

**STUDENTS' PERCEPTION TOWARD THE USE OF WHATSAPP AS A
LEARNING MEDIA**



A Thesis

Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan (S.Pd) in English Program of Education

Teaching Training Department

State Islamic Collage of Majene

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ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHING TRAINING DEPARTMENT

STATE ISLAMIC COLLAGE OF MAJENE





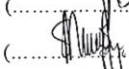

2021

PENGESAHAN SKRIPSI


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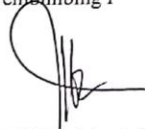
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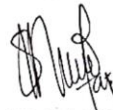
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Menyatakan dengan sesungguhnya dan penuh kesadaran bahwa skripsi ini benar adalah hasil karya sendiri. Jika kemudian hari terbukti bahwa ia merupakan duplikat, tiruan, plagiat, atau dibuat oleh orang lain, sebagian atau seluruhnya, maka skripsi dan gelar yang diperoleh karnanya batal demi hukum.

Majene, 27 Mei 2022

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ACKNOWLEDGMENTS

There is no more beautiful word than praise and gratitude to Allah SWT, who has determined that everything, so that not a drop of dew and a handful of human souls are separated from His provisions and decrees. Alhamdulillah for guidance and Inayah, the researcher is able to complete the preparation of this thesis entitled: “**The Students’ Perception Toward The Use of Whatsapp as A Learning Media**”, which is a requirement to complete studies to accept a Bachelor of Education degree in the English Education Program, Tarbiyah and Teacher Training Departement of STAIN Majene.

The researcher realizes that this thesis is still far from perfect because of the limited ability and knowledge of the researcher. The researcher hopes that this thesis will be useful for other researchers in particular and other parties in general. In the preparation of this thesis, the researcher received many lessons, motivational support, assistance in the form of invaluable guidance from various parties from the implementation to the preparation of this thesis report.

On this occasion, the researcher would like to express his deepest gratitude to the people whom the researcher respects and loves who have helped directly or indirectly during the writing of this thesis. Especially to my beloved family, my mother **Bungaderi S.Pd.**, and my father **Suryanto**, who always pray for and give extraordinary enthusiasm, provide moral, and material support. For my sister **Nurhayati. S.**, and my brother **Abd. Aziz. S** who always give prayers and encouragement.

In this good opportunity, the writer also would like to express his deepest gratitude to:

1. **Prof. Dr. Wasilah, S.T., MT.** the Head of Islamic College of Majene. Period 2020-2024
2. **Dr. H. M. Napis DJ, M.A.** The Head of islamic states Collage of Majene. Period 2016-2020
3. **Dr. Hamzah S Fathani, M.Th.I.** Head of the Tarbiyah and Teacher Training departement of STAIN Majene
4. **Rabiatul Adawiah, S.Pd., M.Hum** as the Head of english program and education, and **Achmad Taqlidul Chair Fachruddin, S.Pd., M.Pd** as The secretary Program English Departement of Tarbiyah
5. The Researcher’s advisors **Rabiatul Adawiah, S.Pd., M.Hum.** and **Nihla Afdaliah S.Pd., MPd.** who has helped guided, and supported the researcher during the writing of his thesis
6. All of the lecturers of the tarbiyah and Teacher Training Departement of STAIN Majene
7. All of the Staff of library of Islamic State college of STAIN Majene

8. All student's 8th of Madrasah Tsanawiyah DDI Baruga who provided their times to participate in her research
9. Her beloved family of TBI (2017) Who always be there and hep her.
10. All best friends princes **Sri Wahyuni, Nursabra, Ira Aliansi Aliana Dewi, Mutia, and Khusnul Khatimah**
11. Her causin **Sitti Mahira, Mursyidah Auni, dan Magfirah Rusli**
12. All the people around the reseacher's life that cannot be mentioned one by one.

Majene, September 2021
Researcher,

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ABSTRACT

Nurbaeti. S at English Education Program Of STAIN Majene with entitled The Students Perception Toward The Use of Whatsapp as A Learning Media. In this study, the researcher investigated students' perception toward the using of Whatsapp as a teaching media. The researcher uses a descriptive study method with a quantitative approach. apart from that, the researcher distributed 20 numbered questionnaires as an instrument to collect data. The researcher uses a closed questionnaire type the data are submitted through a fourth point Likert scale. The four points are strongly agree, agree, disagree, and strongly disagree students would be answered the questions given by selecting the options that have been provided. The questionnaire was distributed to the eighth grade students of MTs Madrasah Tsanawiyah. There were four classes that participated in this study. A total of 85 students in the class. In collecting data, the researcher entered the class, convey some important points that must be known, distribute questions result that has been filled in by students after distributing questions to students by doing tribulation. The final resuly that hass been obtained that the highest score and in different factors. The first factor is the factor of attitude which has the average value of 75.28%. The second is interest factors with an average value of 68.72%. The third is the motivation factor with an average value of 74.44%. The last is the attention factor with an average value of 71.56%. So it can be concluded that students have a positive perception toward the using of Whatsapp as a learning media.

Keywords: Students' perception, Whatsapp, and Learning Media

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CHAPTER I

INTRODUCTION

A. Background

The coronavirus is an infectious disease that emerged in December 2019. But before that, other viruses similar to the corona-19 virus had appeared. This virus first spread in China, to be precise in the city of Wuhan. Many Wuhan people are infected with the virus. In a matter of months, this virus has spread throughout the country, one of which is Indonesia. One of the causes of the emergence of this virus is direct contact with animals, where the virus was originally found in animals consumed by the Wuhan community. The coronavirus or so-called pandemic creates many obstacles that occur for the lives of infected countries. Many access to travel is closed, many activities are constrained in terms of worship, and teaching and learning.

After the government decree stating that teaching and learning activities would experience problems, many schools, teachers and students felt uneasy about this. Several months the school was closed, making students less educated. Only some students are creative in responding to this virus by self-study at home or what is commonly called work from home. But some of them only take advantage of this virus by multiplying useless internet play such as playing games. The home learning system also makes teachers feel overwhelmed in response. Some teachers don't like this because they see the progress that students get is decreasing. On the other hand, the government is looking forward to resolving cases of this virus as soon as possible.

With the existence of a system issued by the government, namely, work from home, this is closely related to the use of technology. Technology is commonplace for society. However, some people are still unfamiliar with technology. Technology can help or facilitate us in various ways such as

receiving, conveying, searching, or storing existing information. Technology is very useful for the life of a country. Therefore, Technology is one of the competition venues for countries to make their country progress compared to other countries.

Technology is very influential in the learning process for students and teachers alike. Applying technology in learning English nowadays is one of the ways to improve the way of teaching of the teacher because it can stimulate students' enthusiasm . By applying technology to the learning process, teachers can make very significant advances in learning. This technology plays a big role in today's learning. Going in the 21st century, technology has attacked our lives and we find that education gets its impact and is developed quickly (Oktaviani & Desiarti, 2017).

Many students have mastered the technology. However, this is also a big task for teachers because some students do not use this technology properly. Teachers can develop student learning intentions if they use technology by existing benefits and benefits. In teaching and learning, not only talking about teachers and students but discussing or covering all aspects and also its components. One of the learning components is the media used in the teaching and learning process.

Online-based learning has been in effect in Indonesia since the virus began. Online teaching and learning can be fully online or mixed with face-to-face interactions (Bakia, 2012; Nguyen, 2015). As in other schools or institutes, online learning is very helpful. However, it cannot be denied that face-to-face learning is more effective than online learning. Fully online learning is a distance form in which all instructions and assessments are implemented using online, internet-based delivery (Picciano and Seaman: 2009). Online learning has several percentage levels in several skills. Stipulates that people are only able to remember 10% of what they read, 20% of what

they heard, 30% of what they had seen, and only 50% of what they had heard and seen.

After seeing the conditions and situations with the virus, the teacher returned to think about or collect any ideas to be able to continue the teaching and learning process by utilizing existing information technology. Whatsapp is a medium that is very efficient when used in the teaching and learning process. Whatsapp is a messaging application that has many features it. One of its features is sending text, audio, image, or video messages. Bere (2012) states that whatsapp has collaborative features as follows multimedia, Group chat, Unlimited messaging, Cross-platform engagements, Offline message, No charges required, Pins and users name.

The use of Whatsapp plays a lot in helping to give, receive or access information from small to large things. In the teaching and learning process, the teacher can provide material by sending pictures and videos. The teacher is also very easy to provide explanations, namely only by sending voice notes to the WhatsApp group. Apart from that, students are also very easy to respond to the existing learning process. Only if students are constrained in the network, the learning process accepted by these students will be hampered. However, it does not rule out that the material sent to the study group will still be accepted by students even though it is too late.

Perception is an action that is carried out by compiling, recognizing, or interpreting information to provide an overview and understanding of the existing environment. According to Nasution (2004), perception is the stimulation received by someone and the observations of the person. With individual perception can understand the state of the environment that is around her and also about things from the individual concerned (Sunaryo, 2004). Perception is an organization, stimuli received by the organism or individual that is something that is meaningful and is an activity that is integrated inside of the individual.

With the brief explanation above, the researcher aims to examine how students' perceptions of the use of WhatsApp as a learning media in the teaching and learning process. By looking at the conditions that have occurred due to the current pandemic, teachers are very taking the initiative to teach using WhatsApp as a media to help smooth teaching and learning activities.

B. Research Problem

Based on the background description above, the problem that would be considered in the research namely “What is the students’ perception toward the use of whatsapp as learning media”?

C. Purpose the Study

Based on the design of the problem above, the purpose of the study is to find out the students’ perception toward the use of whatsapp as learning media.

D. The Significance of the Study

The researcher hopes that this study will contribute and give some significant, they are:

1. Theoretical Significance

At this time, WhatsApp is used not only for students but also for offices and other agencies. So with this research, it can be one of the additional references to the use of WhatsApp as a learning media. This research can also used as a guide or literature review for further research.

2. Practical Significance

There are several practical benefits of this study. First, with this research, teachers can consider the use of WhatsApp in learning by looking at the advantages and disadvantages. Second, students can understand well related to the use of WhatsApp in learning English. In another hand, if there are students who are less interested in the use of WhatsApp as a learning media, students can provide input to the teacher to reconsider it more.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Study

Some researchers have done studies dealing with students perception in learning English by using online media: First, Fauzan (2019), in his studied “The Effectiveness of Google Classroom Media on the Students’ Learning Outcomes of Madrasah Ibtidaiyah Teacher Education Department”, showed that the use of google classroom media was effective in improving the students’ learning outcomes of Madrasah Ibtidaiyah Teacher Education Department of UIN Syarif Hidayatullah Jakarta. Therefore, the use of google classroom media can be used as an alternative media in the learning process. In the study above, the researcher find out the effectiveness of using google classroom to improve student learning. While the study that find out by the researcher to determine students' perceptions of the use of WhatsApp as a learning medium. The similarities between the study above and the study to carried out are both using online media in learning.

Secondly, Amalia (2018), in her study “Students’ perception of onlien assessment use in schoology in EFL classrooms”, indicated that the students have positive perceptions toward the use of online assessment. The difference between this study and previous study is that this study uses WhatsApp as a teching medium, while previous study uses schoology in EFL classrooms on online assessment. The similarities between this study are to determine student's perception of learning media.

Third, Mismara (2019) in her study “Students’ perception on using social media for learning english”, concluded that social media facilitate, motivate, and helpful for students in English language learning. Students motivation towards English language learning improved via Telegram. In additon, students had a positie attitude towards this learning model.

The difference in this study is that previous research used social media such as Telegram for learning English. While in this study, the researcher uses

WhatsApp as a learning medium. The similarities between the two studies are both to find out student's perception of using online media in learning. From explanation above, the researcher concludes that online learning has advantages and disadvantages.

B. Review of Related Literature

1. Students' Perception.
 - a. Definition of Students' Perception

Student perception is the process of treating students to information about an object so that students can give meaning and interpret the object being observed. Perception is a process that is preceded by a sensory process, namely the process of receiving a stimulus by an individual through the senses or also called a sensory process. However, the process did not just work, but the stimulus was continued. Therefore, the process of perception cannot be derived from the sensory process, and sense is a preliminary process of perception (Walgito, 2002). Another opinion is put forward by Abdurahman (2003) which states that perception is the limit used in the process of understanding and interpreting sensory information or the ability of the intellect to plan the meaning of words received from various senses.

Rakhmat (2007) explains that perception is an observation about objects, events, or relationships obtained by summarizing information and interpreting messages. Meanwhile, Slameto (2010) states that perception is a process that involves the entry of messages or information into the human brain. There is also another opinion, namely by Sugihartono (2007) that perception is the brain's ability to interpret stimuli.

Given the several opinions above, we can conclude that perception is the process of receiving external stimuli. These stimuli can be received directly by the five senses. These stimuli can be in the form of information or various messages from outside the brain. For example, when we are in a classroom

where the teacher explains the lesson, at that time students will receive information with their five senses and then process it into the brain.

b. Factors affecting Perception

Sondang P (2012) states that several factors influence perception, namely: 1) The person concerned, in this case, the influential person is an individual characteristic including attitudes, interests, interests, experiences, and expectations, 2) The target of perception can be in the form of people, movements, sounds, sizes, actions, objects, events in which the nature of the target of the perception can affect the perceptions of the person who sees it, and 3) Situation factors, namely the review of perceptions must be contextual in the sense that it is necessary for situations where the perception arises.

Another opinion was put forward by Toha (2009), several factors influence differences in the choice of perceptions between one object and another, namely:

1) Internal factors:

- a) The learning process includes all the factors of the individual that form attention to an object, giving rise to perceptions, which is based on the process of understanding or the teaching and learning process and also the motivation of each person.
- b) Motivation is one of the factors within an individual where motivation and personality are inseparable in the teaching and learning process. Having great motivation can make things more attractive to students and is also important to this process.
- c) Personality in this process plays an important role and is also very influential in the learning process. Personality and values have a major element or impact on the perceptual process in the environment.

2) External factors:

- a) Intensity has the principle of concern, it can be said that the greater the intensity of the stimulus from outside, the greater the things obtained.
- b) Size is closely related to the intensity principle where this factor states that the larger the size of an object, the easier it is for a person to get the stimulus. The shape of the size also affects a person's interest so that it is easy to make a perception.
- c) This contrast states that external stimuli that have the opposite nature of one's attitude will attract a lot of very interesting attention. With this, it can be said that a person's perception is formed by the presence of factors from outside the individual which indicates the object's opposition to its surroundings.
- d) Repetition suggests that a stimulus from outside which is repeated will give more attention than once seen. Repetition plays an important role in influencing one's perception. This repetition greatly increases sensitivity as well as awareness of the stimulus.
- e) Movement states that people will pay more attention to objects moving within their range of vision than to objects that are just still. With the movement of an object, a perception will arise quickly.
- f) Familiar states that both external situations that can influence the perception of things are interesting. Having an object or attention in a different or new order can attract the attention of the observer.

The next opinion is expressed by Syukur (2006), the factors that influence perception include: a) Internal factors originating from within the human individual that affects perception include biological/physical factors and psychological factors: attention, attitudes, interests, motives, experiences,

and education, b) External factors come from outside the individual where perceptual behavior includes the target object or situation towards the perception taking place, and c) Information is the most important thing in forming a perception.

The following is a broader explanation of the important factors above.

1) Attitude

According to Sarwono (2009) attitudes are formed by three components, namely: a) cognitive which consists of all the cognitions that a person has regarding certain attitudinal objects such as facts, knowledge, and beliefs, b) affective consists of all the feelings or emotions a person has about the object, especially in judgment, c) behavior consists of a person's readiness to do something or a tendency to act on an object.

2) Interests

According to Sardiman (1996), interest is defined as a condition that occurs when a person sees the temporary characteristics or meanings of a situation associated with one's desires or needs.

3) Motivation

According to Yamin (2007), motivation can be divided into two types, namely intrinsic motivation and extrinsic motivation. Intrinsic motivation does not require external stimulation. In contrast to extrinsic motivation which requires external stimulation.

4) Attention

According to (Walgito, 2010) attention is the concentration or concentration that comes from all individual activities aimed at an object or set of objects. There are two types of attention, namely spontaneous attention in which attention arises by itself, and also attention that is not spontaneous,

namely attention that is generated intentionally, and there must be a will to cause it.

Then, there are external factors that influence the emergence of perception. As for external factors, they are divided into two parts, namely: the object of perception, namely everything that is around humans, and objects of the surrounding environment, namely the influence of perceptions on the family environment, school, and also the community environment.

2. Learning Media

Learning media are tools that can be used to support the implementation of the teaching and learning process, ranging from non-electronic (books) to the use of electronic devices. Learning media is a medium used to help develop students' thoughts, feelings, abilities, and attention in the teaching and learning process. The media can be in the form of tools or teaching materials. As for another understanding, teaching media are materials, tools, and also all the resources used in the process of delivering teacher information to students, either in physical form or in software.

The researcher thought that it is important to have an understanding from several experts, then the researcher put forward several opinion about Learning Media According to the experts, they are:

- a. According to H. Malik, Understanding Teaching Media is anything that can be used to distribute learning materials, so as to increase students' attention, interests, thoughts, and feelings.
- b. According to Gerlach and Ely, teaching media are graphic, photographic, or electronic tools for understanding, processing, and rearranging visual or non-visual information.
- c. According to Latuheru, the definition of teaching media are materials, tools, or methods used in teaching and learning activities that aim to make

the process of interaction, communication, learning between teachers and students take place effectively and efficiently.

The functions of the teaching media: a) attention function is to attract students' attention to concentrate more on the content of the subject matter, b) affective function is the convenience of students when studying or reading, c) cognitive Function Makes it easier to understand and remember information, d) ompensatory function helps students who are weak and slow to accept lessons presented verbally or text

Below are some of the benefits of teaching media that can be used as criteria in teaching and learning (Hujair, 2013):

- a. Teaching is more attractive to students so that it can foster learning motivation
- b. Teaching materials will have a clearer meaning so that they can be better understood by students, and allow students to master the teacher's goals well
- c. Teaching methods vary, not merely communicating verbally through spoken words from the teacher, students do not get bored and the teacher also does not run out of ideas.
- d. Students do more learning activities because they not only listen to explanations from the teacher, but also other activities carried out such as: observing, practicing, applying and, others.

According to Meidawati, et al. (2019) the benefits of online learning are that it can build very efficient communication and discussion between teachers and students students, students interact and discuss with other students, making it easier teacher interaction with parents, being the right means for exams and quizzes, the teacher can easily provide material to students in the form of pictures or pictures videos, and students can also download the teaching materials.

Online learning can also encourage students to be challenged with new things they get during the learning process, both interaction techniques and diverse learning. Students also automatically not only learn the teaching material given by the teacher but also learn how to learn itself.

The development of information and communication technology is now growing rapidly, helping people to interact and communicate over long distances. Technology has become a means of electronic communication and has become a part of everyday life by taking a very important role. The advancement of computer technology is in line with the advancement of other technologies such as radio, television, telephone, cell phone, smartphone, or tablet. Indonesia is also one of the countries that have followed the direction of global communication changes (Herawati, 2011).

Syarifuddin (2016) states that there are several functions of communication media: a) affectiveness: communication media as a suggestion to facilitate the delivery of information, b) efficiency: communication media as a means to speed up the delivery of information, c) motivation: communication media as a means to make communication more enthusiastic, d) concrete: communication media as a means to help speed up the content of messages that have an abstract nature. There are several strategies to increase the effectiveness in communication (Wisman, 2017), 1) identify communication goals, 2) selection of communication media, 3) assessment of the purpose of communication messages, 4) the role of the communicator in communication

Ineffective communication, five things need to be considered, namely: a) respect for criticism or understand someone, b) empathy or understand and also understand the existence, behavior, and desires of the recipient of the message, c) audible, namely listening or understanding well the messages we convey, d) clarity is needed because it can develop an open attitude so that it can generate trust from the recipient of the message, e) humble is respect for other people.

In the teaching and learning process there are two important elements namely teaching methods and learning media, which of the two of these aspects are interrelated with one another. Selection of one particular teaching method will affect the type of media appropriate learning, although there are still various other aspects that must be considered in choosing media, including teaching objectives, types of assignments, responses that students are expected to master after teaching takes place, and the learning context including student characteristics. Nevertheless, it can be said that one of the main functions of learning media as a teaching aid that also influences the climate, and a learning environment that is organized and created by the teacher.

Gagne and Briggs stated that learning media include: tools that are physically used to convey the content of teaching materials including books, tape recorders, pictures, television, computers, and others. Teaching and learning activities are a communication process, while this communication process is realized through delivery and exchange exchange messages or information by teachers and students, but sometimes students experience failure and misunderstanding in receive the message conveyed by the teacher because inability of students to understand what is heard, read, seen, and felt. To avoid misunderstanding in the communication then the necessary means or tools, in the teaching and learning process means This is called learning media. Learning media can serves as a stimulus to the thoughts, feelings, concerns, and interests of students in clarifying the subject matter. Because when you use verbal explanation students will easily forget it.

Therefore teacher must master the learning media in order to convey messages and educational information to students properly. Learning media is one very important element in the teaching and learning process that can be loaded with messages that will delivered to students, both in the form of tools, people and teaching materials, in addition to The learning media is one way to motivate and communicate with students to be more effective. Therefore the use of learning media during the teaching and learning process is very necessary.

Azhar Arsyad quoted from Hamalik said that: the use of learning media in the teaching and learning process can generate new interests, generate motivation and stimulation learning activities, and even bring psychological influence on students. Learning media can improve student learning process in teaching, its presence can also improve results learn what it achieves. Several reasons why media learning can improve student learning processes such as:

1) Teaching will attract more students' attention so that it will foster learning motivation

2) Teaching materials will have a clearer meaning so that they can be more meaningful understood by students, and allows students to master better teaching goals

3) Teaching methods will be more varied, not solely verbal communication through the utterance of words by the teacher so that students don't get bored and teachers don't run out of energy, let alone teachers teaching for each lesson.

4) Students do more learning activities because not only listening to the teacher's description, but also other activities such as observe, perform, demonstrate and others. (Pustikayasa: 2019)

The use of learning media here to make it easier for teachers in organizing and instructing students what to do done from the media it uses, so that the task is not solely the eyes convey material through words (lectures). Research that carried out on the use of learning media in the learning process teaching and learning come to the conclusion that the process and results students' learning showed a significant difference between teaching without media with teaching using media. Therefore, the use of teaching media in the teaching and learning process highly recommended to improve the quality of teaching. There are several types of teaching media that are commonly used in teaching and learning.

The teaching process includes:

1) Graphic media such as pictures, photos, graphs, charts or diagrams, cartoon posters, comics and others. Graphic media often too called two-dimensional media, namely media that has a size length and width.

- 2) Three-dimensional media, namely in the form of models such as models solid (solid model), cross-sectional model, stacking model, model work, dioramas, and others.
- 3) Projection media such as slides, film strips, films, use of OHP, and others.
- 4) The use of the environment as a teaching medium.

From the above review, there are several things to note teachers in using teaching media to improve teaching quality. 1) teachers need to have an understanding of the media teaching, including the types and benefits of teaching media, criteria choosing and using teaching media, using media as a teaching aid and follow-up to the use of media in the student learning process. 2) skilled teachers make media simple teaching for teaching purposes, especially media two-dimensional or graphic media, and some three-dimensional media, and projection media. 3) knowledge and skills in assess the effectiveness of the use of media in the teaching process. Assessing the effectiveness of teaching media is important for teachers to can determine whether the use of media is absolutely necessary or not not always necessary in teaching in connection with student achievement.

The online learning process can utilize existing online applications, such as;

- 1) WhatsApp group (WAG)

Whatsapp is a free cross-platform instant messaging application that utilizes voice over IP technology owned by Facebook, Inc. Using this technology, users can send text and voice messages to each other, make voice (audio) and video calls, share pictures/photos, videos, documents, locations, and other types of formats. Ease of communication is the reason for using Whatsapp as a medium of education and learning. Such as schools, universities, and course institutions use Whatsapp as a place for learning and sharing information, both personally and in groups. The Covid-19 pandemic has also forced students to study online from home using this application.

- 2) Learning management system' (LMS)

The LMS is a software for administrations, documentaries, reports an activity, teaching learning activities and activities online. Using the teaching LMS can

manage the class and exchange information with learners. Besides, access to learning materials that last a specified period of time. Features available in the LMS for educational institutions are as follows.

- a) User access management, b) management of courses, c) resource management (resource), d) activity management, e) value management, f) appearance of values, and g) visualize management of e-learning, which is accessible with a web browser.

3) Zoom

Zoom is a video conference service that allows users to have online discussions using cloud, computer, and security 256-bit TLS completed. Zoom was developed by the zoom company communications video, inc. Centered in SAN Jose, California, USA. With zoom, users can connect, have meetings, sparkle, chat, and then have discussions on a channel. Zoom became an alternative to working and learning long distance from many organizations and institutions around the world. The OS support for zoom's services also varies widely from macos, Windows, Linux, ios, android, web apps, to extensions for Google chrome and firefox.

4) Google Classroom

Google classroom is a learning and teaching app. Anyone over 13 and has a Google account can use it directly. To use it, download a classroom Google application for computers in chrome as well as phones, such as apple ios and android. The fee raised is free rp. How to use Google classroom as a classroom to make account first. The option of three accounts is a school account, a personal Google account, or a g suite. First, visit the roomroomroom.google.com. Then click 'open Classroom'. Next, be Google classroom with gmail. Then, if there's a message coming, click "receive". Then, if you use the g suite account for Education, my click is a student or I am a teacher. Last click 'start' teacher here can create a class. Students, on the other hand, can only join a class prepared by the teacher.

5) Microsoft Teams

Microsoft teams is a integrated communication and collaboration platform that incorporates work conversation features, video meetings, file storage (including file collaboration) and application integration. Microsoft integration's integrated in a series of Microsoft products 365. It can also be integrated with products other than Microsoft. Advantages: a) It is easy to start a meeting, b) It's easy to share files and collaborate, c) Improve performance, d) Multi-purpose communication devices, e) Interesting features and functionality, f) It's easy to organize meetings, g) Recording devices are available, h) Integration with another devic, and i) Platform all-in-one

As for the advantages and disadvantages of online learning which are classified in the description below:

1. Advantages of Online Distance Learning

First is there is equal distribution of education in various places, second is the capacity for online distance learning is not limited because it does not require a classroom. In the learning process can take advantage of computer facilities that are connected to the internet, third is the learning process is not limited by time, so students can determine their own time to study according to their abilities and availability of time, four is learning materials are always accurate and up-to-date because students can interact directly with various sources of information. Learning materials can be accessed at any time, and last is can attract students' attention and interest because distance learning is carried out interactively.

2. Disadvantages of Online Distance Learning

a) The high possibility of learning disorders that thwart the learning process because distance learning requires students to study independently. If students are not disciplined in learning, there will be interference during learning, maybe even failure with the cessation of the learning program, b) when students open the internet but don't get

the learning materials they need, they have to contact the teacher first, so it takes a lot of time, and c) there is an error in students' understanding of the learning material and learning objectives so that the teacher and students are different or there is an error in perception.

3. Problems and Obstacles of Online distance learning

- a. Lack of availability of infrastructure and supporting resources such as unprepared human resources involved (teachers, students or technicians).
- b. There are concerns, opinions or misconceptions that develop in the community about distance learning such as the low or lack of quality of graduates from distance learning when compared to face-to-face conventional education.
- c. The learning is considered unattractive because there is no or lack of interaction between teachers and students and other teachers.
- d. The difficulty of choosing effective and interactive learning media according to the wishes and interests of students.
- e. Distance education is a learning method that provides opportunities for students to study separately from their teachers so that communication between teachers and students must be done using electronic media or print media. As a result, the problem arises that teachers in carrying out their learning activities do not get continuous direct supervision from teachers or tutors who are present in the study room or school environment.

3. WhatsApp

WhatsApp Development In 2009, when Iphone was experiencing fame and Jan Koum even bought it, he was then interested in the contact pool and App store, he saw the great potential of the app store application on the iPhone then

gave him an idea, namely to create an application that can display the status of contacts phone on Iphone. That idea then prompted the creation of the application WhatsApp. Jan Koum has a friend named Alex Fishman who later Introducing Jan Koum with Igor Solomennikov an app developer iphone. From his introduction, Jan Koum made his idea come true then created an application which was later named WhatsApp. From there, he founded the WhatsApp-based company "WhatsApp Inc". in California in February 2009. Jan Koum spends a lot of time by developing the application, even though the application is often crashes and can be said not perfect. When the app is launched only downloaded about 250 people, and most of them download it was a friend of Jan Koum himself. WhatsApp's slow development made Jan Koum almost give up and want to stop the development of the application. But at that time Jan Koum's friend, Brian Acton, appeared who cheered him on and ordered to continue developing the WhatsApp application, because Brian Acton believes the application will have many fans.

With a sense of hesitation Jan Koum continues to develop his creation application. Apple then came with the help of Push Notifications in 2009, p that finally gave way for Jan Koum to modify his creation so that when a WhatsApp user changes the status in the application it will automatically broadcast on the network. The initial version of WhatsApp is only as a status update in phone contacts on Facebook iphone. Then Jan Koum released "WhatsApp v2.0" which was equipped with an instant messaging feature which then succeeded in increasing the number of users of the application. to 250 thousand users. Jan Koum continues to develop the app and then assisted by Brian Acton by finding investors to fund WhatsApp application development. With funds amounting to 250 thousand dollars which comes from a former Yahoo employee. Officially Brian Acton then joined with Jan Koum developed the WhatsApp application.

WhatsApp continues to be developed with successful launch of features sending photos in 2009 on Iphone besides that he also released for other devices like Android and Blackberry. Then WhatsApp was changed to a paid application in 2010 and they managed to get an income of 5000 Dollars in the first month.

This then makes many other investors come to invest capital like Sequoia Capital which provides funds as much as 8 million dollars. Entering 2011, WhatsApp managed to enter the top 20 applications popular on the App Store and make Sequoia Capital investors reinvest funds of 50 million dollars to WhatsApp and make WhatsApp's value soar to 1.5 billion dollars. This makes the Facebook company seduce Jan Koum to sell WhatsApp, but was rejected by Jan Koum. In 2013, WhatsApp has around 200 million active users.

Google and Facebook then scramble to acquire WhatsApp which it was growing very rapidly. Until then 2013, Jan Koum and Brian Acton agreed to sell WhatsApp to Facebook for 19 Billion Dollars. Make both of them new rich people. Jan Koum alone after the application was successfully purchased by Facebook, his wealth jumped dramatically as much as 6.8 billion dollars or around 80 trillion rupiah and in 2015 his wealth increased by 7.9 billion dollars or around 109 trillion rupiah according to Forbes magazine. (Widi:2018)

WhatsApp comes from the phrase "What's Up" which is a greeting word in English ask news. Although in 2014 WhatsApp merged with Facebook, but operates separately as a focused app for fast and easy exchange of messages. WhatsApp is made to stay connected and can communicate anytime and anywhere.

Whatsapp is a type of social media that can make it easier for users to interact and communicate with each other, and can be used as a forum for discussion and also for the distribution of learning materials (Astika, 2017). Whatsapp is an internet-based application that is one of the most popular impacts of the development of information technology. This internet-based application has the potential to be used as a medium of communication and interaction without spending a lot of money on its use because WhatsApp does not use cellular credit but uses internet data (Pranajaya 2017). According to Larasati (2013), Whatsapp is an application for exchanging messages instantly and allows us to exchange pictures, videos, photos, messages, sounds and can be used to share information

and discussions. Larasati also concluded that the use of the Whatsapp application is a means of effective learning discussion.

In its use, WhatsApp has a very effective program with support for its features when compared to other instant messaging applications. Has a speed of sending messages that are not delayed, able to send messages even with weak signal conditions, has a large data transmission capacity for text, voice, photos, and videos without any advertisements. That is why WhatsApp is one of the messaging applications that is an alternative media in providing information and improving performance. (Miladiyah, 2017)

According to Jumiatmoko (2016), Whatsapp messenger is very adaptable to the social culture of its users, including manners in communicating without reducing the quality, quantity, and modernization of communication. Whatsapp messenger is also an application that can reach the dimensions of sophistication, usefulness, and civility.

On the other hand, WhatsApp can be used to exchange information and spread information. Whatsapp can send messages, photos, and more in the amount to unlimited. This application offers the ability to make calls that are simple, safe, reliable, and available to phones worldwide. Whatsapp also provides the advantage or convenience in communicating because it has low costs and is easy to reach in everyday life. Therefore, WhatsApp is a chat application that can be a very effective and useful application for its users (Winarso, 2015).

According to Bere (2012), Whatsapp has collaborative features as follows:

- a) multimedia: it allows the user to transfer video, files, text messages, pictures and VN or voice notes,
- b) group chat: it encourages the communication of up to 250 group members,
- c) unlimited messaging: the number of messages that can be shared on whatsapp is infinite. The application uses a 4G/3G/EDGE internet data plan or Wi-Fi to ensure continuous data synchronesh across platforms,
- d) cross-platform engagements: interaction with different devices (personal digital assistants, smartphones, galaxy tablets) can message one another through various

media (text messages, files, picture, video, voice notes), e) offline message: messages are stored automatically when the device is off or outside the coverage field, f) no charges required: there are no charges required for using whatsapp as it uses the same internet data system, which is used for email or website browsing, g) pins and users name: whatsapp users do not need to remember passwords or usernames as they manage via phone numbers and integrate with users' address books.

Whatsapp is a messaging-based application that makes it easy to exchange messages without being charged sms fees, because Whatsapp take advantage of internet access. So that with whatsapp you can send document files, photo files, video calls, GPS locations and more -other. This application also has Broadcast and Group facilities making it easier for teachers to condition students in class 1 in one group. Whatsapp also has status messages in the form of a sign that functions to determine the status of the message, so that teachers can monitor students whether they have opened, read or not at all.¹⁴Whatsapp also cross messages platform that becomes one of the alternative tools or media communication that is widely used by students today in add the WhatsApp application also provides a group chat feature for facilitate discussion or provide information through groups. some people use the Whatsapp application to communicate with each other giving news, exchanging ideas, discussing various information about the world of lectures or information outside campus or just joking between friends.

- Whatsapp Strengths and Weaknesses

1) Advantages of Whatsapp

a) Phone contacts automatically sync.This makes it easier for users to get in touch with friends who are in contact, because contacts that have been is in the phonebook automatically connects on Whatsapp. So also with our contact number that has been registered in WhatsApp, will automatically connect with the account of a friend who using the Whatsapp application. b) Easy to use how this chat application works is very easy, even for beginners. Registration requirements are

also only using the telephone number used.c) Easy to set this advantage is different from the application another messenger. Whatsapp users can change chat room display background. So users will not feel bored with the appearance of the WhatsApp application. d) Can back up conversations easily Often when we replace the phone, then we will lose all memory our calls, messages, and talks. Different from WhatsApp which can be set to back up conversations, so that it can still be displayed, even if you change phones, and e) Communicate using an internet connection If you used to mobile users make phone calls and send sms by using pulses. Now with WhatsApp users can send text messages and voice messages without credit, just using internet data connection.

2) The Lack of Whatsapp

a) Educators and students must be connected to the service internet to get information in real time, b) Communication using videos, images and files large size has an effect on data usage, c) Without clear rules or agreement by admin (educator) group, communication can be out of context learning, and d) Impact of Using WhatsApp Application WhatsApp, as a social media has several impacts.

3) The impact of using social media can be said to be the same as the impact internet use, because social media cannot be used without activate the internet network. The impact of using social media, among others:

1) The exchange of information becomes faster and easier, 2) Interaction on social media encourages the emergence of new public spaces and new patterns of communication between citizens as users and as the producer of the information itself, 3) Changes in the previous practice and communication space maintained democratically, 4) Shifting focus power, speed overcoming space, regularity change, time moves standard, and society loses values that govern society, 5) The social order becomes divided and even separates interactions each other because of indirect communication, 6) Text will be the single most effective means of communication dominate, and 7) Text becomes a means to perform negative actions such as harassment or ridicule.

- The Role of Whatsapp in Learning able to create a conducive academic atmosphere because

students can learn anywhere and anytime. Implementation in learning can provide a relaxed learning atmosphere. Good emotional closeness will be formed as it increases the intensity of communication through social media makes the number of ideas new related to the learning provided.

4) Benefits of Whatsapp

1) Whatsapp is an application that can be obtained easily and easily free, 2) Whatsapp has several facilities, among others, to send messages comments, text, images, sound videos, and documents, 3) Whatsapp can be used to publish works or disseminate information quickly and easily, 4) Whatsapp has various features so you can easily created to disseminate information and knowledge, and 5) Whatsapp provides convenience in online learning, online between educators and students or fellow participants learn.

From the explanation above, we can see that Whatsapp has very complete and interesting features. This application also makes us easy to send and receive information of any form. The Whatsapp application can also store a lot of data in the form of information sent to it. Apart from that, this application also has accurate security for its users.

Johnsons (2014), mentioned the steps in using whatsapp application:

- a. Download and open the whatsapp messenger application in the Google Play Store or Apple Store
- b. Creates a study group
- c. Invites students to join online classes

CHAPTER III

RESEARCH METHOD

A. Research Design

This study used a descriptive study with a quantitative approach. According to Zuhairi (2016), quantitative research is the research that demands a lot the use of numbers, starting from data collecting, interpretation of the data, as the appearance of the results. The research will be better if it is accompanied by pictures, tables, graph data or other display. Quantitative research is a research that the data are in the form of a number used as a tool to find a description. In other hand, Sugiyono (2015) said descriptive research is a research methods that describe and interpret simply object without intending to draw conclusion applies to the public.

This study used to find out how students' perspectives on the use of online Whatsapp media in the learning process. The objective of this study to identify student's perception by doing interview and questionnaire to collect the data.

B. Population and Sample of Research

1. Population

According to Sugiyono (2014), population is a group of object or subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusion. This study took in Madrasah Tsanawiyah DDI Baruga Islamic boarding school. The researcher observed the class 8th with the total of 4 class. The total students are 120 students.

2. Sample

According to Sugiyono (2014) said sample is part of the number and characteristics possessed by the population. Samples taken from the population that truly representative or represent the population under study. The researcher observed the sample of class 8A, B, C and D. From the total students in the 8th, there were 85 students who could participate in to fill the questionnaire which choosing by using random sampling technique.

The english teacher used WhatsApp as a teaching media to send material, explain, and also give assignments. The location of this research is in area that is limited in accessing the network. Below is the result of data by using random sampling technique:

No	Class	Total sample
1	A	18
2	B	23
3	C	22
4	D	22
Total	120	85

Tabel 1.1: Table of total sample

C. Instrument of The Research

According to Sugiyono (2014) a questionnaire is a data collection technique that is carried out by giving several questions or written statements to respondents to answer. Questionnaire is a list of some questions that given to respondents to find out the information.

In this study, researcher used a closed questionnaire type. The data are submitted through four point Likert Scale. The four points are strongly agree, agree, disagree, and strongly disagree. Then, students would be answered the questions given by selecting the options that have been provided.

The following table is a questionnaire given to students:

No	Questionnaire statement	Strongly agree	Agree	Disagree	Strongly disagree
1.	I am very happy to learn English through Whatsapp media				
2.	I actively read the materials given by the teacher				
3.	I actively monitor the Whatsapp group while learning				
4.	I always make preparations before learning English begins				
5.	I can read or search for information and also past subject matter in the Whatsapp group				
6.	English is an interesting and challenging subject for me				
7.	Many examples and pictures on English material that make me				

	excited to learn				
8.	I often look for other information about English using online media				
9.	I still pay attention to learning even though the network is bad				
10.	I prefer to learn English using Whatsapp media				
11.	I immediately opened the class group when I saw the incoming notification				
12.	I set an alarm before learning so I won't be late for the class group				
13.	I am getting more and more active in learning English when learning to use Whatsapp media to get better grades				
14.	The teacher motivates us before and after the lesson				
15.	I invite friends to work together in learning English through Whatsapp media so that learning runs smoothly				
16.	I actively ask the teacher when learning English				
17.	I am fast and enthusiastic in answering questions given				

	by the teacher or friends during learning				
18.	I am free to express my opinion about English material through Whatsapp media				
19.	I listen and concentrate fully when learning English begins				
20.	I dare to give suggestions or solutions when friends argue with other friends in the class group				

Tabel 1.2: Questionnaire Statement

D. Prosedure of Collecting Data

Technically, the data collecting prosedure applied as the following procedures:

1. Researcher entered class
2. Researcher conveyed some important points that must be known
3. Researcher distributed questions to students
4. The researcher collected the questions results that have been filled in by the students by doing tabulation.

According to Sugiyono (2014) claimed that the Likert Scale is used to measure attitudes, opinion and perceprions a person or group of people social phenomena.

Classification of Likert Scale:

No	Statement		Responses
			Positive
1.	Strongly agree	SS	4
2.	Agree	S	3
3.	Disagree	TS	2
4.	Strongly disagree	STS	1

Table 1.3: Likert Scale Scoring statement

Perception	SS	S	ST	STS
+	4	3	2	1

Tabel 1.4: scoring perception of student

E. Technique of Data Analysis

This research data evaluated use several steps using quantitative data analysis. First, the researcher ranks the data of respondents according to the questionnaire was filled out. Second, the collected information is entered into the research table. Third, the researcher divides in the percentage of respondents into four categories in the research table: strongly agree, agree, disagree, and strongly disagree. The purpose of using scale classification in this study is to determine of respondents agree or disagree with the item in the questionnaire. Respondents evaluated the content of the statements presented in the questionnaire.

As a result, the data in this study is ordinal data. The number utilized are simply sequences to make it easier for the researcher. Then, the analysis is limited to frequencies or number and also percentages. The result of a questionnaire about student perceptions will be found among the result of this percentage.

The rate percentage and classification of percetion :

NO	Direction	perception
1	1-25	Strongly disagree
2	26-50	Disagree
3	51-75	Agree
4	76-100	Strongly agree

Tabel 1.5: Percentage and Classification

CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The are four factors of perception that was examined in this reseach. They are factor of attitude, interest, motivation, and attention.

1. Factor of Attitude

No	Questionnaire statement	Total Scoring	Decimal	Persenta ge	Categories
1	I am very happy to learn English through Whatsapp media	257	0.75	75.5	Strongly Agree
2	I actively read the materials given by the teacher	260	0.76	76.4	Strongly Agree
3	I actively monitor the Whatsapp group while learning	262	0.77	77.0	Strongly Agree
4	I always make preparations before learning English begins	260	0.76	76.4	Strongly Agree
5	I can read or search for information and also past subject matter in the Whatsapp group	242	0.71	71.1	Agree

Table 2.1: Table of factor attitude

In this category, the researcher formulates several perceptions of students' attitudes towards online learning using Whatsapp media. The data shows that students' attitudes 'strongly agree' towards learning using Whatsapp media with

the highest percentage of 77.0. Then there is also the 'Agree' category to the lowest calculation in the table above. The average value is 75.28%. If it is formulated in a predetermined category, then the student's attitude towards online learning using Whatsapp media has a value of 'Strongly agree'. Apart from that, it can be concluded that in this category students have a positive attitude.

2. Factor of Interest

No	Questionnaire statement	Total Scoring	Decimal	Persenta ge	Categories
6	English is an interesting and challenging subject for me	180	0.52	52.9	Agree
7	Many examples and pictures on English material that make me excited to learn	253	0.74	74.4	Agree
8	I often look for other information about English using online media	256	0.75	75.2	Strongly Agree
9	I still pay attention to learning even though the network is bad	244	0.71	71.7	Agree
10	I prefer to learn English using Whatsapp media	236	0.69	69.4	Agree

Table 2.2: Table of factor interest

This category formulates students' interest in learning through Whatsapp media. The researcher concluded that the students agreed with the statements listed in the table above. With the highest 'Agree' percentage, which is 74.4. Then, there is an average value of 68.72% or 'Agree'. So it can be concluded that students have a positive interest in online learning using Whatsapp media.

3. Factor of Motivation

No	Questionnaire statement	Total Scoring	Decimal	Persenta ge	Categories
11	I immediately opened the class group when I saw the incoming notification	267	0.78	78.5	Strongly Agree
12	I set an alarm before learning so I won't be late for the class group	236	0.69	69.4	Agree
13	I am getting more and more active in learning English when learning to use Whatsapp media to get better grades	236	0.69	69.4	Agree
14	The teacher motivates us before and after the lesson	278	0.81	81.7	Strongly Agree
15	I invite friends to work together in learning English through Whatsapp media so that learning runs smoothly	249	0.73	73.2	Agree

Table 2.3: Table of factor motivation

The table above formulates students' motivation for learning media using Whatsapp. As for the results, it can be concluded that students 'Agree' to several statements regarding learning motivation using Whatsapp media with a percentage of 73.2. Then, there is an average value in the table above which is 74.44%. So it can be concluded that students have positive motivation towards the use of Whatsapp media in online learning.

4. Factor of Attention

No	Questionnaire statement	Total Scoring	Decimal	Persenta ge	Categories
16	I actively ask the teacher when learning English	245	0.72	72.0	Agree
17	I am fast and enthusiastic in answering questions given by the teacher or friends during learning	237	0.69	69.7	Agree
18	I am free to express my opinion about English material through Whatsapp media	236	0.69	69.4	Agree
19	I listen and concentrate fully when learning English begins	247	0.72	72.6	Agree
20	I dare to give suggestions or solutions when friends argue with other friends in the class group	252	0.74	74.1	Agree

Table 2.4: Table of factor attention

In this last table, the researcher formulates the students' attention to learning using Whatsapp media. As for the results, students' attention to learning media using Whatsapp is that students 'Agree' to all existing statements with a high percentage of 74.1. Then, there is an average value in the table above which is 71.56%. So it can be concluded that students have positive attention to the use of Whatsapp media on online media learning.

The result of the calculation of the three dimension is below :

No	Dimension	Percentages	Categorie
1	Factor of Attitude	75.28%	Agree
2	Factor of Interest	68.72%	Agree
3	Factor of Motivation	74.44%	Agree
4	Factor of Attention	71.56%	Agree

Tabel 2.5: The calculation of the four factors

B. Discussions

In this study, the researcher investigated students' perception toward the use of WhatsApp as a teaching media. The researcher used a descriptive study method with a quantitative approach. Apart from that, the researcher distributed 20 numbered questionnaires as an instrument to collect data. The researcher used a closed questionnaire type the data are submitted through a four-point Likert scale. The four points are strongly agree, agree, disagree, and strongly disagree students would be answered the questions given by selecting the options that have been provided.

The questionnaire was distributed to the eighth-grade students of MTs Madrasah Tsanawiyah. Two classes participated in this research. The total number of students in the class was 49 students. In collecting data, the researcher entered the class, conveyed some important points that must be known, distributed questions results that has been filled in by students after distributing questions to students , the researcher would also be interviewed by the teacher. There are 4 factors of perception that are tested on students. The four factors are attitude, interest, motivation, and attention factors.

On the attitude factor, the calculation of all the data shows a percentage figure of 75.28%. Interest factor, the calculation of all the data is 68.72%. The motivation factor shows the calculation of all the data as much as 74.44%. Finally, the attention factor that shows the calculation of all the data is 71.56%. If all of the above calculations are included in the classification of perception, then all of the above factors are classified as 'Agree'. Then, the calculation of the three dimensions above has a percentage of 74% or is in the 'Agree' classification.

Researchers has compare this research with previous research. In Fauzan's research (2019), the use of Google Classroom is effective in improving student learning. Then, the results of the study indicate that there are similarities between the results of previous studies and the results of this study. Previous research revealed that the use of google classroom can be used as an alternative media. While in this study, students were very happy and preferred to learn English using Whatsapp media with a percentage of 75.5%. It can be concluded that the used of Whatsapp media in increasing or stimulating students' stimulus to learning.

Furthermore, research from Amalia (2018), students have a positive perception of the use of online assessment. In this study, researchers found data that students had positive perceptions with a percentage calculation of 72.5%. Finally, in the research of Mismara (2019), social media facilitates, motivates, and helps in learning English. Likewise, with this study, the researchers found that students were motivated and enthusiastic to learn English through Whatsapp. Apart from that, students are also increasingly active and often seek wider information about the English language using other online media.

Under the discussion of the theory that has been formulated, the researchers compiled several questions in the questionnaire to be distributed to students. The formulation is based on several factors contained in determining student perceptions. These factors are factors of attitude, interest, motivation, and attention. According to Thoha (2003), the process of perception is on several stages. The process of perception is started when a person encounters

stimuli from their surroundings. Then it is captured by sensory tools and sent to the brain. The stimulus is interpreted based on the individual's motivation and personality. After that, the information is perceived by an individual in the form of feedback to the stimulus.

Arifin, et al. (2017), perception can be influenced by various factors. These factors are personal and external. External factors can be seen by the eye and can be identified. Meanwhile, personal factors are internal in a person and cannot be identified directly so the further translation is needed. External factors include various things that are obtained from outside, while internal factors are various things from within a person. Based on this, it can be concluded that perception can be influenced by various internal and external factors. Internal comes from within a person, while external refers to various things from outside a person that effects the formation of perceptions of a phenomenon or symptom that occurs.

According to (Fatah Syukur: 2006), among others: Internal factors, namely from the perpetrators of perception which include biological/physical factors and psychological factors. Psychological factors include attention. Attitudes, motives, interests, experiences, and education. External factors, namely from outside the individual/perpetrator of perception which includes the target object and the situation/environment in which perception takes place. In addition to the above, the most important thing for the formation of one's perception is information.

Based on the opinion above, it is stated that the factors that influence perception are internal or individual factors and external factors. Internal factors include psychological factors, namely attention, interest, and experience, while external factors include instructions that can be observed in physical education learning, including teachers, friends, teaching methods, materials, facilities and infrastructure, and the school environment. From these factors, a person can perceive the same object but the result of perceiving is different.

According to David Krech and Richard S. Crutchfield as quoted by Rahmat Jalaludin (2001: 235), mentions perception is influenced by functional factors and structural factors. Functional factors or personal factors are factors related to the individual's understanding of the impact of the stimuli produced, commonly called the benefits derived from the stimuli produced, while structural factors or situational factors are external factors that influence the individual understanding of existing stimuli. Structural factors include the implementation of physical education and physical education curriculum. Broadly speaking, it can be concluded that perception is a process of stimulation from outside through the senses which is transmitted to the center of the brain to be held, filtered, organized so that it can be interpreted or expressed in the form of attitudes or behavior.

Walgito (2002: 54) states, the process of perception occurs through a process, namely through several stages as follows: 1) an object or target creates a stimulus, then the stimulus is captured by the senses. This process takes place naturally and is related to the physical aspect. The process is called nature; 2) The stimulus of an object that is received by the senses is then channeled to the brain through the sensory nerves. The process of transferring the stimulus to the brain is called a psychological process, namely the normal functioning of the senses; and 3) the brain then processes the stimulus until the individual realizes the object received by his senses. This process is also called a psychological process. In this case, there is a perceptual process, which is a process where individuals know and realize an object based on a stimulus that hits the senses.

The factors that influence the perceptions formulated in this research can be the basis for students' perceptions of online learning through Whatsapp media. The first factor, namely the attitude factor is poured into 5 statement numbers. It can be seen in the results of the study that students actively read English material and were active in monitoring the group during learning. Previous researchers suspected that students would not be active in participating in learning through online media. However, on the contrary,

students are very happy and even prepare all learning needs before learning begins. With this online learning, students can find information freely on online media without having to rely on the learning process. However, this will not reduce the essence of the teaching and learning process. By looking at the final results presented, it can be seen that students have a positive attitude towards learning through Whatsapp media.

The second is the student interest factor. This factor is grouped in 5 numbers as well as in the first factor. The statements given by the researcher can represent the factors of interest above. The results of the study show that students prefer to learn to use Whatsapp media. Although currently learning at schools has returned to normal again, teachers can use WhatsApp as an alternative to teaching if the teacher is unable to attend. Its function is so that learning is not left behind and students are also not in vain attending school.

Apart from that, with this online media-based learning, students also be more active in asking the teacher because of course the information obtained does not necessarily fulfill all the curiosity of students. In addition to the benefits obtained by students, the teacher also has the advantage that the teacher is free or more creative in giving examples or explanations to students which can be made into more creative forms of learning. It can also be seen in the final result of this factor calculation, students have a positive perception of the interest factor in the 'agree' category.

The third is the motivation factor which is also classified into 4 numbered items. Motivation is needed by students in the learning process. Therefore, providing motivation is included in one of the learning processes included in the curriculum. Teachers able to motivate students to be more active and challenged to start something better. For example, in item number 15, it can be seen that students dare to invite their friends to work together in learning to get better grades.

Students have an improvement in challenging themselves and also in inviting their friends to be able to work together in groups or classes. In the final result of the calculation of the questionnaire given, students' perceptions

of motivational factors in learning to use online media are included in the 'agree' category. This can be used as an evaluation for teachers in the future to consider all aspects and current conditions.

The last is the attention factor which is formulated in the last 5 items in the questionnaire. The attention of students in the classroom is also important in the learning process. If the students' attention is fully in the learning process, the teacher will find it easier to convey the material. The attention of students in the classroom is a task for teachers that is rarely obtained easily. When students' attention is lacking, the learning process will take a long time. Teachers will not easily continue learning if students are not able to focus their attention.

By using WhatsApp media, students are classified as able to increase their attention. Apart from that, the existence of this media can also be an excellent alternative in the teaching and learning process. In this case, the author suggests that using both online and direct media in the teaching and learning process has its advantages.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study aimed to find out the students' perception toward the use of Whatsapp as teaching media. The data collection technique in this study is by distributing questionnaires to respondents. There were 85 students participated in this data collection consisting of two classes. Apart from that, there is the final result of the data collection and calculations from the data. The final result that has been obtained that the highest score and in different factors. The first is attitude factor has research results with an average value of 75.28%. The second is interest factors with an average value of 68.72%. The third is the motivation factor with an average value of 74.44%. The last is the attention factor with an average value of 71.56%.

With online learning, several benefits can be felt for students and teachers. For example, students can learn more about the use of Whatsapp as a learning medium. Students can manage time and also be more honest in doing the assignments given by the teacher. In addition, teachers can provide examples in the form of pictures to students that make students understand faster if given examples along with pictures or videos. On the other hand, teachers can also easily provide motivation and more directed learning objectives to students.

Before the Covid-19 outbreak, learning was done directly by coming to school. But after this covid, students are required to study online at their respective home. Previously, students only learned when come to school, but now students can learn anytime by utilizing online media that have been used in teaching and learning. It can be concluded that, with learning using online media or Whatsapp students are able to respond, develop, be active, and be

motivated in learning. So with this media, teachers are able to teach more creatively. Students also have positive perception of the use of this media.

B. Suggestion

Based on the study, the researcher tries to give some list of suggestions:

1. For english teacher.

In the learning process, the process of interaction between students and teachers has very high effectiveness. Where, if the teacher is able to build good interactions with students, then students will have a great interest in learning, especially learning English. Apart from that, the provision of motivation can arouse students' enthusiasm in learning, both online and face-to-face learning. In addition, with an in-depth evaluation in the classroom, also has a very important goal to get successful learning outcomes from students.

2. For students

Students can learn self-taught learning media by making the best use of the internet. Students must also able to be more responsible for themselves so that they are more independent to stay enthusiastic in learning under any circumstances. In conclusion, students should be able to learn independently as early as possible.

3. For other researcher

For other researchers or future researchers, it is hoped that they can be more thorough in compiling and collecting data. Further researchers must also be able to add statements and respondents to be taken in their research. If possible, the next researcher can take more than one learning media to be studied. In addition, researchers will be able more creative in processing their research.

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APPENDICES



PEMERINTAH KABUPATEN MAJENE
DINAS PENANAMAN MODAL & PELAYANAN TERPADU SATU PINTU
(DPM-PTSP)
Jln. Ammana Wewang No 12 Telp (0422) 21947 Majene-Sulbar



IZIN PENELITIAN

Nomor : 325/IP/DPM-PTSP/MM/IX/2021

Berdasarkan Peraturan Bupati nomor : 53 Tahun 2018 tentang Pelimpahan Kewenangan Penandatanganan Perizinan dan Non Perizinan kepada Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Kabupaten Majene, serta membaca surat Rekomendasi Penelitian Dari Badan Kesatuan bangsa dan Politik Nomor 070/352/IX/2021 Tanggal 2 September 2021 maka pada prinsipnya kami menyetujui dan **MEMBERI IZIN** Kepada :

N a m a : NURBAETI.S
Pekerjaan : Mahasiswi
N I M : 10256117016
Program Study/Jurusan : S1.Tadris Bahasa inggris
Universitas : STAIN Majene
Alamat : Karondang Desa Babana
Kec. Budong-Budong Kab. Mamuju Tengah

Untuk melaksanakan Penelitian di Kabupaten Majene dengan Judul **"STUDENTS' PERCEPTION TOWARD THE USING OF WHATSAPP AS A TEACHING MEDIA"** dengan ketentuan :

1. Sebelum dan sesudah melaksanakan kegiatan, kepada yang bersangkutan diharapkan melapor kepada pemerintah setempat dan atau tempat penelitian yang akan dilaksanakan.
2. Penelitian tidak menyimpang dari Izin yang diberikan.
3. Mentaati semua Perundang-Undangan yang berlaku dan mengindahkan adat istiadat setempat.
4. Menyerahkan 2 (dua) Exemplar foto coby hasil Penelitian kepada Bupati Majene Cq.Dinas Penanaman Modal Dan Pelayanan Terpadu Satu Pintu dan Badan Kesatuan Bangsa dan Politik Kab.Majene
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata pemegang surat izin ini tidak mentaati peraturan diatas.

Demikian surat izin ini dibuat untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di : Majene
Pada Tanggal : 06-09-2021
Kepala Dinas



M. DJAZULI. M. SP. MH
Pembina Utama Muda
19690703 199803 1 007



The Researcher Distributes Questionnaire to Students

NAMA = Ahmad Fuadi
 kelas = VII A

No	Pertanyaan	SS	S	TS	STS
1	Saya sangat senang belajar bahasa inggris melalui media Whatsapp		✓		
2	Saya aktif membaca materi-materi yang diberikan oleh guru	✓			
3	Saya aktif memantau group Whatsapp saat pembelajaran		✓		
4	Saya selalu melakukan persiapan sebelum pembelajaran bahasa inggris dimulai	✓			
5	Saya dapat membaca atau mencari kembali informasi dan juga materi pelajaran yang telah berlalu di dalam group Whatsapp		✓		
6	Bahasa inggris merupakan mata pelajaran yang menarik dan menantang bagi saya	✓			
7	Banyak contoh dan gambar pada materi bahasa inggris yang membuat saya semangat untuk belajar		✓		
8	Saya sering mencari informasi-informasi lain mengenai bahasa inggris menggunakan media online	✓			
9	Saya tetap memperhatikan pembelajaran meskipun jaringan buruk	✓			
10	Saya lebih suka belajar bahasa inggris menggunakan media Whatsapp	✓			
11	Saya langsung membuka group kelas saat melihat notifikasi yang masuk	✓			
12	Saya memasang alarm sebelum pembelajaran agar tidak terlambat masuk group kelas		✓		
13	Saya semakin giat belajar bahasa inggris saat pembelajaran menggunakan media Whatsapp agar mendapatkan nilai yang lebih baik		✓		
14	Guru memberi motivasi kepada kami sebelum dan setelah pembelajaran	✓			
15	Saya mengajak teman bekerja sama dalam pembelajaran bahasa inggris melalui media Whatsapp agar pembelajaran berjalan dengan lancar	✓			
16	Saya aktif bertanya kepada guru saat pembelajaran bahasa inggris		✓		
17	Saya cepat dan antusias menjawab pertanyaan yang diberikan oleh guru ataupun teman saat pembelajaran		✓		
18	Saya leluasa menyampaikan pendapat saya mengenai materi bahasa inggris melalui media Whatsapp	✓			
19	Saya menyimak dan berkonsentrasi penuh saat pembelajaran bahasa inggris dimulai	✓			
20	Saya berani memberi saran atau solusi ketika teman berdebat dengan teman yang lain dalam group kelas		✓		

Muhammad Qaqa Alhezam

VIII B

No	Pertanyaan	SS	S	TS	STS
1	Saya sangat senang belajar bahasa inggris melalui media Whatsapp		✓		
2	Saya aktif membaca materi-materi yang diberikan oleh guru		✓		
3	Saya aktif memantau group Whatsapp saat pembelajaran		✓		
4	Saya selalu melakukan persiapan sebelum pembelajaran bahasa inggris dimulai		✓		
5	Saya dapat membaca atau mencari kembali informasi dan juga materi pelajaran yang telah berlalu di dalam group Whatsapp		✓		
6	Bahasa inggris merupakan mata pelajaran yang menarik dan menantang bagi saya	✓			
7	Banyak contoh dan gambar pada materi bahasa inggris yang membuat saya semangat untuk belajar	✓			
8	Saya sering mencari informasi-informasi lain mengenai bahasa inggris menggunakan media online		✓		
9	Saya tetap memperhatikan pembelajaran meskipun jaringan buruk			✓	
10	Saya lebih suka belajar bahasa inggris menggunakan media Whatsapp		✓		
11	Saya langsung membuka group kelas saat melihat notifikasi yang masuk		✓		
12	Saya memasang alaram sebelum pembelajaran agar tidak terlambat masuk group kelas			✓	
13	Saya semakin giat belajar bahasa inggris saat pembelajaran menggunakan media Whatsapp agar mendapatkan nilai yang lebih baik		✓		
14	Guru memberi motivasi kepada kami sebelum dan setelah pembelajaran		✓	✗	
15	Saya mengajak teman bekerja sama dalam pembelajaran bahasa inggris melalui media Whatsapp agar pembelajaran berjalan dengan lancar			✓	
16	Saya aktif bertanya kepada guru saat pembelajaran bahasa inggris			✓	
17	Saya cepat dan antusias menjawab pertanyaan yang diberikan oleh guru ataupun teman saat pembelajaran			✓	
18	Saya leluasa menyampaikan pendapat saya mengenai materi bahasa inggris melalui media Whatsapp			✓	
19	Saya menyimak dan berkonsentrasi penuh saat pembelajaran bahasa inggris dimulai		✓		
20	Saya berani memberi saran atau solusi ketika teman berdebat dengan teman yang lain dalam group kelas			✓	

Jihan Sahilah
 VIII c

No	Pertanyaan	SS	S	TS	STS
1	Saya sangat senang belajar bahasa inggris melalui media Whatsapp		✓		
2	Saya aktif membaca materi-materi yang diberikan oleh guru	✓			
3	Saya aktif memantau group Whatsapp saat pembelajaran	✓			
4	Saya selalu melakukan persiapan sebelum pembelajaran bahasa inggris dimulai	✓			
5	Saya dapat membaca atau mencari kembali informasi dan juga materi pelajaran yang telah berlalu di dalam group Whatsapp		✓		
6	Bahasa inggris merupakan mata pelajaran yang menarik dan menantang bagi saya		✓		
7	Banyak contoh dan gambar pada materi bahasa inggris yang membuat saya semangat untuk belajar		✓		
8	Saya sering mencari informasi-informasi lain mengenai bahasa inggris menggunakan media online	✓			
9	Saya tetap memperhatikan pembelajaran meskipun jaringan buruk	✓			
10	Saya lebih suka belajar bahasa inggris menggunakan media Whatsapp		✓		
11	Saya langsung membuka group kelas saat melihat notifikasi yang masuk	✓			
12	Saya memasang alaram sebelum pembelajaran agar tidak terlambat masuk group kelas			✓	
13	Saya semakin giat belajar bahasa inggris saat pembelajaran menggunakan media Whatsapp agar mendapatkan nilai yang lebih baik		✓		
14	Guru memberi motivasi kepada kami sebelum dan setelah pembelajaran	✓			
15	Saya mengajak teman bekerja sama dalam pembelajaran bahasa inggris melalui media Whatsapp agar pembelajaran berjalan dengan lancar		✓		
16	Saya aktif bertanya kepada guru saat pembelajaran bahasa inggris		✓		
17	Saya cepat dan antusias menjawab pertanyaan yang diberikan oleh guru ataupun teman saat pembelajaran		✓		
18	Saya leluasa menyampaikan pendapat saya mengenai materi bahasa inggris melalui media Whatsapp	✓			
19	Saya menyimak dan berkonsentrasi penuh saat pembelajaran bahasa inggris dimulai	✓			
20	Saya berani memberi saran atau solusi ketika teman berdebat dengan teman yang lain dalam group kelas		✓		

Nama: ULFA AMELIA

Kelas: VIII D

No	Pertanyaan	SS	S	TS	STS
1	Saya sangat senang belajar bahasa inggris melalui media Whatsapp		✓	✗	
2	Saya aktif membaca materi-materi yang diberikan oleh guru		✓		
3	Saya aktif memantau group Whatsapp saat pembelajaran		✓		
4	Saya selalu melakukan persiapan sebelum pembelajaran bahasa inggris dimulai				
5	Saya dapat membaca atau mencari kembali informasi dan juga materi pelajaran yang telah berlalu di dalam group Whatsapp		✓		
6	Bahasa inggris merupakan mata pelajaran yang menarik dan menantang bagi saya	✓			
7	Banyak contoh dan gambar pada materi bahasa inggris yang membuat saya semangat untuk belajar		✓		
8	Saya sering mencari informasi-informasi lain mengenai bahasa inggris menggunakan media online	✓			
9	Saya tetap memperhatikan pembelajaran meskipun jaringan buruk		✓		
10	Saya lebih suka belajar bahasa inggris menggunakan media Whatsapp	✓			
11	Saya langsung membuka group kelas saat melihat notifikasi yang masuk	✓			
12	Saya memasang alaram sebelum pembelajaran agar tidak terlambat masuk group kelas	✓			
13	Saya semakin giat belajar bahasa inggris saat pembelajaran menggunakan media Whatsapp agar mendapatkan nilai yang lebih baik	✓			
14	Guru memberi motivasi kepada kami sebelum dan setelah pembelajaran	✓			
15	Saya mengajak teman bekerja sama dalam pembelajaran bahasa inggris melalui media Whatsapp agar pembelajaran berjalan dengan lancar	✓			
16	Saya aktif bertanya kepada guru saat pembelajaran bahasa inggris		✓		
17	Saya cepat dan antusias menjawab pertanyaan yang diberikan oleh guru ataupun teman saat pembelajaran		✓		
18	Saya leluasa menyampaikan pendapat saya mengenai materi bahasa inggris melalui media Whatsapp	✓			
19	Saya menyimak dan berkonsentrasi penuh saat pembelajaran bahasa inggris dimulai	✓			
20	Saya berani memberi saran atau solusi ketika teman berdebat dengan teman yang lain dalam group kelas		✓		

The Answer of Students

No	Strongly agree	Agree	Disagree	Strongly disagree
1.	28	38	12	7
2.	13	66	4	2
3.	18	57	9	1
4.	20	52	11	2
5.	10	53	21	1
6.	28	43	12	1
7.	16	54	12	3
8.	25	39	18	3
9.	17	42	23	4
10.	27	27	16	15
11.	30	39	14	2
12.	17	36	28	4
13.	20	36	19	10
14.	30	49	5	1
15.	26	31	24	4
16.	17	43	23	2
17.	13	42	29	1

18.	15	40	26	4
19.	20	43	16	6
20.	22	42	17	4
Jumlah	412	872	339	76

Number of Students Answer

No	Name	Class
1	AUA	VIII C
2	NI	VIII C
3	TKA	VIII C
4	NF	VIII C
5	SN	VIII C
6	NM	VIII C
7	NIH	VIII C
8	NAZ	VIII C
9	MG	VIII C
10	TB	VIII C
11	RR	VIII C
12	UA	VIII C
13	AANI	VIII C
14	NF	VIII C
15	TK	VIII C
16	NA	VIII C
17	QR	VIII C
18	ZA	VIII C
19	SBW	VIII C
20	NAC	VIII C
21	NAA	VIII C
22	STN	VIII C
23	SR	VIII C
24	NN	VIII D
25	TC	VIII D
26	BW	VIII D
27	FF	VIII D
28	YR	VIII D
29	RR	VIII D
30	CYW	VIII D
31	PNR	VIII D
32	DWJ	VIII D
33	GNM	VIII D
34	NM	VIII D
35	ZR	VIII D
36	AZ	VIII D
37	AAS	VIII D
38	NW	VIII D
39	NB	VIII D
40	SR	VIII D
41	RSR	VIII D
42	SW	VIII A
43	NRA	VIII A

44	STM	VIII A
45	NHD	VIII A
46	BGD	VIII A
47	ADD	VIII A
48	KHS	VIII A
49	MA	VIII A
50	FA	VIII A
51	MS	VIII A
52	AS	VIII A
53	GF	VIII A
54	NA	VIII A
55	MRR	VIII A
56	AA	VIII A
57	F	VIII A
58	FA	VIII A
59	A	VIII A
60	R	VIII A
61	D	VIII A
62	MR	VIII A
63	AA	VIII A
64	IA	VIII B
65	ALF	VIII B
66	MAD	VIII B
67	KWN	VIII B
68	MWF	VIII B
69	MFA	VIII B
70	BA	VIII B
71	AT	VIII B
72	MAA	VIII B
73	MK	VIII B
74	MFR	VIII B
75	MGM	VIII B
76	MFA	VIII B
77	MAD	VIII B
78	ME	VIII B
79	AZ	VIII B
80	MRAA	VIII B
81	MM	VIII B
82	MAM	VIII B
83	MHN	VIII B
84	HT	VIII B
85	IZ	VIII B

Initial of Students Name

CURRICULUM VITAE



The writer, Nurbaeti. S was born in Karondang, 29 Juni 1999, West Sulawesi. Indonesia. She was the second children in her family of the couple Suryanto and Bungaderi. She has one sister and one brother. The Writer started her education at Elementary School of SDN 02 Budong-Budong and graduated in 2011, then Junior High School at Mts Syekh Hasan Yamani and Senior High School in SMAN 01 Budong-Budong.

After finishing her studying in Senior High School, she continued her study to State Islamic Collage of Majene. The writer accepted in English Education Program, Tarbiyah and Teaching Training. While active in her college, the writer joined also in organization, that was Senat Mahasiswa (SEMA) in 2019.