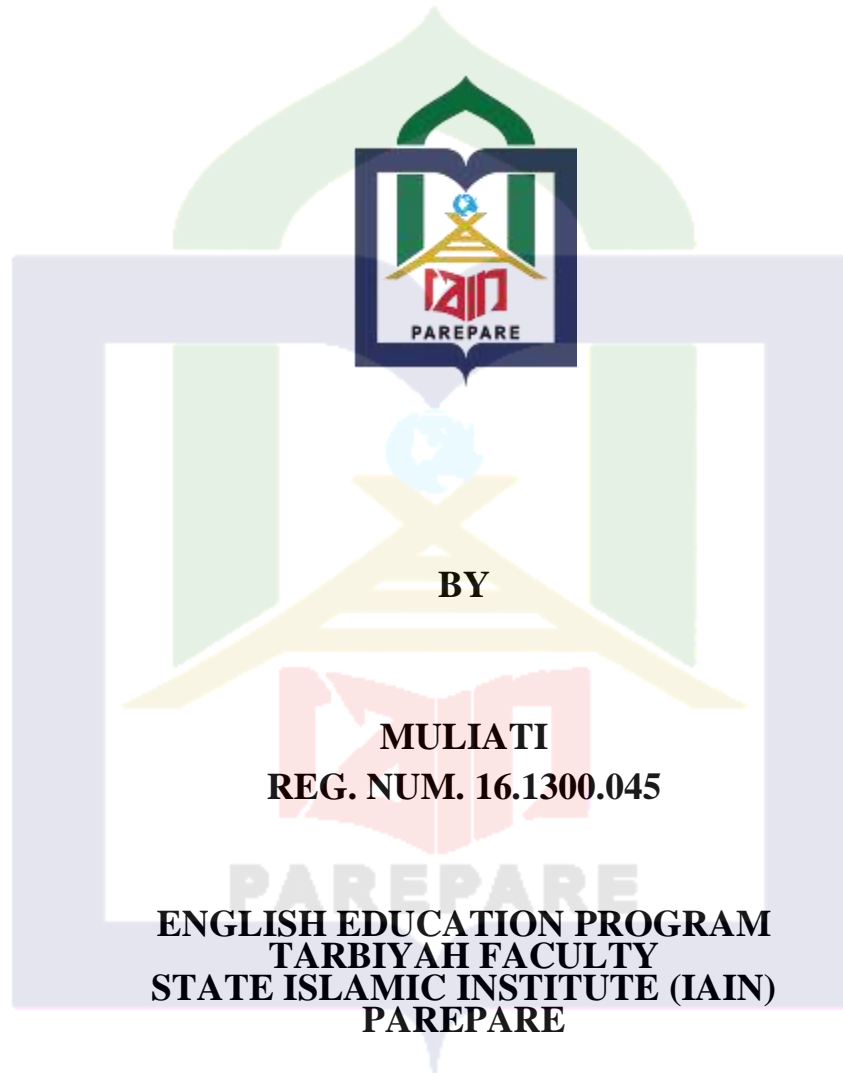


A THESIS
STUDENTS' PERCEPTION OF ENGLISH LANGUAGE
ONLINE LEARNING THROUGH WHATSAPP APPLICATION
AT THE SECOND GRADE OF SMAN 5 PINRANG



2021

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ONLINE LEARNING THROUGH WHATSAPP APPLICATION
AT THE SECOND GRADE OF SMAN 5 PINRANG**



BY
MULIATI
REG. NUM. 16.1300.045

Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partial of Fulfillment of the Requirements
For the Degree of Sarjana Pendidikan (S.Pd)

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

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2021

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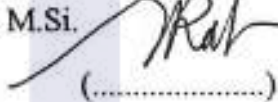
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A THESIS
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SECOND GRADE OF SMAN 5 PINRANG
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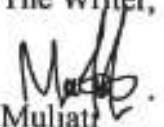
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The researcher realizes that this thesis is not perfect. Therefore, the researcher receives any constructive criticism and suggestion with pleasure. The researcher hopes that this thesis will be useful for them who are in the field of education. Aamiin.

Parepare, 25 Juni 2021
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DECLARATION OF THE AUTHENTICITY OF THE THESIS

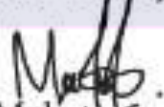
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ABSTRACT

Muliati. *Students' perception of English language online learning through Whatsapp application at the second grade of SMAN 5 Pinrang*(Supervised by Abd Rauf Ibrahim and MagdahalenaTjalla).

The purpose of this research was to know Students' perception of English language online learning with Whatsapp application at the second grade of SMAN 5 Pinrang. The result of the study were beneficial for students of SMAN 5 Pinrang at the second grade and also fo the teacher. Because the studentsgot information about their perception in learning online by using whatsapp application and also teacher knew their students' perception and teacher at least should made the resistant perception of student or increase it.

This research used descriptive quantitative research. This research took place at UPT SMAN 5 Pinrang. Researchers focused on 11th grade students of UPT SMAN 5 Pinrang, totaling 225 students and took 32 students as research subjects. In this study the researcher was take class 11 as the population. The total number of class 11 is 225 students and took 32 students as subjects. The researchertook 4 students in each class and use random sampling.

The research found that SMAN 5 students have a high perception with a total score of 62.11 which was included in the strong category. And this also correlates with the results found by the author where students find it easy to use whatsapp in online learning and they were also punctual in collecting assignments. In addition, students were also much more aware of using WhatsApp in learning, where students find it helpful in increasing their knowledge of English, which as a whole was also supported by the theory of perception. Perception is the cognitive impression that is formed of reality which in turn influences the individuals actions and behavior towards that object.

Keywords: *Students' Perception, Online Learning, Whatsapp.*

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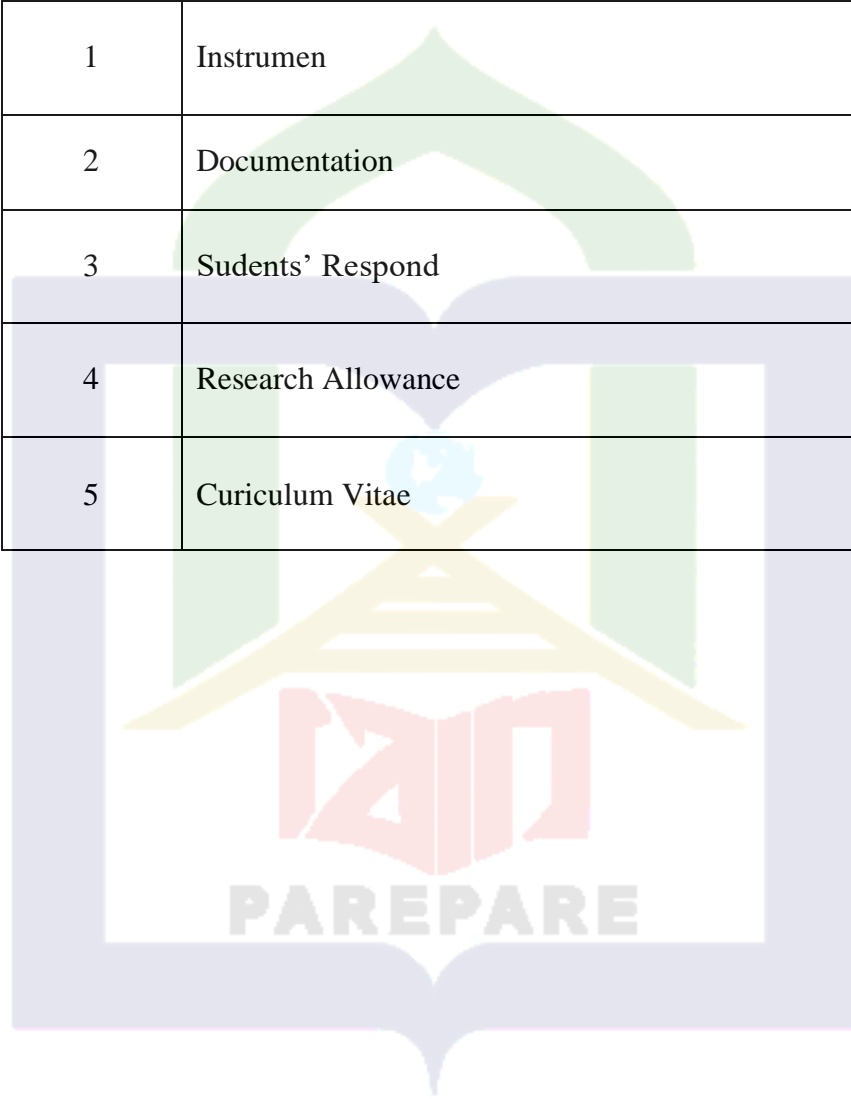


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CHAPTER I

INTRODUCTION

A. Background

The 2019 corona virus pandemic (COVID-19) has become an international concern and is a challenge for psychological resilience in all fields, one of which is education. Therefore an effective learning strategy is needed to deal with this pandemic.¹ Education in Indonesia has now become established online learning both at schools and at universities. Online learning aims to meet educational standards by utilizing Information Technology using computer devices or gadgets that are interconnected between students and teachers as well as between students and teachers so that through the use of this technology the teaching and learning process can still be carried out properly. The use of information technology is expected to be able to overcome the teaching and learning process that can continue to run well despite the outbreak of the Corona Covid-19 Virus.

The Covid-19 pandemic that hit almost all countries in the world, including Indonesia, caused tremendous panic for the entire community, as well as destroying all sectors of life. The Indonesian government also adopted a policy that aims to break the chain of transmission of the Covid-19 pandemic. One of them is the application of social distancing policies, where residents must carry out all activities at home, such as working, studying, including performing worship. The education sector has also been severely affected. Teaching and learning activities must be carried out over a distance. However, from this policy there are also many parties who are not ready to carry out learning via distance or what is known as online.

¹Asnur Dahar Minghat, and at all, *Students' perception of the Twists and Turns of E-Learning in the Midst of the Covid 19 Outbreak*, (Journal Multidimensional Education), p. 15.

In the field of education, the Covid-19 pandemic is very influential. Not only the student's less than optimal achievement but also the attitude of students who do not care about the assignments given by the teacher. However, during the pandemic, teaching and learning activities must be carried out online to minimize transmission of the Coronavirus. In an era of rapid technological development, the use of cellphones is now common in modern society. Included in teaching and learning online. By utilizing cellphones for learning during this pandemic period in order to continue creating quality learning for school students.

Online learning today is integrated with social network connectivity, which builds an ecosystem for interaction between students, teacher, and professors from every corner of the world, providing them with free and accessible online resources. However, in order to promote active engagement of the learners and delivery of meaningful learning in the online learning settings, it is also necessary to determine students' perceptions towards online learning.² Various distance learning media are tried and used. Tools that can be used as online learning media include the WhatsApp group. This suggestion is a tool used at SMAN 5 Pinrang in the learning process during covid-19.

The use of the WhatsApp application is an option in teaching. The WhatsApp or WA application is very familiar in the community. Almost everyone who has an android cellphone uses the WA application. WhatsApp is one of the most influential social media and is widely used by Indonesians. Students in Indonesia in the digital era now use gadgets in their daily lives both at school and outside of school.

² Kaushal Kumar Bhagat, Leon Yufeng Wu and Chun-Yen Chang, *Development and Validation of the Perception of Students toWords Online Learning (POSTOL)*, (Educational Technology & Society, 19, no.1, 2016), p. 350.

However, most of these students use social media applications, especially WhatsApp, only for social media, while in the application there are benefits that can improve digital literacy skills.³

Based on the explanation above the researcher was interested in conducting research by the title *“Students’ Perception Of English Language Online Learning With Whatsapp Application At The Second Grade Of SMAN 5 Pinrang.*



³Muhammad Wildan Sahidillah and Prarasto Miftahurisqi, *Whatsaap sebagai media literasi digital siswa*, (varia pendidikan 31, no. 1, 2019), p. 52.

B. Research Question

Based on the statement in the background, there is research question that will be investigate through this study. The research question of this research is How are students' perception of English language online learning through WhatsApp application at the second grade of SMAN 5 Pinrang?

C. Objective of Research

Based on the problem statement above, the objective of the research is to find out about students' perception of English language online learning through WhatsApp application at the second grade SMAN 5 Pinrang.

D. Significances of the Research

The significance of this research are:

1. For the teacher

The teacher can know about students' perception of English language online learning through WhatsApp application, the teacher can make this as they reference about how to make creative on learning process through online media.

2. For the student

The student can express their perception about what they are think about on learning through online media.

3. For the researcher

This research is also expected to give benefit as referenced for the researchers who want to run research related to this one.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

In this part the researcher presents some research had conclude to this study in the following :

Sabri Thabit Saleh Ahmed, stated in his research “WhatsApp and learn english: a study of the effectiveness of WhatsApp in Developing Reading and Writing Skill in English”, in this research has examined the effectiveness of using WhatsApp, as one of mobile-assisted language learning application, in enhancing learners’ reading and writing skill in English. Twenty EFL undergraduet students of Aden University participated in a WhatsApp English medium group with the resercher where they and the researcher chat, share news articles and comment on news articles for two months. During this period, the researcher was observing their progress and then, they were given a questioner to report their experience about the effectiveness of WhatsApp in developing their reading and writing skill.⁴

Hega Nurazizah, Lilies Youlia Frihatin and Bambang Ruby Sugirto stated in his research “ WhatsApp Voice Note in Speaking Class ” This study aimed at figuring out the teacher’s way in implementing WhatsApp voice note in teaching speaking on narrative text and investigating the perspective on Whatsapp voice not to improve speaking skill on narrative text. In conducting this study, the researcher used qualitative approach. Case study was applied as a research design in this study.⁵

⁴Sabri Thabit Saleh Ahmet, *Whatsapp and Learn English: a Study of The Effectiveness of Whatsapp in Developing Reading and Writing Skill in English*, (ELS-JISH ELS Journal on Interdisciplinary Studies in Humanities: 2019), p. 148.

⁵Hega Nurazizah, Lilies Youlia Frihatin and Bambang Ruby Sugiarto, *Whatsapp Voice Note in Speaking Class*, (Journal of English Education and Teaching, 2019), p. 343.

Laxmi Mustika Cakrawati “Students’ Perception on the Use of Online Learning Platforms in EFL Classroom” Due to the rapid advancement of technology, teachers are expected to integrate technology into the classroom to engage students who are considered as digital-natives. Thus, Edmodo and Quipper as online learning platforms are widely used by English teachers in teaching and learning. The online learning platforms are also used as a supplementary tool to promote independent learning. This study focuses on students’ perception on the use of online learning platform in English as a Foreign Language (EFL) Classroom.⁶

From previous research, there are several similarities and differences in research researchers. Where previous research examines the effectiveness and perceptions of students regarding the use of WhatsApp and online media in learning. As well as researchers who examine students' perceptions of using WhatsApp as a medium in learning English online. The difference from the research of researchers with previous researchers is that the previous research was more detailed in some skills in learning English, while the researchers generally focused on learning English. So, the researcher will focus on Students’ Perception of English language in online learning through WhatsApp application.

B. Some Pertinent Ideas

1. The Concept of Perception

a. Theoretical Review of Perception

Perception is taken from Latin, perception which means the organization, identification, and interpretation of sensory information in order to represent and

⁶Laxmi Mustika Cakrawati, *Students Perception on the Use Of Online Learning Platforms in EFL Classroom*, (Journal of English Language Teaching and Technology, 2017), p.22.

understand the presented information, or the environment. Perceptions is defined as something that is being observed and what is and what is said about it. stated that perception is the process by which organisms interpret and organize sensation to produce meaningful experience of the world. That perception has sometimes been defined as "the consciousness of particular material things present to sense. Perception too can be defined as our way to recognize and interpret information we've gathered through our senses. Perceptions no appears to be instantaneous, perceptions rose through the steps, process, and terminology.⁷

Perception may be defined from phisycal, psychological and physiological perspectives.⁸ But for the purpose of this study, it shall be limited to its scope. in their academic journal elaborate the theories of perception by taking some experts' explanation. First, they take the theories as postulated by allport who defines perception as the way people judge or evaluate others. See perception from the cognitive dimension as the process by which people attach meaning to experiences. It means that the perception comes after people attend to certain stimuli in their sensory memories. However, perception will influence the information that enters working memory.

This theory is strengthened about perception. They state that background knowledge in the form of schemas affects perception and subsequent learning. Even, research finding have verified that background knowledge resulting from experience strongly influence perception. Finally, Baron and Byrne explain it as the process

⁷Tegisa Dwi Septiani, *Students' Perception on Online Gaeme Practices and Their Vocabulary Attainment in English Related to Online Game*, (Universitas Negeri Semarang, 2019), p. 25.

⁸Adediwura, and Tayo, *Perception of Teacher Knowledge, Attitude, and Teaching Skills as Predictor of Academic Performance in Nigerian Secondary Schools*, (Educational Research and Review Vol.2 (7),2007),p . 165-171.

through which people attempt to understand other persons and attempt to obtain information about the temporary causes of others' behavior, for example, the emotion or feelings.⁹

Further, Adediwura and Tayo show the process of having perception as follows:

That every impression that comes in from without, be it a sentence, which we hear, an object or vision, no sooner enters our consciousness than it is drafted off in some determinate directions or others, making connection with other materials already there and finally producing what we call our reaction. From this it is clear that perception is the reaction elicited when an impression is perceived from without after making connection with other materials in the consciousness.¹⁰

From this point of view, it could be inferred that perception cannot be done in vacuum. It depends on some background information that will trigger a reaction. Perception may be energized by both the present and past experience, individual attitude at a particular moment, the physical state of the sense organ, the interest of the person, the level of attention. Perception is the cognitive impression that is formed of reality which in turn influences the individuals actions and behavior towards that object.¹¹

Perception can be basically defined as a belief or opinion that held by people base on how thing seems. It means that there is a possibility of having different

⁹ Durotun Nasikah. *Teachers' Attitude and Students' Perceptions Towards Communicative Language Teaching*. (Thesis; Education Faculty State Institute for Islamic Studies:Salatiga, 2016). p .9

¹⁰Adediwura, and Tayo. *Perception of Teacher Knowledge, Attitude, and Teaching Skills as Predictor of Academic Performance in Nigerian Secondary School*, (Educational Research and Review Vol.2 (7), 2007) . p. 165-171.

¹¹ Akande, Samson Onyeniya. *Knowledge, Perception, and Attitudes of Library Personnel Towards Preservation of Information Resources in Nigerian Federal University Libraries*, (Library Philosophy and Practice (e- journal). 2009)

perception about the same thing among people, based on how they look that particular thing. According to Chaplin,¹² perception is a process to know something through human sense, which involves awareness of people's belief about something. Similarly, Gibson,¹³ proposes the term perception as the cognitive process that individuals use to interpretation and understand the world around them. He adds that perception is a conscious mental process of observing, comprehending and responding a particular thing, in which person tries to translate the signals that he or she receives. Perception is also defined as the process organizing and interpreting some stimulus toward some phenomena in the environment, it involves memory as a part of a cognitive process, and it more than an activity of simply seeing something. From these theories, it can be said that perception is an understanding of some stimuli that appear around us.

Perception involves experience which does not only refer to sets of past events but also refers to what human beings are constantly at work trying to make meaning of what is going on around and within them. also argues that after getting events (or what is previously said stimuli) from the world, people, in turn give those events meaning by interpreting and acting upon them. Refreshing to the study which will be conducted , instructional media are regarded as something that stay among the English teachers and become what they are working with everyday. Thus, the perception here (indeed what each teachers has) plays a role as a standard of measuring the efficiency of the implementation of instructional media in language learning. In other words, we can say that English teachers' perceptions are needed to

¹²Chaplin, J.P. *Dictionary of Psychology*, (New York: Dell Publishing Co.Inc.1968).

¹³Gibson, J.L. *Psychology*, (Texas: Business Publication Inc. 1985).

judge whether the instructional media is worth or worse in English language teaching process.

As mentioned before, perception involves experience in it, and according to Vernon,¹⁴ There are three dimension of perception based on one's experience. They are understanding about the object, the view and the action toward the object. It means that when we want to explore someone's perception, those three dimension are the basic components to deal with.

1. Understanding

Understanding involves a process of selecting and organizing information. This particular information is integrated with prior knowledge. In addition, Gardner in Wiggins,¹⁵ formulates understanding as a sufficient grasp of concepts, principles or skills so that one can bring them to bear on new problems and situations, deciding in which ways one's present competence can suffice and which ways on my require new skills or knowledge. Wiggins himself states that understanding is not a sudden "Aha!" whereby we go from ignorance to deep understanding.

2. View

According to Ramsey, The word view refers to the way of thinking about something. Defines view as a judgement based on fact. It is an honest attempt to draw a reasonable conclusion from the factual evidence. Ramsey argues that view is potentially changeable depending on how the evidence is interpreted. A view also can be regarded as a opinion.¹⁶

¹⁴ Vernon, M.D. *The Psychology of Perception*, (Middlesex: Penguin Books.1987).

¹⁵ Gardner in Wiggins. *Educative Assessment*, (San Fransisco: Jossey-Bass Publisher.1998).

¹⁶Ramsey, F.H. *The Little Brown Handbook*. (Boston:Little Brown.1986).

3. Action

Action can be simply defined as something that we do. It involves the use of five senses and bodily movement, like the acts of seeing, hearing, touching, tasting, and smelling. According to Dretske, action is causal process that begins with intentions that actualized in a form of bodily motions that eventually influence the environment. Action involves the subject of motion, the target of action, and the causality that connects them.¹⁷

Based on the description above, it can be concluded that perception refers to the understanding, view, and action. Related to Students' Perception of English Language Online Learning with WhatsApp Application.

b. Process and Terminology of Perceptions

According to Jerome Bruner, there are three following process in order to give perceptions.¹⁸

- a) When we encounter an unfamiliar target, we are open to different informational cues and want to learn more about the target.
- b) Then, try to collect more information about the target. Gradually, we encounter some familiar cues which help us categorize the target.
- c) At this stage, the cues become less open and selective. We try to search for more cues that confirm the categorization of the target. We also actively ignore and even distort cues that violate our initial perceptions. Our

¹⁷ Dretske, F. *Explaining Behavior*, (Cambridge, MA: MIT Press.1988).

¹⁸ Tegisa Dwi Septiani, *Students' Perception on Online Gaeme Practices and Their Vocabulary Attainment in English Related to Online Game*, (Universitas Negeri Semarang, 2019), p. 26-27.

perception becomes more selective and we finally paint a consistent picture of the target.

- d) According to Alan Saks and Gary Johns, there are three components of perception.
- e) The Perceiver, the person who becomes aware about something and comes to a final understanding. There are 3 factors that can influence his or her perceptions: experience, motivational state and finally emotional state. In different motivational or emotional states, the perceiver will react to or perceive something in different ways. Also in different situations he or she might employ a "perceptual defence" where they tend to "see what they want to see".
- f) The Target. This is the person who is being perceived or judged. "Ambiguity or lack of information about a target leads to a greater need for interpretation and addition."
- g) The situation also greatly influences perceptions because different situations may call for additional information about the target.

2. The Concept of Online Learning

There are some concept of online learning they are: the defenition of online learning, Types of Online Learning, implication for online learning that will briefly with the explanation below:

1) Definition of Online Learning

Online learning is the newest and most popular form of distance education today. Within the past decade it has had a major impact on postsecondary education

and the trend is only increasing.¹⁹ Online learning is the process of answering a sequence of questions given (maybe partial) knowledge of the correct answer to previous questions and possibly additional available information.

In online learning there are several benefits compared to face-to-face learning. Online learning is said to be learning that is more practical and flexible because the learning process can be done anywhere. In addition, another benefit of online learning is a media that allows students to record and store the material provided in digital form so that it can be easily accessed and studied again at a later date. The fundamental difference between face-to-face teaching and online teaching is that there is an equal degree of separation between learners. A useful way of thinking about this problem, as a first step in re-conceptualizing your teaching for online learning, is to use transactional distance theory, which originates in the field of distance education.

From some definition above we can conclude that online learning is a learning process that utilizes the internet and digital media in the delivery of learning materials where online learning has many benefits for the world of education today.

b. The Types of Online Learning

In addition to theoretical perspectives for conceptualising online learning, a number of specific models have been proposed for guiding design. Whereas theories help to explain how learning occurs, models provide frameworks for implementing these ideas. We will briefly mention four models here. Depending on your objectives,

¹⁹Joshua Stem, Ph. D, *Introduction to Online Teaching and Learning*, (Journal of English Education and Teaching), p. 1.(www.wlac.edu).

you may find one (or more) of them helps you to conceptualise your online environment. All of them focus on the importance of activity by the learner.

- 1) See the online environment as consisting of three major components: activities, resources and supports. Using a constructivist perspective, they recommend beginning with the design of student learning activities. These will be determined by the learning objectives and should involve authentic ('real world') tasks. Then design the resources and supports that students will need to complete the activities. Activities, resources and supports are all integrated in the design of assessment. Oliver and Herrington suggest that the most successful forms of assessment occur when the learning tasks and assessment tasks merge, taking the view that clever design of assessment tasks can provide strong supports for learning.
- 2) Five-step model for teaching and learning online is useful for conceptualising teaching if you are planning to use online discussion groups. This is based on social constructivism. Salmon suggests that teaching and learning using online discussion involves five stages: (1) access and motivation; (2) online socialisation; (3) information exchange; (4) knowledge construction; and (5) development (where participants become responsible for their own learning). The model describes the types of roles you need to play at each stage to get your online discussion activities working effectively.
- 3) Garrison and Anderson draw on the collaborative potential of online discussion for creating a learning community to present a community of inquiry model of online teaching and learning. They suggest that within a community of inquiry an educational experience has three primary components: cognitive presence,

social presence and teacher presence, and that this framework has potential for structuring, guiding and assessing online learning approaches, strategies and techniques.

- 4) Laurillard uses a phenomenographic perspective to suggest that learning is based on the interaction of four characteristics: teacher's conceptual knowledge, student's conceptual knowledge, teacher's constructed world and student's experiential world. Using a conversational framework, the learning process is seen as a dialogue between teacher and students, involving discursive, adaptive, interactive and reflective components. She uses these characteristics as criteria for judging how learning and teaching systems which use educational technology are best used.²⁰

Based on the explanation above, there are things that need to be considered in online learning, namely (1) access and motivation; (2) online socialization; (3) information exchange; (4) knowledge construction; and (5) development in which participants become responsible for their own learning), it is very important in improving student achievement in the online learning process during the pandemic.

c. Implications for Online Learning

- 1) Strategies should be used to allow learners to perceive and attend to the information so that it can be transferred to working memory. Learners use their sensory systems to register the information in the form of sensations. Strategies to facilitate maximum sensation should be used. Examples include the proper location of the information on the screen, the attributes of the screen (color,

²⁰Robby Benson and Charlotte Brack, *Online Learning and Assessment in Higher Education*, (Chandos Publishing: USA, 2010), p. 58-59.

graphics, size of text, etc.), the pacing of the information, and the mode of delivery (audio, visuals, animations, video). Learners must receive the information in the form of sensations before perception and processing can occur; however, they must not be overloaded with sensations, which could be counterproductive to the learning process. Non-essential sensations should be avoided to allow learners to attend to the important information. Strategies to promote perception and attention for online learning include those listed below:²¹

- a) Important information should be placed in the center of the screen for reading, and learners must be able to read from left to right.
 - b) Information critical for learning should be highlighted to focus learners' attention. For example, in an online lesson, headings should be used to organize the details, and formatted to allow learners to attend to and process the information they contain.
 - c) Learners should be told why they should take the lesson, so that they can attend to the information throughout the lesson.
 - d) The difficulty level of the material must match the cognitive level of the learner, so that the learner can both attend to and relate to the material. Links to both simpler and more complicated materials can be used to accommodate learners at different knowledge levels.
- 2) Strategies should be used to allow learners to retrieve existing information from long-term memory to help make sense of the new information. Learners must construct a memory link between the new information and some related

²¹Anderson, Tery, ed. *The Theory and Practice of Online Learning*. (Athabasca University press, 2008), p. 10-17.

information already stored in long-term memory. Strategies to facilitate the use of existing schema are listed below:

- a) Use advance organizers to activate an existing cognitive structure or to provide the information to incorporate the details of the lesson. A comparative advance organizer can be used to recall prior knowledge to help in processing, and an expository advance organizer can be used to help incorporate the details of the lesson. A meta-analysis of advance organizer studies, and found that these strategies are effective when students are learning from text that is presented in an unfamiliar form. Since most courses contain materials that are new to learners, advance organizers should be used to provide the framework for learning.
- b) Provide conceptual models that learners can use to retrieve existing mental models or to store the structure they will need to use to learn the details of the lesson.
- c) Use pre-instructional questions to set expectations and to activate the learners' existing knowledge structure. Questions presented before the lesson facilitate the recall of existing knowledge, and so help learners learn the materials and motivate them to find additional resources to achieve the lesson outcome.
- d) Use prerequisite test questions to activate the prerequisite knowledge structure required for learning the new materials. With the flexibility of online learning, students with diverse backgrounds and knowledge can

choose the most appropriate path to review previous or prerequisite learning before new information is presented.²²

- 3) Information should be chunked to prevent overload during processing in working memory. Online learning materials should present between five and nine items on a screen to facilitate efficient processing in working memory. If there are many items in a lesson, the items should be organized in the form of information maps to show their organization. A generalized information map is provided as an overview for the online lesson, and can be linear, hierarchical, or spider-shaped, as illustrated in Figures 1-2 to 1-4. As the lesson progresses, each item in the generalized information map is presented and broken down into sub-items. At the end of the lesson, the generalized map is shown again, but with the relationships among the items illustrated.

To facilitate deep processing, learners should be asked to generate the information maps during the learning process or as a summary activity after the lesson. In addition to facilitating deep processing, information maps can provide the “big picture” to learners, to help them comprehend the details of a lesson. Online learning can capitalize on the processing and visual capabilities of the computer to present information maps to learners or to ask learners to generate information maps using mapmaking software.

- 4) Other strategies that promote deep processing should be used to help transfer information to long-term storage. Strategies that require learners to apply, analyze, synthesize, and evaluate promote higher-level learning, which makes

²²Anderson, Terry, ed. *The THEORY and practice of Online Learning*. (Athabasca University press, 2008), p. 10-17.

the transfer to longterm memory more effective. Online strategies to allow learners to apply the information in real life should also be included, to contextualize the learning and to facilitate deep processing.

- 5) Online learning materials should include activities for the different learning styles, so that learners can select appropriate activities based on their preferred style. Concrete-experience learners prefer specific examples in which they can be involved, and they relate to peers and not to people in authority. They like group work and peer feedback, and they see the instructor as coach or helper. These learners prefer support methods that allow them to interact with peers and obtain coaching from the instructor. Reflective-observation learners like to observe carefully before taking any action. They prefer that all the information be available for learning, and see the instructor as the expert. They tend to avoid interaction with others. Abstractconceptualization learners like to work more with things and symbols and less with people. They like to work with theory and to conduct systematic analyses. Active-experimentation learners prefer to learn by doing practical projects and through group discussions. They prefer active learning methods and interacting with peers for feedback and information. They tend to establish their own criteria for evaluating situations.
- 6) In addition to activities, adequate supports should be provided for students with different learning styles. found that students with different learning styles have different preferences for support. For example, assimilators prefer high instructor presence, while accommodators prefer low instructor presence.
- 7) Information should be presented in different modes to accommodate individual differences in processing and to facilitate transfer to long-term memory. Where

possible, textual, verbal, and visual information should be presented to encourage encoding. According to dual-coding theory, information received in different modes (textual and visual) will be processed better than that presented in a single mode (textual only). Dual-coded information is processed in different parts of the brain, resulting in more encoding.

- 8) Learners should be motivated to learn. It does not matter how effective the online materials are, if learners are not motivated, they will not learn. The issue is whether to use intrinsic motivation (driven from within the learner) or extrinsic motivation (instructor and performance driven). Designers of online learning materials should use intrinsic motivation strategies ; however, extrinsic motivation should also be used since some learners are motivated by externally driven methods. Keller proposed a model (ARCS—attention, relevance, confidence, satisfaction) for motivating learners during learning.
 - a) Attention: Capture the learners’ attention at the start of the lesson and maintain it throughout the lesson. The online learning materials must include an activity at the start of the learning session to connect with the learners.
 - b) Relevance: Inform learners of the importance of the lesson and how taking the lesson could benefit them. Strategies could include describing how learners will benefit from taking the lesson, and how they can use what they learn in real-life situations. This strategy helps to contextualize the learning and make it more meaningful, thereby maintaining interest throughout the learning session.
 - c) Confidence: Use strategies such as designing for success and informing learners of the lesson expectations. Design for success by sequencing from

simple to complex, or known to unknown, and use a competency-based approach where learners are given the opportunity to use different strategies to complete the lesson. Inform learners of the lesson outcome and provide ongoing encouragement to complete the lesson.

- d) Satisfaction: Provide feedback on performance and allow learners to apply what they learn in real-life situations. Learners like to know how they are doing, and they like to contextualize what they are learning by applying the information in real life.
- 9) Encourage learners to use their metacognitive skills to help in the learning process. Metacognition is a learner's ability to be aware of his or her cognitive capabilities and use these capabilities to learn. When learning online, learners should be given the opportunity to reflect on what they are learning, collaborate with other learners, and to check their progress. Self-check questions and exercises with feedback throughout a lesson are good strategies to allow learners to check how they are doing, so that they can use their metacognitive skills to adjust their learning approach if necessary.
- 10) Online strategies that facilitate the transfer of learning should be used to encourage application in different and real-life situations. Simulation of the real situation, using real-life cases, should be part of the lesson. Also, learners should be given the opportunity to complete assignments and projects that use real-life applications and information. Transfer to real-life situations could assist the learners to develop personal meaning and contextualize the information.

Cognitive psychology suggests that learners receive and process information to be transferred into long-term memory for storage. The amount of information

processed depends on the amount that is perceived, and the amount stored in long-term memory depends on the quality of the processing in working memory. Effective online lessons must use techniques to allow learners to sense and perceive the information, and must include strategies to facilitate high-level processing for transfer of information to long-term memory. After learners acquire the information, they create personal knowledge to make the materials meaningful. The constructivist school of learning, which is discussed below, suggests that learners construct personal knowledge from the learning experience.²³

4. The Concept of WhatsApp Application

a. Defenition of WhatsApp Application

WhatsApp is the most popular social media in society today. Which WhatsApp is a chat-based social media that can be used to exchange information between individuals and in groups and is also one of the communication media that will connect one user to other users around the world. WhatsApp is a social media application designed to make it easier for users to communicate using the various features available.

WhatsApp is a tool to communicate with other people through instant messaging. People use WhatsApp can send any kind of information like text messages, documents, videos, audios, and images. In WhatsApp, there are several features that can help to the teacher and student in the process of teaching and

²³Anderson, Tery, ed, *The theory and practice of online learning*, (Athabasca University press, 2008), p. 10-17.

learning. They are voice note, video, and voice call. Thus, WhatsApp can be applied in the mobile phone.²⁴

WhatsApp is a Smartphone application for instant messaging. Lately the application's popularity has risen. One of the unique features of the application is its ability to enhance communication within a group. Classroom communication between teaching faculty and high school students using WhatsApp has not yet, to our knowledge, been researched thoroughly. Therefore, we have chosen to conduct an exploratory research project employing a qualitative method. Twelve half-structure interviews were carried out with teachers who use the application in order to communicate with their pupils.²⁵

WhatsApp is a messaging application for smartphones with a basic similarity to BlackBerry messenger, where WhatsApp itself is used as a social chat media where information can be exchanged between individual and in groups. WhatsApp is also cross-platform messaging which allows us to exchange messages without the cost of SMS, because WhatsApp messenger uses the same internet data plan for email, web browsing, and others. WhatsApp messenger uses a 3G or WIFI connection for data communication. The advantage of WhatsApp compared to other social media is that it can send or host text messages, pictures, and audio. When compared to BlackBerry, there are D and R marks if the message has been read, compared to using WhatsApp, one check means that it sent to the other person's cellphone, except

²⁴Hega Nurazizah, Lilies Youlia Frihatin and Bambang Ruby Sugiarto, *Whatsapp Voice Note in Speaking Class*, (Journal of English Education and Teaching, 2019), p. 343.

²⁵Dan Bouhnik, and at all, *Whatsapp Goes to School: Mobile Instant Messaging between Teachers and Students*, (Journal of Information Technology Education: Research, 2014), p. 218.

in group conversations. If there is not internet connection, a clock will appear which means the message delivery is delayed.

Other advantage possessed by WhatsApp, the features that are owned by various, include the GPS Facility via GPS or Gmaps hardware, integrated with the system, besides that WhatsApp also saves bandwidth so that in the operation process there is no need to log and load contact, so that data transactions are more efficient. WhatsApp can be used to view contact on the phonebook because the facilities on WhatsApp that sync automatically with the phonebook. Unlike Blackberry Messenger which use a PIN on WhatsApp is a phone number so that you can do CALL directly from this application and facilities, some of the advantages possessed by WhatsApp compared to other media support any communication activities that will be carried out.

For communication students, the WhatsApp application is used to communicate and WhatsApp is an alternative tool or communication media that is widely used by students today, plus the WhatsApp application also provides a group chat feature to make it easier to discuss or provide information through groups such as communication science students. The majority of communication science faculties use the WhatsApp application to share news, exchange ideas, discuss various information on the world of lectures or information outside of university or just joking between friends.²⁶

From some of the explanations above, it can be concluded that WhatsApp is an alternative that can be used as a medium of communication today. Everyone can

²⁶ Nur Whayuni, Sitti Nurpahmi, Indah Miftah Awalia, *The Students Perception Toward Using WhatsApp in Learning Reading*, (International Conference on English Language Education (ICONELE), 2020), p. 316-317.

use WhatsApp to send and receive various media in the form of texts, photos, videos, documents, and more. Thus, the community will find it easier to communicate with each other. WhatsApp application help teacher and students to send and receive assignment during online learning in covid-19 pandemic.

b. The Features of WhatsApp

The WhatsApp platform has the following collaborative features.

- 1) Provide online students with the ability to exchange text messages, images, videos, and voice notes to their social network or group and contacts.
- 2) Provide students or instructors with the ability to create a group (social network group) that supports the social interactions of up to 11 group members. Members can engage in discussion forums.
- 3) WhatsApp Messenger provides the ability for students to send messages without limits. The application uses a 3G/EDGE Internet data plan or Wi-Fi to ensure continuous data transmissions across the WhatsApp mobile system.
- 4) Students using WhatsApp through a variety of mobile devices, such as smartphones, Galaxy tablets, and so on can message one another through texts, images, videos, and so on.

c. Educational benefits of the WhatsApp platform

Students at universities and major institutions of higher education use mobile communication based text messaging and instant messaging. Texting is based on short messages service (SMS) between students through mobile devices . Instant messaging is based on sending brief, typed messages over the Internet between two work stations or computers. Students use both texting and instant messaging in higher education. Furthermore, the majority of the institutions of higher learning are willing

to use both text and instant messaging for educational purposes, in his research related to the use of instant messaging for educational purposes, suggests that popularity and support for mobile devices within the student population is great and that the majority of students at universities benefit from texting through mobile learning devices.

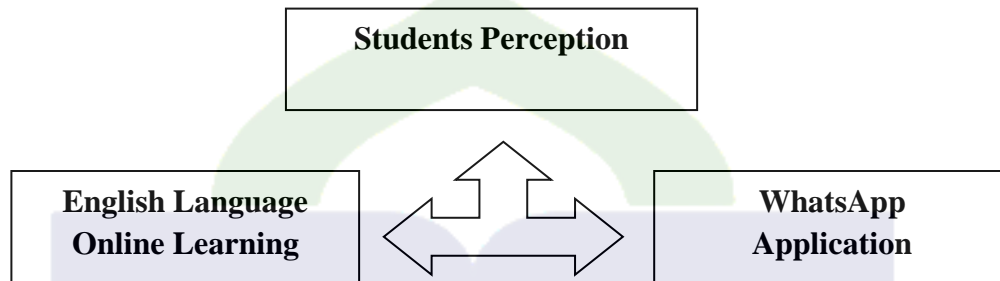
WhatsApp is as one of the most influential social media and widely used by people in indonesia. Students in indonesia in the digital era are now using gadgets in their daily activities both at school and outside of school. However, most of these students use social media application, especially WhatsApp, only for social media, whereas in the application, there are benefits that can improve digital literacy skills. The purpose of this research is to find: 1) the use of WhatsApp as the digital literacy media of students and 2) the digital literacy skills of students in terms of language skills. The method used in this study is to refer, note, and study the literature. This research is a qualitative descriptive study. The results of this study are, 1) the level of digital literacy, of students with WhatsApp social media is still lacking and 2) improvement of students' digital literacy ability in terms of aspects of language ability, namely, listening, speaking, reading, watching, writing.

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²⁷Muhammad Wildan Sahidillah and Prarasto Miftahurisqi, *WhatsApp sebagai media literasi digital siswa*, (varia pendidikan 31, no. 1, 2019), p. 52.

5. Conceptual Framework

The main focus of this research is the students' perception of English language online learning WhatsApp application. The researcher design the conceptual framework of this research by showing diagram below:



6.Operational Definition

This Research aims to see the students' perception in English language online learning through WhatsApp application is the perception of students about online learning in English using the WhatsApp application as a learning media by using three aspects, namely aspects of media effectiveness, students motivation, and studentslearningactivities..

CHAPTER III

METHODOLOGY OF THE RESEARCH

A. Research Design

This research used descriptive quantitative, where researcher presents data in numerical and descriptive form. Descriptive quantitative is used in this research because the data obtained by the researcher based on quantitative data, then the researcher explains the results of the data into descriptive form.

The aims of this research is to identify Students' perception of English language online learning through whatsapp application. The research used questionnaire in this research to answer the questions about it at second grade SMAN 5 Pinrang.

B. Location and Duration of the Research

This research was held at the second grade SMAN 5 Pinrang as the location and this research plans 1 month research including of analysis data.

C. Focus of the Research

The researcher focused on students' perception of the English language online learning where focuses in writing skill with WhatsAapp application at the second grade in SMAN 5 Pinrang. This research concern to teaching learning process aspects, capability of the teacher, also facilities and infrastructure whole online learning. The researcher focused to the students from second grade SMAN 5 Pinrang that number of 225 students and took 32 students as a subject of the research.

D. Subject of the Study

The subject of this research was the students at the second grade in SMAN 5 PINRANG in the academic year 2020/2021. Thus, the subject of this research can be seen in table.

Table 3.1 Students of Class XI

CLASS	STUDENTS
XI. IPA 1	34
XI. IPA 2	35
XI. IPA 3	33
XI. IPA 4	35
XI. IPA 5	30
XI. IPS 1	31
XI. IPS 2	33
XI. IPS 3	24
Total	225

(Data Source: Administration Staff of SMAN 5 PINRANG Academic Year 2020/2021)

In this study, the researcher took the second class as the population in this research. The number of class two was eight classes with a total of 225 students and took 32 students as a subject of this research and took 4 students each class and used random sampling to choose the subject.

E. Instrument of the Research

The instrument used to collect the data which is used to find the result of the study. According to Arikunto, instrument was a tool that selected and used by researcher on their way to collect such activities become systematic.²⁸ While Hadjar

²⁸ Suharmin Arikunto, *Prosedur Penelitian : Suatu Pendekatan Praktik*, (Edisi revisi), (Jakarta: Rineka Cipta, 2010).

state that instrument was a measuring tool used to obtain quantitative information about a variable characteristic of variables objectively.²⁹

The instrument used in this research to intend the produced data accurate which was by using likert scale. According to Sugiyono, likert scale was used to measure an attitude, opinion, and perception of a person or group about social phenomenon.³⁰ In this study, the researcher used a type of questionnaire instrument with scoring as follow: 1) Strongly Agree; 2) Agree; 3) Natural; 4) Disagree; 5) Strongly Disagree.

F. Procedure of Collecting Data

The researcher used more procedure of collecting data in this research were:

- 1) The researcher observed the data or the document from the school of SMAN 5 PINRANG, especially the second grade and the English teacher in the second grade.
- 2) The researcher collected the students' contact and make whatsapp group to communicate with other.
- 3) The researcher make questionnaire and the researcher send the questionnaire to the students' and the students answer the questionnaire according to their opinions. But, before the students answer the questionnaire, the researcher explained first about the step to filling the questionnaire. It is to collect more information about the English language online learning with whatsapp application
- 4) Next, the research analyzed the data from the students respond from the questionnaire by used descriptive quantitative.

²⁹Ibnu Hajar , *Dasar-Dasar Metodologi Penelitian Kuantitatif Dalam Pendidikan*, (Jakarta PT. RajaGrafindoPersada, 1996).

³⁰Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2009).

- 5) The last step is the researcher make conclusion about the result of analyzed the students answer in questionnaire.

G. Procedure of Data Analysis

Having collected all of data from questionnaire, the researcher analyzed the data. The procedures of analyzing the data is:

The questionnaire of this research was 20 questions which consisted of 10 positive and 10 negative statements. The researcher used liker scale. Likers scale was scale can be used for measure attitude, opinion or perception of person about criteria object or phenomenon.³¹ The researcher used liker scale that can be seen on the following table:

Table 3.2 the Liker Scale

Positive Statement Score	Category	Negative Statement Score
5	Strongly Agree	1
4	Agree	2
3	Natural	3
2	Disagree	4
1	Strongly Disagree	5

³¹Syopian Siregar, *Atistika Deskriptif untuk Penelitian* (Jakarta: PT Raja Grafindo Persada, 2010), p. 138.

To analyze the questionnaire, the researcher used the following formula as Sudjono:

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

Where,

P= Percentage

F= Frequency

N= The Total Number of The Respondents.³²

The following is the interpretation of the categorize:

Table 3.3 the classification of the student's response based on the criteria:

Qualification	Interval
Very Strong	81% - 100%
Strong	61% - 80%
Underdicated	41% - 61%
Low	21% - 40%
Strongly Low	0%-20%

For the last steps, there was drawn the conclusion from the data collected thought questionnaire, the researcher made a valid conclusion from the analysis that consists of description of the result research. Questionnaire was convert into description about students' perception of english language online learning with whatsapp application.³³

³²Anas sudijono, Pengantar Statistik Pendidikan, (PT. Raja Granfindo Persada: Jakarta, 2007),p. 43.

³³Subagayo. Metode Penelitian Pendidikan (Bandung:Penerbit Alfabeta,2010), p. 135

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, the section deals with the finding of the research and discussions of the research. The finding of the research cover the description of the result of data collected through questionnaire and interview that can be discussed in the section below.

A. Finding

Table 4.1 Item (Saya senang menggunakan whatsapp sebagai media pembelajaran online karna mudah untuk di gunakan). (Positif statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	6	30
2	Agree	4	20	80
3	Natural	3	0	0
4	Disagree	2	6	12
5	Strongly Disagree	1	0	0
Total			32	122

The table shows that most of the students agree with that statement, the valid data can be seen below:

0% - 20%	21% - 40%	41% - 61%	61% - 80%	81% - 100%
SL	L	N	S	VS

Based on the table above, The data shows that more than half of the students agree with the statement, namely $\frac{122}{160} \times 100\% = 76,25\%$, where 122 is the total of score from the statement bisade 160 from maximum score. So it can be categorized strong.

Table 4.2 Item (Saya lebih sukamenggunakan aplikasi lain dalam pembelajaran online dari pada whatsapp).(Negative statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	0	0
2	Agree	2	3	6
3	Natural	3	1	3
4	Disagree	4	27	108
5	Strongly Disagree	5	1	5
Total			32	122

The table shows that most of the students Disagree with that statement, the valid data can be seen below:

0% - 20%	21% - 40%	41% - 61%	61% - 80%	81% - 100%
SL	L	N	S	VS

Based on the table above, The data shows that more than half of the students Disagree with the statement, namely $\frac{122}{160} \times 100\% = 76,25\%$, where 122 is the total of score from the statement bisade 160 from maximum score. So it can be categorized strong.

Table 4.3 Item (Penggunaan whatsapp sebagai media pembelajaran online membuat waktu istirahat saya lebih banyak di bandingkan pembelajaran tatap muka).(Positive Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	4	20
2	Agree	4	12	48
3	Natural	3	6	18
4	Disagree	2	9	18
5	Strongly Disagree	1	1	1
Total			32	105

The table shows that most of the students agree with that statement, the valid data can be seen below:

0% - 20%	21% - 40%	41% - 61%	61% - 80%	81% - 100%
SL	L	N	S	VS

Based on the table above, The data shows that more than half of the students agree with the statement, namely $\frac{105}{160} \times 100\% = 65,3\%$, where 105 is the total of score from the statement bisade 160 from maximum score. So it can be categorized strong.

Table 4.4 Item (Terkadangsayatidakjujurdalammengerjakantugasdari guru ketikamenggunakanwhatsappdalam proses pembelajaran online).
(negative Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	1	1
2	Agree	2	12	24
3	Natural	3	7	21
4	Disagree	4	8	32
5	Strongly Disagree	5	4	20
Total			32	98

The table shows that most of the students agree with that statement, the valid data can be seen below:

0% - 20%	21% - 40%	41% - 61%	61% - 80%	81% - 100%
SL	L	N	S	VS

Based on the table above, The data shows that more than half of the students agree with the statement, namely $\frac{98}{160} \times 100\% = 61,2\%$, where 98 is the total of score from the statement bisade 160 from maximum score. So it can be categorized Neutral.

Table 4.5 Item (Saya senang ketika guru melakukan pembelajaran online melalui whatsapp karena jaringan saya mendukung/lancar). (Positif Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	5	25
2	Agree	4	12	48
3	Natural	3	2	6
4	Disagree	2	11	22
5	Strongly Disagree	1	2	2
Total			32	103

The table shows that most of the students agree with that statement, the valid data can be seen below:

0% - 20%	21% - 40%	41% - 61%	61% - 80%	81% - 100%
SL	L	N	S	VS

Based on the table above, The data shows that more than half of the students agree with the statement, namely $\frac{103}{160} \times 100\% = 64,38\%$, where 103 is the total of score from the statement bisade 160 from maximum score. So it can be categorized strong.

Table 4.6 Item (Terkadangsayatidakmengerjakantugasdari guru melaluiwhatsappketikakoneksijaringanburuk.). (negative Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	3	3
2	Agree	2	7	14
3	Natural	3	4	12
4	Disagree	4	16	64
5	Strongly Disagree	5	2	10
Total			32	103

The table shows that most of the students Disagree with that statement, the valid data can be seen below:

0% - 20%	21% - 40%	41% - 61%	61% - 80%	81% - 100%
SL	L	N	S	VS

Based on the table above, The data shows that more than half of the students Disagree with the statement, namely $\frac{103}{160} \times 100\% = 64,38\%$, where 103 is the total of score from the statement bisade 160 from maximum score. So it can be categorized strong.

Table 4.7 Item (Materi ajar guru yang di ajarkan guru kurangmenariksehinggasya malas untukmemperhatikanmateri). (Negative Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	1	1
2	Agree	2	5	10
3	Natural	3	12	36
4	Disagree	4	11	44

5	Strongly Disagree	5	3	15
Total			32	106

The table shows that most of the students neutral with that statement, the valid data can be seen below:

0% - 20%	21% - 40%	41% - 61%	61% - 80%	81% - 100%
SL	L	N	S	VS

Based on the table above, The data shows that more than half of the students neutral with the statement, namely $\frac{106}{160} \times 100\% = 66,25\%$, where 106 is the total of score from the statement bisade 160 from maximum score. So it can be categorized strong.

Table 4.8 Item (Saya merasatidakterbantudalammeningkatkanpengetahuanbhsinggrissay aketikamenggunakanwhatsappdalampebelajaran online). (negative Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	2	2
2	Agree	2	14	28
3	Natural	3	14	42
4	Disagree	4	2	8
5	Strongly Disagree	5	0	0
Total			32	80

The table shows that most of the students agree and neutral with that statement, the valid data can be seen below:

0% - 20%	21% - 40%	41% - 61%	61% - 80%	81% - 100%
SL	L	N	S	VS

Based on the table above, The data shows that more than half of the students agree and neutral with the statement, namely $\frac{80}{160} \times 100\% = 50\%$, where 80 is the

total of score from the statement bisade 160 from maximum score. So it can be categorized neutral.

Table 4.9 Item (Menggunakanwhatsappdalam pembelajaran online tidak efektif dan efisien). (Negative Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	1	1
2	Agree	2	13	26
3	Natural	3	13	39
4	Disagree	4	5	20
5	Strongly Disagree	5	0	0
Total			32	86

The table shows that most of the students agree and neutral with that statement, the valid data can be seen below:

0% - 20%	21% - 40%	41% - 61%	61% - 80%	81% - 100%
SL	L	N	S	VS

Based on the table above, The data shows that more than half of the students agree and neutral with the statement, namely $\frac{86}{160} \times 100\% = 53,75\%$, where 86 is the total of score from the statement bisade 160 from maximum score. So it can be categorized neutral.

Table 4.10 Item (Saya sulit memahami materi pembelajaran yang di kirim guru melalui whatsapp). (Negative Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	1	1
2	Agree	2	13	26
3	Natural	3	9	27
4	Disagree	4	4	16
5	Strongly Disagree	5	5	25
Total			32	95

The table shows that most of the students agree with that statement, the valid data can be seen below:

0% - 20%	21% - 40%	41% - 61%	61% - 80%	81% - 100%
SL	L	N	S	VS

Based on the table above, The data shows that more than half of the students agree with the statement, namely $\frac{95}{160} \times 100\% = 59,38\%$, where 95 is the total of score from the statement bisade 160 from maximum score. So it can be categorized neutral.

Table 4.11 Item

(Kemampuanmembacasayameningkatkanketikamenggunakanwhatsap pdalampembelajaran online). (Positive Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	4	20
2	Agree	4	13	52
3	Natural	3	10	30
4	Disagree	2	5	10
5	Strongly Disagree	1	0	0
Total			32	112

The table shows that most of the students agree with that statement, the valid data can be seen below:

0% - 20%	21% - 40%	41% - 61%	61% - 80%	81% - 100%
SL	L	N	S	VS

Based on the table above, The data shows that more than half of the students agree with the statement, namely $\frac{112}{160} \times 100\% = 70\%$, where 112 is the total of score from the statement bisade 160 from maximum score. So it can be categorized strong.

Table 4.12 Item (Saya merasalebihmudahberkomunikasidengan guru melaluiaplikasiwhatsapp di banding denganpembelajaran tatap muka). (Positive Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	0	0
2	Agree	4	3	12
3	Natural	3	3	9
4	Disagree	2	8	16
5	Strongly Disagree	1	18	18
Total			32	55

The table shows that most of the students Strongly Disagree with that statement, the valid data can be seen below:

0% - 20%	21% - 40%	41% - 61%	61% - 80%	81% - 100%
SL	L	N	S	VS

Based on the table above, The data shows that more than half of the students Strongly Disagree with the statement, namely $\frac{55}{160} \times 100\% = 34,38\%$, where 55 is the total of score from the statement bisade 160 from maximum score. So it can be categorized low.

Table 4.13 Item (Dengan pembelajaran online menggunakanwhatsappsayadapatmengikutipembelajaran dimanapunsayaberada). (Positive Statement).

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	10	50
2	Agree	4	11	44
3	Natural	3	7	21
4	Disagree	2	4	8
5	Strongly Disagree	1	0	0
Total			32	123

The table shows that most of the students agree with that statement, the valid data can be seen below:

0% - 20%	21% - 40%	41% - 61%	61% - 80%	81% - 100%
SL	L	N	S	VS

Based on the table above, The data shows that the total score of the item 13 are 123, so that $\frac{123}{160} \times 100\% = 76,88\%$, where 160 is the maximum score. So it can be categorized Strong.

Table 4.14 Item (Penggunaanwhatsappdalam pembelajaran online meningkatkanperhatiansayauntukbelajarhsinggris). (Positive Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	0	0
2	Agree	4	12	8
3	Natural	3	17	51
4	Disagree	2	10	20
5	Strongly Disagree	1	3	3
Total			32	82

The table shows that most of the students neutral with that statement, the valid data can be seen below:

0% - 20%	21% - 40%	41% - 61%	61% - 80%	81% - 100%
SL	L	N	S	VS

Based on the table above, The data shows that more than half of the students neutral with the statement, namely $\frac{82}{160} \times 100\% = 51,25\%$, where 82 is the total of score from the statement bisade 160 from maximum score. So it can be categorized neutral.

Table 4.15 Item(Dengan penggunaan whatsapp dalam pembelajaran online membuat sayakurang termotivasi untuk belajar). (Negative Statement).

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	0	0
2	Agree	2	5	10
3	Natural	3	17	51
4	Disagree	4	10	40
5	Strongly Disagree	5	0	0
Total			32	101

The table shows that most of the students neutral with that statement, the valid data can be seen below:

0% - 20%	21% - 40%	41% - 61%	61% - 80%	81% - 100%
SL	L	N	S	VS

Based on the table above, The data shows that more than half of the students neutral with the statement, namely $\frac{101}{160} \times 100\% = 63,13\%$, where 101 is the total of score from the statement bisade 160 from maximum score. So it can be categorized strong.

Table 4.16 Item (Dengan menggunakan whatsapp dalam proses pembelajaran online membuat rasa tanggungjawab sayadalam belajarmeningkat). (Positive Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	0	0
2	Agree	4	13	52
3	Natural	3	8	24
4	Disagree	2	10	20
5	Strongly Disagree	1	1	1
Total			32	97

The table shows that most of the students agree with that statement, the valid data can be seen below:

0% - 20%	21% - 40%	41% - 61%	61% - 80%	81% - 100%
SL	L	N	S	VS

Based on the table above, The data shows that more than half of the students agree with the statement, namely $\frac{97}{160} \times 100\% = 60,63\%$, where 97 is the total of score from the statement bisade 160 from maximum score. So it can be categorized neutral.

Table 4.17 Item (Saya yakinbahwadenganmenggunakanwhatsappdalam proses pembelajaran online makanilaisayaakanmeningkat).
(Positive Statement).

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	1	5
2	Agree	4	6	24
3	Natural	3	9	27
4	Disagree	2	5	10
5	Strongly Disagree	1	11	11
Total			32	77

The table shows that most of the students Strongly Disagree with that statement, the valid data can be seen below:

0% - 20%	21% - 40%	41% - 61%	61% - 80%	81% - 100%
SL	L	N	S	VS

Based on the table above, The data shows that more than half of the students Strongly Disagree with the statement, namely $\frac{77}{160} \times 100\% = 48,13\%$, where 77 is the total of score from the statement bisade 160 from maximum score. So it can be categorized neutral.

Table 4.18 Item (Dengan menggunakan whatsapp dalam pembelajaran online, saya lebih tepat waktu dalam mengumpulkan tugas). (Positive Statement).

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	5	1	5
2	Agree	4	15	60
3	Natural	3	12	36
4	Disagree	2	4	8
5	Strongly Disagree	1	0	0
Total			32	109

The table shows that most of the students Agree with that statement, the valid data can be seen below:

0% - 20%	21% - 40%	41% - 61%	61% - 80%	81% - 100%
SL	L	N	S	VS

Based on the table above, The data shows that more than half of the students Agree with the statement, namely $\frac{109}{160} \times 100\% = 68,13\%$, where 109 is the total of score from the statement bisade 160 from maximum score. So it can be categorized Strong.

Table 4.19 Item (Whatsapp tidak memiliki fitur yang menarik sehingga proses pembelajaran online menjadi membosankan). (negative Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	1	1
2	Agree	2	8	16
3	Natural	3	13	39
4	Disagree	4	8	32
5	Strongly Disagree	5	2	10
Total			32	98

The table shows that most of the students neutral with that statement, the valid data can be seen below:

0% - 20%	21% - 40%	41% - 61%	61% - 80%	81% - 100%
SL	L	N	S	VS

Based on the table above, The data shows that more than half of the students neutral with the statement, namely $\frac{98}{160} \times 100\% = 61,25\%$, where 98 is the total of score from the statement bisade 160 from maximum score. So it can be categorized strong.

Table 4.20 Item (Saya jarang mencatat materi pembelajaran online yang di kirimoleh guru melalui whatsapp).(negative Statement)

According with the term above, it can be seen in the table below:

No	Category	Score	Frequent	Sum of score
1	Strongly Agree	1	0	0
2	Agree	2	2	4
3	Natural	3	12	36
4	Disagree	4	16	64
5	Strongly Disagree	5	2	10
Total			32	114

The table shows that most of the students Disagree with that statement, the valid data can be seen below:

0% - 20%	21% - 40%	41% - 61%	61% - 80%	81% - 100%
SL	L	N	S	VS

Based on the table above, The data shows that more than half of the students Disagree with the statement, namely $\frac{114}{160} \times 100\% = 71,25\%$, where 114 is the total of score from the statement bisade 160 from maximum score. So it can be categorized strong.

Distribution Percentage from the students' response.

Aspects		Statements	Score	Percentage	Klasifikasi
Efektifitas	Kesesuaian	Item 1	122	76,25%	63,32

Media	media dalam proses pembelajaran	Item 2	122	76,25%	
		Item 10	95	59,38%	
		Item 7	106	66,25%	
		Item 9	86	53,75%	
	Kesesuaian media dengan lingkungan siswa	Item 5	103	64,38%	
		Item 12	55	34,38%	
		Item 13	123	76,88%	
		Item 6	103	64,38%	
Item 19	98	61,25%			
Motivasi siswa	Motivasi untuk belajar	Item 14	82	51,25%	60,88
		Item 15	101	63,13%	
	Motivasi dalam sikap /perilaku siswa	Item 16	97	60,63%	
		Item 18	109	68,13%	
		Item 4	98	61,25%	
Aktivitas Belajar Siswa	Partisipasi siswa dalam pembelajaran	Item 3	105	65,3%	60,94
		Item 20	114	71,25%	
	Hasil belajar siswa	Item 11	112	70%	
		Item 17	77	48,13%	
		Item 8	80	50%	
Average			99,4	62,11	62

On the table above, it can be seen that the aspect that has the highest rating is the aspect of effectiveness which has a total score of 63.32%. Meanwhile, student motivation and student activities have scores that are not much different, namely 60.88 for the score of student motivation and learning activities reaching a value of 60.94. and both aspects fall into the underdicated category, which means that SMAN

5 students are in a neutral position in terms of student motivation and in terms of learning activities.

B. Discussion

In this part, the researcher would like to describe the discussion of the result of the data analysis in line with the scope of the research that had been previously discussed. This discussion was intended to describe the level of self-efficacy in students of English Department in writing thesis and the different level of self-efficacy between male and female of students in English Department in writing thesis.

The researcher revealed that the students of SMAN 5 pinrang were had a strong category in their perception in online learning by whatsapp during the pandemic. this is based on the results of the average value found at 62.11% which indicates it is already in the strong category. Where the strong category is in the range of 61% -80%. Where when students have strong perceptions, students will give a good response or good action in accordance with the theory of perception. Perception is the cognitive impression that is formed of reality which in turn influences the individuals actions and behavior towards that object.³⁴ And this is consistent with the results found by the author where students find it helpful in increasing their knowledge of English in online learning. This can be seen in item no. 8 (I don't feel helped in increasing my knowledge of English, when using whatsapp in online learning) and the statement is a negative statement with a value of 50%. This means that many students do not agree with this statement. And other supporting things that are in item no. 11 who have a total score of 70% on a positive

³⁴Akande, Samson Onyeniya. *Knowledge, Perception, and Attitudes of Library Personnel Towards Preservation of Information Resources in Nigerian Federal University Libraries*, (Library Philosophy and Practice (e- journal). 2009)

statement means that students feel that their reading ability is increasing, when using whatsapp in online learning. So, it can be said that good perception can produce good results for students.

Furthermore, the perception of students here is built based on three dimensions, namely understanding, view, and action according to Vernon³⁵, where students understand using whatsapp in online learning which can be seen in item no. 1 and furthermore students also saw that they found it easier to learn to use the whatsapp application contained in item no. 10 And furthermore students gave positive actions, where students where students felt helped in increasing their knowledge of English which can be seen in item no. 8.

Furthermore, WhatsApp is not only a messenger media but can also be used as an online learning medium. WhatsApp application is used to communicate and WhatsApp is an alternative tool ar communication media that is widely used by students today, plus the WhatsApp application also provides a group chat feature to make it easier to discuss or provide information through groups such as communication science students. The majority of communication science faculties use the WhatsApp application to share news, exchange ideas, discuss various information on the world of lectures or information outside of university or just joking between friends.³⁶ In accordance with the above theory where WhatsApp is an alternative tool as communication media and easier to discuss or provide information through groups such as communication science students. Where students also feel the

³⁵Vernon, M.D. *The Psychology of Perception*,(Middlesex: Penguin Books.1987).

³⁶Nur Whayuni, Sitti Nurpahmi, Indah Miftah Awalia, *The Students Perception Toward Using WhatsA pp in Learning Reading*, (International Conference on English Language Education (ICONELE), 2020), p. 316-317.

benefits which we can see in item no. 13 (With online learning using whatsapp I can follow the learning wherever I am) and this item is also the highest item out of the 20 questionnaires with a total score of 76.88. Which means that many students agree about the benefits of WhatsApp which can make it easier for students to access learning wherever they are. Furthermore, students are also more punctual in collecting assignments. This can be seen in item no.18 which has a score of 68.13.

Furthermore, from the types of online learning that represent several types, the dominant one is the first point, namely an explanation of the main components in online education which are activities, resources, and support. which is very much needed in online learning which can be seen in item.11 statements where students' reading skills are further increased when using whatsapp in online learning and seen from item.5 statements where students enjoy learning through whatsapp because their network is smooth so that it provides motivation to students do not get bored easily in doing online learning and in item 1 statements where students prefer to use whatsapp in online learning because it is easy for them to use as a learning medium.

So, it can be concluded that SMAN 5 students have a high perception with a total score of 62.11 which is included in the strong category. And this also correlates with the results found by the author where students find it easy to use whatsapp in online learning and they are also punctual in collecting assignments. In addition, students are also much more aware of using WhatsApp in learning, where students find it helpful in increasing their knowledge of English, which as a whole is also supported by the theory of perception. Perception is the cognitive impression that is formed of reality which in turn influences the individuals actions and behavior towards that obje

CHAPTER V

CONCLUSION AND SUGGESTION

This section describes the summary of the research based on research finding in previous chapter and recommendation for further research.

A. Conclusion

So it can be concluded that SMAN 5 students have a high perception with a total score of 62.11 which is included in the strong category. And this also correlates with the results found by the author where students find it easy to use whatsapp in online learning and they are also punctual in collecting assignments. In addition, students are also much more aware of using WhatsApp in learning, where students find it helpful in increasing their knowledge of English, which as a whole is also supported by the theory of perception. Perception is the cognitive impression that is formed of reality which in turn influences the individuals actions and behavior towards that object.

B. Suggestion

Based on the conclusion above, the writer proposes the following suggestion to the teacher, students and the other writers who are interested in studying writing descriptive text as follow:

1. To the teacher

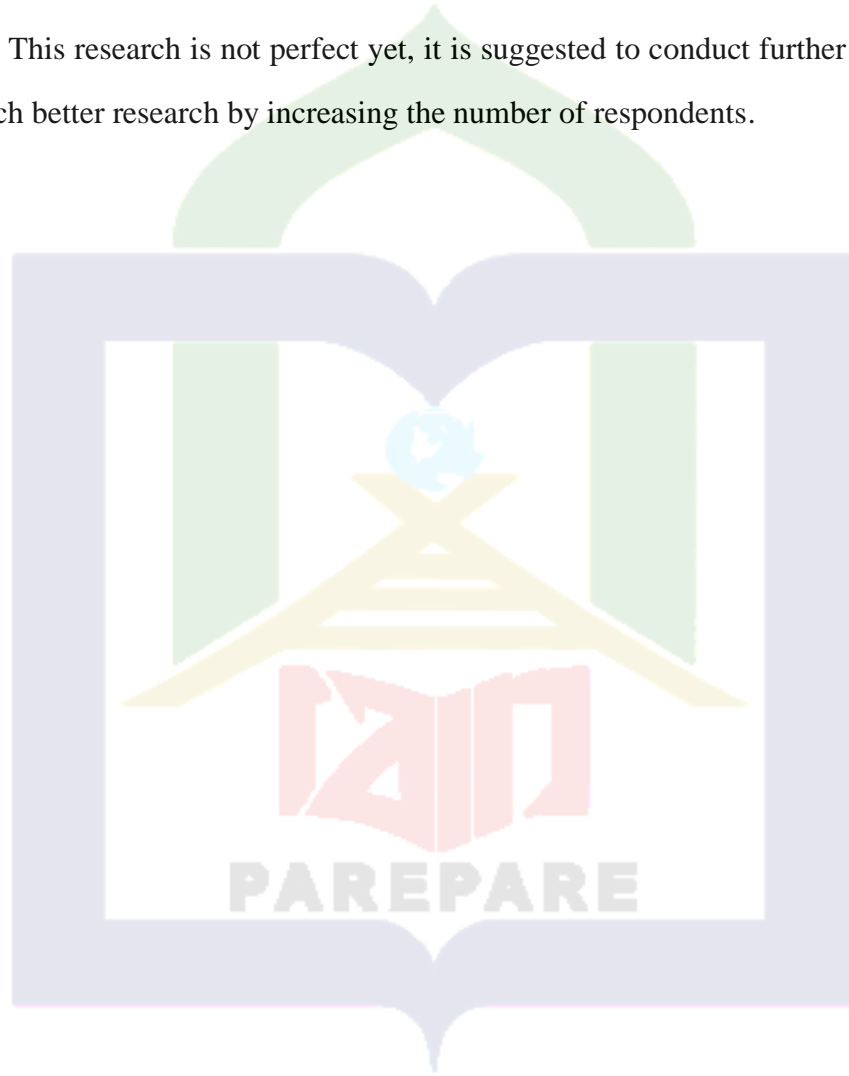
Teachers must maintain student perceptions so that student perceptions remain positive so that teachers and students produce good things, where students can increase their knowledge of English even though online and offline.

2. To the students

Students still have to maintain good perceptions because by maintaining good perceptions students can also produce good actions.

3. To the other researcher

This research is not perfect yet, it is suggested to conduct further research can do much better research by increasing the number of respondents.



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APPENDICES



Appendix1 : Research Instrumen



NAMA : MULIATI
NIM : 16.1300.045
JURUSAN : TARBIYAH
JUDUL : STUDENTS' PERCEPTION OF ENGLISH LANGUAGE
ONLINE LEARNING THROUGH WHATSAPP APPLICATION
AT THE SECOND GRADE OF SMAN 5 PINRANG

Research Instrument

Questionnaire

Questionnaire is a data collection technique by give some statement, opinion, questions etc. and will answer from the respondent. In this research the researcher use questionnaire to collect the data about the students' perception of english language online learningthrough whatsapp application at the second grade of SMAN 5PINRANG.

Distribution Percentage from the students' response.

Aspects		Statements	Score	Percentage	Klasifikasi
Efektifitas Media	Kesesuaian media dalam proses pembelajaran	Item 1	122	76,25%	63,32
		Item 2	122	76,25%	
		Item 10	95	59,38%	
		Item 7	106	66,25%	
		Item 9	86	53,75%	
	Kesesuaian media dengan lingkungan siswa	Item 5	103	64,38%	
		Item 12	55	34,38%	
		Item 13	123	76,88%	
		Item 6	103	64,38%	
Item 19	98	61,25%			
Motivasi siswa	Motivasi untuk belajar	Item 14	82	51,25%	60,88
		Item 15	101	63,13%	
	Motivasi dalam sikap /perilaku siswa	Item 16	97	60,63%	
		Item 18	109	68,13%	
		Item 4	98	61,25%	
Aktivitas Belajar Siswa	Partisipasi siswa dalam pembelajaran	Item 3	105	65,3%	60,94
		Item 20	114	71,25%	
	Hasil belajar siswa	Item 11	112	70%	
		Item 17	77	48,13%	
		Item 8	80	50%	
Average			99,4	62,11	62

Questionnaire

Name : _____

Reg.Numb : _____

ANGKET PENELITIAN

Students' Perception of English Language Online Learning Through WhatsApp Application at the second grade of SMAN 5 Pinrang

Petunjuk:

- Angket ini tidak dimaksudkan untuk menguji atau menilai anda melainkan untuk mendapatkan gambaran yang jelas tentang minat anda belajar writing. Isilah kolom yang disediakan dengan memberi tanda(√)
- Apabila ada hal yang kurang jelas, maka tanyakanlah padapeneliti

Keterangan:

SS:Sangat setuju

S: Setuju

RR:Ragu-ragu

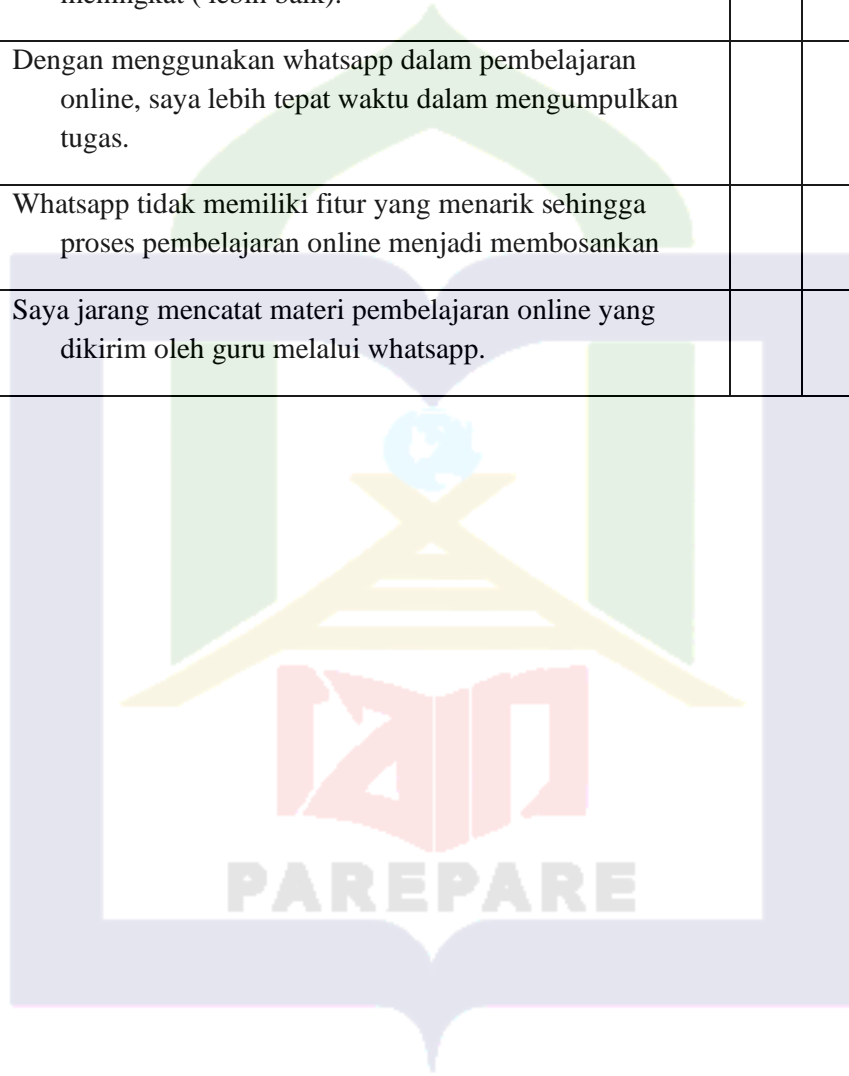
TS: Tidak setuju

STS: Sangat tidaksetuju

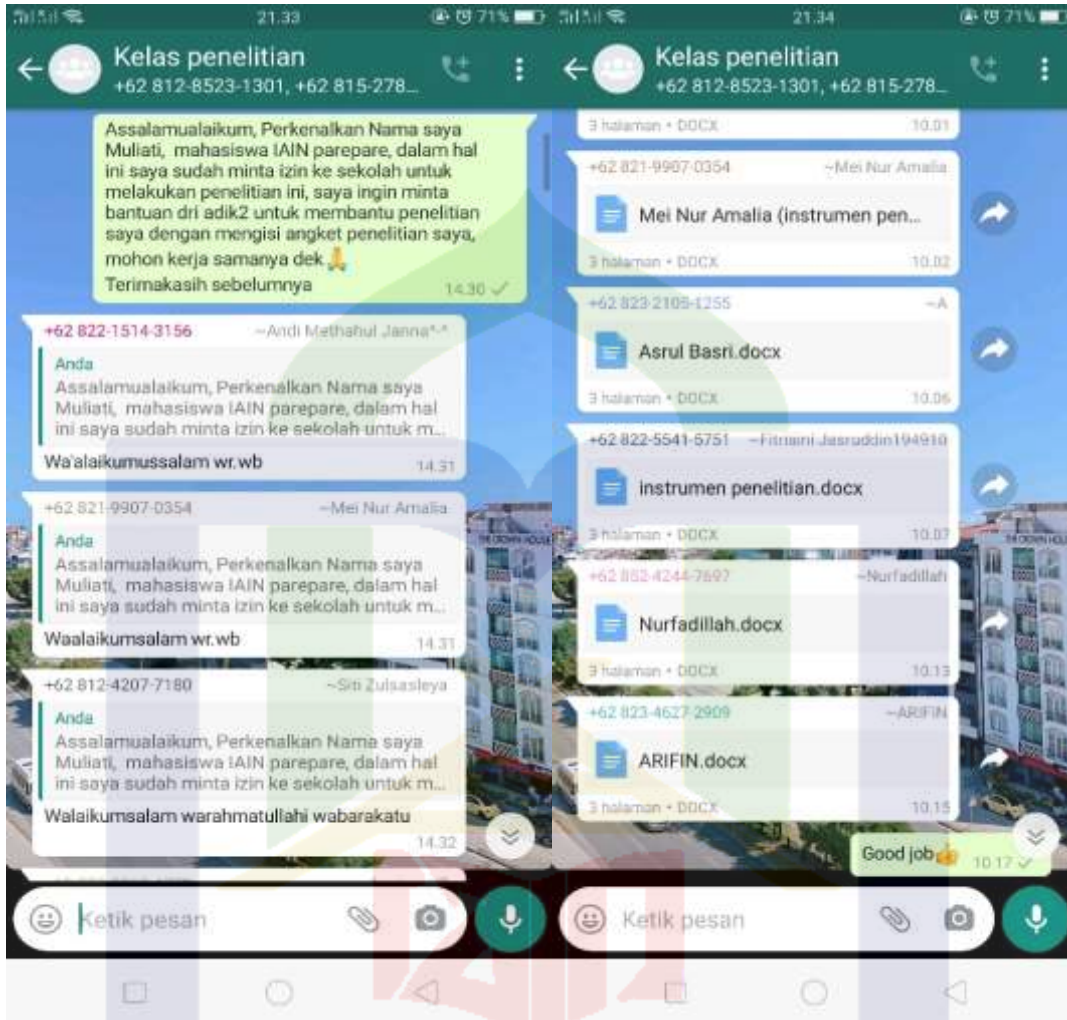
No	STATEMENT	JAWABAN				
		SS	S	N	TS	STS
1	Saya senang menggunakan whatsapp sebagai media pembelajaran online karna mudah untuk di gunakan.					
2	Saya lebih suka menggunakan aplikasi lain dalam pembelajaran online dari pada whatsapp					
3	Penggunaan whatsapp sebagai media pembelajaran online membuat waktu istirahat saya lebih bnyak di bandingkan pembelajaran tatap muka					

4	Terkadang saya tidak jujur dalam mengajarkan tugas dari guru ketika menggunakan whatsapp dalam proses pembelajaran online					
5	Saya senang ketika guru melakukan pembelajaran online melalui whatsapp karna jaringan saya mendukung/lancer					
6	Saya terkadang tidak mengerjakan tugas dari guru melalui whatsapp ketika koneksi jaringan buruk					
7	Metode ajar yang di ajarkan guru kurang menarik sehingga saya malas untuk memperhatikan materi					
8	Saya merasa tidak terbantu dalam meningkatkan pengetahuan bhs inggris saya ketika menggunakan whatsapp dalam pembelajaran online					
9	Menggunakan whatsapp dalam pembelajaran online tidak efektif dan efisien					
10	Saya sulit memahami materi pembelajaran yang di kirim oleh guru melalui whatsapp					
11	Kemampuan membaca saya meningkat ketika menggunakan whatsapp dalam pembelajaran online					
12	Saya merasa lebih mudah berkomunikasi dengan guru melalui aplikasi whatsapp di banding dengan pembelajaran tatap muka					
13	Dengan pembelajaran online menggunakan whatsapp saya dapat mengikuti pembelajaran dimanapun saya berada					
14	Penggunaan whatsapp dalam proses pembelajaran online meningkatkan perhatian saya untuk belajar bahasa inggris.					
15	Dengan penguanna whatsapp dalam pembelajaean online membuat saya kurang termotivasi untuk belajar.					

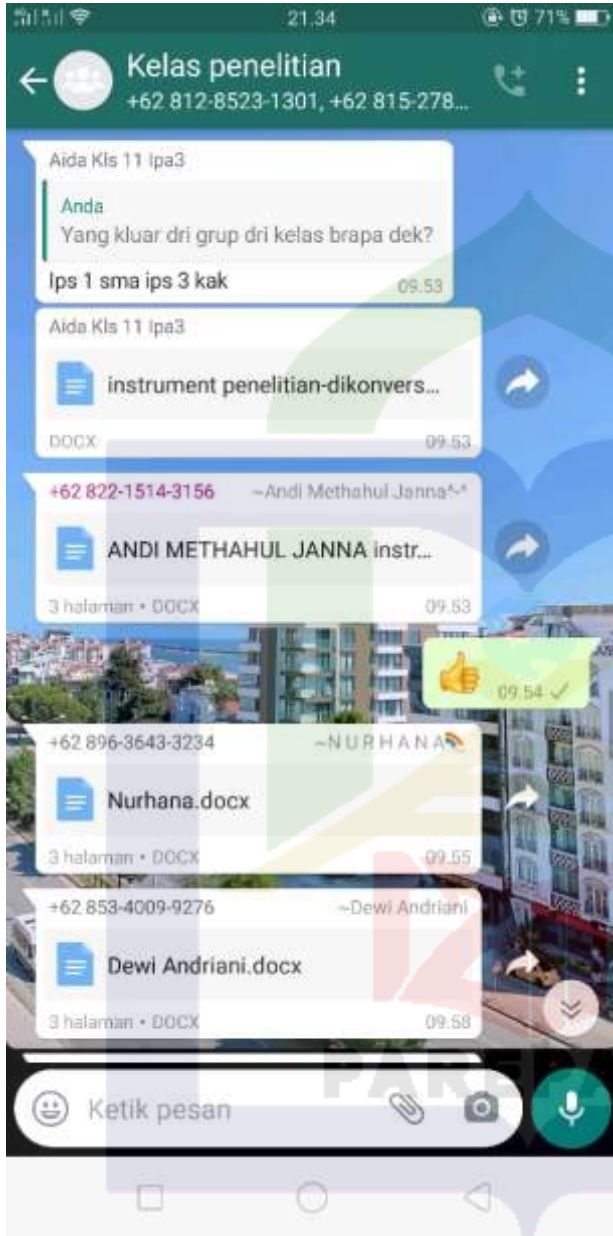
16	Dengan menggunakan whatsapp dalam proses pembelajaran online membuat rasa tanggung jawab saya dalam belajar meningkat.					
17	Saya yakin bahwa dengan menggunakan whatsapp dalam proses pembelajaran online maka nilai saya akan meningkat (lebih baik).					
18	Dengan menggunakan whatsapp dalam pembelajaran online, saya lebih tepat waktu dalam mengumpulkan tugas.					
19	Whatsapp tidak memiliki fitur yang menarik sehingga proses pembelajaran online menjadi membosankan					
20	Saya jarang mencatat materi pembelajaran online yang dikirim oleh guru melalui whatsapp.					



Appendix2 : Documentation



PAREPARE



Appendix 3 : Students' Respond

Questionnaire

Name: Mei NurAmalia.R

Reg.Numb:XI MIPA 5

ANGKET PENELITIAN

Students' Perception of English Language Online Learning through WhatsApp Application at the second grade of SMAN 5 Pinrang

Petunjuk:

- Angket ini tidak dimaksudkan untuk menguji atau menilai anda melainkan untuk mendapatkan gambaran yang jelas tentang minat anda belajar writing. Isilah kolom yang disediakan dengan memberi tanda(√)
- Apabila ada hal yang kurang jelas, maka tanyakanlah padapeneliti

Keterangan:

SS:Sangat setuju

S: Setuju

RR:Ragu-ragu

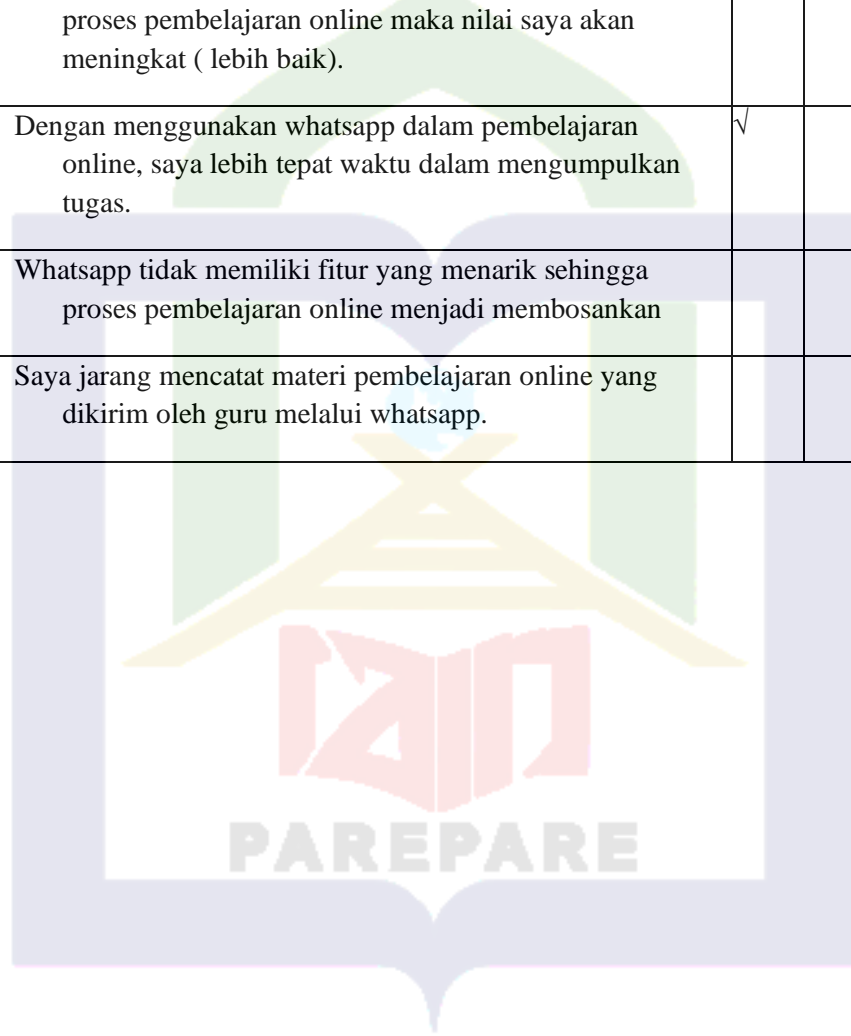
TS: Tidak setuju

STS: Sangat tidaksetuju

No	STATEMENT	JAWABAN				
		SS	S	N	TS	STS
1	Saya senang menggunakan whatsapp sebagai media pembelajaran online karna mudah untuk di gunakan.		√			
2	Saya lebih suka menggunakan aplikasi lain dalam pembelajaran online dari pada whatsapp				√	

3	Penggunaan whatsapp sebagai media pembelajaran online membuat waktu istirahat saya lebih bnyak di bandingkan pembelajaran tatap muka		√			
4	Terkadang saya tidak jujur dalam mengajarkan tugas dari guru ketika menggunakan whatsapp dalam proses pembelajaran online					√
5	Saya senang ketika guru melakukan pembelajaran online melalui whatsapp karna jaringan saya mendukung/lancer	√				
6	Saya terkadang tidak mengerjakan tugas dari guru melalui whatsapp ketika koneksi jaringan buruk				√	
7	Metode ajar yang di ajarkan guru kurang menarik sehingga saya malas untuk memperhatikan materi			√		
8	Saya merasa tidak terbantu dalam meningkatkan pengetahuan bhs inggris saya ketika menggunakan whatsapp dalam pembelajaran online			√		
9	Menggunakan whatsapp dalam pembelajaran online tidak efektif dan efisien			√		
10	Saya sulit memahami materi pembelajaran yang di kirim oleh guru melalui whatsapp					√
11	Kemampuan membaca saya meningkat ketika menggunakan whatsapp dalam pembelajaran online	√				
12	Saya merasa lebih mudah berkomunikasi dengan guru melalui aplikasi whatsapp di banding dengan pembelajaran tatap muka					√
13	Dengan pembelajaran online menggunakan whatsapp saya dapat mengikuti pembelajaran dimanapun saya berada	√				
14	Penggunaan whatsapp dalam proses pembelajaran online meningkatkan perhatian saya untuk belajar bahasa inggris.			√		

15	Dengan penguanna whatsapp dalam pembelajaean online membuat saya kurang termotivasi untuk belajar.				√	
16	Dengan menggunakan whatsapp dalam proses pembelajaran online membuat rasa tanggung jawab saya dalam belajar meningkat.		√			
17	Saya yakin bahwa dengan menggunakan whatsapp dalam proses pembelajaran online maka nilai saya akan meningkat (lebih baik).					√
18	Dengan menggunakan whatsapp dalam pembelajaran online, saya lebih tepat waktu dalam mengumpulkan tugas.	√				
19	Whatsapp tidak memiliki fitur yang menarik sehingga proses pembelajaran online menjadi membosankan					√
20	Saya jarang mencatat materi pembelajaran online yang dikirim oleh guru melalui whatsapp.				√	



Questionnaire

Name : Asrul Basri

Reg.Numb: XI MIPA 3

ANGKET PENELITIAN

Students' Perception of English Language Online Learning through WhatsApp Application at the second grade of SMAN 5 Pinrang

Petunjuk:

- Angket ini tidak dimaksudkan untuk menguji atau menilai anda melainkan untuk mendapatkan gambaran yang jelas tentang minat anda belajar writing. Isilah kolom yang disediakan dengan memberi tanda(√)
- Apabila ada hal yang kurang jelas, maka tanyakanlah pada peneliti

Keterangan:

SS: Sangat setuju

S: Setuju

RR: Ragu-ragu

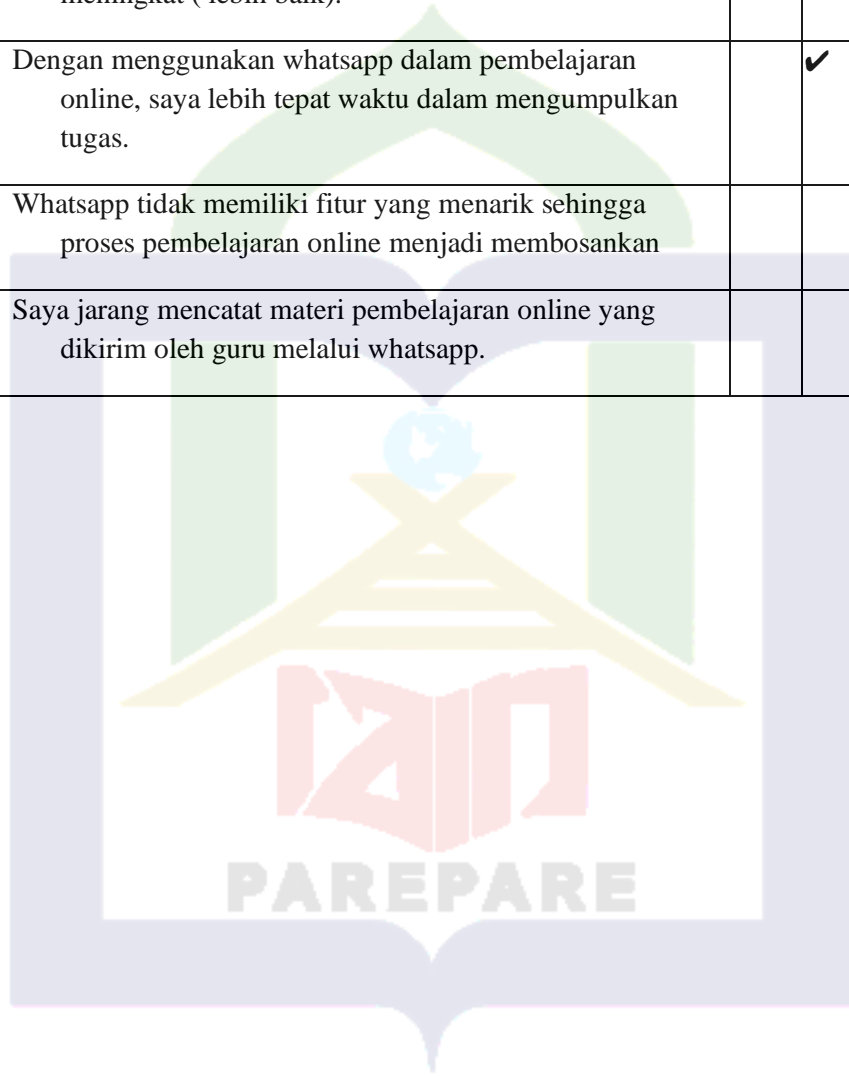
TS: Tidak setuju

STS: Sangat tidak setuju

No	STATEMENT	JAWABAN				
		SS	S	N	TS	STS
1	Saya senang menggunakan whatsapp sebagai media pembelajaran online karna mudah untuk di gunakan.	✓				
2	Saya lebih suka menggunakan aplikasi lain dalam pembelajaran online dari pada whatsapp				✓	
3	Penggunaan whatsapp sebagai media pembelajaran online membuat waktu istirahat saya lebih bnyak di bandingkan pembelajaran tatap muka		✓			

4	Terkadang saya tidak jujur dalam mengajarkan tugas dari guru ketika menggunakan whatsapp dalam proses pembelajaran online		✓			
5	Saya senang ketika guru melakukan pembelajaran online melalui whatsapp karna jaringan saya mendukung/lancer			✓		
6	Saya terkadang tidak mengerjakan tugas dari guru melalui whatsapp ketika koneksi jaringan buruk		✓			
7	Metode ajar yang di ajarkan guru kurang menarik sehingga saya malas untuk memperhatikan materi			✓		
8	Saya merasa tidak terbantu dalam meningkatkan pengetahuan bhs inggris saya ketika menggunakan whatsapp dalam pembelajaran online		✓			
9	Menggunakan whatsapp dalam pembelajaran online tidak efektif dan efisien	✓				
10	Saya sulit memahami materi pembelajaran yang di kirim oleh guru melalui whatsapp		✓			
11	Kemampuan membaca saya meningkat ketika menggunakan whatsapp dalam pembelajaran online		✓			
12	Saya merasa lebih mudah berkomunikasi dengan guru melalui aplikasi whatsapp di banding dengan pembelajaran tatap muka					✓
13	Dengan pembelajaran online menggunakan whatsapp saya dapat mengikuti pembelajaran dimanapun saya berada		✓			
14	Penggunaan whatsapp dalam proses pembelajaran online meningkatkan perhatian saya untuk belajar bahasa inggris.			✓		
15	Dengan penguanna whatsapp dalam pembelajaean online membuat saya kurang termotivasi untuk belajar.			✓		

16	Dengan menggunakan whatsapp dalam proses pembelajaran online membuat rasa tanggung jawab saya dalam belajar meningkat.		✓			
17	Saya yakin bahwa dengan menggunakan whatsapp dalam proses pembelajaran online maka nilai saya akan meningkat (lebih baik).		✓			
18	Dengan menggunakan whatsapp dalam pembelajaran online, saya lebih tepat waktu dalam mengumpulkan tugas.		✓			
19	Whatsapp tidak memiliki fitur yang menarik sehingga proses pembelajaran online menjadi membosankan			✓		
20	Saya jarang mencatat materi pembelajaran online yang dikirim oleh guru melalui whatsapp.				✓	



Questionnaire

Name : Salwa aulia
Reg.Numb: XI MIPA1

ANGKET PENELITIAN

Students' Perception of English Language Online Learning through WhatsApp Application at the second grade of SMAN 5 Pinrang

Petunjuk:

- Angket ini tidak dimaksudkan untuk menguji atau menilai anda melainkan untuk mendapatkan gambaran yang jelas tentang minat anda belajar writing. Isilah kolom yang disediakan dengan memberi tanda(√)
- Apabila ada hal yang kurang jelas, maka tanyakanlah pada peneliti

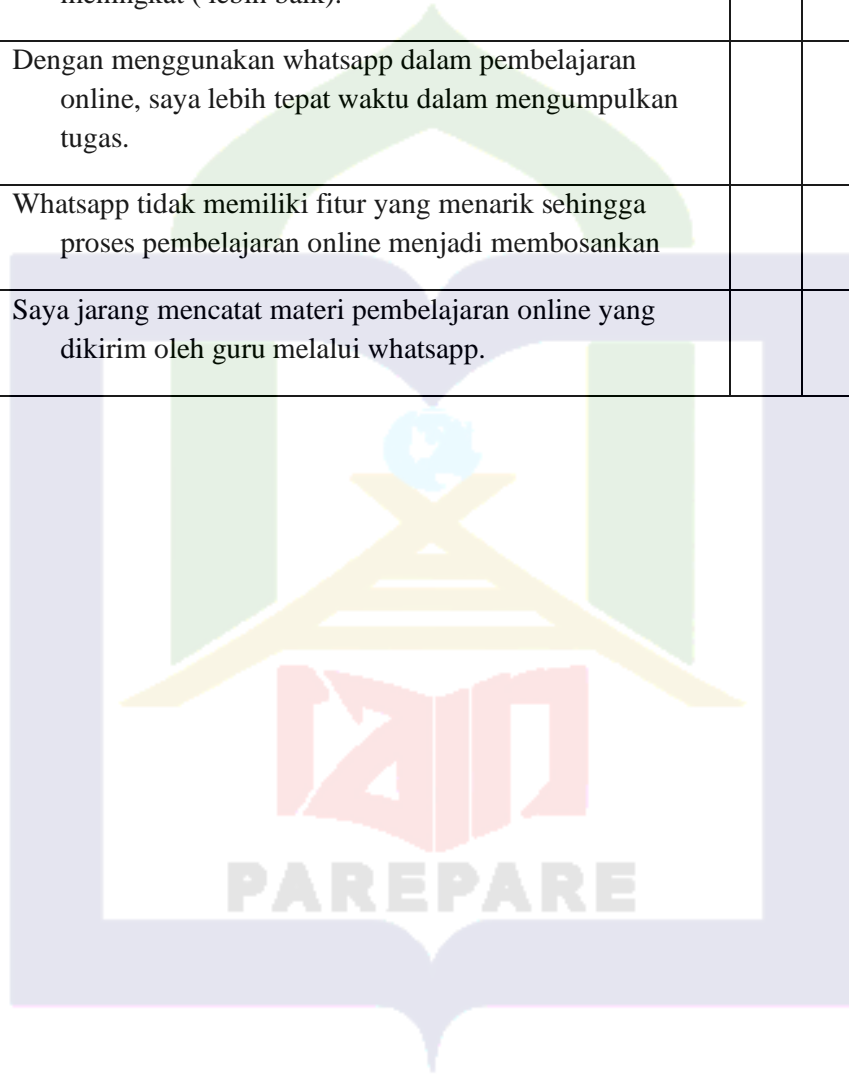
Keterangan:

SS:Sangat setuju S: Setuju
RR:Ragu-ragu TS: Tidak setuju
STS: Sangat tidaksetuju

No	STATEMENT	JAWABAN				
		SS	S	N	TS	STS
1	Saya senang menggunakan whatsapp sebagai media pembelajaran online karna mudah untuk di gunakan.		✓			
2	Saya lebih suka menggunakan aplikasi lain dalam pembelajaran online dari pada whatsapp				✓	
3	Penggunaan whatsapp sebagai media pembelajran online membuat waktu istirahat saya lebih bnyak di bandingkan pembelajaran tatap muka				✓	

4	Terkadang saya tidak jujur dalam mengajarkan tugas dari guru ketika menggunakan whatsapp dalam proses pembelajaran online			✓		
5	Saya senang ketika guru melakukan pembelajaran online melalui whatsapp karna jaringan saya mendukung/lancer				✓	
6	Saya terkadang tidak mengerjakan tugas dari guru melalui whatsapp ketika koneksi jaringan buruk				✓	
7	Metode ajar yang di ajarkan guru kurang menarik sehingga saya malas untuk memperhatikan materi			✓		
8	Saya merasa tidak terbantu dalam meningkatkan pengetahuan bhs inggris saya ketika menggunakan whatsapp dalam pembelajaran online			✓		
9	Menggunakan whatsapp dalam pembelajaran online tidak efektif dan efisien	✓				
10	Saya sulit memahami materi pembelajaran yang di kirim oleh guru melalui whatsapp			✓		
11	Kemampuan membaca saya meningkat ketika menggunakan whatsapp dalam pembelajaran online			✓		
12	Saya merasa lebih mudah berkomunikasi dengan guru melalui aplikasi whatsapp di banding dengan pembelajaran tatap muka					✓
13	Dengan pembelajaran online menggunakan whatsapp saya dapat mengikuti pembelajaran dimanapun saya berada			✓		
14	Penggunaan whatsapp dalam proses pembelajaran online meningkatkan perhatian saya untuk belajar bahasa inggris.			✓		
15	Dengan penguanna whatsapp dalam pembelajaean online membuat saya kurang termotivasi untuk belajar.			✓		

16	Dengan menggunakan whatsapp dalam proses pembelajaran online membuat rasa tanggung jawab saya dalam belajar meningkat.				✓	
17	Saya yakin bahwa dengan menggunakan whatsapp dalam proses pembelajaran online maka nilai saya akan meningkat (lebih baik).					✓
18	Dengan menggunakan whatsapp dalam pembelajaran online, saya lebih tepat waktu dalam mengumpulkan tugas.			✓		
19	Whatsapp tidak memiliki fitur yang menarik sehingga proses pembelajaran online menjadi membosankan			✓		
20	Saya jarang mencatat materi pembelajaran online yang dikirim oleh guru melalui whatsapp.			✓		



Questionnaire

Name : Dewi Andriani

Reg.Numb: XI MIPA 4

ANGKET PENELITIAN

Students' Perception of English Language Online Learning through WhatsApp Application at the second grade of SMAN 5 Pinrang

Petunjuk:

- Angket ini tidak dimaksudkan untuk menguji atau menilai anda melainkan untuk mendapatkan gambaran yang jelas tentang minat anda belajar writing. Isilah kolom yang disediakan dengan memberi tanda(√)
- Apabila ada hal yang kurang jelas, maka tanyakanlah pada peneliti

Keterangan:

SS:Sangat setuju

S: Setuju

RR:Ragu-ragu

TS: Tidak setuju

STS: Sangat tidaksetuju


No	STATEMENT	JAWABAN				
		SS	S	N	TS	STS
1	Saya senang menggunakan whatsapp sebagai media pembelajaran online karna mudah untuk di gunakan.		✓			
2	Saya lebih suka menggunakan aplikasi lain dalam pembelajaran online dari pada whatsapp				✓	
3	Penggunaan whatsapp sebagai media pembelajaran online membuat waktu istirahat saya lebih bnyak di bandingkan pembelajaran tatap muka		✓			

4	Terkadang saya tidak jujur dalam mengajarkan tugas dari guru ketika menggunakan whatsapp dalam proses pembelajaran online		✓			
5	Saya senang ketika guru melakukan pembelajaran online melalui whatsapp karna jaringan saya mendukung/lancer		✓			
6	Saya terkadang tidak mengerjakan tugas dari guru melalui whatsapp ketika koneksi jaringan buruk		✓			
7	Metode ajar yang di ajarkan guru kurang menarik sehingga saya malas untuk memperhatikan materi			✓		
8	Saya merasa tidak terbantu dalam meningkatkan pengetahuan bhs inggris saya ketika menggunakan whatsapp dalam pembelajaran online		✓			
9	Menggunakan whatsapp dalam pembelajaran online tidak efektif dan efisien		✓			
10	Saya sulit memahami materi pembelajaran yang di kirim oleh guru melalui whatsapp		✓			
11	Kemampuan membaca saya meningkat ketika menggunakan whatsapp dalam pembelajaran online		✓			
12	Saya merasa lebih mudah berkomunikasi dengan guru melalui aplikasi whatsapp di banding dengan pembelajaran tatap muka				✓	
13	Dengan pembelajaran online menggunakan whatsapp saya dapat mengikuti pembelajaran dimanapun saya berada		✓			
14	Penggunaan whatsapp dalam proses pembelajaran online meningkatkan perhatian saya untuk belajar bahasa inggris.			✓		
15	Dengan penguanna whatsapp dalam pembelajaean online membuat saya kurang termotivasi untuk belajar.			✓		
16	Dengan menggunakan whatsapp dalam proses pembelajaran online membuat rasa tanggung jawab saya dalam belajar meningkat.		✓			
17	Saya yakin bahwa dengan menggunakan whatsapp dalam proses pembelajaran online maka nilai saya akan meningkat (lebih baik).			✓		
18	Dengan menggunakan whatsapp dalam pembelajaran online, saya lebih tepat waktu dalam mengumpulkan tugas.		✓			
19	Whatsapp tidak memiliki fitur yang menarik sehingga proses pembelajaran online menjadi membosankan			✓		

20	Saya jarang mencatat materi pembelajaran online yang dikirim oleh guru melalui whatsapp.				✓	
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Appendix 4 : Research Allowance

**KEMENTERIAN AGAMA REPUBLIK INDONESIA**
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 ☎ (0421) 21367 Fax: 24404
PO Box 909 Parepare 91100, website: www.iainparepare.ac.id, email: mail@iainparepare.ac.id

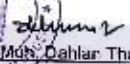

Nomor : B.1127/In.39.5.1/PP.00.9/04/2021
Lampiran : 1 Bundel Proposal Penelitian
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Kepala Cabang Dinas Pendidikan Wilayah X
Provinsi Sulawesi Selatan
di,-
Kab. Pinrang

Assalamu Alaikum Wr. Wb.
Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama	: Mufati
Tempat/Tgl. Lahir	: Pinrang, 11 Februari 1998
NIM	: 16.1300.045
Fakultas / Program Studi	: Tarbiyah / Pendidikan Bahasa Inggris
Semester	: X (Sepuluh)
Alamat	: Btla II, Desa Tapporang, Kec. Batulappa, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul :
"Students' Perception Of English Language Online Learning With Whatsapp Application At The Second Grade Of SMAN 5 Pinrang"
Pelaksanaan penelitian ini direncanakan pada bulan April sampai bulan Mei Tahun 2021.
Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.
Wassalamu Alaikum Wr. Wb.

Parepare, 26 April 2021
Wakil Dekan I,



Tembusan :
1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah



PEMERINTAH KABUPATEN PINRANG
DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
UNIT PELAYANAN TERPADU SATU PINTU
 Jl. Jend. Sukawati Nomor 40. Telp/Fax : (0421)921695 Pinrang 91212

KEPUTUSAN KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG
 Nomor : 503/0187/PENELITIAN/DPMP/05/2021

Tertang

REKOMENDASI PENELITIAN

Menimbang : bahwa berdasarkan penelitian terhadap permohonan yang diterima tanggal 03-05-2021 atas nama MULLATI dianggap telah memenuhi syarat-syarat yang diperlukan sehingga dapat diberikan Rekomendasi Penelitian.

Menyingat :

1. Undang - Undang Nomor 20 Tahun 1954;
2. Undang - Undang Nomor 18 Tahun 2002;
3. Undang - Undang Nomor 25 Tahun 2007;
4. Undang - Undang Nomor 26 Tahun 2009;
5. Undang - Undang Nomor 23 Tahun 2014;
6. Peraturan Presiden RI Nomor 57 Tahun 2014;
7. Peraturan Menteri Dalam Negeri Nomor 64 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014;
8. Peraturan Bupati Pinrang Nomor 48 Tahun 2016; dan
9. Peraturan Bupati Pinrang Nomor 38 Tahun 2019.

Memperhatikan :

1. Rekomendasi Ten Teknis PTSP : 0052/011.Teknis/DPMP/05/2021, Tanggal : 03-05-2021
2. Berita Acara Pemeriksaan (BAP) Nomor : 0136/BAP/PENELITIAN/DPMP/05/2021, Tanggal : 03-05-2021

MEMUTUSKAN

Menetapkan :

KESATU :

- Memberikan Rekomendasi Penelitian kepada :
1. Nama Lembaga : INSTITUTE AGAMA ISLAM MECERI (IAIM) PAREPARE
 2. Alamat Lembaga : JL. AMAL BAKTI NO. 8 SUREANG
 3. Nama Peneliti : MULLATI
 4. Judul Penelitian : STUDENTS' PERCEPTION OF ENGLISH LANGUAGE ONLINE LEARNING WITH WHATSAPP APPLICATION AT THE SECOND GRADE OF SMAN 5 PINRANG
 5. Jangka waktu Penelitian : 1 Bulan
 6. Sasaran/Target Penelitian : STUDENTS SMAN 5 PINRANG
 7. Lokasi Penelitian : Kecamatan Patanjenana

KEDUA :

Rekomendasi Penelitian ini berlaku selama 6 (enam) bulan atau paling lambat tanggal 03-11-2021.

KETIGA :

Peneliti wajib mematuhi dan melaksanakan ketentuan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP selambat-lambatnya 6 (enam) bulan setelah penelitian dilaksanakan.

KEEMPAT :

Keputusan ini mulai berlaku pada tanggal ditetapkan, apabila diketemukan baru terdapat kekeliruan, dan akan diadakan perbaikan sebagaimana mestinya.

Diterbitkan di Pinrang Pada Tanggal 03 Mei 2021



Ditandatangani Secara Elektronik Oleh :

ANDI MIRANI, AP, M.Si

NIP. 197406031993112031

Kepala Dinas Penanaman Modal dan PTSP

Selaku Kepala Unit PTSP Kabupaten Pinrang

Biaya : Rp 0,-



Balai Sertifikasi Elektronik



ZONA HIJAU



OMBUDSMAN
PITUNG PINRANG

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan BSN

DPMP/PTSP



**PEMERINTAH PROVINSI SULAWESI SELATAN
DINAS PENDIDIKAN
UPT SMAN 5 PINRANG**

Alamat : Jalan Malimpung Ujung Kec. Parangpanua Kab. Pinrang 91257
NSS. 301191405005 NPSN. 40305078

SURAT KETERANGAN PENELITIAN

Nomor : 410.5/ 093/SMA-05/PRG/2021

Yang bertanda tangan dibawah ini Kepala UPT SMAN 5 Pinrang Kabupaten Pinrang menerangkan bahwa :

N a m a : MULIATI
Nomor Induk Mahasiswi : 16.1300.045
Jenis Kelamin : Perempuan
Fakultas / Program Studi : Tarbiyah / Tadris Bahasa Inggris
Tempat Penelitian : UPT SMAN 5 Pinrang

Telah melaksanakan Penelitian yang berjudul "*Students' Perception Of English Language Online Learning With Whatsapp Application At The Second Grade Of UPT SMAN 5 KABUPATEN PINRANG*" yang dilaksanakan pada tanggal 05 April s.d. 10 Mei 2021

Demikian keterangan ini diberikan untuk dipergunakan sebagaimana mestinya.

Ujung, 10 Mei 2021

Kepala UPT SMAN 5 Pinrang
UPT

MUHAMMAD DAHLAN, S.Pd, M.Pd.
NIP. 19710801 199802 1 003

**SURAT KEPUTUSAN
DEKAN FAKULTAS TARBİYAH
NOMOR : 1405 TAHUN 2020
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE**

DEKAN FAKULTAS TARBİYAH

- Menimbang** : a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;
- b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
- Mengingat** : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
3. Undang-Undang Nomor 12 Tahun 2012 tentang Perguruan Tinggi;
4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor: 19 Tahun 2005 tentang Standar Nasional Pendidikan;
6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
7. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
8. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
9. Keputusan Menteri Agama Nomor: 394 Tahun 2003 tentang Pedoman Pendirian Perguruan Tinggi;
10. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
- Memperhatikan** : a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor: DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
- b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 139 Tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah;
- MEMUTUSKAN**
- Menetapkan** : a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
- b. Menunjuk Saudara: 61 Drs. Abd. Rauf Ibrahim, M.Si.
62 Dr. Magdahelena, M.Hum.
Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa:
Nama Mahasiswa : MULIATI
NIM : 16.1300.045
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : *Students' Perception of English Language Online Learning With WhatsApp Application at the Second Grade of SMAN 5 Pinrang*
- c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
- d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;
- e. Surat keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan : Parepare
Pada Tanggal : 25 Agustus 2020



CURICULUME VITAE



Muliati, she was born in Pinrang, South Sulawesi on February 11th 1998. She is the third from four children in her family, her father's name is Tuo and her mother's name is Suriani. She started her formal education at MI DDI BILA and graduated in 2010. After that, she continued her education at Junior High School 2 Patampanua Pinrang and graduated in 2013. Then, she continued her education at Boarding School SMAN 5 PINRANG.

In 2016, she continued her education at the State Islamic College (STAIN) Parepare before changed become State Islamic institute (IAIN) Parepare and took English program of Tarbiyah Program as her major. Finally, she graduated her study at state Islamic institute (IAIN) Parepare and has gotten S1 degree in English program of Tarbiyah Faculty on 2021 with the title of her skripsi “STUDENTS’ PERCEPTION OF ENGLISH LANGUAGE ONLINE LEARNING WITH WHATSAPP APPLICATION AT THE SECOND GRADE OF SMAN 5 PINRANG”.