

CHAPTER I

INTRODUCTION

1.1 Background

Technology has added to all the joints of life, this phenomenon has become a necessity for the development of increasingly rapid times. The numbers of improvements in all sectors make technology improve with various kinds and functions of each. The world leading companies have been competing to improve quality even including balancing products for the people with middle to lower economic level with a variety of prices.

In sociology, the requirements for social interaction are social contact and communication¹, in this case technology that has been approved in the way of human communication using electronic media. Television, radio and smartphones are examples of the times developed by the development of world technology.

Technology has influenced in education sector, one of which is language education. Language is one of the most useful tools we have as humans. Without it we could not think thoughts expressible to others, nor could we engage in the activities that commonly take place in the societies we build for ourselves.²The role of language in the effectiveness of daily activities has a very central impact on the survival of personal and social life. It is appropriate for language learning to be a concern that needs to be specialized in education so it requires a strategy in its application.

¹Sarjono Soekanto, *Sosiologi : Suatu Pengantar* (Jakarta : CV Rajawalu, 1985), p.58.

²Thomas Kral, *Teacher Development Making The Right Moves* (Washington DC: English Language Programs Division United States Information Agency,1997), p. 131.

Learning strategies can be contrasted with other concepts in second language acquisition such as teaching strategies, which are those techniques and maneuvers that teachers use to improve their effectiveness. Learning strategies differ from communication strategies in that the intent of learning strategies is the learning and internalization of certain aspects of the new language, whereas the intent of communication strategies is the immediate negotiation of meaning, usually in a face to face encounter.³The relationship between the two aspects that is crucial for the learning process is very important for teachers to be understood correctly and certainly can be applied properly.

The big task of the instructors has been to present various kinds of methods, strategies and techniques in presenting materials that are quite difficult in the eyes of students. Methods with media images, audio, films, cards and various other things have been widely applied in various regions throughout Indonesia.

In connection with the development of technology, the educational process is more innovative and creative, this provides a stimulus for educators to maximize technology as a means of communication in developing the learning process. This is one of the quality improvement strategies to keep up with the times that can no longer be ignored in the world of education.

One of the technologies that can be used by educators and currently widely used by the public is a smartphone. A smartphone is a communication tool that is not only used to receive instant or short message service (SMS) but has been equipped with various attractive features such as cameras, music players, video calls, GPS, and

³Janet K. Orr, *Growing Up with English* (Washington DC: Material Branch Office of English Language Programs United State Department, 1999), p. 131.

others. Smartphones are supported by the existence of internet access that is supported by everyone with a global life even if only in a fraction of a second.

One application that is available on Playstore and can be accessed easily by smartphone users with an internet-supported system is WhatsApp and has become one of the most popular applications in the society, not least for the world of students with educators. WhatsApp can be used anytime and anywhere as long as you have access to the internet with a variety of features that can support learning so it is not surprising that today it has been widely used by the public for various fields and needs that are no exception in the field of education.

Technology-based and online educations are increasingly needed in improving the quality of the learning process in this modern era, as is the use of WhatsApp in learning English. English as an international language is used to communicate with the wider community throughout the world so that WhatsApp is present as a medium that is able to connect people without worrying about distance and time in establishing communication, even on a smaller scale WhatsApp can be used to connect between students and teachers or among fellow students and even all elements in the educational process itself.

In learning English the teacher can make WhatsApp as a medium in providing learning without face to face in the classroom such as providing material using Video, Pictures, Video Calls, Audio or even more simply by chat through English-based writing. This can trigger students' skills to use WhatsApp media to learn without having to wait for learning in class which is limited every week. Students can also be more encouraged not to be out of date in more updates on the standard of living of

millennials and post-millennials today which continue to prioritize technology as a means in all walks of life, especially learning English itself.

Referring to the description above, the researcher is interested to conduct a research under the title of “The students’ perception in learning English by using WhatsApp media at the tenth grade of MAN 2 Polewali Mandar.”

1.2 Research Questions

In relation to the issues as process of problem identification, the researcher formulates the research questions as follows:

1. How is the student’s English ability?
2. How is the student perception about using WhatsApp as a media to learn English?

1.3 Objectives of the Research

Relating to the problem statements mentioned above, the researcher states that objectives of the research are:

1. To find out the students’ perception about using WhatsApp as a media to learn English purposes.
2. To find out the student’s English ability.

1.4 Significant of The Research

From the results of this study, researcher hopes to have a lot of value benefits that can be given to the general public and the researcher, hopefully this research is valuable and has a positive impact on the needs of the world of education so that it has a good contribution, especially as a reference material in making policies in the learning process. This research is expected to be able to add to the reader's or

students' insights about WhatsApp position in the learning process so that the results of this study can be used as a reference for further action that can describe whether WhatsApp is in accordance with the needs of the learning process at this time and in the future.



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Some Pertinent Idea

2.1.1 Concept of Perception

Perception is an important element of the thinking process. This is due to the perception that they play a role in opening and providing an early-stage thinking screen.¹We know about our surroundings because we are able to experience them through perception; we know about scientific phenomena because they are observed.²Based on this understanding, the intended perception is a thought process to get new information and record it as something that is made a new perspective on something.

Perception is a process by which individuals organize and interpret sensory impressions in order to give meaning to their environment. However, what we perceive can be substantially different from objective reality. The world as it is perceived is the world that is behaviorally important. So that perception is something that is obtained through stimulus situations, circumstances or everything that can provide a response to the work of reason to be recorded as a new thing.

A number of views and theories have been widely expressed in several books or some literature. Perception theory is a term to describe the application of neurological research and accept the principles of psychology in studying visual communication. Perception theory deals with how the brain receives information,

¹Joanes J, *et al.*, *Persepi & Logik* (Malaysia: Universiti Teknologi Malaysia, 2014), p.1.

²Mohan Matthen, ed, *The Oxford Handbook of Philosophy of Perception* (United Kingdom: Oxford University Press, 2015), p.1.

processes it, and uses it. In perception theory, the theoretical approach will add new information to study visual communication and help the human being about the effectiveness of communication theory. He came from social research. Ultimately, to be useful, all communication theories and all assumptions about how humans process images and their effects must be compatible with neurological research. The perception approach to communication theory recognizes the importance of emotions in processing all communication, and especially visual targets that have parallel communication.³

Perception theory provides an overview of how perception is formed and the most relevant theories and explanations of perception as a process acquiring and processing of information may be divided into two basic groups, according to the direction of information flow. The first is a group of theories that suppose using only bottom-up processes when acquiring and processing sensory data. By bottom-up processes, we mean processes that start at the lowest sensory levels that means (from the cortex's point of view) at the most distant levels of cognitive apparatus and then they gradually lead to more complicated and complex processes which take place in higher (cortical) structures which are responsible for more global and abstract ways of thinking.

On the contrary, the top-down theories suppose that in the process of discrimination, but mainly when processing sensory stimulus, we start by "feeling" sensory data on receptors, but their processing presumes a downward influence of higher cognitive contents which organize and later determine them. Such influence we can call the top-down effect. The core of this approach is the fact that in order to

³Joanes J, *et al.*, *Persepi & Logik*, 2014, p.5.

process sensory stimulus, one needs to have prior experience or knowledge, or other influences which help to organize and form cognitive contents.⁴

2.1.2 Factors that Influence Perception

To understand what we have in common in our interpretations of reality, we need to begin with the factors that influence our perceptions. A number of factors shape and sometimes distort perception. These factors can reside in the perceiver; in the object, or target, being perceived; or in the situation in which the perception is made. In essence, the situation does not always seem to be the same as what actually happened but the experience that we have gained as a benchmark for something similar and looks the same.

When you look at a target, your interpretation of what you see is influenced by your personal characteristics, attitudes, personality, motives, interests, past experiences, and expectations. For instance, if you expect police officers to be authoritative, you may perceive them as such, regardless of their actual traits.

The characteristics of the target also affect what we perceive. Loud people are more likely to be noticed than quiet ones. So, too, are extremely attractive or unattractive individuals. Because we don't look at targets in isolation, the relationship of a target to its background influences perception, as does our tendency to group close things and similar things together. We often perceive women, men, immigrants, Caucasians, Aboriginal people, Asians, or members of any other group that has clearly distinguishable characteristics as alike in other, unrelated ways as well. We

⁴Andrej Dèmuth, *Perception Theory* (Trnava: Faculty of Philosophy and Arts Trnava University, 2013), p.23.

also have a broad tendency to perceive people who we think are similar to us in positive ways and people who we think are different from us in negative ways.

Context matters, too. The time at which we see an object or event can influence our attention, as can location, light, heat, or situational factors. For instance, at a club on Saturday night you may not notice someone “decked out.” Yet that same person so attired for your Monday morning management class would certainly catch your attention. Neither the perceiver nor the target has changed between Saturday night and Monday morning, but the situation is different.⁵ In the formation of perception, there is a mixture of various aspects which then form a mind pattern to describe the object. This may provide different descriptions for some individuals of the same object because of differences in experience and the combination of information on the object.

2.1.3 Learning English

Teaching and learning are special forms of communication. They operate when communication is accompanied by heightened levels of consciousness among teachers and learners. They are shaped, that is, by the wishes, intentions and values of teachers and learners. Further, teaching and learning are also shaped (or constrained) by social rather than biological circumstances - the cultural assumptions, conventions and codes that surround, yet also separate, the teacher and the learner.⁶ Teaching and learning give a chance for transfer and receive lessons and get the best value for

⁵Stephen P Robbins, Timothy A. Judge, and Katherine E. Breward, *Essentials of Organizational Behaviour* (Canada : Pearson education, 2016), p. 107.

⁶David Hamilton, *Learning about Education: An Unfinished Curriculum* (Philadelphia: Open University Press, 1990), p.23.

students and teachers and make it as a good way to have social and emotional impact, so it will very important to have a good situation on the process.

Teaching and learning English is, at its richest, an energizing, purposeful and imaginatively vital experience for all involved, developing youngsters' competence, confidence and creativity as well as building positive attitudes to learning. At its poorest, English teaching and learning can be a dry, didactic experience, focused on the instruction of assessable skills, and paying little attention to children's affective or creative development as language learners and language users.⁷ Education in learning must receive special attention from the teacher in order to provide effective and efficient learning and an innovative learning process that will be more comfortable and solemn so that there is no boredom and longing to always learn.

2.1.4 Cognitive Theory

There are several learning theories that have been advanced by experts and one of them is cognitive theory. Cognitive theory studies aspects that are not observed such as knowledge, meaning, feelings, desires, creativity, hopes and thoughts. Each learning theory has its own characteristics and for the characteristics of cognitive learning, including:

1. Concerned with what is in students / students with diversity and difference (nativistic),
2. Caring in a whole (Holistic),
3. Concerned about the balance in students (dynamic balance),
4. Regarding current conditions, by including issues of gender and social inclusion,

⁷Teresa Cremin, *Teaching English Creatively* (Newyork: Routledge, 2009), p. 1.

5. Concerned about the formation of cognitive structures,
6. In solving problems, the characteristic is insight.

There are several figures who support and contribute to cognitive theory, including:

1. Gestalt Theory from Koffka, Kohler, and Wertheimer

Gestalt means the arrangement (configuration) or form of understanding for the stimulator situation. In Kohler's theory stressing the importance of mental processes based on the assumption that the subject reacts to a meaningful whole. Kohler argues that there are penalties for transformation and the law of organizational perception which is the key to understanding learning. It also suggests the concept of understanding (insight). Learning is formulated as a constellation of stimulus, organization and reaction.

2. Learning Theory According to Jean Piaget

Learning is knowledge as a result or the result of adaptation and interaction with the environment. According to Jean Piaget, aspects of intellectual development include structure, content, and function.

Structural aspects, namely there is a functional relationship between physical actions, mental actions, and the development of children's logical thinking. Actions towards the development of operations and subsequent operations towards the level of structure development. The structure called schemata is a high level mental organization one level higher than surgery. Aspect of content, meaning a typical pattern of children's behavior that is reflected in the responses given to various problems or situations they face. The contents of the child's mind for example change the ability to reason from childhood to large, the child's conception of the natural

environment, etc. Aspects of function, Piaget considers that the function of the intellect from 3 perspectives, namely; the fundamental processes that occur in interaction with the environment, the way in which knowledge is organized, and the quality of thinking is different at various stages of development.

3. Meaningful Learning Theory from Ausubel

This cognitive structure will determine the validity and clarity of meaning that arises when new knowledge enters, including the process of interaction. If the cognitive structure is stable, clear, and well-organized, valid and clear meanings will emerge and tend to persist, so that meaningful learning processes occur. Conversely, if the cognitive structure is unstable, doubtful and disorganized, the cognitive structure tends to inhibit the process and retention of meaningful learning, so what happens is the process of memorizing learning.

4. Learning Theory from Robert M. Gagne

According to Gagne (1979) learning is a complex activity. By learning someone will gain skills, knowledge, attitudes, and values. All of this is behavior as a result of learning called ability. This ability arises through stimulation that comes from the environment and cognitive processes carried out by people who learn. Thus, learning can be interpreted as a cognitive process that changes attitudes through environmental stimulation.

Furthermore Gagne (Winkel, 1989) states that learning involves three components, namely internal conditions, external conditions, and learning outcomes. Learning is the interaction between students' internal conditions in the form of potential and external conditions in the form of stimuli from the environment through students' cognitive processes. With this cognitive process abilities or abilities

(capabilities) will be formed as a result of learning which includes verbal information, intellectual skills, cognitive strategies, motor skills, and attitudes.⁸

2.1.5 Media

Media is based on the origin of the word from Latin, medium, which means intermediary. The media can, therefore, be interpreted as an intermediary between the sender of information that functions as a resource and receiver.⁹ A media is intended to convey information more efficiently and more accurately so that the results received are more effective.

Teachers are required to be creative in using and utilizing media available at school, or do not rule out the possibility that teachers will develop media that are tailored to the expected learning objectives, if the media is not yet available. The teacher must have an adequate understanding of learning media, including: (Hamalik, 1994 :6).

1. Media as a communication tool so that learning is more effective;
2. The function of the media in order to achieve learning objectives;
3. The ins and outs of the learning process;
4. The relationship between learning methods and media;
5. The benefits of media in learning;
6. The selection and use of instructional media;
7. Various types of learning media tools and techniques;
8. Learning media in each subject;

⁸Syarifan Nurjan, *Psikologi Belajar* (Ponorogo: Wade Group, 2016), p. 93-116.

⁹Benny A. Pribadi, *Media & Teknologi dalam Pembelajaran* (Jakarta: Kencana, 2017), p. 15.

9. Business innovation in learning media.¹⁰

Some considerations for media selection as stated by Dick and Carey: Availability of local sources; Whether to buy or produce their own funds, personnel and facilities are available; Factors relating to the flexibility, practicality and durability of the media used for a long period of time; Effectiveness and efficiency of costs in a fairly long period of time even though it seems expensive but may be cheaper than other media that are only disposable.¹¹

There are six steps teachers can take in teaching that use media, namely:

1. Formulate teaching objectives by utilizing the media
2. Preparation of teachers by selecting and determining which media will be used to achieve goals
3. Class preparation, students and classes are prepared before learning with media begins. The teacher must be able to motivate them to be able to assess, analyze, and appreciate the lesson using instructional media.
4. Steps in presenting lessons and using media. The teacher is played by the teacher to help her work in explaining the lesson material.
5. Steps in student learning activities. The use of media by students themselves by practicing it or by the teacher directly either in class or outside the classroom.

¹⁰Husniyatus Salamah Zainiyati, *Pengembangan Media Pembelajaran Berbasis ICT* (Jakarta: Kencana, 2017), p. 61.

¹¹Asnawir and M. Basyiruddin Usman, *Media Pembelajaran* (Jakarta: Ciputat Pres, 2002), p. 126.

6. Step evaluation of teaching. The extent to which teaching objectives are achieved, and at the same time can be assessed the extent to which the use of media as a tool can support the success of student learning processes.¹²

2.1.6 Technology and Internet Communication

According to M. Maryono Technology is the development and application of various equipment or systems to solve problems faced by humans in every day. Jacques Ellil argued that Technology is a whole method that rationally leads and has the characteristic of efficiency in every human activity. While according to Gary J Anglin Technology is the application of behavioral and natural sciences and other knowledge in a systemic and systemic way to solve problems.¹³ So it can be concluded that the technology aims to facilitate its users so that the results obtained are better.

It is easy to argue that digital technology ever increasingly mediates our relationship to the world, whether it be through the telephone, television, computer, or the Internet. Multimedia has, since the 1990s, taken its place in the consumer commodity marketplace, one of the most recent in successive waves of new media that have arrived upon us with much hyperbole.¹⁴ The numbers of companies or technology producers that compete in all forms of life have led to affordable product offerings in terms of economics and ease of work so that changes in traditional

¹²Pupuh Fathurrohman and M.Sobry Sutikno, *Strategi Belajar Mengajar: Melalui Penanaman Konsep Umum & Konsep Islami* (Bandung: PT Refika Aditama, 2014), p. 72.

¹³Salamadian, "Pengertian Teknologi : Sejarah, Perkembangan, Manfaat & Contoh Teknologi Terbaru" *Official Website of Salamadian*. <https://salamadian.com/perkembangan-pengertian-teknologi/> (7th April 2020).

¹⁴Robert Burnett, Anna Brunstrom, and Anders G. Nilsson, *Perspectives on Multimedia: Communication, Media and Information Technology* (England: John Wiley & Sons Ltd, 2003), p. 1.

lifestyles in various fields are very significant so that the quality of life is much influenced by its presence.

One impact of the emergence of various types of technology is the advent of the internet. The internet is short for Interconnected Network or computer networks that are connected to each other throughout the world. The history of the internet began in 1969 when the US Department of Defense, U.S. The Defense Advanced Research Projects Agency (DARPA) decided to conduct research on how to connect a number of computers to form an organic network. This research program is known as ARPANET.¹⁵

Universal access to multimedia information is now the principal motivation behind the design of next-generation computer and communications networks. Furthermore, products are being developed to extend the capabilities in all existing network connections to support multimedia traffic. This is a profound paradigm shift from the original analog-voice telephony network developed by the Bell System and from the packet-switched, data-only origins of the Internet.

The rapid evolution of these networks has come about because of new technological advances, heightened public expectations, and lucrative entrepreneurial opportunities.¹⁶ So that innovations continue to develop with a variety of models and brands throughout the world such as smartphones which in the end are able to invite online-based companies to participate in making new discoveries in the field of network and internet applications.

¹⁵Julianto Arief Setiadi, *et al.*, *Buku Pelajaran Teknologi Informasi dan Komunikasi Untuk SMP / MTs Kelas VII* (Jakarta: Kementerian Negara Riset dan Teknologi, 2009), p.18.

¹⁶Jerry D Gibson, *Multimedia Communication: Direction and Innovation* (San Diego: Academic Press, 2001), p. 1.

2.1.7 Whatsapp

WhatsApp Messenger is part of social media. Social media is an internet-based application that allows each user to share various kinds of content in accordance with supporting features.¹⁷ WhatsApp Messenger is a popular technology that has the potential to be used as a learning tool this has happened in various formal education institutions at almost all levels, although in its application it has not been able to be distributed as a whole in Indonesia.

WhatsApp is a fast, simple and reliable way to talk to anyone in the world. More than 1.5 billion people in over 180 countries use WhatsApp to stay in touch with friends and family, anytime and anywhere. WhatsApp is not only free but also available on multiple mobile devices and in low connectivity areas - making it accessible and reliable wherever you are. It's a simple and secure way to share your favorite moments, send important information or catch up with a friend. WhatsApp helps people connect and share no matter where they are in the world.¹⁸ So that physical distance is not a reason to cut off social relations in everyday life too.

The existence of WhatsApp Messenger is inseparable from the existence of Net Gen or digital generation who always want to update various internet-based technologies. The latest empirical data from Jafe and Zane shows that Net Gen has a collaborative learning tendency, does not have a good response to the way learning lectures, wants information that they can receive individually, and always want a

¹⁷Ennoch Sindang, *Manfaat Media Sosial dalam Ranah Pendidikan dan Pelatihan*. (Jakarta: Pusdiklat KNPk, 2013), p. 1.

¹⁸WhatsApp, "Penghargaan Riset WhatsApp untuk Ilmu Sosial dan Misinformasi," *WhatsApp Official Site*. <https://www.whatsapp.com/research/awards/> (6th April 2020)

variety of learning materials that can be accessed easily through technology tools.¹⁹ WhatsApp was present to be the best solution of the need for connectivity with a variety of features that support the course of a sophisticated and creative learning.

WhatsApp have some features as follows:

1. Simple, Reliable Messaging: Message your friends and family for free. WhatsApp uses your phone's Internet connection to send messages so you can avoid SMS fees. Chat features that are not difficult to use and are easily discussed with acceptable money that has been and has been read by the recipient of the message or not.
2. Groups to keep in touch: Keep in touch with the groups of people that matter the most, like your family or coworkers. With group chats, you can share messages, photos, and videos with up to 256 people at once. You can also name your group, mute or customize notifications, and more. Thus, there is extensive interaction that does not only occur privately so that it can send messages and files that can be accessed by each group member without having to waste time in conveying information and discussing privately in terms of social interests.
3. Keep the Conversation Going: With WhatsApp on the web and desktop, you can seamlessly sync all of your chats to your computer so that you can chat on whatever device is most convenient for you. Download the desktop app or visit web.whatsapp.com to get started. This makes it easy to access the data you want to share but it is stored on your computer without having to transfer it to your smartphone.

¹⁹Feiertag Jeff and Zane L. Berge "Training Generation N: how educators should approach the Net Generation", (Emerald Group Publishing Limited 50, no.6, 2008), p. 457-464.

4. **Speak Freely:** With voice calls, you can talk to your friends and family for free, even if they're in another country. And with free video calls, you can have face-to-face conversations for when voice or text just isn't enough. WhatsApp voice and video calls use your phone's Internet connection, instead of your cell plan's voice minutes, so you don't have to worry about expensive calling charges.
5. **Security by Default:** Some of your most personal moments are shared on WhatsApp, which is why we built end-to-end encryption into the latest versions of our app. When end-to-end encrypted, your messages and calls are secured so only you and the person you're communicating with can read or listen to them, and nobody in between, not even WhatsApp. This prevents information from being broken into and hacked into your WhatsApp account so that your personal secrets can be safe even the government and other third parties cannot access your conversations illegally.
6. **Share Moments that Matter:** Send photos and videos on WhatsApp instantly. You can even capture the moments that matter to you most with a built-in camera. With WhatsApp, photos and videos send quickly even if you're on a slow connection. This prevents you from losing valuable momentum wherever you are and you can immediately capture and be able to show to your fellow WhatsApp users without having to go through the complicated way to bring a camera or laptop to do it.
7. **Document Sharing Made Easy:** Send PDFs, documents, spreadsheets, slideshows and more, without the hassle of email or file sharing apps. You can send documents up to 100 MB, so it's easy to get what you need over to who you want. For administrative workers, students or other jobs that require files to be

read or shared as quickly as possible, this feature is a very useful and valuable value without thinking of meeting and carrying hardcopy everywhere.

8. Say What's On Your Mind: Sometimes, your voice says it all. With just one tap you can record a Voice Message, perfect for a quick hello or a longer story. This feature provides a very useful advantage if WhatsApp users have difficulty describing something in writing and if you feel bored to type without having to linger in exchanging information.²⁰

2.2 Previous Related Research Finding

There have been several studies that provide an overview of the perception of an object, the benefits of using WhatsApp for various fields and also include research on how English language education is influenced by media, especially internet-based ones like WhatsApp. Researcher had collected several studies relating to the students' perceptions in learning English by using WhatsApp Media as follows:

Nurhaeni in her thesis had concluded that the students admitted that the use of smartphones in learning English has an influence to shape their learning strategies activities. They have acknowledged some English related applications and utilized them for learning English. Among the three strategies investigated in this research, cognitive and social/affective strategies indicated to be influenced the most by the use of smartphone in learning English. The students perceive smartphone as a beneficial tool for learning because it is fast, easy, and fruitful in helping them learn English. Mostly the difficulties faced by the students during the smartphone use in learning

²⁰Whatsapp, "Fitur," *WhatsApp Official Site*. <https://www.whatsapp.com/features/> (6th April 2020)

English related to technical factors and their own internal initiative.²¹The similarity of this research with the research to be conducted in the use of smartphones in learning English but there is a difference that is the focus of the research that I did was to use the WhatsApp application as a support for learning.

The results of the study by Hendrik Pratama and Andista Candra Yusro entitle the implementation of WhatsApp as mobile learning can improve student learning outcomes on the subject of the introduction of electronic components. In cycle I, meeting I reached 45% learning achievement and increased at meeting II to 60%. In cycle II, learning achievement also increased at meeting III to 75% and meeting IV by 82%. In this case the achievement of increasing student learning outcomes exceeds the performance indicator that is 80% so that learning is said to be successful.²²The relation of this research to what I did was the use of WhatsApp media in the learning process, but the differences were those the research I did only found out about the perceptions of students rather than to improve learning outcomes, in addition, I also have a different focus of using WhatsApp on the eyes English lessons.

Research by Khusaini, Agus Suyudi, Winarto dan Sugiyantoon optimizing the use of WhatsApp shows several positive roles in the Physical Education Assessment lectures. The use of WhatsApp in lectures can help students discuss with each other or with lecturers who are effective in lecturing. Opportunities for learning and accessing lecture material can run more effectively and can be done anytime and

²¹Nurhaeni, "The Use Of Smartphone and Students' Learning Strategies In Learning English," Unpublished thesis: English Education Program School of Postgraduate Studies Indonesia University Of Education:,Bandung, 2016), p. 94.

²²Hendrik Pratama and Andista Candra Yusro, "Implementasi WhatsApp Mobile Learning Untuk Meningkatkan Hasil Belajar Mahasiswa Pokok Bahasan Pengenalan Komponen Elektronik,"(*JPFK* 2, no. 2, September 2016), p. 68.

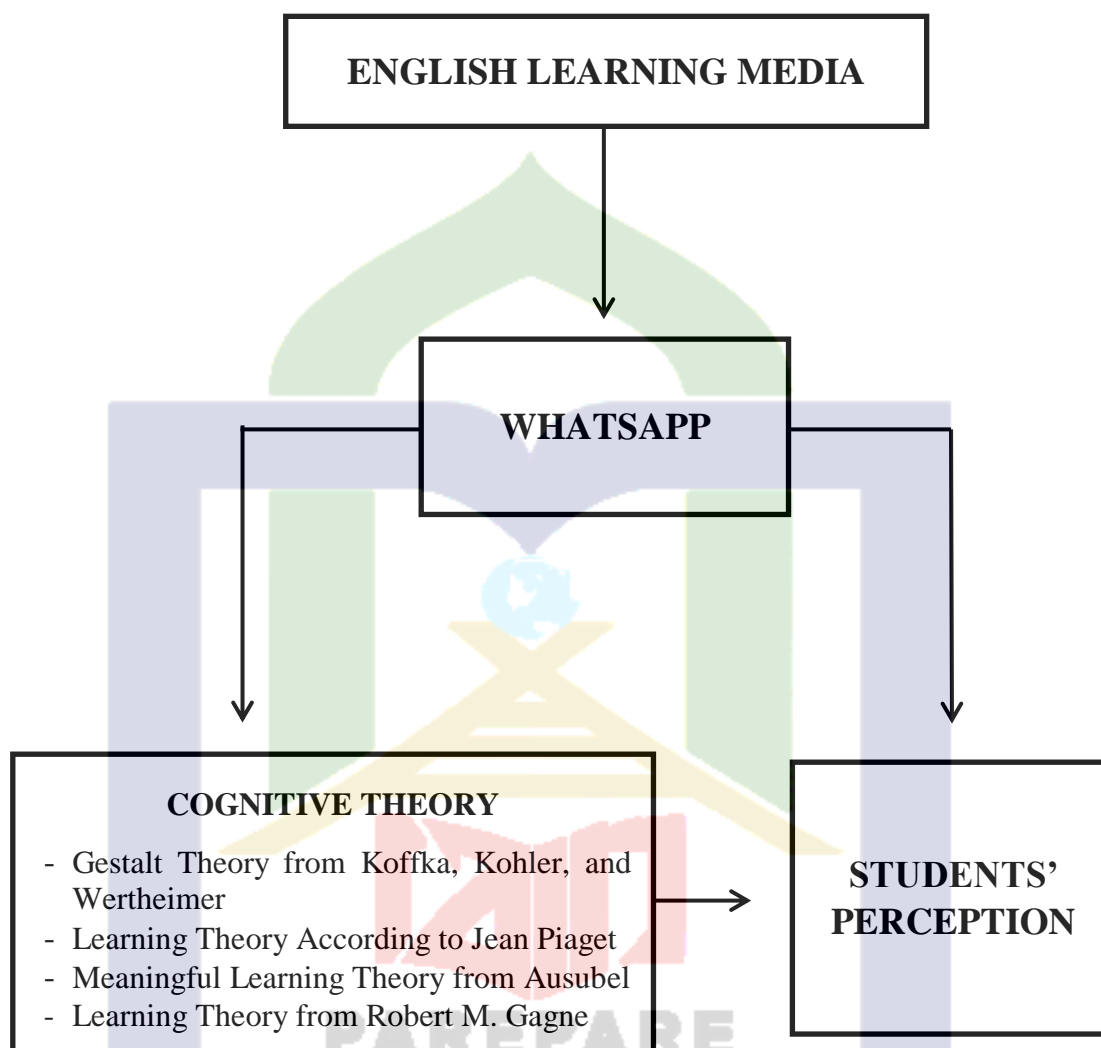
anywhere. The use of WhatsApp can also be done to do peer assessment. Students can make assessments directly and can see input in an instant manner without having to wait a long time.²³The similarity of our research is about the use of WhatsApp in learning. The difference between the research, first, I find out perceptions about the use of WhatsApp in English language learning and not the use of WhatsApp on problem-based learning in accounting courses and the second was the sample of my research was students in secondary schools instead of students in university level.

Based on the results of the study by Supri Wahyudi Utomo and Moh. Ubaidillah can be concluded that the application of problem-based learning models with the use of the Whatsapp application has an effect or a positive impact on student learning outcomes. Learning outcomes obtained by students as a whole (32 students) are grades 77 to 97 above the achievement criteria set in value 71. Students are easier to communicate, coordinate, and discuss before making a presentation without having to meet in person.²⁴This research has a connection with the research that was conducted by researcher in terms of using WhatsApp in learning. What the researchers did in this study was not only to find the effectiveness of the application of WhatsApp but the researcher found out students' perceptions about the use of WhatsApp media.

²³Khusaini, *et al.*, "Optimalisasi Penggunaan WhatsApp dalam Perkuliahan Penilaian Pendidikan Fisika," (*JRKPF UAD* 4, no.1, April 2017), p. 6.

²⁴Supri Wahyudi Utomo And Moh. Ubaidillah, "Pemanfaatan aplikasi WhatsApp Pada Pembelajaran Berbasis Masalah Untuk Mata Kuliah Akuntansi Internasional Di Universitas PGRI Madiun," (*K- JTP* 06, no.02, Desember 2018), p. 209-2010.

2.3 Conceptual Framework



The conceptual framework above describes the research which was conducted by the researcher. This research is descriptive research that describes the English learning Media affect the students' perception.

The conceptual framework shows that the English learning media in this research used WhatsApp as the tools of learning English whether or not it is an effective instant messaging application to support the students' learning activity.

Related to this research it is supported by the cognitive theory which had stated by some of the figures that had a relevant theory which described there were some connections between the learning English method which used WhatsApp with the students' ability on their own cognitive and effect to their perceptions.

2.4 Operational of Definition Variable

This research has two variables namely independent and dependent variables. Which independent variable is learning English by using WhatsApp media and the dependent variable is the students' perception at the tenth grade of MAN 2 Polewali Mandar. The dependent variable in this research was influenced independent variable.

1. Students' Perception is a students' view or opinion on everything that can be observed through sensory experience obtained which is then analyzed carefully to get a view of an object.
2. Learning English is a learning process that involves English, in this, case more specifically to the use of WhatsApp media
3. Media is a tool or intermediary to get a better outcome.
4. WhatsApp is an application that can be accessed via a smartphone with various advanced features such as sending text, voice, document, picture and various other advantages and utilizing internet access as a prerequisite for its use.

CHAPTER III

RESEARCH METHOD

The research method clarifies Research Design, Location and Duration, Population and Samples, Instrument of the Research, Procedure of Collecting Data and Technique of Data Analysis.

3.1 Research Design

In this research, quantitative descriptive was used to describe the data that had been collected and analysed by the researcher about the use of WhatsApp for learning English purposes that the researcher used a survey by using Google form and also the students' ability in the learning English that the researcher got from English teacher's documentation.

3.2 Location and The Duration of The Research

3.2.1 Location of The Research

The location of the research took place in MAN 2 Polewali Mandar in academic year 2019/2020.

3.2.2 Duration of The Research

The research was carried out \pm one month to obtain information and collected data tailored to the research needs.

3.3 Population and sample

3.3.1 Population

The Population of this research was at Tenth grade of MAN 2 Polewali Mandar in academic year 2019/2020.

Table 3.1 The total population at the tenth grade

No	Class	Sex		Total
		Male	Female	
1	X Religion 1	17	10	27
2	X Religion 2	15	11	26
3	X Science 1	8	22	30
4	X Science 2	6	19	25
5	X Social	11	13	24
	Total	57	75	132

(source: Administration of MAN 2 Polewali Mandar)

3.3.2 Sample

The participants was taken by using a stratified sampling technique which was the process of selecting a sample in such a way that identify subgroups in the population were represented in the sample in the same proportion which they exist in the population.¹ This research included 6 people from each class consisting of 3 men and 3 women and the total sample from 5 Classes were 30 students.

Table 3.2 Sample of the research

No	Class	Students				Total Sample
		Male	Taken as Sample	Female	Taken as Sample	
1	X Religion 1	17	3	10	3	6
2	X Religion 2	15	3	11	3	6
3	X Science 1	8	3	22	3	6
4	X Science 2	6	3	19	3	6
5	X Social	11	3	13	3	6
	Total	57	15	75	15	30

¹Gay L.R, Geoffrey E. Mills, and Peter Aisian, *Educational Research: Competencies for Analysis and Applications*, eighth edition (Columbus: Pearson Education, 2006), p. 103-104.

3.4 Instrument of The Reasearch

The instrument was a tool that applied by the researcher to get the data or information about things that observed. The researcher used questionnaire and documentation as the instruments. The advantage of the questionnaire compared to other data collection tools is that it is far more practical, saves time and energy. Reaching wider areas and reaching people who are difficult to meet, due to location factors, and providing privacy answers.²This research used a questionnaire which was consists of 20 questions and the English teacher's documentation that was the score of the students in the class.

3.5 Data Collection Technique

The techniques that the researcher used divided into two phases were questionnaire and documentation technique. A questionnaire was a data collection technique that was done by giving a set of questions or written statements to respondents to be answered. This phase was done by using Google form as a media to collect the data. Second phase, the researcher collected the data by using the documentation of English teacher. Documentation was looking for data about things or variables in the form of notes, transcripts, books, newspapers, magazines, inscriptions, minutes, meetings, loggers, agendas, and so on.³The researcher was taking the score of the students who were the tenth grade of MAN 2 Polewali Mandar which consist of five Classes.

²Sri Mulianah, *Pengembangan Instrumen Teknik Tes dan Non Tes Penelitian Fleksibel, Pengukuran dan Reliabel* (Parepare:CV.Kaaffah Learning Center, 2019), p. 40.

³Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktek* (Cet XI Jakarta: PT Rineka Cipta, 2013) h. 236.

3.6 Technique of Data Analysis

The Collecting data analysis procedures were:

3.6.1 Questionnaire

1. Checking all of the answers of the students on the Google form.
2. The statistical data was got automatically from Google form after the survey was totally finished.
3. The next step, describing, involved developing comprehensive descriptions of the participants, the setting and, the phenomenon studied in order to convey the rich complexity of the research. The descriptions were based on the collected data from the questionnaire.
4. Classifying. The data analysis was basically a process of breaking down data into smaller units, determining their import, and putting the pertinent units together in a more general, analytical form.
5. Interpreting the result to be presented in the report.

3.6.2 Documentation

To analyze the data, the researcher collected the data from the English teacher's documentation:

1. To contract the result of the students' score, the researcher used the standard of qualification and range score below:

Table 3.3 Classifying the score five levels classification.

No	Score	Classification
1.	81-100	Very Good
2.	66-80	Good Fair
3.	56-65	Poor
4.	41-55	Very poor ¹
5.	< 40	

2. Finding out the mean score used the following formula :

$$\bar{X} = \frac{\sum x}{n}$$

Where:

\bar{X} = Mean

\sum = Total Score

n = The total number of students⁴

3. Calculating the rate percentage of the students score:

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

Where:

P = Percentage

F = Frequency

N = Total number of sample⁵

⁴Gay L.R, Geoffrey E. Mills, and Peter Aisian, *Educational Research: Competencies for Analysis and Applications*, eighth edition, p. 320.

⁵Gay L.R, *Educational Research Competences for Analysis and Application*. second edition (Columbus: Charles E. Merrill Publishing Company, 1981), p. 298.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of the findings of this research and its discussion. It provided information about the result of data collected through the questionnaire from Google form and also the score of the students could be discussed in this section below:

4.1 Findings

This section described the result of the data based on the problem question that divided into two phase which the first problem question about the perception of the students described from the result of the questionnaire that the researcher was using Google form and the second phase described the students' ability from the score of the students in learning English that the researcher got from the English teacher documentation.

4.1.2 Analysis of Student Ability

Students' ability presented by the analysis of English teacher's documentation data. After collected the students' score it was known there were two kinds of scores in English subject of MAN 2 Polewali Mandar namely final score and practice score. It was showing the students English ability at the tenth grade, the table below show the scores of the students in their report result in the first semester and also the classification of the ability.

Table 4.1 Students' final and practice scores

No	Name	L/ P	Class	Final	Practice	Student's Mean Score	Classification
1	AH	L	X RELIGION 1	83	80	163:2 =81.5	Very Good
2	NH	L	X RELIGION 1	82	82	164:2 =82	Very Good
3	FM	L	X RELIGION 1	80	76	156:2 =78	Good
4	DC	P	X RELIGION 1	74	72	146:2 =73	Good
5	RH	P	X RELIGION 1	73	72	145:2 =72.5	Good
6	NF	P	X RELIGION 1	77	78	155:2 =77.5	Good
7	MA	L	X RELIGION 2	81	80	161:2 =80.5	Good
8	MR	L	X RELIGION 2	82	80	162:2 =81	Very Good
9	AD	L	X RELIGION 2	76	78	154:2 =77	Good
10	JL	P	X RELIGION 2	81	78	159:2 =79.5	Good
11	NN	P	X RELIGION 2	76	78	154:2 =77	Good
12	SR	P	X RELIGION 2	80	78	158:2 =79	Good
13	MA	L	X SCIENCE 1	72	70	142:2 =71	Good
14	MI	L	X SCIENCE 1	80	78	158:2 =79	Good
15	MH	L	X SCIENCE 1	82	74	156:2 =78	Good
16	NH	P	X SCIENCE 1	79	75	154:2 =77	Good
17	SO	P	X SCIENCE 1	80	75	155:2 =77.5	Good
18	SR	P	X SCIENCE 1	75	70	145:2 =72.5	Good
19	MG	L	X SCIENCE 2	83	84	167:2 =83.5	Very Good
20	MT	L	X SCIENCE 2	68	70	138:2 =69	Good
21	MI	L	X SCIENCE 2	68	70	138:2 =69	Good
22	RS	P	X SCIENCE 2	84	84	168:2 =84	Very Good
23	TR	P	X SCIENCE 2	80	76	156:2 =78	Good
24	KS	P	X SCIENCE 2	81	78	159:2 =79.5	Good
25	AS	L	X SOCIAL	78	70	148:2 =74	Good
26	AP	L	X SOCIAL	71	70	141:2 =70.5	Good
27	ND	L	X SOCIAL	73	70	143:2 =71.5	Good
28	HI	P	X SOCIAL	78	72	150:2 =75	Good
29	ZN	P	X SOCIAL	80	74	154:2 =77	Good
30	SS	P	X SOCIAL	79	74	153:2 =76.5	Good
Total						$\sum x = 2301$	

source: English teacher's documentation of MAN 2 Polewali Mandar

After knowing the students' score in learning class, the researcher found out the classification of the students' final score and practice score and it classify their English ability as the following table:

Table 4.2 Students' score frequency classification

No	Score	Classification	Frequency
1.	81-100	Very Good	5
2.	66-80	Good	25
3.	56-65	Fair	0
4.	41-55	Poor	0
5.	< 40	Very poor	0

The table above showed 5 students got a very good ability while the rest 25 students got a good score. There was not in fair, poor or very poor score in the teacher's assessment of the subject matter, the total score was 2301. So, the final score had described that the tenth grade students in MAN 2 Polewali Mandar had a good English ability.

The following is the process of finding the mean score of English score:

$$\bar{X} = \frac{\sum x}{n}$$

$$\bar{X} = \frac{2301}{30}$$

$$\bar{X} = 76,7$$

Therefore, the mean score of the students' score is 76,7 and it means that the students were good classification ability.

4.1.1 Questionnaire Result

1. WhatsApp Usage as a Learning Media

Table 4.3 shows that the students using WhatsApp for learning, in the first and second column show the students frequency in using WhatsApp for learning in general which 13.3% students admitted that they more frequently use WhatsApp for personal gain, 16.7% for more frequently in learning purposes and 70% students claimed that they used WhatsApp balanced for learning and personal gain. The third and fourth column showed the students group in WhatsApp for learning English which 20% of students only had 1 group, 56.7% of students had 2-4 groups, 10% of students had 5-7 groups and 13.3% had more than 7 groups.

The result showed the students of MAN 2 Polewali Mandar more than only 20% had 1 group and the rest had more than it which could be a stimulus for the students to be more active in English learning and kept communicated with another people so they could get a habit to practice English. It didn't surprise if 70% claimed that they used their WhatsApp media for learning because they had many groups for learning especially in English learning.

Table 4.3 Percentage of WhatsApp use by students

The Intensity of Using WhatsApp	%	Number of groups for English Learning Purposes	%
Learning Purposes	16.7%	1 Group	20%
More Frequently for Personal Gain	13.3%	2-4 Groups	56.7%
Balance Between Personal Gain and Learning Purposes	70%	5-7 Groups	10%

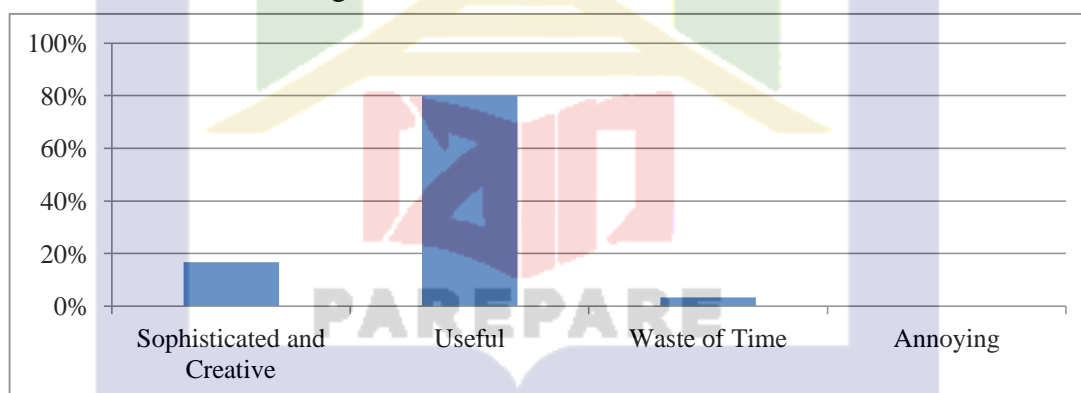
		More than 7 Groups	13.3%
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2. The Students' Perception in Learning English by Using WhatsApp Media

The data, collected through questioning in the form of a questionnaire indicated that a majority of the students at the tenth grade of MAN 2 Polewali Mandar who participated in this research claimed that WhatsApp was useful for learning English.

Figure 4.1 showed the perception of the students about WhatsApp in learning English is useful for their study and it is the most chosen choice had 80% and the other only had 16,7% that said WhatsApp sophisticated and Creative media for learning and only 3,3% said that WhatsApp media was just a waste of time and there was no one choosing it was annoying.

Figure 4.1 The percentage of students' perception through WhatsApp English learning

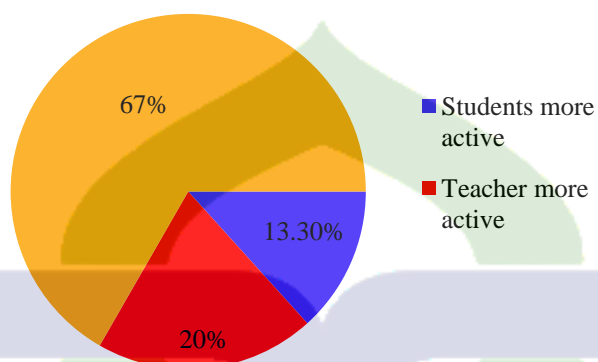


3. WhatsApp Center Actors in Learning English

Figure 4.2 shows the central actors in learning English process. There were 13.3% of students claimed that the students were the most active in learning English on WhatsApp, 20% of students claimed that the teacher was the most active, and

there were 66.7% students claimed that students and teacher were same in the learning process by using WhatsApp Media.

Figure 4.2 Percentage of center actors in learning English



Based on the data, the students in MAN 2 Polewali Mandar also had good participation in the learning process because they had balanced participation with English teacher in process.

4. Needs Regarding WhatsApp

Table 4.4 below shows the students' reasons for regarding WhatsApp and their feeling in using WhatsApp. In the first and second column showed the students needs in WhatsApp for learning English which 26.7% of students admitted that they were possible to do other activities while they were learning English, 13.3% said that the simple and sophisticated features of WhatsApp made learning process easy, and 60% students claimed that they could ask questions anywhere and anytime without shame.

In the third and fourth column show the feeling of the students in WhatsApp for learning English which 66.7% like learning English by using WhatsApp media, 26.7% of students said it was mediocre, 6.6% of student said that was boring.

Table 4.4 Percentage of students need and feel through WhatsApp English learning

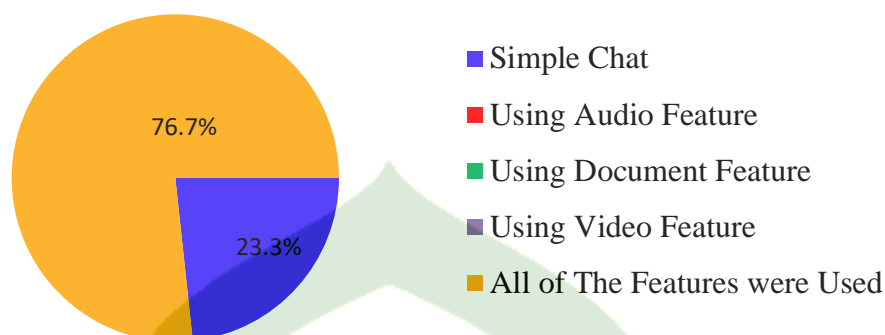
The reason students need WhatsApp as a medium for learning English	%	Students' feeling in learning English by using WhatsApp	%
Possible to do other activities while Learning English	26.7%	Like	66.7%
Simple and Sophisticated features of WhatsApp made the learning process easy	13.3%	Mediocre	26.7%
Students could ask questions anywhere and anytime without shame	60%	Boring	6.6%
WhatsApp is not needed	0%	Dislike	0%

The Data showed that the most choices choice by the students were WhatsApp possible to made students asked anywhere without shame and most of the students liked WhatsApp media for English learning. Researcher concluded from this data that WhatsApp had a good contribution for English learning, so the students liked it.

5. The Features of Learning English by using WhatsApp Media

Figure 4.3 shows the utilization of WhatsApp features in the learning process which 23.3% said the learning process only using simple chat and 76.7% said all of the features were used. Therefore there were not students who said only audio, document, and video in the learning process.

Figure 4.3 The English learning features



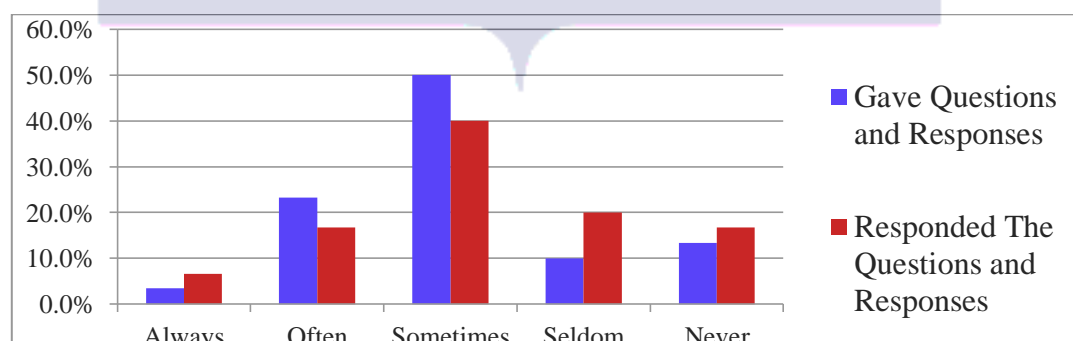
This figure presented most of the students claimed that the learning process used all of the features from WhatsApp to make the learning process more active.

6. Make and Respond The Questions and Responses in Learning English

Figure 4.4 below showed the students activity that ever gave and responded questions in learning English. In the blue columns showed who gave the questions or responded which 3.4% students always did it, 23.3% frequently did it, 50% sometimes did it, 10% seldom did it and 13.3% never did it.

The red column shows the students responded which 6.6% of students always answered or gave respond, 16.7% frequently did it, 40% sometimes did it, 20% seldom did it, and 16.7% never did it.

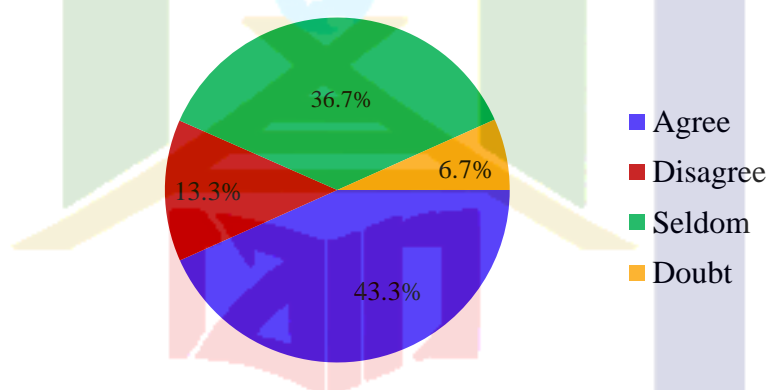
Figure 4.4 Gave and responded in learning English by using WhatsApp



This figure showed that most of the students more active in gave questions and responses to the lesson than responded to other questions and responses. Level of difficulties in English learning by Using WhatsApp

43.3% of students said it was easy to understand English material by using WhatsApp, 13.3% disagreed about that, 36.7% said it was rare to understand English material on WhatsApp, 6.7% doubt about how to answered it. It means the lesson was easy enough but sometimes it also complicated because sometimes it was not easy for them and still there were students so difficult to understand the lesson by using WhatsApp.

Figure 4.5 The students' opinion about the English material presenting by using WhatsApp



7. WhatsApp Effectiveness in Learning English

In the first and second column table 4.3 below showed the students view about the effectiveness in WhatsApp for learning English which 26.7% students admitted that they were possible to do other activities while they were learning English, 13.3% said that the simple and sophisticated features of WhatsApp made learning processes easy, and 60% students claimed that they could ask questions anywhere and anytime without shame.

The third and fourth column show the feeling of the students in WhatsApp for learning English which 66.7% like the learning English by using WhatsApp media, 26.7% students said it was mediocre, 6.6% of student said that was boring.

Table 4.5 Effectiveness of WhatsApp as a media of English learning

WhatsApp as a medium for learning English	%	WhatsApp Media provoked student to active in English learning	%
It is effective	70%	Always	3.3%
Sometimes Effective	26.7%	Frequently	10%
Seldom Effective	3.3%	Sometimes	50%
Never Effective	0%	Seldom	20%
		Never	16.7%

The table above showed that the students claimed WhatsApp was an effective medium beside in the classroom, it could provoke the students to active in English learning.

8. How the WhatsApp Help for learning English

There are 30% answered that it could be easy to save the questions and answers in WhatsApp. 56.7% answered that whenever they got difficulty in the lesson they could ask without shame, 10% answered that the English material more varieties and the last 3.3% said that the students could get discussions anytime without direct meeting.

Table 4.6 WhatsApp English learning helped for students

WhatsApp Learning English Help	%
Easy to save questions and Respons	30%
Student could ask without shame anytime	56.7%
English material more varieties	10%
They could discuss without direct meeting	3.3%

The data showed that most of the students were very helpful because they could ask anytime without shame.

9. Students Improvement

There are 60% of students claimed that they had improvements in the English language, 33.3% said their English was ordinary and there are 6.7% said it had not different, and there was no one said their English quality had decreased.

Table 4.7 WhatsApp improved student's ability

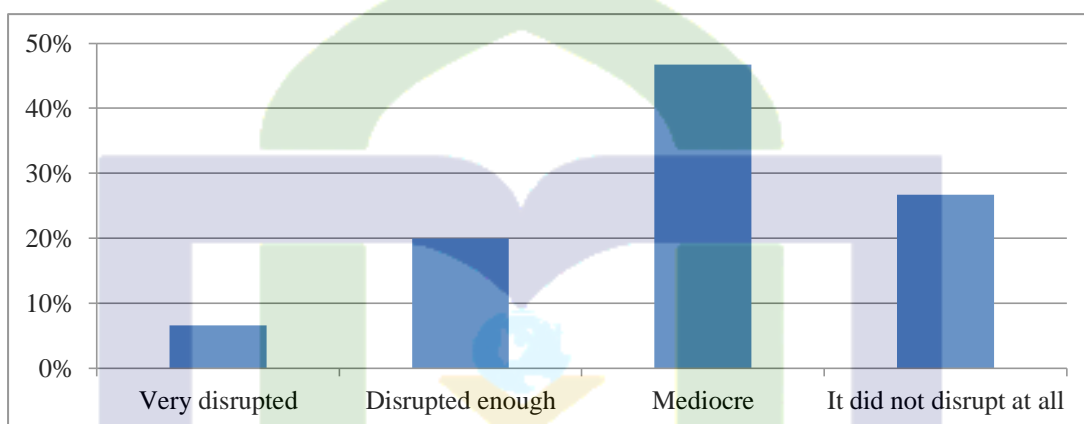
English Improvement	%
There are improvements	60%
Ordinary skill	33.3%
There is not different	6.7%
Decrease	0%

That was showed that many students claimed they had improvements and some of them said their English is still ordinary.

10. The obligation of using WhatsApp

There are 6.6% said the obligations of learning to use WhatsApp made them very disrupted in daily activity, 20% said that disrupted enough, 46.7% said that was mediocre, and there is 26.7% said that they were not disrupted at all.

Figure 4.6 The percentage of students who were disrupted by the obligation of using WhatsApp



The researcher found that there were some students were disrupted by WhatsApp learning in their daily activity and most of them said it was mediocre for learning and some of them also said they were not disrupted at all.

11. The understanding of the lesson by the learning process

Table 4.8 below showed the students understanding and the learning process, the first column and second column showed that there were 10% said that the lesson was easy to be understood, 10% said it was difficult to be understood, 80% said sometimes it was difficult and there was no one said that the lesson can seldom be understood.

The third and the fourth column showed the Feedback from students after the English teacher explained the material, there were 16.7% said always there were feedbacks to the lesson, 20% said frequently happen, 33.3% said sometimes it was

happening, 20% said seldom happen and only 10% said there was no feedback from the students.

The fifth and sixth column showed the percentage of the students who said English learning by using WhatsApp was Monotonous. There are 6.6% said the learning process by using WhatsApp frequently monotonous, 56.7% said sometimes it was monotonous, 16.7% said it was seldom happening, and there are 20% students said the learning English by using WhatsApp never monotonous.

Table 4.8 The understanding of the lesson by the learning process

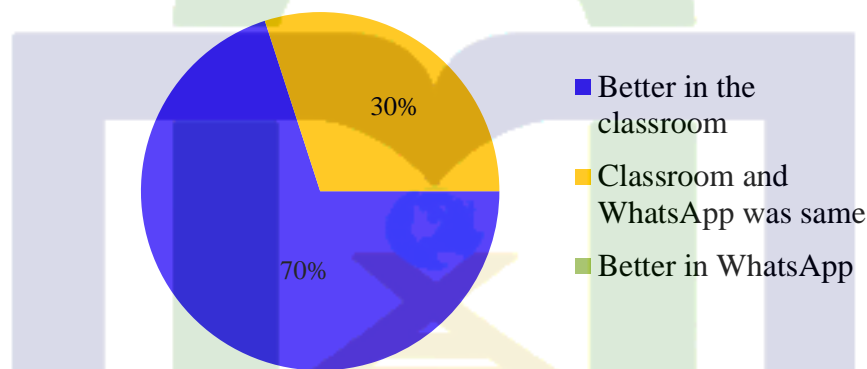
Understanding of Lesson in WhatsApp	%	Feedback after Teaching Lesson	%	Monotonous Learning Process	%
Easy to understand	10%	Always	16.7%	Always	0%
Difficult to understand	10%	Frequently	20%	Frequently	10%
Sometimes understand	80%	Sometimes	33.3%	Sometimes	56.7%
Seldom to Understand	0%	Seldom	20%	Seldom	16.7%
		Never	10%	Never	20%

The data showed that sometimes the English material that was obtained could not be understood by students so this was an indication of the cause of the feedback that only happen even sometimes monotonous processes so that no maximum process occurs in learning.

12. Students' concentration level

There were 70% said that their concentration was better in the class than by using WhatsApp in learning English, 30% said it was the same both of the situations, and there was no one who said it was better on WhatsApp than in the class. To make it clearer the data will be described by the figure below.

Figure 4.7 The concentrations level in the classroom and WhatsApp



This data showed that most of the students said their concentration was better in the classroom than on WhatsApp to learn English. There was not a student said that was better learning by using WhatsApp than in the classroom. So, it is better to make WhatsApp is only a medium to support the learning process in the classroom.

4.2 Discussion

In this part, the researcher will give explanations about the research result based on the data related to the research questions in the first chapter which had divided into 2 parts namely students' perception in learning English by using WhatsApp and the students' ability in learning English.

4.2.1 Students' Perception in Learning English by Using WhatsApp Media

The perception of each individual can be different even against the same object because they have different experiences in responding to something. This is supported by what was stated by Joanes J, in his book that some people who see the same thing can interpret it differently. Therefore, the meaning is different. That way everyone behaves differently.¹ The previous data from the survey had shown that the students had a good view of the method of learning English by using WhatsApp, most of them using WhatsApp balanced between lesson and private gain. They have a media for practice English and make it a habit more often than before because they had WhatsApp media.

The survey showed that they liked the method with the utilization of WhatsApp. The learning process also used all of the WhatsApp features in the English learning process but the students sometimes still confused with the material but the result of the survey showed that they could ask anytime and anywhere if they had any problem in learning English. It was a good process to solve the problem for teaching and learning English it is related to the survey result that showed the most students claimed that the students and the English teacher had a balanced activation in the learning process.

The previous data showed they more frequently active gave the question or response to the material than answer or response from others caused they sometimes didn't understand the English material in the learning process. Some students claimed, sometimes the students made feedback in any questions or responses after

¹Joanes J, *et al.*, *Persepi & Logik*, 2014, p.8.

the presented material by the teacher. It means there was also without any feedback from the students and the learning process sometimes monotonous so the researcher had analyzed that the cause of sometimes students silent was the boring process or confused about the material at all although some of the students said the English material was easy. To maximize the learning process, teachers are required to be observant in seeing situations and conditions so that the learning process can occur as effectively as possible. This is in line with what was stated by Teresa Cremin, that the teachers need to accept that creativity is not confined to particular children, but is a human potential possessed by all and one that is open to development Creativity, in essence, the generation of novel ideas, is possible to exercise in all aspects of life. In problem-solving contexts of a mundane as well as unusual nature, humans can choose to adopt a creative mindset or attitude and trial possible options and ideas.²

The survey result showed that 70% of students claimed WhatsApp was an effective medium for improving students' English ability, 26.7% said sometimes effective and only 3.3% said it was seldom effective. Learning English by using WhatsApp media could provoke the students for more action in the learning process. Although, it was sometimes happening it still good enough caused most of the students which 60% among them had improvement in English 33.3% still have ordinary skill and 6.7% said there was no difference and there was no one said their English was decreased.

The obligation of the students in learning English by using WhatsApp in MAN 2 Polewali Mandar made a variety of responses. There are 6.6% said the Obligations of learning to use WhatsApp made them very disrupted in daily activity,

²Teresa Cremin, *Teaching English Creatively* (Newyork: Routledge, 2009), p. 3.

20% said that disrupted enough, 46.7% said that was mediocre, and there is 26.7% said that they were not disrupted at all. It means the learning process by using WhatsApp only suitable for the support media in learning English. It is not good to make WhatsApp for the main process of English learning than in the classroom it is very connected with the result of the survey that showed 70% students claimed their concentration was better in the classroom than learning English by using WhatsApp media, the rest students which 30 % said it is same between learning English in the classroom and WhatsApp but there is no one said it was better learning English by using WhatsApp than in the classroom.

4.2.2 Students' Ability in Learning English

Measurement of student ability is done by taking the results of scores that have been given by English teachers to students. According to Joko Widiyanto, the most important part of measuring with a test is the preparation of the text. If all tests are arranged as well as possible then most of the objectives of the test preparation are achieved, in addition to scoring (giving Figures) and assessing the work that requires perseverance from the assessor, plus wisdom.³

The English ability of each student is different especially in MAN 2 Polewali Mandar, it can be known by the documentation of English teacher's but the students score had no too far differences. It can be seen by the frequency of their score which the researcher had classified. There were 9 students who got very good and 21 students got a good score in the final score while 4 students got a very good score and 26 students got a good score in practice score.

³Joko Widiyanto, *Evaluasi Pembelajaran :Sesuai dengan Kurikulum 2013 Konsep, Prinsip dan Prosedur* (Madiun: UNIPMA Press 2018), P. 217.

The English ability of the student in MAN 2 Polewali Mandar had a mean score of 77,86 in the final score and 75,53 in practice score, both of the mean score places are in the good classified. So, it can be concluded that the students in MAN 2 Polewali Mandar have good English ability.

Learning English with the use of multimedia can maximize learning objectives because it can create a more lively, fun and less boring learning atmosphere.⁴ This is related to research result which had been got by the researcher in MAN 2 Polewali Mandar which the students' survey had expressed their views in the previous questionnaire.

Five main reasons to use the internet for English teaching:

1. Authenticity: Language learning is most successful when it takes place in authentic, meaningful contexts. The internet is a low-cost method of making language learning meaningful; it gives students 24-hour access to vast amounts of authentic material on any topic they are interested in and allows opportunities for authentic communication and publishing.
2. Literacy: The ability to read, write, communicate, research, and publish on the internet represents important new forms of literacy needed in 21st century.
3. Interaction: The internet provides opportunities for students to interact 24 hours a day with native and nonnative speakers from around the world.
4. Vitality: The internet can inject an element of vitality into teaching and motivate students as they communicate in a medium that is flexible, multimodal, constantly changing, and connecting to their real-life needs.

⁴Kaharuddin, *Model Pembelajaran Bahasa inggris berbasis multimedia*(Yogyakarta: Deepublish 2017), P. 108.

5. Empowerment: Mastery of the internet increases the personal power of teachers and students.⁵

From these two views, the researcher can conclude that the two views are closely related to learning English using media and the internet so that this view becomes a supporting theory for this study with the collaboration of the two, namely the use of internet-based WhatsApp English learning media.



⁵Mark Warchauer, Heidi Shetzer, and Cristine Meloni, *Internet for English Teaching*(Washington DC:TESOL Inc 2002), P.7.

CHAPTER V

CONCLUSSION AND SUGGESTION

This chapter presents the conclusion and suggestion based on the findings and discussion of data analysis.

5.1 Conclusion

The conclusions of this research were presented based on the data which have been analyzed in the previous chapter, the finding of the result showed the positive perception. They perceive that WhatsApp is an effective media to support classroom English learning. Majority of the students like the method by utilization of the WhatsApp media. They got some improvements and feel free to use WhatsApp as a media for learning English.

They perceive WhatsApp is a communication media also good to be used in learning anywhere and anytime to keep contact. Furthermore, the majority of the students have two-four English groups for learning or discussion to improve their English ability. Although the students like the use of WhatsApp, they still feel better in the classroom learning process. Sometimes learning process didn't get feedback and some of them feel disturbed by WhatsApp obligation learning. The lesson sometimes monotonous although it had used all of the WhatsApp features.

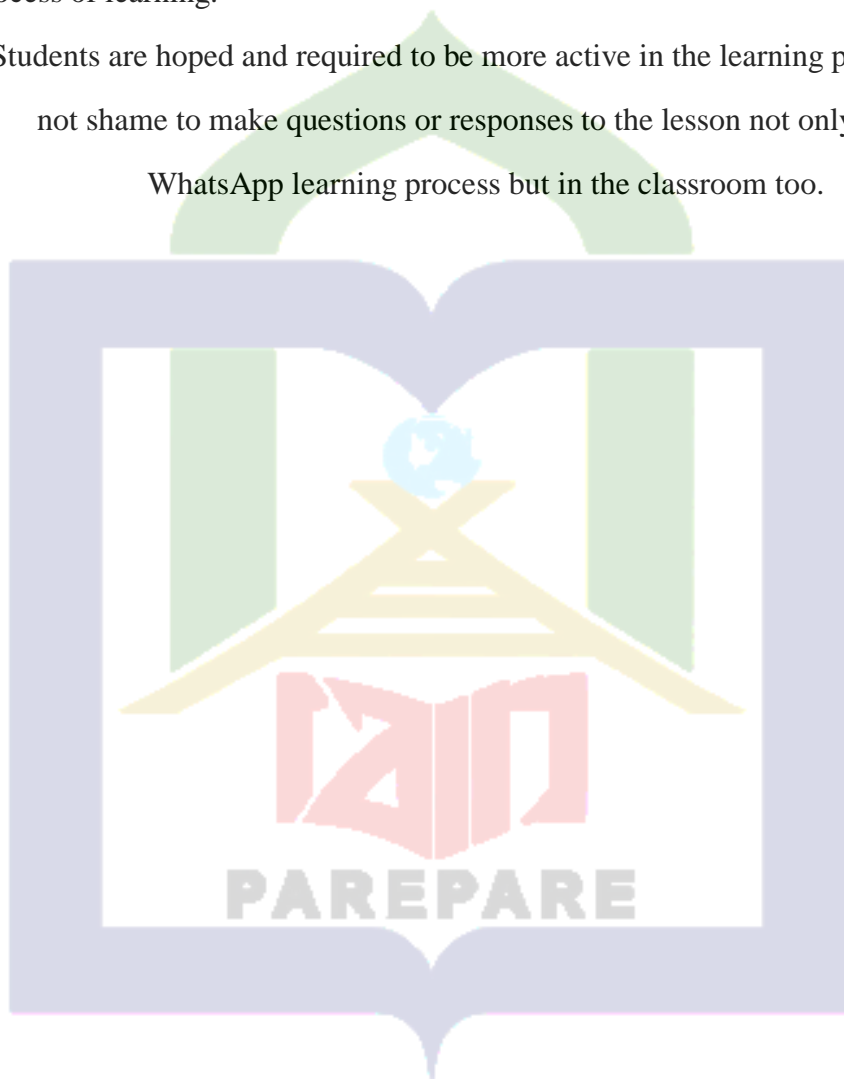
The tenth grade students of MAN 2 Polewali Mandar in general have good classified English ability it can be seen from their scores. Their mean score is 76,7. It's indicated that the students are good enough in English.

5.2 Suggestion

The researcher would like to offer a few suggestions related to this research:

1. English teacher should make an enjoying method to avoid monotonous lesson although all of the features had used but it requiring more creative.

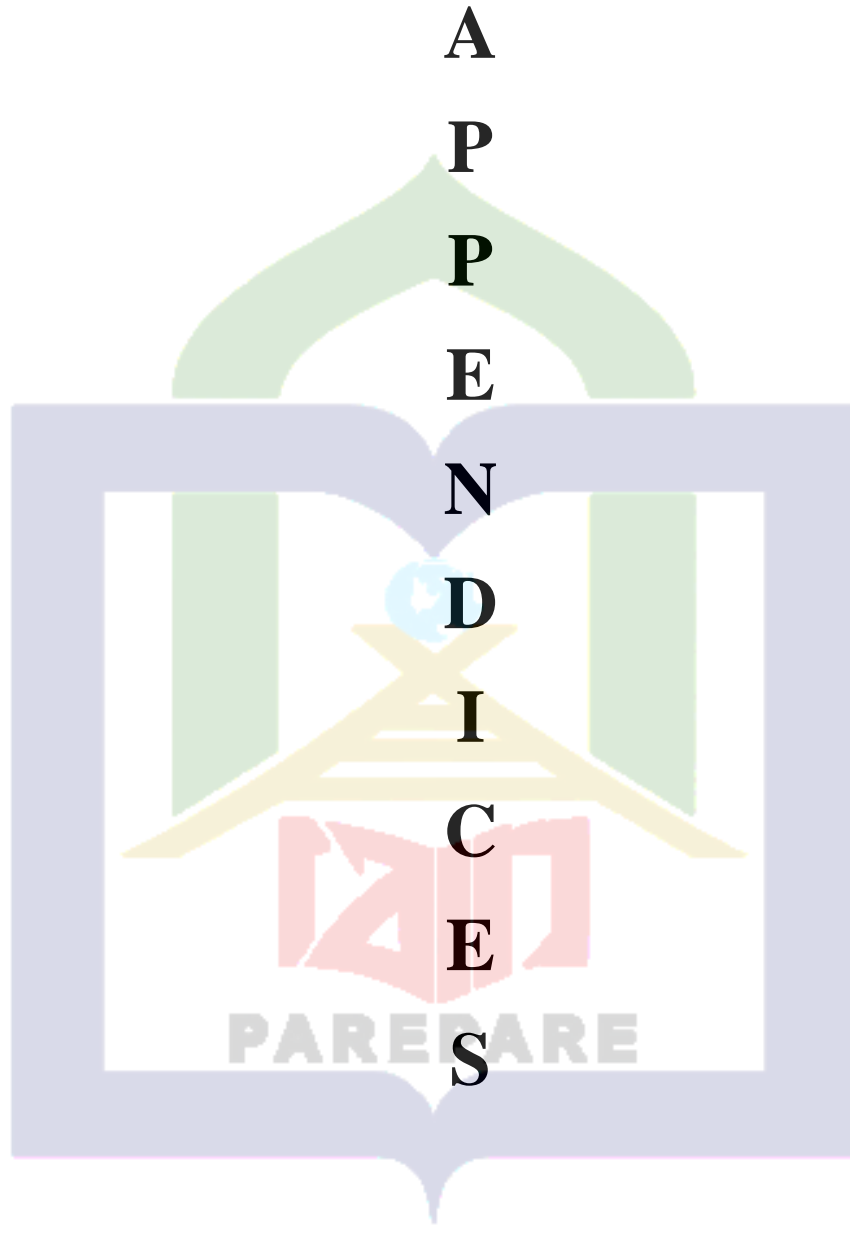
2. WhatsApp is a good and very useful as a medium to support English learning, but the majority of students prefer the learning process in the classroom so it is strongly recommended to use WhatsApp as a supporting media is not the main process of learning.
3. Students are hoped and required to be more active in the learning process and not shame to make questions or responses to the lesson not only in the WhatsApp learning process but in the classroom too.



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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404
PO Box909 Parepare 91100, website: www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.851/In.39.5.1/PP.00.9/03/2020
Lampiran : -
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Polewali Mandar
C.q. Kepala Kesatuan Bangsa dan Politik
di,-
Kab. Polewali Mandar

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Nurjannah
Tempat/Tgl. Lahir : Bonne-Bonne, 23 Juli 1995
NIM : 13.1300.149
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris
Semester : XIV (Empatbelas)
Alamat : Jl. Poros Majene Desa Lampa Kec. Mapilli Kab. Polewali Mandar

Bermaksud akan mengadakan penelitian di wilayah Kabupaten Polewali Mandar dalam rangka penyusunan skripsi yang berjudul :

"The Students' Perception In Learning English By Using WhatsApp Media At The Tenth Grade of MAN 2 Polewali Mandar"

Pelaksanaan penelitian ini direncanakan pada bulan Maret sampai bulan April Tahun 2020.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 17 Maret 2020

Wakil Dekan I,



Muh. Dahlan Thalib

Tembusan :

1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH

Jln. Amal Bakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307. Fax (0421) 24404
PO Box 909 Parepare 91100, website : www.iainparepare.ac.id, email : mas@iainparepare.ac.id

Nomor : B.856.1/In.39.5.1/PP.00.9/03/2020

Lampiran : -

Hal : Permohonan Izin Penelitian

Yth. Yth. Kepala Sekolah MAN 2 Polewali Mandar
di,-

Kab. Polewali Mandar

Assalamu Alaikum Wr. Wb.

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"The Students' Perception in Learning English By Using WhatsApp Media at The Tenth Grade of MAN 2 Polewali Mandar"

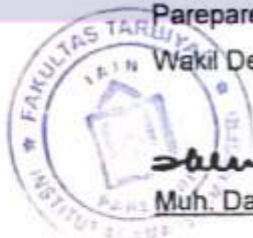
Pelaksanaan penelitian ini direncanakan pada bulan Maret sampai bulan April Tahun 2020.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 19 Maret 2020

Wakil Dekan I,



Muh. Dahlan Thalib

Tembusan :

1. Rektor IAIN Parepare
2. Dekan Fakultas Tarbiyah



PEMERINTAH KABUPATEN POLEWALI MANDAR
**DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU**

Jl. Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

IZIN PENELITIAN

NOMOR : 503/206/IPL/DPMTSP/IV/2020

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian;
 2. Peraturan Daerah Kabupaten Polewali Mamasa Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
 3. Memperhatikan :
 - a. Surat Permohonan Sdr (i) NURJANNAH
 - b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0206/Bakesbangpol/B.1/410.7/V/2020, Tgl. 07-05-2020

MEMBERIKAN IZIN

Kepada :

Nama	: NURJANNAH
NIM/NIDN/NIP	: 13.1300.149
Asal Perguruan Tinggi	: INSTITUT AGAMA ISLAM NEGERI
	: PAREPARE
Fakultas	: TARBIYAH
Jurusan	: PENDIDIKAN BAHASA INGGRIS
Alamat	: LAMPA KEC. MAPILLI KAB. POLMAN

Untuk melakukan Penelitian di Puskesmas Pekkabata Kabupaten Polewali Mandar, yang dilaksanakan pada Bulan April Sampai Mei 2020 Selesai dengan Proposal berjudul **"THE STUDENTS' PERCEPTION IN LEARNING ENGLISH BY USING WHATSAPP MEDIA AT THE TENTH GRADE OF MAN 2 POLEWALI MANDAR"**

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.



Ditetapkan di Polewali Mandar
Pada Tanggal, 12 Mei 2020

**KEPALA DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU**

ANDI MASRI MASDAR, S.Sos., M.Si

Pangkat : Pembina
NIP : 19740206 199803 1 009

Tembusan:

1. Unsur Forkopinda di tempat;
2. Ka. Disdikbud Kab. Polman di tempat;
3. Ka. MAN 2 Polewali Mandar di tempat.



KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN POLEWALI MANDAR
MADRASAH ALIYAH NEGERI (MAN) 2 POLEWALI MANDAR
Jalan Poros Polewali Majene KM.10 Kecamatan Matakali Kode Pos : 91352
e_mail : manpolewali@gmail.com Website : <http://man2polman.sch.id>

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
NOMOR : B-24 /Ma.31.03.002/PP.00.6/05/2020

Yang bertanda tangan di bawah ini, Kepala Madrasah Aliyah Negeri (MAN) 2 Polewali Mandar Kabupaten Polewali Mandar menerangkan bahwa :

Nama : **NURJANNAH**
NIM : 13.1300.149
Instansi / Pekerjaan : IAIN Parepare / Mahasiswa
Fakultas / Jurusan : Tarbiyah / Pendidikan Bahasa Inggris
Alamat : Jalan Poros Majene Desa Lampa Kec. Mapilli Kab. Polewali Mandar Sulawesi Barat

- Benar telah melakukan penelitian di MAN 2 Polewali Mandar mulai tanggal 21 Maret s/d 30 April 2020, dalam rangka penyusunan skripsi dengan judul :

"The Students' Perception in Learning English by Using WhatsApp Media at The Tenth Grade of MAN 2 Polewali Mandar"

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Matakali, 04 Mei 2020



Budiman, S.Pd., M.Si

NIP. 197 10421 199803 1 002

REASEARCH INSTRUMENT

QUESTIONNAIRE

Instruksi : Silanglah (X) Pada Setiap Jawaban Yang Paling Tepat !

1. Apa pendapat anda tentang penggunaan WhatsApp sebagai media pembelajaran bahasa Inggris ?
 - A. Canggih dan Kreatif
 - B. Berguna/bermanfaat
 - C. Buang-buang waktu
 - D. Mengganggu
2. Apakah anda lebih sering menggunakan WhatsApp untuk Kegiatan Pembelajaran di Sekolah atau keperluan Pribadi ?
 - A. Lebih Sering untuk Pembelajaran Sekolah
 - B. Lebih Sering untuk alasan pribadi
 - C. Seimbang antara keduanya
3. Berapa banyak grup WhatsApp yang anda miliki untuk tujuan pembelajaran bahasa Inggris ?
 - A. Satu Grup
 - B. 2 - 4 Grup
 - C. 5 - 7 Grup
 - D. Lebih dari 7 Grup
4. Siapakah yang lebih aktif dalam proses pembelajaran bahasa Inggris dengan menggunakan WhatsApp ?
 - A. Siswa
 - B. Guru
 - C. Seimbang antara guru dan siswa
5. Menurut pendapat anda, Mengapa WhatsApp paling dibutuhkan dalam pembelajaran bahasa Inggris ?
 - A. Dapat belajar sambil melakukan aktivitas lain
 - B. Fitur simple dan canggih WhatsApp memudahkan pembelajaran

- C. Siswa lebih leluasa mengemukakan pertanyaan atau pendapat kapanpun dan dimanapun
- D. WhatsApp tidak dibutuhkan dalam pembelajaran
- E. Lainnya_____
6. Apa tanggapan anda mengenai pembelajaran bahasa Inggris dengan menggunakan WhatsApp ?
- A. Suka
- B. Biasa saja
- C. Membosankan
- D. Tidak Suka
7. Bagaimana pembelajaran bahasa Inggris berlangsung melalui WhatsApp?
- A. Hanya melalui chat biasa
- B. Memanfaatkan fitur Audio
- C. Memanfaatkan fitur dokumen
- D. Memanfaatkan fitur Video
- E. Semua fitur dimanfaatkan
8. Apakah anda pernah memberi pertanyaan atau tanggapan terhadap pembelajaran bahasa Inggris melalui WhatsApp ?
- A. Selalu
- B. Sering
- C. Jarang
- D. Kadang-kadang
- E. Tidak Pernah
9. Apakah anda pernah merespon, menjawab atau memberi tanggapan terhadap pertanyaan yang diberikan oleh teman anda selama pembelajaran bahasa inggris dengan media WhatsApp?
- A. Selalu
- B. Sering
- C. Jarang

- D. Kadang-kadang
E. Tidak Pernah
10. Penyajian materi-materi bahasa Inggris melalui WhatsApp mudah dipahami.
- A. Setuju
B. Tidak Setuju
C. Kadang-kadang
D. Ragu-ragu
11. Apakah WhatsApp bermanfaat sebagai media dalam membagikan informasi terkait pembelajaran bahasa Inggris ?
- A. Sangat Bermanfaat
B. Kadang-kadang bermanfaat
C. Jarang bermanfaat
D. Tidak bermanfaat
12. Apakah WhatsApp adalah media yang efektif dalam pembelajaran bahasa Inggris ?
- A. Ya, Efektif
B. Kadang-kadang Efektif
C. Jarang Efektif
D. Tidak Pernah Efektif
13. Apakah penggunaan WhatsApp sebagai media pembelajaran bahasa Inggris memicu keaktifan siswa dibandingkan di dalam kelas ?
- A. Selalu
B. Sering
C. Kadang-kadang
D. Jarang
E. Tidak Pernah
14. Bagaimana WhatsApp dapat membantu anda dalam belajar Bahasa Inggris ?
- A. Pertanyaan dan jawaban mudah di simpan
B. Kapanpun dapat kesulitan dapat langsung bertanya tanpa malu

- C. Sajian Materi lebih Variatif
- D. Lainnya _____

15. Bagaimana kemampuan anda dengan pembelajaran bahasa inggris dengan menggunakan WhatsApp ?

- A. Ada peningkatan
- B. Menurun
- C. Biasa-biasa saja
- D. Tidak berpengaruh

16. Apakah pembelajaran bahsa inggris dengan menggunakan WhatsApp menyulitkan dalam keseharian anda?

- A. Sangat Menyulitkan
- B. Cukup Menyulitkan
- C. Biasa Saja
- D. Tidak Menyulitkan

17. Apakah anda memahami pembelajaran yang dilakukan guru bahasa inggris dengan menggunakan WhatsApp ?

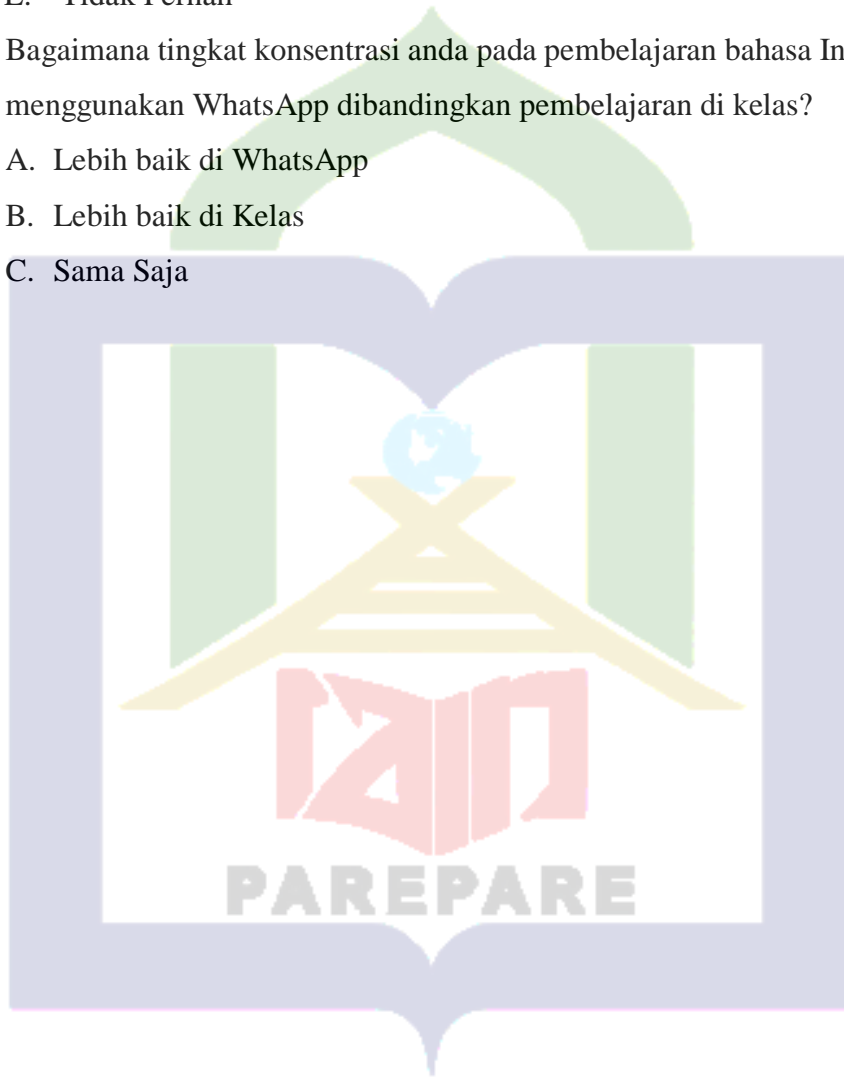
- A. Mudah dipahami
- B. Sulit dipahami
- C. Kadang-kadang
- D. Jarang

18. Apakah ada umpan balik setelah Guru menyampaikan pembelajaran dengan media WhatsApp?

- A. Selalu
- B. Sering
- C. Kadang-kadang
- D. Jarang
- E. Tidak Pernah

19. Apakah pembelajaran bahasa Inggris dengan WhatsApp terjadi dengan Monoton?

- A. Selalu
 - B. Sering
 - C. Kadang-kadang
 - D. Jarang
 - E. Tidak Pernah
20. Bagaimana tingkat konsentrasi anda pada pembelajaran bahasa Inggris saat menggunakan WhatsApp dibandingkan pembelajaran di kelas?
- A. Lebih baik di WhatsApp
 - B. Lebih baik di Kelas
 - C. Sama Saja



CURRICULUM VITAE



Nurjannah, The writer was born on July 23rd. 1995 in Bonne-bonne, Polman regency. She is the last child from four siblings. From the couple, Hamzah and Hasmira. She has three sisters, they are Nursam, Juliati and Misba. She began her study in Elementary School at SDN 028 Ugi Baru, Polewali Mandar and Moved to SDN 067 Gatot Subroto, North of Samarinda on 2002 and moved to 001 Sangata, East of Kutai on 2006. In the same year she moved again to SDN 051 Inp Lampa, Polewali Mandar and Graduated on 2007 there. In same year, she continued her study to MTs DHI GUPPI Mapilli, Polewali Mandar and graduated on 2010. To continued her study in senior high school she decided to enter SMAN 1 Wonomulyo, Polewali Mandar as well, and graduated on 2013. However, she continued her study in the same year at Muhammadiyah University of Makassar but in 2014 She moved to State Islamic Collage (STAIN) Parepare now it was changed became State Islamic Institute (IAIN) of Parepare. During She studied at IAIN Parepare, the writer actived in Racana Albadi' as a Secretary on 2016 and Chief on 2017 now it was changed became Racana Makkiade'-Malebbi. The writer also active in Himpunan Mahasiswa Islam (HmI) Kom.STAIN Parepare as a vice secretary PPPA devision in 2015-2016. She also active in branch executive HmI Parepare as the member in department of social welfare studies on 2017-2018 and as Head of the field of community empowerment on 2018-2019. She also a member of literacy community namely Akar Kata community since 2019 until now. She completed her skripsi in the tittle "The students' Perception in Learning English by Using WhatsApp Media at the Tenth Grade of MAN 2 Polewali Mandar"