley & Sons, 2009.

<sup>39</sup>Prastowo, A. *Metode penelitian kualitatif dalam perspektif rancangan penelitian*. Jogjakarta: Ar-ruzz media. 2011.

valuable information directly. It means the primary source is to give prominent data related to the research's problems.<sup>40</sup> In this study, the data source is primary data obtained by conducting interviews and questionnaires of eleventh-grade students of SMA Negeri 2 Palopo in Academic years 2022/2023

According to Mukhtar, Data sources are sources from which researchers can get some information or data needed for research.<sup>41</sup> In this study, the data source is primary data obtained by conducting interviews and questionnaires of eleventh-grade students of SMA Negeri 2 Palopo in the academic year 2022/2023.

#### **F. Instrument of the Research**

The researcher used interviews as a main data and questionnaires as a supporting data as the instrument of this research.

##### **1. Interview**

An interview is a structured conversation where one participant asks questions, and the other provides answers. In common parlance, "interview" refers to a one-on-one conversation between an interviewer and an interviewee. The interviewer asks questions to which the interviewee responds, usually providing information. That information may be used or provided to other audiences immediately or later. Process. An interview may also transfer information in both directions.<sup>42</sup>

---

<sup>40</sup>Sugiyono., *Research Methods Quantitative, Qualitative And R&D Approaches*. Bandung: Alfabeta 2012.

<sup>41</sup> Mukhtar., *Qualitative Descriptive Method*. Jakarta: Gp Press Group,(2013).

<sup>42</sup><https://en.wikipedia.org/wiki/Interview>

The researcher interviews the eleventh-grade students by giving nine questions. Students could answer a question directly using voice record by handphone. The researcher only took the answers of students who answered the questions.

## 2. Questionnaires

A questionnaire is a research instrument that consists of a set of questions (or other types of prompts) to gather information from respondents through a survey or statistical study. A research questionnaire is typically a mix of close-ended questions and open-ended questions. Open-ended, long-term questions allow the respondent to elaborate on their thoughts. The Statistical Society of London developed the Research questionnaire in 1838.

Although questionnaires are often designed for statistical analysis of the responses, this is not always the case. Questionnaires have advantages over other types of surveys in that they are cheap, do not require as much effort from the questioner as verbal or telephone surveys, and often have standardized answers that make it simple to compile data. However, such standardized answers may frustrate users as the possible answers may not accurately represent their desired responses. Questionnaires are also sharply limited because respondents must be able to read the questions and respond to them. Thus, for some demographic groups surveying by questionnaire may not be concretely feasible.<sup>43</sup>

---

<sup>43</sup><https://en.wikipedia.org/wiki/Questionnaire>



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

The researcher needs to collect the data to get the material needed to answer

the research problem. There are some steps in collecting the data as follows :

### **1. Interview**

In this study, the interview consists of nineteen closed questions that focused on the physical dimension of students' Perceptions of using Whatsapp as a medium for learning English but to make it easier for students to answer questions, the researcher used Indonesian. This study used a semi-structured interview. The research had a list of questions for the topic, but the researcher was still free to ask other questions, not on the list. To interview students of research, used a voice recorder and handphone privately with students.

### **2. Questionnaire.**

The research questionnaire consisted of nine closed questions that focused on the psychological dimension of students' Perceptions of using Whatsapp as a medium for learning English. Still, the researcher prepared a questionnaire using Indonesian to make it easier for students to fill in. The researcher made a questionnaire on the paper and then distributed it to eleventh-grade students of SMA Negeri 2 Palopo. The researcher told the information that the questionnaire would remain confidential and would not affect the value of English lessons.

## **H. Data Validity Check**

In qualitative research, it is necessary to apply the validity of the data to avoid the usual or invalid data. This is to avoid dishonest answers from

informants. Testing the validity of the data in this study using triangulation techniques, namely the technique of testing the validity of the data by utilizing something other than the existing data to test the validity of the data or as a comparison of existing data.

Triangulation is carried out to check the data's validity consisting of sources, techniques, and time. In testing the validity of the data carried out in this study, the researchers carried out two kinds of source triangulation and technical triangulation. Triangulation is done by comparing the results of observation data with the results of interviews so that it can be concluded again to obtain the degree and source so that it becomes authentic data according to this study. The researcher conducted observations, interviews, and documentation to obtain this data.

## **I. The technique of Data Analysis**

### **1. Data Reduction**

According to Iskandar,<sup>44</sup> Data reduction is the process of collecting research data. Sugiono<sup>45</sup> mentioned the data obtained from the field is quite a lot: it should be noted in accuracy and detail. Data reduction is summarizing data, choosing basic things, focusing on important things, searching themes and patterns, and discarding unnecessary.

### **2. Data Display**

---

<sup>44</sup>Iskandar., *Metodologi Penelitian Kualitatif*. Jakarta: Gaung Persada Press 2009.

<sup>45</sup> Sugiyono. *Research Methods Quantitative, Qualitative, And R&D Approaches*. Bandung: Alfabeta, 2012.

According to Miles and Huberman<sup>46</sup>, the most frequent form of display data for qualitative research data in the past has been narrative text. According to Sugiyono<sup>47</sup>, the further point out in qualitative research, the presentation of data can be made in the form of brief descriptions, charts, flow charts, connections between categories, and like. The researcher concluded that to display data, and the researcher will explicitly provide all the record-keeping during the interviews to draw the first approach to analyzing data.

### 3. Drawing Conclusion

In this last step, data analysis is concluded. Here, the researcher started to see what the data was. The researcher examined all students' answers about using Whatsapp as a medium of learning English. The researcher first determined the questionnaire rating weight. Then, the researcher calculated the questionnaire results about the students' Perceptions of learning using WhatsApp.

**Table 3.1 Questionnaire rating weight<sup>48</sup>**

No	Answer Options	Score
1	Fully Agree	5
2	Agree	4
3	Neutral	3
4	Disagree	2
5	Highly Disagree	1

<sup>46</sup>Miles, M.B. & Huberman, A. M., *Qualitative Data Analysis: A Source Book Of New Methods*. (Beverly Hills: Sage Publication 1984).

<sup>47</sup> Sugiyono. *Research Methods Quantitative, Qualitative, And R&D Approaches*. Bandung: Alfabeta, 2012.

<sup>48</sup> Arikunto, S. *Metode Penelitian Kualitatif*. Jakarta: Bumi Aksara (2006).

Next is the interpretation of questionnaire data. The data interpretation stage is processed using calculations and percentages. Percentage calculation is intended for comparison purposes, the size of the frequency of each alternative answer to the questionnaire. The percentage is obtained by comparing the number of answer frequencies and the number of respondents associated with the number 100%. The formula is as follows:

#### **Formula 3.4**

Finding the Percentage

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

Note :

P = Percentage of Answers

F = Answer Frequency

N = Number of Respondents

100% = Fixed Numbers

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The researcher obtained data using interviews and questionnaires to find out the students' perception of using the Whatsapp application in English learning. The results of the student interview:

1. In the first question, the researcher asked the students about using handphomes.

*“Do you think the handphone is easy to use?”*

**Table 4.1 List of Students' Perception**

<b>SFI</b>	: Yes, I think the handphone is easy to use
<b>AFL</b>	: Handphones in this era are very easy to use because nowadays the features are getting sophisticated, so everything is fast or easier.
<b>NAN</b>	: Yes, miss, I think the handphone is easy to use
<b>R</b>	: It's rather easy, but sometimes when I create files, I don't know.
<b>AAR</b>	: In my opinion, handphomes are sometimes easy to use, sometimes not
<b>AR</b>	: I agree that the handphone is easy to use
<b>SAF</b>	: very easy, because now many features can help in learning
<b>MAH</b>	: It is very easy for me.
<b>ATA</b>	: For me, the handphone is easy to use
<b>SAN</b>	: I think using a handphone is very easy

---

<b>GLS</b>	: I agree that the handphone is easy for people who are used to it.
<b>TR</b>	: Yes, it's easy.
<b>PS</b>	: Yes, I think it is very easy to use
<b>NAP</b>	: It depends on the type of handphone, but my handphone, it's easy to use
<b>NSM</b>	: Yes, it's easy.

---

Based on the results of interviews conducted by researcher, most of them positively responded to using mobile phones, which are easy to use.

2. In The second question, the researcher asked the student when they knew about Whatsapp.

*“Since when did you know about the Whatsapp application?”*

**Table 4.2 List of Students' Perception**

---

<b>SFI</b>	: Since junior high school, grade 7
<b>AFL</b>	: I used Whatsapp when I started junior high school
<b>NAN</b>	: I had known the WhatsApp application since 2020, when I was in junior high school.
<b>R</b>	: Since 3rd grade of junior high school
<b>AAR</b>	: Since through online learning
<b>AR</b>	: Since I was in the second grade of junior high school, and that was the first time I had a handphone.
<b>SAF</b>	: Since junior high school
<b>MAH</b>	: I knew the WhatsApp application in 2019
<b>ATA</b>	: Since 6th grade
<b>SAN</b>	: I learned about the WhatsApp application in 2019 when I was still in junior high school before grade 3 junior

---

---

	high school.
<b>GLS</b>	: Since the 2nd grade of junior high school
<b>TR</b>	: It's been quite a while, maybe the first grade of junior high school
<b>PS</b>	: Since I was in junior high school
<b>NAP</b>	: When I was in 2nd grade of junior high school
<b>NSM</b>	: Since 2019 when I was in junior high school.

---

Based on the results of interviews conducted by researcher, it can be concluded that most of them responded positively. They had long known about the Whatsapp application, and even one had known since elementary school.

3. In the third question, the researcher asked the students about the features they know of Whatsapp.

*“What features do you know about Whatsapp?”*

**Table 4.3 List of Students' Perception**

---

<b>SFI</b>	: Voice note and story.
<b>AFL</b>	: Of course, we Chat, make voice notes, create groups, calls, and video calls, and share our activities through stories.
<b>NAN</b>	: Send messages, share files, emoticons or stickers, group calls, voice notes, and video calls.
<b>R</b>	: Chat, voice note, VC, emoji, change background or wallpaper
<b>AAR</b>	: Send photos and documents.
<b>AR</b>	: Group calls, voice notes, and sending emoji
<b>SAF</b>	: Features such as voice notes and video call

<b>MAH</b>	: Story, call, group, and chat features.
<b>ATA</b>	: Can send messages, files, story features, video calls, and group calls.
<b>SANA</b>	: Settings for changing profile photo, WhatsApp Wallpaper, and uploading stories that many people can see
<b>GLS</b>	: Chat, phone, and video call to share and receive contacts via QR code
<b>TR</b>	: Send messages, share files, and calls.
<b>PS</b>	: Chat, voice note, call.
<b>NAP</b>	: Share stories, video calls, send pictures or videos
<b>NSM</b>	: Chat, voice note, video call, group chat

Based on the results of interviews conducted by researcher, they are quite familiar with and know a lot about the features that exist on Whatsapp.

4. Fourth, the researcher asked the student about their opinion of using WhatsApp in online learning.

*“What do you think about the use of Whatsapp in online learning?”*

**Table 4.4 List of Students’ Perception**

<b>SFI</b>	: I think it is very useful because it helps students to carry out distance learning. It's easier with Whatsapp Because there is no need to download other applications that make full handphone storage.
<b>AFL</b>	: I think using WhatsApp is very useful in online learning because we can ask the teacher even though we are not in the same place.
<b>NAN</b>	: Using WhatsApp in online learning is quite easy for students to learn



- R** : I think there are good and bad things, and if it's good if you send an assignment, it is very easy, but not good if the teacher does not explain first when giving assignments.
- AAR** : Online learning is very unpleasant or not good because we rarely interact with friends, hang out with friends, and rarely work in groups, making us unfamiliar with our classmates.
- AR** : WhatsApp online is very useful because we can exchange lessons, send videos, or call each other without meeting.
- SAF** : The use of Whatsapp in online learning does not help because some students directly copy assignments without thinking, causing a lack of knowledge received
- MAH** : So my opinion about WhatsApp in online learning is that assignments are rarely sent, sometimes only a few, so we learn not to focus.
- ATA** : I think it's less effective because sometimes the teacher only sends the material in the form of a u tube link, then explains a bit of the material via voice note, but it's not understandable because it's difficult for me, and sometimes it's hard to ask when there's something I don't understand
- SANA** : In my opinion, using WhatsApp in online learning is less helpful or less effective because there is a lot of material that is not understood, such as mathematics which is only shared by the teacher in the form of videos and does the task at the end of the video without any further explanation from the teacher, so we students find it difficult to understand, and I am very grateful that now I can learn face to face.
- GLS** : Enough to make it easy.
- TR** : There are good and bad things, and it's good to make it easier to send difficult tasks if the network error.

- PS** : Yes, it makes it easier when we can't meet or study face to face
- NAP** : It is less effective because sometimes the teacher only sends material without explaining it.
- NSM** : Online learning via WhatsApp is difficult for me because time is limited.

Based on the results of interviews conducted by researcher, it can be concluded that most of them have positive responses because they can help distance learning. Students can ask questions to the teacher even though they are in different places. But some students also have a negative response because the process of learning English using WhatsApp does not make it easy for them, time is limited, sometimes the teacher does not give explanations when giving assignments and when the network is sometimes not good.

5. In the fifth question, the researcher asked the student how Whatsapp group teaching and learning process activities make it easier for them to learn English.

*“Do Whatsapp group teaching and learning activities make it easier for you to learn English? If so, what are the conveniences?”*

**Table 4.5 List of Students' Perception**

- SFI** : It doesn't make it easy and doesn't hurt either, so it doesn't have any influence.
- AFL** : It has become easier because I also really like learning English, then I often read dictionaries, then I also like watching movies with English subtitles. There are some words that we don't have to learn, such as what is verb 1, verb 2, verb 3, and verbing. When we use what can be called tense, I usually don't understand things like

that. However, when I want to ask about it, maybe I am at home or outside the house or school, this WhatsApp application, I can use it to contact my English teacher, which makes it easier for me when I want to ask the teacher or friends who understand this material so that this WhatsApp application is very useful for learning English.

- NAN** : Learning through WhatsApp doesn't make it easier for me to learn English because sometimes the connection is bad, my memory is full, data quota runs out, so sometimes I can't take classes.
- R** : For me, it's not easy because I'm the type of person who needs a direct explanation to understand a subject, especially English, because sometimes the teacher only gives a u tube link to watch
- AAR** : I think learning through WhatsApp is less effective because there must be material that is not understood and explained directly, especially the English material that needs a more accurate explanation so that students can understand it.
- AR** : The process of learning English via WhatsApp, in my opinion, is not very helpful for me to learn English because it is more helpful if we meet face to face, have more pronunciation practice, and others.
- SAF** : It's not easy for me because some know where the word is placed, and some pronunciation is not good.
- MAH** : Learning English through WhatsApp is sometimes distracted by something else, so it makes my attention not focus on the lesson.
- ATA** : First, if the teacher sends material, we can directly translate it. If, for example, there is new vocabulary, it can be directly shared via WhatsApp.
- SANA** : Learning English through the WhatsApp feature, in my opinion, is quite easy to understand

- GLS** : In the distribution of materials, of course, it is very helpful
- TR** : I think it's a bit difficult because English has to be pronounced, so it's difficult if you don't pay attention to it directly.
- PS** : Not easy because everyone has a different way of learning
- NAP** : The process of learning English via WhatsApp, in my opinion, does not help me to learn English because sometimes the material requires direct or face-to-face explanation.
- NSM** : Not easy, but also not detrimental.

Based on the results of interviews conducted by researcher, it can be concluded that most of them have negative responses because using WhatsApp does not make it easy for them to learn English. Some think that English lessons require special explanations and can only be taught by students. Delivered face-to-face, sometimes there are some words whose pronunciation is difficult to understand when the teacher explains. Also, they can't feel the practice of speaking English directly in front of the teacher and their friends. However, some students also have a positive response because it can help them keep learning even though they are in a different place.

6. In the sixth question, the researcher asked the students about the difficulties of using Whatsapp in learning English.

*“What difficulties did you find when using Whatsapp in learning English? Why?”*

**Table 4.6 List of Students' Perception**

<b>SFI</b>	: No problem for me
<b>AFL</b>	: I think that the problem is only in the connection. Usually, if I want to contact the teacher or friends, sometimes it's from a connection or an error on WhatsApp, where several times I found this error from Whatsapp.
<b>NAN</b>	: Difficult to understand, bad accessibility
<b>R</b>	: The first difficulty is that the network is not good or runs out of data quota. The second difficulty is that it is very difficult to understand the material provided, which is only through video.
<b>AAR</b>	: As I said at the beginning, the difficulty is that I find it difficult to understand the material that is not explained because everyone has a different way of understanding a lesson.
<b>AR</b>	: The first difficulty is sometimes the network doesn't support it. Secondly, there is not much practice. Compared to face-to-face learning, we can be more flexible to practice, while through WhatsApp, many things are lacking in the form of explanations or other things, such as videos without explanations.
<b>SAF</b>	: No difficulties
<b>MAH</b>	: The difficulty is that he is not used to speaking English via WhatsApp
<b>ATA</b>	: One of them is a bad network
<b>SANA</b>	: If the difficulty is not much, only when the material given is not clear
<b>GLS</b>	: The problem is in terms of understanding the material. Of course, online learning is not as effective and easy as face-to-face learning.
<b>TR</b>	: Network problem

- 
- PS** : Only a few difficulties, namely the network or data quota that runs out
- NAP** : The difficulty is that we can't ask further because sometimes time is limited if we go through Whatsapp.

Based on the results of interviews conducted by researcher, it can be concluded that most of them gave responses related to the difficulties they got when learning through Whatsapp. The first difficulty is that sometimes the network doesn't support it. Lack of practice in English, limited time, the quota runs out, and many things are lacking in the form of explanations or other things such as videos without explanations. Course and online learning are not as effective and easy as face-to-face learning.

7. In the seventh question, the researcher asked students what interests them in learning English through Whatsapp.

*“What makes you interested in learning English through Whatsapp?”*

**Table 4.7 List of Students' Perception**

- 
- SFI** : What interested me was the PowerPoint that the English teacher usually sent via Whatsapp. That's the only thing that made me interested.
- AFL** : I think the thing that makes me interested is the teacher is smarter, such as making online quizzes or games in English.
- NAN** : The teacher is cool, and the material is fun, making me interested in learning English, even through Whatsapp.
- R** : No, because I don't understand the material conveyed online
- AAR** : I think the interest in learning English through WhatsApp is that when the teacher gives us assignments, we don't need to collect books. We just

take pictures and send them via WhatsApp.

- AR** : We can easily learn English through WhatsApp without a meeting, even through video calls or sending messages.
- SAF** : Can get many friends
- MAH** : I am interested in learning English via WhatsApp if the material is related to English music.
- ATA** : Because I like to learn English and I like the teacher when teaching English.
- SANA** : Nothing is interesting, in my opinion. After all, I only like learning English face-to-face because I can understand more and ask many questions.
- GLS** : I'm not interested because there are many other more adequate applications
- TR** : Not interested in learning English via WhatsApp because it is difficult to understand
- PS** : I'm interested in face-to-face learning.
- NAP** : If the material is good, it makes me interested, but if the material is difficult to understand, it makes me lose enthusiasm for learning or not interest.
- NSM** : I feel normal

---

Based on the results of interviews conducted by researcher, it can be concluded that most of them have negative responses due to their lack of interest in online learning through Whatsapp. While some think nothing attracts them because it is difficult to understand explanations via WhatsApp, many other applications are more effective. They are more interested in learning face-to-face, but the process of learning English using WhatsApp does not make it easy for them. Students cannot ask questions because time is limited, sometimes teachers

do not give explanations when giving assignments, and the network is not good. At the same time, some students with a positive response are only on things that are less related to the lesson.

8. In the eighth question, the researcher asked the student about their feeling when using Whatsapp to learn English.

*“How do you feel when you use Whatsapp in learning English? Why?”*

**Table 4.8 List of Students’ Perception**

<b>SFI</b>	: There is no special feeling, yes it's normal
<b>AFL</b>	: I am happy with this WhatsApp application. First of all, we can make it easier to communicate when we are far apart.
<b>NAN</b>	: A little happy but sometimes boring because of the activities that are continuously carried out at home
<b>R</b>	: I'm not happy because my learning style has to be explained directly because when via Whatsapp, sometimes the teacher just types and gives assignments and does it himself without explanation.
<b>AAR</b>	: I think learning English through Whatsapp. I don't understand, and it's different from face-to-face.
<b>AR</b>	: Quite happy because it saves time, even though there is also sadness because it is difficult to understand
<b>SAF</b>	: My feelings are normal.
<b>MAH</b>	: I feel that when I am learning English through Whatsapp sometimes makes me happy and not happy because it makes me confused about understanding it.
<b>ATA</b>	: I am glad that I can be more detailed if you want to ask
<b>SANA</b>	: I feel like learning English via WhatsApp is not too enthusiastic or feels normal.
<b>GLS</b>	: It's normal, and there's no excess feeling



- TR** : There are joys and sorrows.
- PS** : I don't enjoy it because sometimes it's difficult to understand the message.
- NAP** : It's normal, but I like face-to-face learning more than online learning
- NSM** : I don't like it because I can't meet the teacher.
- 

Based on the results of interviews conducted by researcher, it can be concluded that most have negative responses because many feel normal and unhappy with online learning through Whatsapp and prefer face-to-face learning. Also, they do not enjoy learning through Whatsapp. Students who respond positively are only happy if they like the teacher and the material conveyed is easy to understand.

9. In the ninth, the researcher asked students' opinions about the teacher's explanation when using Whatsapp.
10. *“Is the teacher's explanation easy to understand when using Whatsapp? Why?”*

**Table 4.9 List of Students' Perception**

- 
- SFI** : Yes, it is easy to understand because the teacher's way of explaining is concise and clear, then there is a power point so you can re-learn the material that has been explained.
- AFL** : Yeah, it is not understood if the teacher explains all the material via WhatsApp.
- NAN** : It is easy to understand because of the cool way of teaching. It can be repeated when we forget the material, watch videos, listen to voice note teachers who explain the material, and reread the material sent

by the teacher via Whatsapp.

- R** : Not understood
- AAR** : No, because when the teacher explains via voice note, the teacher explains it is always half-assed with an erratic duration
- AR** : The teacher's explanation via WhatsApp is sometimes easy to understand and sometimes not understood. What else if the teacher explains using words that are difficult to understand
- SAF** : It's not easy to miss, because sometimes the teacher just tells you to read the book, understand it, and do the work and of course, some don't understand if you only read without any explanation.
- M.AH** : Learning English through Whatsapp is difficult to understand because sometimes my attention is diverted to other chats or seeing other people's stories which makes me not focus on listening or studying.
- ATA** : Less effective. It goes back to how the teacher explains the material well to students in a short and easy-to-understand language, even though it only uses voice notes.
- SANA** : I don't understand because teachers sometimes explain it via zoom by sharing a link via Whatsapp, especially if the network is inadequate.
- GAS** : Yes, it is easy to understand because the teacher can also explain through vn
- TR** : I think it's hard to understand
- PS** : I think it's very difficult to understand because sometimes the voice that comes out is unclear.
- NAP** : Depending on the explanation, sometimes it is easy to understand, but sometimes it is also difficult to understand

**NSM** : It's hard for me to understand

Based on the results of interviews conducted by researcher, it can be concluded that most have negative responses because many of them find it difficult to understand the teacher's explanation via Whatsapp. However, some students also have a neutral response where it will be easy and difficult depending on how the teacher conveys the material, and some say it's easy to understand.

To strengthen the results from the questionnaire data below provided excerpts from the questionnaires. The findings of the questionnaires are described as follows:

**Table 4.10 Online Learning Using Whatsapp is very Helpful in Replacing Conventional Learning (Face-To-Face)**

No	Response	Frequency	Percentage
1	Strongly Agree	3	10,71 %
2	Agree	6	21,43 %
3	Neutral	8	28,58 %
4	Disagree	11	39,28 %
5	Strongly Disagree		
<b>Total</b>		<b>N = 28</b>	<b>100%</b>

Based on the data above, the majority of respondents answered that 11 people (39,28%) of 28 respondents answered they disagree with the statement "Online learning using Whatsapp is very helpful in Replacing conventional learning (face to face)". So it can be concluded that the data shows that many

disagree with, Online learning using Whatsapp being very helpful in Replacing conventional learning.

**Table 4.11 The Whatsapp (Group Chat) Feature Used in Collecting Assignments is very Easy**

No	Response	Frequency	Percentage
1	Strongly Agree	11	39,28 %
2	Agree	14	50 %
3	Neutral	3	10,72 %
4	Disagree		
5	Strongly Disagree		
<b>Total</b>		<b>N = 28</b>	<b>100%</b>

Based on the data above, the majority of respondents answered that 14 people (50%) of 28 respondents answered agree with the statement, "The Whatsapp (Group Chat) feature used in collecting assignments is very easy." so it can be concluded that the data shows that many agree with The Whatsapp (Group Chat) feature used in collecting assignments are very easy.

**Table 4.12 The Material Provided by the Teacher Via Whatsapp can be Understood Well**

No	Response	Frequency	Percentage
1	Strongly Agree	1	3,58 %
2	Agree	2	7,14 %
3	Neutral	11	39,28 %
4	Disagree	10	35,72 %
5	Strongly Disagree	4	14,28 %
<b>Total</b>		<b>N = 28</b>	<b>100%</b>

Based on the data above, the majority of respondents answered that 11 people (39,28 %) of 28 respondents answered neutrally with the statement, "The material provided by the teacher via Whatsapp can be understood well." so it can be concluded that the data shows that many neutral with the material provided by the teacher via Whatsapp can be understood well.

**Table 4.13 Using Whatsapp Gives Me the Motivation to Learn English**

No	Response	Frequency	Percentage
1	Strongly Agree	4	14,28 %
2	Agree	7	25 %
3	Neutral	8	28,57 %
4	Disagree	6	21,43 %
5	Strongly Disagree	3	10,72 %
<b>Total</b>		<b>N = 28</b>	<b>100%</b>

Based on the data above, the majority of respondents answered that eight people (28,57 %) of 28 respondents answered neutrally with the statement, "Using Whatsapp gives me motivation in learning English." so it can be concluded that the data shows that many neutral using Whatsapp gives students motivation in learning English.

**Table 4.14 Teachers Sometimes Provide Clear Explanations and Learning Objectives before Online Learning with Whatsapp Starts**

No	Response	Frequency	Percentage
1	Strongly Agree	4	14,28 %
2	Agree	5	17,85 %
3	Neutral	13	46,44 %

4	Disagree	6	21,43 %
5	Strongly Disagree		
<b>Total</b>		<b>N = 28</b>	<b>100%</b>

Based on the data above, the majority of respondents answered that 13 people (46,44 %) of 28 respondents answered neutrally with the statement, "Teachers sometimes provide clear explanations and learning objectives before online learning with Whatsapp starts." so it can be concluded that the data shows that many neutral with Teachers sometimes provide clear explanations and learning objectives before online learning with Whatsapp starts.

**Table 4.15 I Wrote a Conclusion from the Material Explained by the Teacher Via Whatsapp**

No	Response	Frequency	Percentage
1	Strongly Agree	3	10,72 %
2	Agree	13	46,42 %
3	Neutral	10	35,72 %
4	Disagree	2	7,14 %
5	Strongly Disagree		
<b>Total</b>		<b>N = 28</b>	<b>100%</b>

Based on the data above, the majority of respondents answered that 13 people (46,42 %) of 28 respondents answered agree with the statement, "I write a conclusion from the material explained by the teacher via Whatsapp." so it can be concluded that the data shows that many agree with students write a conclusion from the material explained by the teacher via Whatsapp.

**Table 4.16 Easy Access to the Network Makes it Easy for Me to Learn Online Using Whatsapp**

No	Response	Frequency	Percentage
1	Strongly Agree	7	25 %
2	Agree	14	50 %
3	Neutral	3	10,72 %
4	Disagree	2	7,14 %
5	Strongly Disagree	2	7,14 %
<b>Total</b>		<b>N = 28</b>	<b>100%</b>

Based on the data above, the majority of respondents answered that 14 people (50%) of 28 respondents answered agree with the statement, "Easy access to the network makes it easy for me to learn online using Whatsapp." so it can be concluded that the data shows that many agree with Easy access to the network make it easy for students to learn online using Whatsapp.

**Table 4.17 The Teacher Conducts Question-And-Answer Activities about English Material in Learning Using Voice Notes During Online Learning**

No	Response	Frequency	Percentage
1	Strongly Agree	2	7,14 %
2	Agree	13	46,42 %
3	Neutral	9	32,14 %
4	Disagree	4	14,3 %
5	Strongly Disagree		
<b>Total</b>		<b>N = 28</b>	<b>100%</b>

Based on the data above, the majority of respondents answered that 13 people (64,42%) of 28 respondents answered agree with the statement, "The teacher conducts question and answer activities about English material in learning using voice notes during online learning." it can be concluded that the data shows that many agree The teacher conducts a question and answer activities about English material in learning using voice notes during online learning.

**Table 4.18 The Teacher Always Tolerates Students Who Have Difficulty Getting Network Access**

No	Response	Frequency	Percentage
1	Strongly Agree	8	28,57 %
2	Agree	17	60,71 %
3	Neutral	3	10,72 %
4	Disagree		
5	Strongly Disagree		
<b>Total</b>		<b>N = 28</b>	<b>100%</b>

Based on the data above, the majority of respondents answered that 17 people (60,71 %) of 28 respondents answered agree with the statement, "The teacher always tolerates students who have difficulty getting network access." so it can be concluded that the data shows that many agree with The teacher always tolerates students who have difficulty getting network access.



**Table 4.19 Giving Evaluations Using Whatsapp Makes it Easier for Me to do Assignments**

No	Response	Frequency	Percentage
1	Strongly Agree	5	17,86 %
2	Agree	9	32,14 %
3	Neutral	7	25 %
4	Disagree	7	25 %
5	Strongly Disagree		
<b>Total</b>		<b>N = 28</b>	<b>100%</b>

Based on the data above, the majority of respondents answered that nine people (32,14 %) of 28 respondents answered agree with the statement, "Giving evaluations using Whatsapp makes it easier for me to do assignments." so it can be concluded that data shows that many agree with Giving evaluations using Whatsapp make it easier for students to do assignments.

**Table 4.20 I Feel Happy Using Whatsapp to Learn English**

No	Response	Frequency	Percentage
1	Strongly Agree	3	10,72 %
2	Agree	5	17,85 %
3	Neutral	11	39,28 %
4	Disagree	6	21,43 %
5	Strongly Disagree	3	10,72 %
<b>Total</b>		<b>N = 28</b>	<b>100%</b>

Based on the data above, the majority of respondents answered that 11 people (39,28 %) of 28 respondents answered neutrally with the statement, "I feel happy using Whatsapp in learning English." so it can be concluded that the data shows that many agree with the students feel happy using Whatsapp in learning English.

**Table 4.21 I Read Well the Material Given by the Teacher Via WhatsApp**

No	Response	Frequency	Percentage
1	Strongly Agree	6	21,43 %
2	Agree	13	46,44 %
3	Neutral	4	14,28 %
4	Disagree	5	17,85 %
5	Strongly Disagree		
	<b>Total</b>	<b>N = 28</b>	<b>100%</b>

Based on the data above, the majority of respondents answered that 13 people (46,44 %) of 28 respondents answered agree with the statement, "I read well the material given by the teacher via WhatsApp." so it can be concluded that the data shows that many agree with the students read well the material given by the teacher via WhatsApp.

**Table 4.22 I Feel very Enthusiastic about Learning English Using Whatsapp**

No	Response	Frequency	Percentage
1	Strongly Agree	3	10,72 %
2	Agree	8	28,57 %
3	Neutral	15	53,57 %

4	Disagree		
5	Strongly Disagree	2	7,14 %
<b>Total</b>		<b>N = 28</b>	<b>100%</b>

Based on the data above, the majority of respondents answered that 15 people (53,57 %) of 28 respondents answered neutrally with the statement, "I feel very enthusiastic about learning English using Whatsapp." so it can be concluded that the data shows that many neutral with the students feel very enthusiastic about learning English using Whatsapp.

**Table 4.23 My Teacher Always Motivates Me to Learn through Whatsapp, which Makes Me Excited to Learn**

No	Response	Frequency	Percentage
1	Strongly Agree	2	7,14 %
2	Agree	16	57,14 %
3	Neutral	10	35,72 %
4	Disagree		
5	Strongly Disagree		
<b>Total</b>		<b>N = 28</b>	<b>100%</b>

Based on the data above, the majority of respondents answered that 16 people (57,14 %) of 28 respondents answered agree with the statement, "My teacher always provides motivation to learn through Whatsapp which makes me excited to learn." so it can be concluded that the data shows that many agree with The teacher always provides motivation to learn through Whatsapp which makes students excited to learn.

**Table 4.24 The Learning Process Using Whatsapp Makes It Easy for Me to Understand English Learning Material**

No	Response	Frequency	Percentage
1	Strongly Agree	1	3,57 %
2	Agree	6	21,43 %
3	Neutral	13	46,44 %
4	Disagree	4	14,28 %
5	Strongly Disagree	4	14,28 %
<b>Total</b>		<b>N = 28</b>	<b>100%</b>

Based on the data above, the majority of respondents answered that 13 people (46,44 %) of 28 respondents answered neutrally with the statement, "The learning process using Whatsapp makes it easy for me to understand English learning material." so it can be concluded that the data shows that many neutral with The learning process using Whatsapp makes it easy for students to understand English learning material.

## **B. Discussion**

The researcher presents a discussion of the questionnaire and interview data, and the researcher collects data to classify conclusions from the questionnaire and interview answers. In addition, researchers conducted questionnaires with twenty-eight students and interviews with fifteen students to discover students' perceptions of using the WhatsApp application in teaching English to the eleventh graders of SMA Negeri 2 Palopo.

This research focused of 15 of the 36 students of class XI IPA 1. Based on the results of the researcher's questions before the researcher conducted

interviews, the students of class XI IPA 1 each have a handphone. Some obstacles in using cellphones during online learning include the internet connection and small quota. As presented in the findings, the interview results show that respondents negatively perceive using Whatsapp in learning English. We can be seen this from the results of the interview. Below are detailed answers to the research questions.

The first question aimed to determine students' opinions about the ease of using cellphones. It can be concluded that most of them have positive responses because they are very easy to use.

The second question aimed to find out when students know about the WhatsApp application: "Since when did you know about the Whatsapp application?" It can be concluded that most of them have positive responses, where almost all students have long known WhatsApp, a popular application among them.

The third question aimed to discover what features students know about the WhatsApp application. It can be concluded that most of them have positive responses where almost all students know clearly about the features contained in WhatsApp, and they also know how to use it.

The fourth question aimed to determine their opinion about online learning through the Whatsapp application. It can be concluded that most of them have positive responses because they can help distance learning. Students can ask questions to the teacher even though they are in different places. But some students also negatively respond because the process of learning English using

WhatsApp does not make it easy for them, time is limited, and sometimes the teacher does not give explanations when giving assignments. Sometimes the network is not good.

The fifth question aimed to find out how Whatsapp group teaching and learning process activities make it easier for students to learn English. This question has the same meaning as the statement in questionnaire number 15. So it can be concluded that most of them gave negative responses due to the following reasons students find it difficult because of the unstable network, small data quota, and difficulty understanding the material because they do not speak English.

In the sixth question, the researcher asked the students about the difficulties of using Whatsapp in learning English. The answer to this question represents the statement on questionnaire number 1 and 3. So it can be concluded that most of them gave responses related to their difficulties when learning through Whatsapp. The first difficulty is that sometimes the network doesn't support it. Lack of practice in English, limited time, the quota runs out, and many things are lacking in the form of explanations or other things such as videos without explanations. Of course, online learning is not as effective and easy as learning face-to-face.

In the seventh question, the researcher asked students what interests them in learning English through Whatsapp. So it can be concluded that most of them had a negative response even though their responses to questionnaire statements number 2 and 9 received a positive response because it only applies to other subjects. However, in the interview session, it was seen that the use of WhatsApp

in learning English received a lot of negative responses due to a lack of interest in learning online through Whatsapp where some of them think nothing is interesting for them because it is difficult to understand the explanation via WhatsApp, many other applications are more effective. They are more interested in learning face-to-face. Learning English using WhatsApp does not make it easy for them. Time is limited, sometimes teachers do not give explanations when giving assignments, and the network is not good. At the same time, some students have a positive response only to things that are less related to the lesson.

The eighth question aimed to determine how students feel about using WhatsApp to learn English. It can be concluded that most of them gave negative responses for the following reasons students feel normal in using WhatsApp to learn English and prefer to study conventionally or face to face. Some say that many other applications are adequate to use as a medium of learning, especially English.

In the ninth, the researcher asked students' opinions about the teacher's explanation when using Whatsapp. So it can be concluded that most of them have negative responses because many of them find it difficult to understand the teacher's explanation via Whatsapp. However, some students also have a neutral response where it will be easy and difficult depending on how the teacher conveys the material, and some say it's easy to understand.

Most of their perceptions show the ineffectiveness of using WhatsApp in learning English. Students feel that using WhatsApp in online English learning is unsuitable for all students. Students also admit they are unsatisfied because

studying via WhatsApp is not fun. Even though the material can be read or played repeatedly when students don't understand the material, it turns out that there are still many student respondents who disagree that WhatsApp is used in online English learning and is beneficial for students. Learning via Whatsapp makes them less interested in learning. Besides that, it makes students less enthusiastic and less active. The findings of this study are supported by previous research, Sihatul Mardiah<sup>49</sup> Stated that the use of the Whatsapp application is not good. Students argue that learning English through the Whatsapp application does not provide maximum results because students find it difficult to understand the teaching material provided by the teacher.

This research is also related to and supported by the results of Yeyen Pratiwi's research.<sup>50</sup> Students say that learning English via Whatsapp during the Covid-19 pandemic is quite difficult because some students must help their parents in the garden while learning is in progress. Hence, students are not too focused on ongoing learning, and the material presented by the teacher is not well received by students. In addition, the ineffectiveness of this learning system also

---

<sup>49</sup>Mardiah, S., Rahman, M., & Abadi, A *Students'perception on the Use Of Whatsapp Application In Teaching of English At Eight Grade Students of Madrasah Tsanawiyah Nurul Hidayah Bhakti Idaman Tanjab Timur Jambi* Doctoral dissertation, UIN Sultan Thaha Saifuddin Jambi 2020.

<sup>50</sup>Yeyen, P. *Students Perception on the Use of Whatsapp as a Media in Learning English During Pandemic Era at the Tenth Grade Students of SMKN I Pekat*. (Doctoral Dissertation, Universitas\_Muhammadiyah\_Mataram).



makes some students lazy to study because students have to help their parents in the garden. Furthermore, Mona M. Hamad<sup>51</sup>–87.

Also, results support this research where students are not fixated on the agreed time. They send messages anytime, even though it is late at night. Some students do not participate in discussions, students' attention cannot be ascertained, not all students learn from the material, and some only answer by copying the link and pasting. Likewise, the findings of Nchindo Richardson Mbukusa<sup>52</sup>Whatsapp as a teaching method can harm student performance, especially those who do not have smartphones. Such platforms can make it more difficult for students to balance online activities (Whatsapp) and academic preparation and distract students from completing assignments and following their study schedules.

Also supported by researcher Wiji Lestari<sup>53</sup>Who stated that signal disturbance that occurs during online learning using Whatsapp would certainly have an impact on the process of accessing learning. This factor occurs when the lights go out or other factors slow the signal, resulting in learning late or not according to the allotted time. Full HP memory, of course, will make HP usage slower. From the results of interviews with informants that the number of photos in the form of assignments and learning materials sent made HP operations not

---

<sup>51</sup>Hamad, M. M. Using WhatsApp to Enhance Students' Learning of English Language" Experience to Share," *Higher Education Studies* 7 No. 4, (2017): 74

<sup>52</sup>Mbukusa, N. R., "Perceptions of Students on the Use of WhatsApp in Teaching Methods of English as Second Language at the University of Namibia," *Journal of Curriculum and Teaching* 7, No. 2 (2018): 112–119.

<sup>53</sup>Lestari., W. Arsil, A., & Noviyanti, S. *Pemanfaatan Whatsapp Sebagai Media Pembelajaran Dalam Jaringan Masa Pandemi Covid-19 Di Kelas VI Sekolah Dasar* Doctoral dissertation, Universitas Jambi 2021.

work properly. And reinforced by Yensy<sup>54</sup> The obstacles to using Whatsapp as a learning media are signal interference and full cellphone memory. Some previous related studies show that students' perceptions of using Whatsapp in learning English are less effective for students to use.



---

<sup>54</sup>Yensy, N. A. Efektifitas Pembelajaran Statistika Matematika Melalui Media Whatsapp Group Ditinjau Dari Hasil Belajar Mahasiswa (Masa Pandemi Covid 19). *Jurnal Pendidikan Matematika Raflesia*, 5(2),2020. 65-74.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on the result of research in chapter IV, the researcher can take the conclusion of students' perception of the use of Whatsapp application in the teaching of English at eleventh-grade students' SMA Negeri 2 Palopo.

The first perception is that students' positive perceptions about learning English through WhatsApp can make it easier for students when they can't meet their teacher. Some of them also stated that learning English through Whatsapp makes it easier to send assignments when they can't do conventional learning. In addition, learning through Whatsapp also makes students more independent in learning, so they don't depend on teachers. The time and place of learning can also be flexible anytime and anywhere.

The second perception is a negative perception of students about the difficulty in capturing and understanding English lessons via Whatsapp. Many things distract them during the learning process, such as a busy house and private chat notifications that enter the handphone, so students do not focus too much on learning in progress. The material presented by the teacher is not well received by students. They find it difficult because they cannot speak English and cannot ask questions, sometimes, the network connection is poor, and students cannot meet directly with the teacher. In addition, the ineffectiveness of this learning system also makes some students lazy to study because sometimes students have to help their parents at home.

This research concludes that most respondents stated that using Whatsapp applications is not good for learning English. The students who think that learning English through the WhatsApp application does not give maximum results because it is difficult for students to understand the teaching materials given by the teacher. However, several things can make it easier for students to do the teaching and learning process through the Whatsapp application, such as collecting assignments.

## **B. Suggestions**

### **1. Student**

The result of this research, hopefully, students can interact more with the teacher so that they have no difficulty in teaching and learning activities through Whatsapp.

### **2. Teacher**

The researcher hopes this research the teacher can provide more motivation so that students can be more active in learning. Teachers should also reconsider the online teaching and learning process through Whatsapp because of the difficulty of students understanding the subject matter.

### **3. School**

Suggestion for the school, hopefully, this research can be useful to anyone reference in increasing the researcher's knowledge of students' perception of the use of Whatsapp application in the teaching of English at eleventh-grade students' SMA Negeri 2 Palopo. The school should make a policy to use other better media.

#### 4. Next researcher

This research is limited to students' perceptions of online English subjects. Other researchers are expected to add theories and better solutions to provide additional knowledge about online learning using WhatsApp as a learning media.



## BIBLIOGRAPHY

- Arifin, H. S., Fuady, I., & Kuswarno, E, "Analisis Faktor yang Mempengaruhi Persepsi Mahasiswa terhadap Keberadaan Perda Syariah di Kota Serang," *Jurnal Penelitian Komunikasi dan Opini Publik* 21, No.1 (2017): 88–101.
- Anwar, and Riadi, "Analisis Investigasi Forensik Whatsapp Messenger Smartphone Terhadap Wahtsapp Berbasis Web," *Jurnal Ilmu Teknikelektro Kompuer Dan Informatika* 3, No. 1 (2017): 2-10.
- Arikunto, S., *Metode Penelitian Kualitatif*. Jakarta: Bumi Aksara, (2006)
- Ayu, M., & Indrawati, R, "EFL Textbook Evaluation: The Analysis Of Tasks Presented In English Textbook," *Teknosastik: Jurnal Bahasa Dan Sastra* 16, No. 1 (2019): 21-25.
- Bimo Walgito. *Pengantar Psikologi Umum*. Yogyakarta: Andi Offset 2002.
- Binti Mistar, I., & Embi, M. A, "Students' Perception on the use of WhatsApp as a learning tool in ESL classroom," *Journal of Education and Social Sciences* 4, No. 6 (2016): 96-104.
- Bouhnik, D., Dshen, M. & Gan, R., "Whatsapp Goes To School: Mobile Instant Messaging Between Teachers And Students," *Journal Of Information Technology Education: Research* 13, No. 1 (2014): 217-231.
- Creswell, J. *Research Design: Qualitative, Quantitative, And Mixed Methods Approaches*. Thousand Oaks. California: SAGE Publications, Inc 2014.
- Denzin, N., & Lincoln, Y. *Introduction: The Discipline And Practice Of Qualitative Research. In The Sage Handbook Of Qualitative Research*. Third edition. Thousand Oaks CA: Sage Publications, 2005.
- Derryberry, D., & Tucker, D. M. *Motivating The Focus Of Attention. The Hearts Eye: Emotional Influence In Perception And Attention*. San Diego: Ca, Academic Press, 1994.
- Dunlap, J. C., "Using Guide Reflective," *Journaling Activities To Capture Students' Changing Perception*. *Techtrends* 50, No. 6 (2006): 20-26. <https://doi.org/10.1007/S11528-006-7614>.
- Firman & Rahman, "Pembelajaran Online Di Tengah Pandemi Covid-19. Indonesian," *Journal Of Educatoinal Science (IJES)* 2, No. 2 (2020): 81-89.

Fogg, P. The 24-7 Professor-, "What To Do When Home Just Another Word For the Office," *Chronicle Of Higher Education* 54, No. 21 (2010): B12.

Hamad, M. M. Using WhatsApp to Enhance Students' Learning of English Language" Experience to Share," *Higher Education Studies* 7 No. 4, (2017): 74-87.

<https://en.wikipedia.org/wiki/Questionnaire> accessed on February 11, 2022.

Iskandar., *Metodologi Penelitian Kualitatif*. Jakarta: Gaung Persada Press, 2009.

Jumiatmoko, M., "Whatsapp Messenger Dalam Tinjauan Manfaat Dan Adab," *Wahana Akademika: Jurnal Studi Islam dan Sosial* 3, No. 1 (2016): 51-66.

Lachman, S. J., "Learning Is A Process: Toward An Improved Definition Of Learning," *The Journal Of Psychology* 131, No. 5 (1997): 477-480.

Lee, A. Wuhan Novel Coronavirus (COVID-19): Why Global Control Is Challenging?. *Public Health*, 179, A1 2020.

Lele, M. A. The Students' Perception of the Media Used by Teacher in Teaching English. *Undergraduate Thesis. Faculty of Teacher Training and Education: University Muhammadiyah of Makassar* 2019.

Lestari., W. Arsil, A., & Noviyanti, S., *Pemanfaatan Whatsapp Sebagai Media Pembelajaran Dalam Jaringan Masapandemi Covid-19 Di Kelas VI Sekolah Dasar* Doctoral dissertation, Universitas Jambi 2021.

Mardiah, S., Rahman, M., & Abadi, A *Students' perception on the Use Of Whatsapp Application In Teaching of English At Eight Grade Students' of Madrasah Tsanawiyah Nurul Hidayah Bhakti Idaman Tanjab Timur Jambi* Doctoral dissertation, UIN Sultan Thaha Saifuddin Jambi 2020.

Mbukusa, N. R., "Perceptions of Students on the Use of WhatsApp in Teaching Methods of English as Second Language at the University of Namibia," *Journal of Curriculum and Teaching* 7, No. 2 (2018): 112-119.

Merriam, S. B. *Qualitative Research: A Guide To Design And Implementation*. San Francisco, CA: John Wiley & Sons, 2009.

Miles, M.B. & Huberman, A. M., *Qualitative Data Analysis: A Source Book Of New Methods*. Beverly Hills: Sage Publication, 1984.

Mismara, J. *Students' Perception on Using Social Media for Learning English. Banda Aceh. Education and Teacher Training Ar-Anniri State Islam University 2019.*

Mukhtar. *Qualitative Descriptive Method.* Jakarta: Gp Press Group, 2013.

Musfiqon. *Development Of Learning Media And Sources.* Jakarta: Prestasi Pustakaraya, 2012

Nasution, M.N. *Manajemen Mutu Terpadu.* Jakarta: Ghalia Indonesia, 2004.

Nuraeni, C., & Nurmalia, L., "Utilizing Whatsapp Application In English Language Learning Classroom," *Metathesis: Journal Of English Language, Literature, And Teaching* 4, No. 1 (2020): 89-94.

Pareek, U. *Perilaku Organisasi.* Third edition. Jakarta: PT Ikrar Mandiri, 1996.

Prastowo Adi. *Panduan Kreatif Membuat Bahan Ajar Inovatif.* Jogjakarta: Diva Press, 2015.

Qiong, O. U. "A Brief Introduction to Perception," *Studies in Literature and Language* 15, No. 4 (2017): 18-28.

Qorry Aina, N. A. *The Urgency Of English As A Foreign Language In Indonesia For Students.*

Resmini, S. "EFL Students' Perception Towards the Use of Bahasa," *Journal of English Language Teaching in Indonesia* 7, No. 1 (2019): 12-22.

Robbani, A. S., & Haqqy, A. M., "Theory Of Learning Humanism And Its Implications In Arabic Language Learning," *Tarling: Journal Of Language Education* 4, No. 1 (2021): 1-14

Saul Carliner. *An Overview of Online Learning,* 2004.

Sharma, V. "Saudi Students' Perspective on Social Media Usage to Promote EFL Learning," *International Journal of Linguistics, Literature and Translation* 2, No. 1 (2019): 129-139

Slameto. *Belajar Dan Faktor-Faktor Yang Mempengaruhinya.* Rineka Cipta, 2003.

Sugiyono. *Research Methods Quantitative, Qualitative, And R&D Approaches.* Bandung: Alfabeta, 2012.

Sunaryo. *Psikologi Untuk Keperawatan.* Jakarta: Egc, 2004.



Suryadi., et al., “Penggunaan Sosial Media Whatsapp Dan Pengaruhnya Terhadap Disiplin Belajar Peserta Didik Pada Mata Pelajaran Pendidikan Agama Islam,” *Jurnal Pendidikan Islam* 7, No. 1 (2018): 1-22.

Tarmidi dan Lita Wulandari. Prestasi Belajar ditinjau dari Persepsi Siswa Terhadap Iklim Kelas pada Siswa yang Mengikuti Program Percepatan Belajar. *Jurnal Online* (<http://www.scribdCom/doc/32233139/jurnal>) Accessed on June 3, 2022

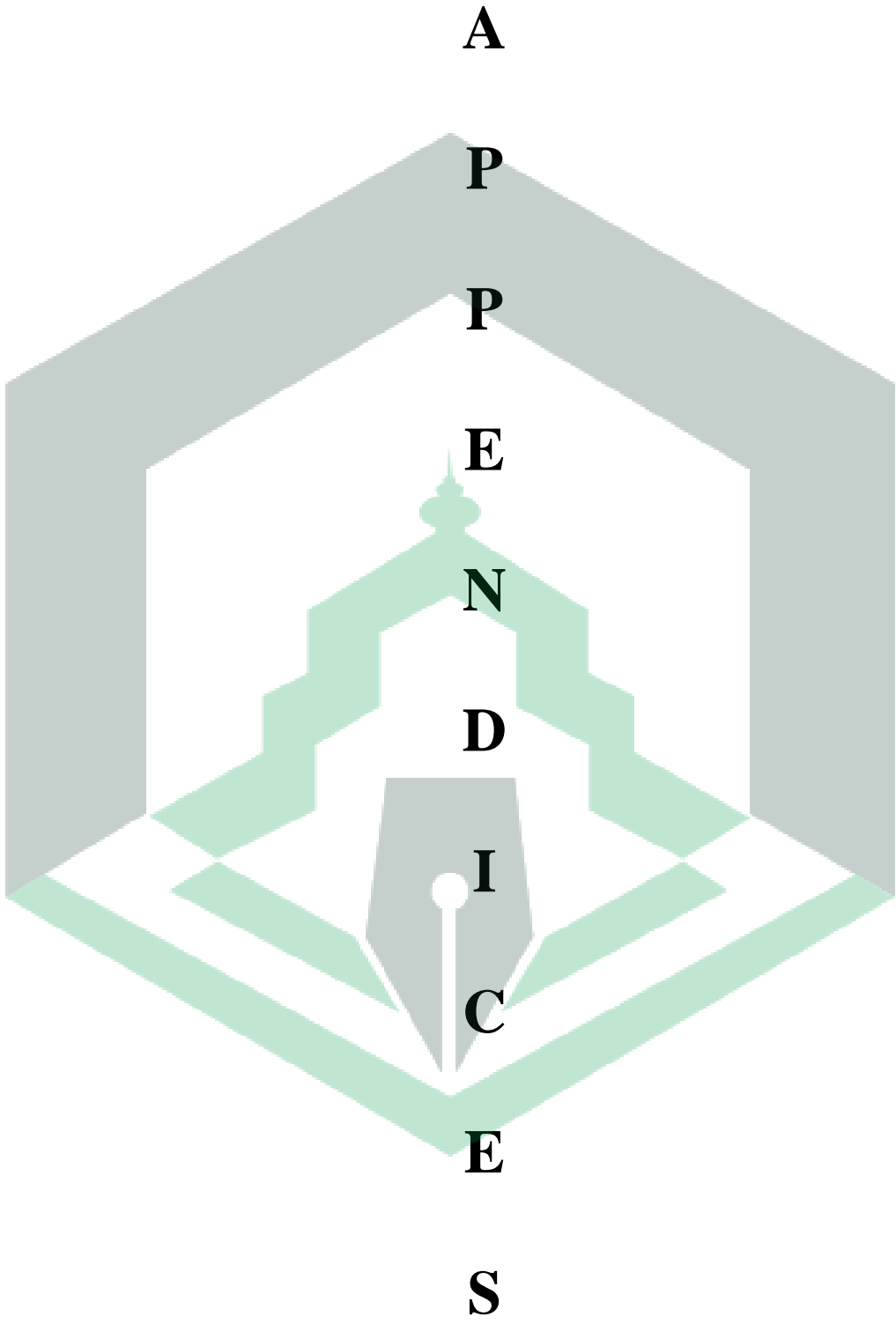
Toha, M. *Prilaku Organisasi Konsep Dasar Dan Aplikasinya*. Raja GrafindoPersada, 2003.

Verawardina, U., Asnur, L., Lubis, A. L., Hendriyani, Y., Ramadhani, D., Dewi, I. P. & Sriwahyuni, T., “Reviewing Online Learning Facing The Covid-19 Outbreak,” *Journal Of Talent Development And Excellence* 3, No. 12: 385-392.

Walgito, B. *Pengantar Psikologi Umum*. Andi, 2004.

Yeboah, J., & Ewur, G.D., “The impact of Whatsapp Messenger Usage On Students' Performance In Tertiary Institutions In Ghana,” *Journal of Education and Practice* 6, No. 5 (2014): 157-164.

Yensy, N. A. Efektifitas Pembelajaran Statistika Matematika Melalui Media Whatsapp Group Ditinjau Dari Hasil Belajar Mahasiswa (Masa Pandemic Covid 19). *Jurnal Pendidikan Matematika Raflesia*, 5 (2), 2020. 65-74



## APPENDIX 1

### Research Permit

    
1 2 0 2 2 1 9 0 0 9 1 1 6 1

**PEMERINTAH KOTA PALOPO**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
Alamat : Jl. K.H.M. Hasyim No.5 Kota Palopo - Sulawesi Selatan Telpom : (0471) 326048

**ASLI**

**IZIN PENELITIAN**  
NOMOR : 1161/IP/DPMPTSP/IX/2022

**DASAR HUKUM :**

1. Undang-Undang Nomor 11 Tahun 2019 tentang Sistem Nasional Ilmu Pengetahuan dan Teknologi;
2. Undang-Undang Nomor 11 Tahun 2020 tentang Cipta Kerja;
3. Peraturan Menteri Nomor 3 Tahun 2018 tentang Penerbitan Surat Keterangan Penelitian;
4. Peraturan Walikota Palopo Nomor 23 Tahun 2016 tentang Penyederhanaan Perizinan dan Non Perizinan di Kota Palopo;
5. Peraturan Walikota Palopo Nomor 34 Tahun 2019 tentang Pendelegasian Kewenangan Penyelenggaraan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Kota Palopo dan Kewenangan Perizinan dan Nonperizinan Yang Menjadi Urusan Pemerintah Yang Diberikan Pelaksanaan Wewenang Walikota Palopo Kepada Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kota Palopo.

**MEMBERIKAN IZIN KEPADA**

Nama : NURFADILA  
Jenis Kelamin : Perempuan  
Alamat : Perum. Green Songka Permai 2 Blok B1  
Pekerjaan : Pelajar/Mahasiswa  
NIM : 17 0202 0236

Maksud dan Tujuan mengadakan penelitian dalam rangka penulisan Skripsi dengan Judul :

**STUDENTS PERCEPTION ON THE USE OF WHATSAPP APPLICATION IN TEACHING OF ENGLISH AT ELEVENTH GRADE STUDENTS OF SMAN 2 PALOPO**

Lokasi Penelitian : SMA NEGERI 2 PALOPO  
Lamanya Penelitian : 21 September 2022 s.d. 21 Oktober 2022

**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 : 21 September 2022  
a.n. Kepala Dinas Penanaman Modal dan PTSP  
Kepala Bidang Pengkajian dan Pemrosesan Perizinan PTSP

  
**ERICK, K. SIGA, S.Sos**  
Pangkat : Penata Tk.I  
NIP : 19830414 200701 1 005

**Tembusan :**

1. Kepala Badan Kesbang Prov. Sul-Sel
2. Walikota Palopo
3. Dandim 1405 SWG
4. Kapolsek Palopo
5. Kepala Badan Penelitian dan Pengembangan Kota Palopo
6. Kepala Badan Kesbang Kota Palopo
7. Instansi terkait tempat dilaksanakan penelitian

## The Research Information

  
PEMERINTAH PROVINSI SULAWESI SELATAN  
DINAS PENDIDIKAN  
**UPT SMA NEGERI 2 PALOPO**  
Alamat : Jl. Garuda No. 18 Telp. (0471) 22244 Fax. 3311800 Kota Palopo Kode Pos 91914

---

**KETERANGAN PENELITIAN**  
Nomor : 421.5/276 – UPT SMA.2/PLP/DISDIK

Yang bertanda tangan di bawah ini Kepala UPT SMA Negeri 2 Palopo, Provinsi Sulawesi Selatan menerangkan bahwa :

Nama	.....	NURFADILA
NIM	.....	1702020236
Tempat/Tgl.Lahir	.....	Lowa, 25 Desember 1997
Jenis Kelamin	.....	Perempuan
Program Studi	.....	Pendidikan Bahasa Inggris
Alamat	.....	Green Songka Permai Dua

Benar telah melaksanakan penelitian di UPT SMA Negeri 2 Palopo, dalam rangka penyusunan Skripsi dengan judul **"STUDENTS PERCEPTION ON THE USE OF WHATSAPP APLICATION IN TEACHING OF ENGLISH AT ELEVEN GRADE STUDENTS OF SMAN 2 PALOPO"**.

Demikian Surat Keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Palopo, 28 Oktober 2022  
Kepala UPT

  
Bj. ...., S.Pd., M.Pd.  
NIP. 19690912 199203 2 014



---

BerAKHLAK   SIPAKATAM  SIPAKATAM

-SETULUS HATI-BESENSAP JIWA-REKTAT BAGA MENCERDANKAN M.LAWESI SELATAN LACERDANG-

## APPENDIX 2

### The Instrument Validated by the Experts

**KUESIONER PENELITIAN**

**STUDENTS' PERCEPTION ON THE USE OF WHATSAPP APPLICATION  
IN TEACHING OF ENGLISH AT ELEVENTH GRADE STUDENTS OF  
SMAN 2 PALOPO**

**Identitas:**

Nama : \_\_\_\_\_

Kelas : \_\_\_\_\_

**A. Kata Pengantar**

Pada kesempatan ini kami meminta kerelaan dan kesediaan adik-adik <sup>anda</sup> untuk mengisi kuesioner ini. Dengan demikian kami sangat menghormati adik-adik <sup>anda</sup> mengisi kuesioner ini dengan teliti, jujur, dan sesuai dengan diri dan pengalaman adik-adik. ~~Atas kesediaan adik-adik saya mengucapkan terima kasih.~~

**B. Petunjuk pengisian angket**

1. Bacalah setiap pernyataan dengan baik dan teliti.
2. Jawablah setiap pernyataan dengan ~~sejujur-jujurnya~~ sesuai dengan pendapat anda sendiri.
3. Tidak diperkenankan mencontek atau meniru jawaban dari teman.
4. Berilah tanda ( ✓ ) pada salah satu pilihan yang menurut anda sesuai dengan diri anda.

**Keterangan**

SS = Sangat Setuju	TS = Tidak Setuju
S = Setuju	STJ = Sangat Tidak Setuju
N = Netral/ragu-ragu	

No	Pernyataan	SS	S	N	TS	STS
1	Pembelajaran secara daring menggunakan Whatsapp sangat membantu dalam menggantikan pembelajaran secara konvensional (tatap muka).					
2	Fitur Whatsapp (Chat Grup) yang digunakan dalam pengumpulan tugas sangat memberikan kemudahan.					
3	Materi yang diberikan guru melalui Whatsapp dapat dipahami dengan baik.					
4	Menggunakan Whatsapp memberi saya motivasi dalam belajar bahasa Inggris.					
5	Guru terkadang memberikan penjelasan dan tujuan pembelajaran yang jelas sebelum pembelajaran daring dengan Whatsapp dimulai.					
6	Saya menulis kesimpulan dari materi yang di jelaskan oleh guru melalui Whatsapp.					
7	Mudahnya mendapatkan akses jaringan membuat saya selalu merasa mudah belajar daring menggunakan Whatsapp.					
8	Guru melakukan kegiatan tanya jawab tentang materi bahasa Inggris dalam pembelajaran menggunakan voice note selama pembelajaran online.					
9	Guru selalu memberikan toleransi terhadap siswa yang sulit mendapatkan akses jaringan.					
10	Pemberian evaluasi menggunakan Whatsapp mempermudah saya dalam mengerjakan tugas.					
11	Saya merasa senang menggunakan Whatsapp dalam belajar bahasa Inggris.					
12	Saya membaca dengan baik materi yang diberikan guru melalui whatsapp.					
13	Saya merasa sangat antusias mengikuti pembelajaran bahasa Inggris menggunakan Whatsapp.					
14	Guru saya selalu memberikan motivasi belajar melalui Whatsapp yang membuat saya semangat dalam belajar.					
15	Proses pembelajaran menggunakan Whatsapp memberikan saya kemudahan dalam memahami materi pembelajaran bahasa Inggris.					

## LEMBAR VALIDASI

### Petunjuk

Dalam rangka menyusun skripsi dengan judul " *Students' Perception on the Use of Whatsapp Application in Teaching of English at Elevent Grade Students' of Sman 2 Palopo*"

Untuk itu, peneliti meminta kesediaan Bapak/Ibu untuk menjadi validator dengan petunjuk sebagai berikut:

1. Dimohon agar Bapak/Ibu memberikan penilaian terhadap Lembar Pengamatan Pengelolaan Pembelajaran yang telah dibuat sebagaimana terlampir
2. Untuk table Aspek Tabel Dinilai, dimohon Bapak/Ibu memberikan tanda check (✓) pada kolom penilaian sesuai dengan penilaian Bapak/Ibu.
3. Untuk saran dan revisi, Bapak/Ibu dapat langsung menuliskannya pada naskah yang perlu direvisi, atau menuliskannya pada kolom saran yang telah disiapkan.

Kesediaan Bapak/Ibu dalam memberikan jawaban secara objektif sangat besar artinya bagi peneliti. Atas kesediaan dan bantuan Bapak/Ibu, peneliti mengucapkan terima kasih.

### Keterangan Skala Penelitian:

- 1 - berarti "kurang relevan"
- 2 - berarti "cukup relevan"
- 3 - berarti "relevan"
- 4 - berarti "sangat relevan"

No	Aspek yang Dinilai	Nilai			
		1	2	3	4
1	Petunjuk lembar angket dinyatakan dengan jelas				
2	Kesesuaian pernyataan/pertanyaan dengan indicator				

3	Menggunakan bahasa Indonesia yang baik dan benar					
4	Menggunakan pernyataan yang komunikatif					

**Penilaian Umum:**

1. Belum dapat digunakan
2. Dapat digunakan dengan revisi besar
3. Dapat digunakan dengan revisi kecil
4. Dapat digunakan tanpa revisi

**Saran-saran:**

Palopo, September 2022  
Validator



Dr. Masruddin, S.S., M.Hum



#### E. Validitas

No	IndikatorValidasi	Nilai				
		1	2	3	4	5
1.	Ketepatan dalam penggunaan kata maupun bahasa.					
2.	Pertanyaan tidak menimbulkan penafsiran ganda.					
3.	Kejelasan aspek yang ingin diketahui dan dipertanyakan.					
4.	Kesesuaian soal dengan tujuan penelitian.					

#### Keterangan:

- 5=sangat baik
- 4= baik
- 3= sedang
- 2 = kurang baik
- 1=sangat kurang baik

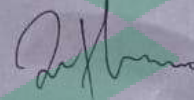
#### F. Penilaian Umum

Kesimpulan penilaian secara umum terhadap instrument ini:

- a. Layak digunakan
- b. Tidak layak digunakan
- c. Layak digunakan dengan perbaikan sebagai berikut:

Palopo, 07 September 2022

Validator,



Dr.Masruddin,S.S.,M.Hum

3	Menggunakan bahasa Indonesia yang baik dan benar				
4	Menggunakan pernyataan yang komunikatif				

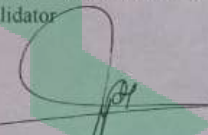
**Penialain Umum:**

1. Belum dapat digunakan
2. Dapat digunakan dengan revisi besar
- ③ 3. Dapat digunakan dengan revisi kecil
4. Dapat digunakan tanpa revisi

**Saran-saran:**

*Ada beberapa poin yang perlu diperbaiki redaksi kalimatnya.*

Palopo, September 2022  
Validator

  
Dewi Furward, S.Pd.I., M.Pd.

### E. Validitas

No	IndikatorValidasi	Nilai				
		1	2	3	4	5
1.	Ketepatan dalam penggunaan kata maupun bahasa.					
2.	Pertanyaan tidak menimbulkan penafsiran ganda.					
3.	Kejelasan aspek yang ingin diketahui dan dipertanyakan.					
4.	Kesesuaian soal dengan tujuan penelitian.					

#### Keterangan:

5=sangat baik

4= baik

3= sedang

2 = kurang baik

1=sangat kurang baik

### F. Penilaian Umum

Kesimpulan penilaian secara umum terhadap instrument ini:

- a. Layak digunakan
- b. Tidak layak digunakan
- Layak digunakan dengan perbaikan sebagai berikut:

*Ada beberapa poin yang perlu diperbaiki redaksi kalimatnya.*

Palopo, 07 September 2022

Validator,



Dewi Furwana, S.Pd.I., M.Pd.

## APPENDIX 4

### STUDENTS INTERVIEW TRANSCRIPT

#### Transkrip 1

##### Identitas

Nama : Siti Fadilah Imdani

Kelas: 11 IPA 1

1. **Peneliti** : Menurut anda apakah Handphone mudah digunakan?  
**Siswa** : Iya menurut saya handphone mudah digunakan
2. **Peneliti** : Sejak kapan anda mengetahui tentang aplikasi Whatsapp ?  
**Siswa** : Sejak di SMP kelas 7
3. **Peneliti** : Fitur apa saja yang anda ketahui pada Whatsapp ?  
**Siswa** : voice note dan story wa
4. **Peneliti** : Bagaimana pendapat anda tentang penggunaan Whatsapp dalam pembelajaran daring ?  
**Siswa** : Melaksanakan pembelajaran jarak jauh , lebih mudah dengan whatsapp Karena tidak perlu lagi mendownload aplikasi yang lain yang membuat penuh penyimpanan hp
5. **Peneliti** : Apakah kegiatan proses belajar mengajar Whatsapp group memudahkan anda dalam belajar bahasa Inggris? Jika ya, apa saja kemudahan itu?  
**Siswa** : Tidak memudahkan dan tidak merugikan juga , jadi seperti tidak memiliki pengaruh
6. **Peneliti** : Kesulitan apa saja yang anda temukan ketika menggunakan Whatsapp dalam belajar bahasa Inggris? Mengapa?  
**Siswa** : Tidak ada kesulitan bagi saya
7. **Peneliti** : Hal apa yang membuat anda tertarik dalam belajar bahasa Inggris melalui Whatsapp?  
**Siswa** : Yang membuat saya tertarik yaitu power point yang biasa dikirimkan oleh guru

8. **Peneliti** : Bagaimana perasaan anda ketika menggunakan Whatsapp dalam belajar bahasa Inggris? Mengapa?

**Siswa** : Tidak ada perasaan khusus , ya biasa –biasa saja

9. **Peneliti** : Apakah cara menjelaskan guru mudah dilakukan saat menggunakan Whatsapp? Mengapa?

**Siswa** : Iya, mudah di pahami karena cara guru menjelaskan singkat padat dan jelas, terus ada power point nya jadi bisa di pelajari ulang materi yang telah di jelaskan.

## Transkrip 2

### Identitas

Nama : Ahmad Farhan Laide

Kelas : 11 IPA 1

1. **Peneliti** : Menurut anda apakah Handphone mudah digunakan?

**Siswa** : Kalau menurut saya handphone sekarang itu sudah sangat mudah digunakan karena dijamin sekarang fitur-fitur sudah mulai canggih, sehingga semuanya serba cepat atau bisa di katakan semuanya menjadi lebih mudah.

2. **Peneliti** : Sejak kapan anda mengetahui tentang aplikasi Whatsapp ?

**Siswa** : Saya menggunakan Whatsapp ketika mulai masuk sekolah menengah pertama.

3. **Peneliti** : Fitur apa saja yang anda ketahui pada Whatsapp ?

**Siswa** : Tentunya fitur Chat, voice note, buat grup, telfon, video call, dan membagikan aktifitas kita melalui story

4. **Peneliti** : Bagaimana pendapat anda tentang penggunaan Whatsapp dalam pembelajaran daring ?

**Siswa** : Menurut saya penggunaan whatsapp sangat berguna dalam pembelajaran daring karena kita bisa bertanya kepada guru walaupun tidak berada di tempat yang sama

5. **Peneliti** : Apakah kegiatan proses belajar mengajar Whatsapp group memudahkan anda dalam belajar bahasa Inggris? Jika ya, apa saja kemudahan itu?

**Siswa** : Menurut saya itu menjadi lebih mudah, karena saya juga sangat suka belajar bahasa inggris, kemudian saya sering membaca kamus, kemudian saya juga suka nonton film dengan subtitle bahasa inggris. Ada beberapa kata kata yang memang tidak harus kita pelajari seperti apa itu verb 1, verb 2, verb 3, verb ing, kapan kita menggunakannya atau bisa di sebut tensis, biasanya saya kurang paham hal seperti itu, namun ketika saya ingin menanyakan hal itu, mungkin saya sedang berada di rumah atau berada di luar rumah ataupun luar sekolah , dengan adanya aplikasi whatsapp ini saya bisa menggunakannya untuk menghubungi guru bahasa inggris saya yang membuat saya menjadi lebih mudah ketika saya ingin bertanya kepada guru atau teman-teman yang paham dengan materi ini sehingga adanya aplikasi whatsapp ini sangat berguna untuk belajar bahasa inggris

6. **Peneliti** : Kesulitan apa saja yang anda temukan ketika menggunakan Whatsapp dalam belajar bahasa Inggris? Mengapa?

**Siswa** : Menurut saya kalau masalah kesulitan itu hanya ada pada koneksinya biasanya kalau saya ingin menghubungi guru atau teman – teman itu terkadang dari koneksi atau error pada whatsapp , dimana beberapa kali saya menemukan error dari whatsapp ini.

7. **Peneliti** : Hal apa yang membuat anda tertarik dalam belajar bahasa Inggris melalui Whatsapp?

**Siswa** : Kalau dalam hal tertarik itu kadang guru lebih cerdas , seperti membuat kuis secara online atau games dalam bahasa inggris.

8. **Peneliti** : Bagaimana perasaan anda ketika menggunakan Whatsapp dalam belajar bahasa Inggris? Mengapa?

**Siswa** : Saya senang dengan adanya fitur whatsapp ini yang pertama kita bisa menjadi lebih mudah ketika berkomunikasi dalam hal ketika kita sedang berjauhan

9. **Peneliti** : Apakah cara menjelaskan guru mudah dilakukan saat menggunakan Whatsapp? Mengapa?

**Siswa** : Iya, mudah di pahami karena cara guru menjelaskan singkat padat dan jelas, terus ada power point nya jadi bisa di pelajari ulang materi yang telah di jelaskan

### Transkrip 3

#### Identitas

Nama : Nudzfah Aisyah Nur

Kelas : 11 IPA 1

1. **Peneliti** : Menurut anda apakah Handphone mudah digunakan?  
**Siswa** : Iya miss, menurut saya handphone mudah digunakan.
2. **Peneliti** : Sejak kapan anda mengetahui tentang aplikasi Whatsapp ?  
**Siswa** : Saya mengetahui aplikasi whatsapp sejak 2020 ketika duduk di SMP.
3. **Peneliti** : Fitur apa saja yang anda ketahui pada Whatsapp ?  
**Siswa** : Mengirim pesan , berbagi file, mengirim emot atau sticker, panggilan grup, voice note, video call.
4. **Peneliti** : Bagaimana pendapat anda tentang penggunaan Whatsapp dalam pembelajaran daring ?  
**Siswa** : Menggunakan whatsapp pada pembelajaran daring cukup sangat memudahkan buat siswa untuk belajar.
5. **Peneliti** : Apakah kegiatan proses belajar mengajar Whatsapp group memudahkan anda dalam belajar bahasa Inggris? Jika ya, apa saja kemudahan itu?  
**Siswa** : Menurut saya belajar melalui whatsapp tidak memudahkan saya dalam belajar bahasa inggris karena terkadang koneksi yang buruk, memory yang penuh, kuota data yang habis sehingga terkadang tidak bisa mengikuti kelas.
6. **Peneliti** : Kesulitan apa saja yang anda temukan ketika menggunakan Whatsapp dalam belajar bahasa Inggris? Mengapa?  
**Siswa** : Sulit di pahami, koneksi yang buruk dan handphone yang error.

7. **Peneliti** : Hal apa yang membuat anda tertarik dalam belajar bahasa Inggris melalui Whatsapp?

**Siswa** : Gurunya yang asik , materi yang menyenangkan sehingga membuat saya tertarik untuk belajar bahasa inggris walau melalui whatsapp.

8. **Peneliti** : Bagaimana perasaan anda ketika menggunakan Whatsapp dalam belajar bahasa Inggris? Mengapa?

**Siswa** : Sedikit senang namun terkadang membosankan karena kegiatan yang terus menerus dilakukan di rumah.

9. **Peneliti** : Apakah cara menjelaskan guru mudah dilakukan saat menggunakan Whatsapp? Mengapa?

**Siswa** : Mudah dipahami karena cara mengajarnya yang asik dan bisa di ulang ketika kita lupa materinya , melihat video , mendengarkan vn guru yang menjelaskan materi itu membaca ulang materi yang dikirimkan guru melalui whatsapp.

#### **Transkrip 4**

##### **Identitas**

Nama : Reskiani

Kelas : 11 IPA 1

1. **Peneliti** : Menurut anda apakah Handphone mudah digunakan?

**Siswa** : kalau menurut saya , agak mudah tapi terkadang ketika membuat file kadang saya tidak tahu.

2. **Peneliti** : Sejak kapan anda mengetahui tentang aplikasi Whatsapp ?

**Siswa** : sejak kelas 3 SMP.

3. **Peneliti** : Fitur apa saja yang anda ketahui pada Whatsapp ?

**Siswa** : chat, vn, vc, emoji, ganti background, atau walpaper

4. **Peneliti** : Bagaimana pendapat anda tentang penggunaan Whatsapp dalam pembelajaran daring ?



**Siswa** : Menurut saya ada bagus dan tidak bagus , kalau yang bagus jika mengirim tugas tinggal di foto kalau tidak bagus kadang guru tidak menjelaskan terlebih dahulu ketika memberikan tugas.

5. **Peneliti** : Apakah kegiatan proses belajar mengajar Whatsapp group memudahkan anda dalam belajar bahasa Inggris? Jika ya, apa saja kemudahan itu?

**Siswa** : Kalau untuk saya itu tidak memudahkan karena saya tipe orang yang butuh penjelasan secara langsung untuk memahami suatu mata pelajaran khususnya bahasa inggris, karena terkadang guru hanya memberikan link u tube untuk di tonton.

6. **Peneliti** : Kesulitan apa saja yang anda temukan ketika menggunakan Whatsapp dalam belajar bahasa Inggris? Mengapa?

**Siswa** : Kesulitan pertama yaitu jaringan yang tidak bagus atau kehabisan kuota data dan kesulitan yang kedua sangat sulit memahami materi yang di berikan yang hanya melalui video.

7. **Peneliti** : Hal apa yang membuat anda tertarik dalam belajar bahasa Inggris melalui Whatsapp?

**Siswa** : Tidak ada karena saya tak memahami materi yang di sampaikan melalui online.

8. **Peneliti** : Bagaimana perasaan anda ketika menggunakan Whatsapp dalam belajar bahasa Inggris? Mengapa?

**Siswa** : saya tidak senang karena gaya belajar saya harus di jelaskan secara langsung karena ketika melalui whatsapp terkadang guru hanya mengetik dan memberi tugas dan dikerjakan sendiri tanpa penjelasan.

9. **Peneliti** : Apakah cara menjelaskan guru mudah dilakukan saat menggunakan Whatsapp? Mengapa?

**Siswa** : Kurang di pahami.

## **Transkrip 5**

### **Identitas**

Nama : Aqila Adila Rustam

Kelas : 11 IPA 1

1. **Peneliti** : Menurut anda apakah Handphone mudah digunakan?  
**Siswa** : Menurut saya handphone itu kadang mudah digunakan kadang tidak.
2. **Peneliti** : Sejak kapan anda mengetahui tentang aplikasi Whatsapp ?  
**Siswa** : Sejak melalui pembelajaran online.
3. **Peneliti** : Fitur apa saja yang anda ketahui pada Whatsapp ?  
**Siswa** : Kirim foto dan dokumen.
4. **Peneliti** : Bagaimana pendapat anda tentang penggunaan Whatsapp dalam pembelajaran daring ?  
**Siswa** : menurut saya pembelajaran daring sangat tidak menyenangkan atau tidak baik karena kita jarang berinteraksi dengan teman , berkumpul dengan teman , jarang kerja kelompok dan membuat kami tidak akrab dengan teman kelas.
5. **Peneliti** : Apakah kegiatan proses belajar mengajar Whatsapp group memudahkan anda dalam belajar bahasa Inggris? Jika ya, apa saja kemudahan itu?  
**Siswa** : Menurut saya pembelajaran melalui whatsapp itu kurang efektif karena pasti ada suatu materi yang kurang di mengerti dan harus ddijelaskan secara langsung khususnya materi bahasa inggris itu butuh penjelasan yang lebih akurat agar dapat di mengerti oleh siswa.
6. **Peneliti** : Kesulitan apa saja yang anda temukan ketika menggunakan Whatsapp dalam belajar bahasa Inggris? Mengapa?  
**Siswa** : Seperti yang saya katakana di awal kesulitannya adalah saya sulit memahami materi yang tidak dijelaskan secara langsung , karena tiap orang berbeda cara memahami suatu pelajaran.
7. **Peneliti** : Hal apa yang membuat anda tertarik dalam belajar bahasa Inggris melalui Whatsapp?  
**Siswa** : menurut saya ketertarikan belajar bahasa inggris melalui whatsapp adalah ketika guru memberikan tugas kita tidak perlu mengumpulkan buku hanya mengambil gambar dan mengirimnya melalui whatsapp saja.

8. **Peneliti** : Bagaimana perasaan anda ketika menggunakan Whatsapp dalam belajar bahasa Inggris? Mengapa?

**Siswa** : Menurut saya belajar bahasa Inggris melalui Whatsapp itu saya kurang paham berbeda dengan tatap muka.

9. **Peneliti** : Apakah cara menjelaskan guru mudah dilakukan saat menggunakan Whatsapp? Mengapa?

**Siswa** : Tidak karena ketika gurunya menjelaskan melalui video penjelasannya itu selalu setengah-setengah dengan durasi yang tidak menentu.

### Transkrip 6

#### Identitas

Nama : Asiyah Ramadhani

Kelas : 11 IPA 1

1. **Peneliti** : Menurut anda apakah Handphone mudah digunakan?

**Siswa** : Saya setuju bahwa handphone mudah digunakan.

2. **Peneliti** : Sejak kapan anda mengetahui tentang aplikasi Whatsapp ?

**Siswa** : Sejak saya berada di kelas dua SMP dan saat itu adalah pertama kali saya memiliki hp.

3. **Peneliti** : Fitur apa saja yang anda ketahui pada Whatsapp ?

**Siswa** : Panggilan grup, voice note, dan mengirim emoji.

4. **Peneliti** : Bagaimana pendapat anda tentang penggunaan Whatsapp dalam pembelajaran daring ?

**Siswa** : Penggunaan Whatsapp secara daring sebenarnya sangat berguna karena kita bisa saling bertukar pelajaran, saling mengirim video, atau saling video call tanpa harus bertemu.

5. **Peneliti** : Apakah kegiatan proses belajar mengajar Whatsapp group memudahkan anda dalam belajar bahasa Inggris? Jika ya, apa saja kemudahan itu?

**Siswa** : Proses belajar bahasa Inggris melalui whatsapp menurut saya tidak begitu membantu saya untuk belajar bahasa Inggris karena lebih membantu jika kita bertemu secara langsung lebih banyak praktek penguasaan dan lain-lain.

6. **Peneliti** : Kesulitan apa saja yang anda temukan ketika menggunakan Whatsapp dalam belajar bahasa Inggris? Mengapa?

**Siswa** : Kesulitan yang pertama itu terkadang jaringan yang tidak mendukung, kedua tidak banyak latihan, di bandingkan dengan belajar secara tatap muka kita bisa lebih leluasa untuk praktek sementara melalui whatsapp banyak hal yang kurang dalam bentuk penjelasan atau hal lain seperti video tanpa penjelasan.

7. **Peneliti** : Hal apa yang membuat anda tertarik dalam belajar bahasa Inggris melalui Whatsapp?

**Siswa** : Kita dapat mudah belajar bahasa Inggris melalui whatsapp tanpa harus bertemu walaupun melalui video call, mengirim pesan.

8. **Peneliti** : Bagaimana perasaan anda ketika menggunakan Whatsapp dalam belajar bahasa Inggris? Mengapa?

**Siswa** : Cukup senang karena menghemat waktu walaupun ada juga sedihnya karena sulit di pahami.

9. **Peneliti** : Apakah cara menjelaskan guru mudah dilakukan saat menggunakan Whatsapp? Mengapa?

**Siswa** : Penjelasan guru melalui whatsapp itu kadang mudah dimengerti dan kadang tidak di mengerti apa lagi jika guru menjelaskan menggunakan kata-kata yang sulit di mengerti.

# STUDENTS QUESTIONNAIRES TRANSCRIPT

## Transkrip 1

**KUESIONER PENELITIAN**

**STUDENTS' PERCEPTION ON THE USE OF WHATSAPP APLICATION IN TEACHING OF ENGLISH AT ELEVENTH GRADE STUDENTS' OF SMAN 2 PALOPO**

**Identitas**

Nama: Beskiyani

Kelas: XI IPA 1

**A. Kata Pengantar**

Pada kesempatan ini kami meminta ketelaan dan kesediaan anda untuk mengisi kuesioner ini. Dengan demikian kami sangat mengharapkan anda mengisi kuesioner ini dengan teliti, jujur, dan sesuai dengan diri dan pengalaman anda.

**B. Petunjuk pengisian angket**

1. Bacalah setiap pernyataan dengan baik dan teliti.
2. Jawablah setiap pernyataan sesuai dengan pendapat anda sendiri.
3. Tidak diperkenankan mencontek atau meniru jawaban dari teman.
4. Berilah tanda ( ✓ ) pada salah satu pilihan yang menurut anda sesuai dengan diri anda.

**Keterangan :**

SS = Sangat Setuju                      TS = Tidak Setuju  
S = Setuju                                      STJ = Sangat Tidak Setuju  
N = Netral/ragu-ragu

No	Pernyataan	SS	S	N	TS	STJ
1	Pembelajaran secara daring menggunakan Whatsapp sangat membantu dalam menggantikan pembelajaran secara konvensional (tatap muka).				✓	
2	Fitur Whatsapp (Chat Grup) yang digunakan dalam pengumpulan tugas sangat memberikan kemudahan.		✓			
3	Materi yang diberikan guru melalui Whatsapp dapat dipahami dengan baik.					✓

4	Menggunakan Whatsapp memberi saya motivasi dalam belajar bahasa Inggris.					✓
5	Guru terkadang memberikan penjelasan dan tujuan pembelajaran yang jelas sebelum pembelajaran daring dengan Whatsapp dimulai.			✓		
6	Saya menulis kesimpulan dari materi yang di jelaskan oleh guru melalui Whatsapp.	✓				
7	Mudahnya mendapatkan akses jaringan membuat saya selalu merasa mudah belajar daring menggunakan Whatsapp.		✓			
8	Guru melakukan kegiatan tanya jawab tentang materi bahasa Inggris dalam pembelajaran menggunakan voice note selama pembelajaran online.				✓	
9	Guru selalu memberikan toleransi terhadap siswa yang sulit mendapatkan akses jaringan.	✓				
10	Pemberian evaluasi menggunakan Whatsapp mempermudah saya dalam mengerjakan tugas.				✓	
11	Saya merasa senang menggunakan Whatsapp dalam belajar bahasa Inggris.					✓
12	Saya membaca dengan baik materi yang diberikan guru melalui whatsapp.		✓			
13	Saya merasa sangat antusias mengikuti pembelajaran bahasa Inggris menggunakan Whatsapp.					✓
14	Guru saya selalu memberikan motivasi belajar melalui Whatsapp yang membuat saya semangat dalam belajar.			✓		
15	Proses pembelajaran menggunakan Whatsapp memberikan saya kemudahan dalam memahami materi pembelajaran bahasa Inggris.					✓

## Transkrip 2

**KUESIONER PENELITIAN**

**STUDENTS' PERCEPTION ON THE USE OF WHATSAPP APLICATION IN TEACHING OF ENGLISH AT ELEVENT GRADE STUDENTS' OF SMAN 2 PALOPO**

**Identitas**

Nama: *Andi Tenri Ayu*

Kelas: *XI IPA 1*

**A. Kata Pengantar**

Pada kesempatan ini kami meminta kerelaan dan kesediaan anda untuk mengisi kuesioner ini. Dengan demikian kami sangat mengharapkan anda mengisi kuesioner ini dengan teliti, jujur, dan sesuai dengan diri dan pengalaman anda.

**B. Petunjuk pengisian angket**

1. Bacalah setiap pernyataan dengan baik dan teliti.
2. Jawablah setiap pernyataan sesuai dengan pendapat anda sendiri.
3. Tidak diperkenankan mencontek atau meniru jawaban dari teman.
4. Berilah tanda ( ✓ ) pada salah satu pilihan yang menurut anda sesuai dengan diri anda.

Keterangan :

SS = Sangat Setuju      TS = Tidak Setuju  
S = Setuju              STJ = Sangat Tidak Setuju  
N = Netral/ragu-ragu

No	Pernyataan	SS	S	N	TS	STS
1	Pembelajaran secara daring menggunakan Whatsapp sangat membantu dalam menggantikan pembelajaran secara konvensional (tatap muka )				✓	
2	Fitur Whatsapp (Chat Grup) yang digunakan dalam pengumpulan tugas sangat memberikan kemudahan.	✓				
3	Materi yang diberikan guru melaluj Whatsapp dapat dipahami dengan baik.					✓

4	Menggunakan Whatsapp memberi saya motivasi dalam belajar bahasa Inggris.	✓					
5	Guru terkadang memberikan penjelasan dan tujuan pembelajaran yang jelas sebelum pembelajaran daring dengan Whatsapp dimulai.					✓	
6	Saya memula kesimpulan dari materi yang di jelaskan oleh guru melalui Whatsapp.			✓			
7	Mudahnya mendapatkan akses jaringan membuat saya selalu merasa mudah belajar daring menggunakan Whatsapp.						✓
8	Guru melakukan kegiatan tanya jawab tentang materi bahasa Inggris dalam pembelajaran menggunakan voice note selama pembelajaran online.		✓				
9	Guru selalu memberikan toleransi terhadap siswa yang sulit mendapatkan akses jaringan.			✓			
10	Pemberian evaluasi menggunakan Whatsapp mempermudah saya dalam mengerjakan tugas.					✓	
11	Saya merasa senang menggunakan Whatsapp dalam belajar bahasa Inggris.					✓	
12	Saya membaca dengan baik materi yang diberikan guru melalui whatsapp.					✓	
13	Saya merasa sangat antusias mengikuti pembelajaran bahasa Inggris menggunakan Whatsapp.	✓					
14	Guru saya selalu memberikan motivasi belajar melalui Whatsapp yang membuat saya semangat dalam belajar.				✓		
15	Proses pembelajaran menggunakan Whatsapp memberikan saya kemudahan dalam memahami materi pembelajaran bahasa Inggris.						✓



### Transkrip 3

**KUESIONER PENELITIAN**

**STUDENTS' PERCEPTION ON THE USE OF WHATSAPP APPLICATION IN TEACHING OF ENGLISH AT ELEVENTH GRADE STUDENTS' OF SMAN 2 PALOPO**

**Identitas**

Nama : *Tria Wanda News*

Kelas : *XL IPA 1*

**A. Kata Pengantar**

Pada kesempatan ini kami meminta kerelaan dan kesediaan anda untuk mengisi kuesioner ini. Dengan demikian kami sangat mengharapkan anda mengisi kuesioner ini dengan teliti, jujur, dan sesuai dengan diri dan pengalaman anda.

**B. Petunjuk pengisian angket**

1. Bacalah setiap pernyataan dengan baik dan teliti.
2. Jawablah setiap pernyataan sesuai dengan pendapat anda sendiri.
3. Tidak diperkenankan mencontek atau meniru jawaban dari teman.
4. Berilah tanda ( ✓ ) pada salah satu pilihan yang menurut anda sesuai dengan diri anda.

Keterangan :

SS = Sangat Setuju      TS = Tidak Setuju  
S = Setuju              STJ = Sangat Tidak Setuju  
N = Netral/ragu-ragu

No	Pernyataan	SS	S	N	TS	STJ
1	Pembelajaran secara daring menggunakan Whatsapp sangat membantu dalam menggantikan pembelajaran secara konvensional (tatap muka).				✓	
2	Fitur Whatsapp (Chat Grup) yang digunakan dalam pengumpulan tugas sangat memberikan kemudahan.	✓				
3	Materi yang diberikan guru melalui Whatsapp dapat dipahami dengan baik.				✓	

4	Menggunakan Whatsapp memberi saya motivasi dalam belajar bahasa Inggris.	✓				
5	Guru terkadang memberikan penjelasan dan tujuan pembelajaran yang jelas sebelum pembelajaran daring dengan Whatsapp dimulai.				✓	
6	Saya menulis kesimpulan dari materi yang di jelaskan oleh guru melalui Whatsapp.	✓				
7	Mudahnya mendapatkan akses jaringan membuat saya selalu merasa mudah belajar daring menggunakan Whatsapp.	✓				
8	Guru melakukan kegiatan tanya jawab tentang materi bahasa Inggris dalam pembelajaran menggunakan voice note selama pembelajaran online.		✓			
9	Guru selalu memberikan toleransi terhadap siswa yang sulit mendapatkan akses jaringan.			✓		
10	Pemberian evaluasi menggunakan Whatsapp mempermudah saya dalam mengerjakan tugas.				✓	
11	Saya merasa senang menggunakan Whatsapp dalam belajar bahasa Inggris.				✓	
12	Saya membaca dengan baik materi yang diberikan guru melalui whatsapp.				✓	
13	Saya merasa sangat antusias mengikuti pembelajaran bahasa Inggris menggunakan Whatsapp.	✓				
14	Guru saya selalu memberikan motivasi belajar melalui Whatsapp yang membuat saya semangat dalam belajar.			✓		
15	Proses pembelajaran menggunakan Whatsapp memberikan saya kemudahan dalam memahami materi pembelajaran bahasa Inggris.					✓

## Transkrip 4

**KUESIONER PENELITIAN**

**STUDENTS' PERCEPTION ON THE USE OF WHATSAPP APPLICATION IN TEACHING OF ENGLISH AT ELEVENTH GRADE STUDENTS OF SMAN 2 PALOPO**

**Identitas**

Nama : *Muh Syukur Ambar*

Kelas *XI IPA 1*

**A. Kata Pengantar**

Pada kesempatan ini kami meminta kerelaan dan kesediaan anda untuk mengisi kuesioner ini. Dengan demikian kami sangat mengharapkan anda mengisi kuesioner ini dengan teliti, jujur, dan sesuai dengan diri dan pengalaman anda.

**B. Petunjuk pengisian angket**

1. Bacalah setiap pernyataan dengan baik dan teliti.
2. Jawablah setiap pernyataan sesuai dengan pendapat anda sendiri.
3. Tidak diperkenankan mencontek atau meniru jawaban dari teman.
4. Berilah tanda ( ✓ ) pada salah satu pilihan yang menurut anda sesuai dengan diri anda.

**Keterangan :**

SS = Sangat Setuju                      TS = Tidak Setuju  
S = Setuju                                      STJ = Sangat Tidak Setuju  
N = Netral/ragu-ragu

No	Pernyataan	SS	S	N	TS	STS
1	Pembelajaran secara daring menggunakan Whatsapp sangat membantu dalam menggantikan pembelajaran secara konvensional (tatap muka).			✓		
2	Fitur Whatsapp (Chat Grup) yang digunakan dalam pengumpulan tugas sangat memberikan kemudahan.		✓			
3	Materi yang diberikan guru melalui Whatsapp dapat dipahami dengan baik.			✓		

4	Menggunakan Whatsapp memberi saya motivasi dalam belajar bahasa Inggris.			✓		
5	Guru terkadang memberikan penjelasan dan tujuan pembelajaran yang jelas sebelum pembelajaran daring dengan Whatsapp dimulai.			✓		
6	Saya menulis kesimpulan dari materi yang di jelaskan oleh guru melalui Whatsapp.			✓		
7	Mudahnya mendapatkan akses jaringan membuat saya selalu merasa mudah belajar daring menggunakan Whatsapp.	✓				
8	Guru melakukan kegiatan tanya jawab tentang materi bahasa Inggris dalam pembelajaran menggunakan voice note selama pembelajaran online.			✓		
9	Guru selalu memberikan toleransi terhadap siswa yang sulit mendapatkan akses jaringan.	✓				
10	Pemberian evaluasi menggunakan Whatsapp mempermudah saya dalam mengerjakan tugas.	✓				
11	Saya merasa senang menggunakan Whatsapp dalam belajar bahasa Inggris.			✓		
12	Saya membaca dengan baik materi yang diberikan guru melalui whatsapp.	✓				
13	Saya merasa sangat antusias mengikuti pembelajaran bahasa Inggris menggunakan Whatsapp.			✓		
14	Guru saya selalu memberikan motivasi belajar melalui Whatsapp yang membuat saya semangat dalam belajar.			✓		
15	Proses pembelajaran menggunakan Whatsapp memberikan saya kemudahan dalam memahami materi pembelajaran bahasa Inggris.			✓		

## Transkrip 5

**KUESIONER PENELITIAN**

**STUDENTS' PERCEPTION ON THE USE OF WHATSAPP APLICATION IN TEACHING OF ENGLISH AT ELEVENTH GRADE STUDENTS' OF SMAN 2 PALOPO**

**Identitas**

Nama : MUH AME ADITYA

Kelas : XI (IPA 1)

**A. Kata Pengantar**

Pada kesempatan ini kami meminta kerelaan dan kesediaan anda untuk mengisi kuesioner ini. Dengan demikian kami sangat mengharapkan anda mengisi kuesioner ini dengan teliti, jujur, dan sesuai dengan diri dan pengalaman anda.

**B. Petunjuk pengisian angket**

1. Bacalah setiap pernyataan dengan baik dan teliti.
2. Jawablah setiap pernyataan sesuai dengan pendapat anda sendiri.
3. Tidak diperkenankan mencontek atau meniru jawaban dari teman.
4. Berilah tanda ( ✓ ) pada salah satu pilihan yang menurut anda sesuai dengan diri anda.

**Keterangan :**

SS = Sangat Setuju      TS = Tidak Setuju  
S = Setuju              STJ = Sangat Tidak Setuju  
N = Netral/ragu-ragu

No	Pernyataan	SS	S	N	TS	STJ
1	Pembelajaran secara daring menggunakan Whatsapp sangat membantu dalam menggantikan pembelajaran secara konvensional (tatap muka).			✓		
2	Fitur Whatsapp (Chat Grup) yang digunakan dalam pengumpulan tugas sangat memberikan kemudahan.	✓				
3	Materi yang diberikan guru melalui Whatsapp dapat dipahami dengan baik.		✓			

4	Menggunakan Whatsapp memberi saya motivasi dalam belajar bahasa Inggris.			✓		
5	Guru terkadang memberikan penjelasan dan tujuan pembelajaran yang jelas sebelum pembelajaran daring dengan Whatsapp dimulai.			✓		
6	Saya menulis kesimpulan dari materi yang di jelaskan oleh guru melalui Whatsapp.		✓			
7	Mudahnya mendapatkan akses jaringan membuat saya selalu merasa mudah belajar daring menggunakan Whatsapp.		✓			
8	Guru melakukan kegiatan tanya jawab tentang materi bahasa Inggris dalam pembelajaran menggunakan voice note selama pembelajaran online			✓		
9	Guru selalu memberikan toleransi terhadap siswa yang sulit mendapatkan akses jaringan.	✓				
10	Pemberian evaluasi menggunakan Whatsapp mempermudah saya dalam mengerjakan tugas.		✓			
11	Saya merasa senang menggunakan Whatsapp dalam belajar bahasa Inggris.			✓		
12	Saya membaca dengan baik materi yang diberikan guru melalui whatsapp.		✓			
13	Saya merasa sangat antusias mengikuti pembelajaran bahasa Inggris menggunakan Whatsapp.		✓			
14	Guru saya selalu memberikan motivasi belajar melalui Whatsapp yang membuat saya semangat dalam belajar .		✓			
15	Proses pembelajaran menggunakan Whatsapp memberikan saya kemudahan dalam memahami materi pembelajaran bahasa Inggris.			✓		

## Transkrip 6

**KUESIONER PENELITIAN**

**STUDENTS' PERCEPTION ON THE USE OF WHATSAPP APPLICATION IN TEACHING OF ENGLISH AT ELEVENTH GRADE STUDENTS' OF SMAN 2 PALOPO**

**Identitas**

Nama : *Dian Pascauwaty*

Kelas : *XI IPA 1*

**A. Kata Pengantar**

Pada kesempatan ini kami meminta kerelaan dan kesediaan anda untuk mengisi kuesioner ini. Dengan demikian kami sangat mengharapkan anda mengisi kuesioner ini dengan teliti, jujur, dan sesuai dengan diri dan pengalaman anda.

**B. Petunjuk pengisian angket**

1. Bacalah setiap pernyataan dengan baik dan teliti.
2. Jawablah setiap pernyataan sesuai dengan pendapat anda sendiri.
3. Tidak diperkenankan mencontek atau meniru jawaban dari teman.
4. Berilah tanda ( ✓ ) pada salah satu pilihan yang menurut anda sesuai dengan diri anda.

Keterangan :

SS = Sangat Setuju                      TS = Tidak Setuju  
S = Setuju                                      STJ = Sangat Tidak Setuju  
N = Netral/ragu-ragu

No	Pernyataan	SS	S	N	TS	STJ
1	Pembelajaran secara daring menggunakan Whatsapp sangat membantu dalam menggantikan pembelajaran secara konvensional (tatap muka)		✓			
2	Fitur Whatsapp (Chat Grup) yang digunakan dalam pengumpulan tugas sangat memberikan kemudahan.	✓				
3	Materi yang diberikan guru melalui Whatsapp dapat dipahami dengan baik.			✓		

4	Menggunakan Whatsapp memberi saya motivasi dalam belajar bahasa Inggris.			✓		
5	Guru terkadang memberikan penjelasan dan tujuan pembelajaran yang jelas sebelum pembelajaran daring dengan Whatsapp dimulai.			✓		
6	Saya menulis kesimpulan dari materi yang di jelaskan oleh guru melalui Whatsapp.			✓		
7	Mudahnya mendapatkan akses jaringan membuat saya selalu merasa mudah belajar daring menggunakan Whatsapp.	✓				
8	Guru melakukan kegiatan tanya jawab tentang materi bahasa Inggris dalam pembelajaran menggunakan voice note selama pembelajaran online.	✓				
9	Guru selalu memberikan toleransi terhadap siswa yang sulit mendapatkan akses jaringan.	✓				
10	Pemberian evaluasi menggunakan Whatsapp mempermudah saya dalam mengerjakan tugas.			✓		
11	Saya merasa senang menggunakan Whatsapp dalam belajar bahasa Inggris.	✓				
12	Saya membaca dengan baik materi yang diberikan guru melalui whatsapp.	✓				
13	Saya merasa sangat antusias mengikuti pembelajaran bahasa Inggris menggunakan Whatsapp.			✓		
14	Guru saya selalu memberikan motivasi belajar melalui Whatsapp yang membuat saya semangat dalam belajar.			✓		
15	Proses pembelajaran menggunakan Whatsapp memberikan saya kemudahan dalam memahami materi pembelajaran bahasa Inggris.			✓		



*APPENDIX 5*

DOCUMENTATION



Student interview process



Student interview process



Student interview process



Student interview process



The process of filling out the questionnaires



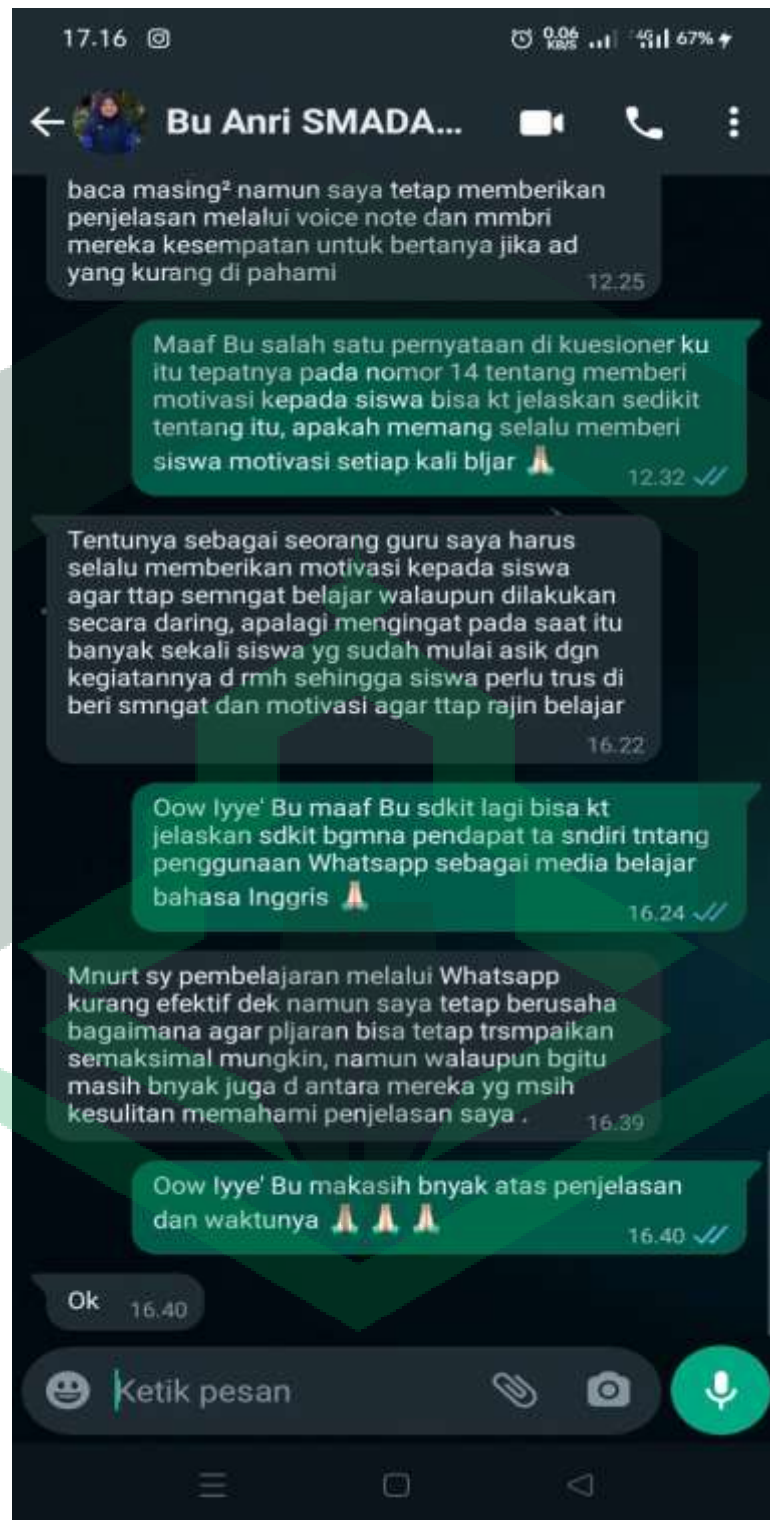
The process of filling out the questionnaires



Screenshot Proof

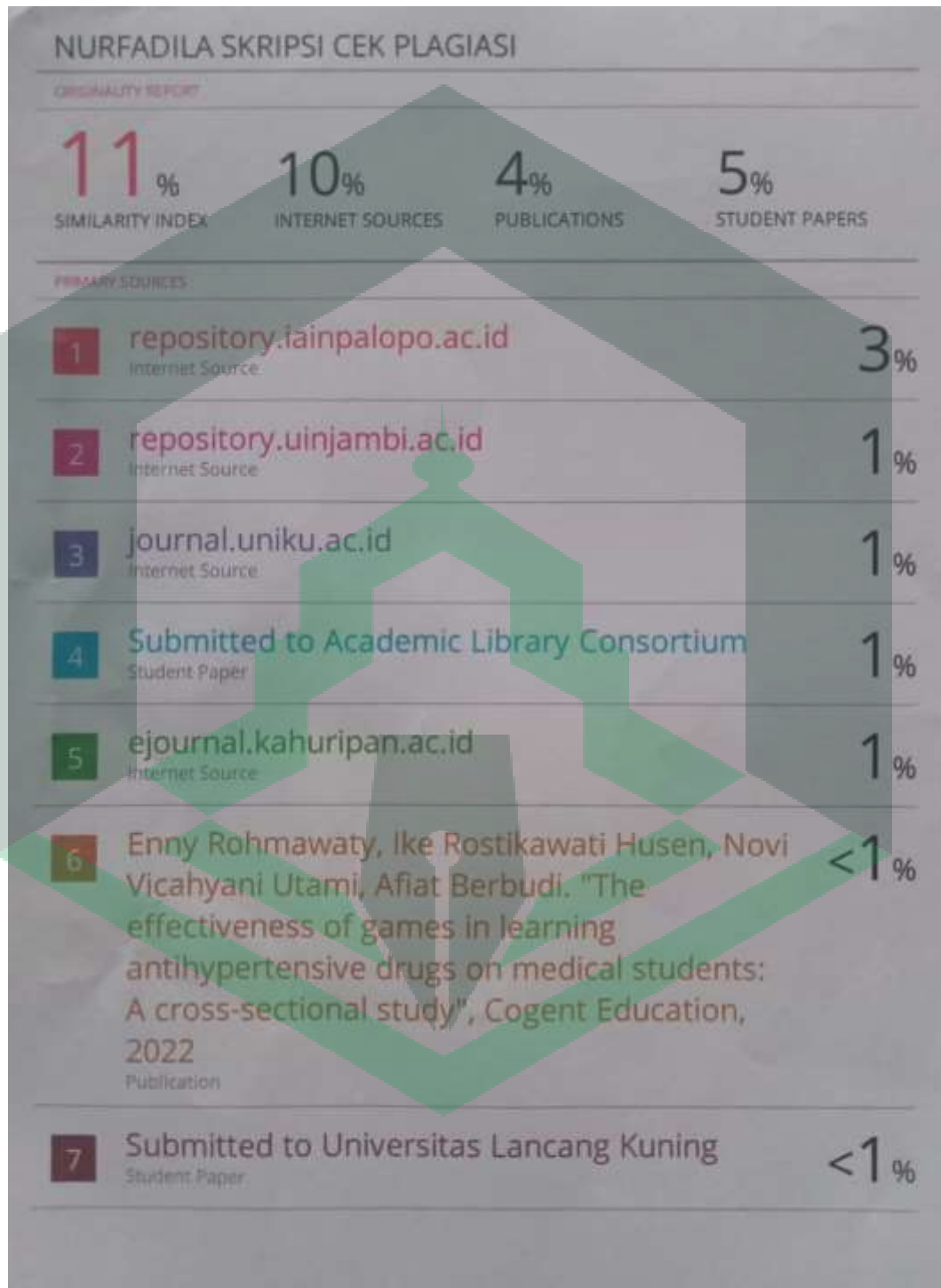


Screenshoot Proof



Screenshoot Proof

## Turnitine Evidence





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PALOPO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS  
Jl. Agatis Kel.Balandai Kec.Bara 91914 Kota Palopo  
Email:pbi.ftik@gmail.com

### Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat untuk mendapatkan keringanan uang kuliah tunggal, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Nurfadila  
NIM : 17-02020236  
Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VII.

Demikianlah surat keterangan ini dibuat untuk digunakan sebagaimana mestinya.

Palopo, 18 Februari 2021

Ketua Prodi



Amalia Yahya, S.E.,  
M.HumNIP. 19771013 200501



## CURRICULUM VITAE



The full name of the author is Nurfadila, better called Dila. Born in Lowa on December 25<sup>th</sup>, 1997. She is the third child of Mr. Suardi and Mrs. Nur Hafida. The author comes from a simple family that teaches a lot about patience, honesty, and sincerity. The author started her education in SDN 57 Padang Sappa for approximately six years. Then after graduating , the author continued the study at SMP Islam Terpadu Lura for three years. Then the author continued at SMAN 1 BUA Ponrang, now known as SMA 4 Luwu, for three years and graduated in 2017. After graduating from high school, the author continued to study at the State Islamic Institute of Palopo or IAIN Palopo and majored in English Education.

Contact Person: [n.fadila.97@gmail.com](mailto:n.fadila.97@gmail.com)