

**STUDENTS' PERCEPTION ON THE USE OF WHATSAPP
APPLICATION AS A MEDIA FOR ONLINE LEARNING AT 11TH GRADE
SMK NEGERI 4 PANDEGLANG**

UNDERGRADUATE THESIS

Arranged as one of the partial fulfillment of the requirement to obtain a Bachelor's
Degree in English Education



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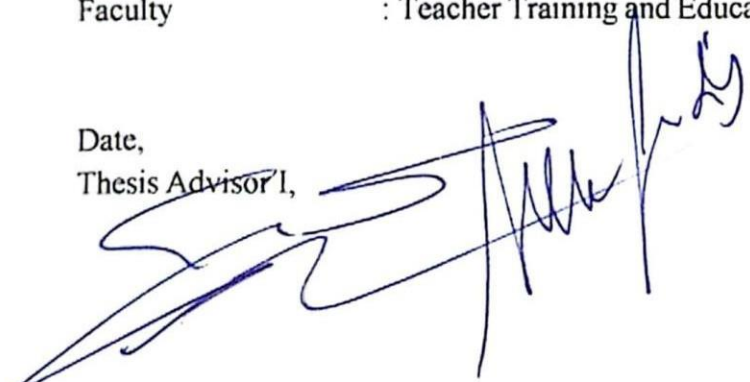
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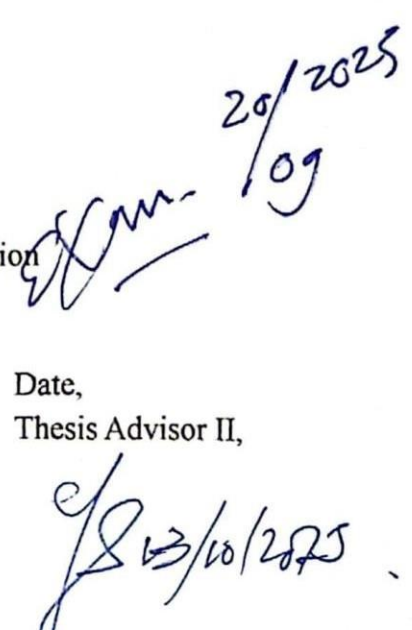
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This undergraduate thesis is highly dedicated to my beloved parents, brothers, and friends who always give me their full support, and unconditional love.

“Thank you” will never be enough.

MOTTO

“Whatever you are be a good one”

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**STUDENTS' PERCEPTION ON THE USE OF THE WHATSAPP APPLICATION
AS A MEDIA FOR ONLINE LEARNING**

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ABSTRACT

This qualitative study delves into the perceptions of students regarding the use of WhatsApp as a medium for online learning in the 11th grade of SMK Negeri 4 Pandeglang. With the widespread use of mobile phones in education, particularly for innovative instruction, students and educators have embraced the opportunities presented by these devices. Mobile learning (m-learning) offers the flexibility for students to engage with educational material beyond traditional classroom settings, allowing learning to occur anytime and anywhere. WhatsApp, an increasingly popular instant messaging application, has gained prominence in educational contexts due to its interactive features, facilitating student-centered learning. This study aims to investigate how students perceive the use of WhatsApp as a medium for online learning and to explore the benefits and challenges associated with its implementation. The researcher employed a descriptive qualitative survey methodology, utilizing questionnaires and interviews as data collection techniques. The objectives of the research were to understand students' perceptions of WhatsApp applications for online learning and to identify the advantages and difficulties encountered. The findings reveal both advantages and disadvantages of using WhatsApp for learning purposes. While many students appreciate the flexibility offered by WhatsApp, some encounter challenges in understanding the material presented. Overall, this study sheds light on the multifaceted nature of implementing WhatsApp in educational settings, providing valuable insights for educators and researchers alike.

Keywords: *Perception, English Study, WhatsApp, Online Learning*

CURRICULUM VITAE



The researcher's name is Latif Abdul Muis. He was born in Pandeglang on March 15th, 1999. His mother is Lilis Lismawati, and his father is Ajid. He is the second of three brothers, Lili Kurniawan, and Ridwan Nasuha. The researcher graduated from SDN Bojong 4 in 2011, SMPN 1 Bojong in 2014, and SMKN 4 Pandeglang in 2017, and researcher has been interested in foreign

languages, especially English since childhood, then continued his education at the English Education Department of the Teacher Training and Education Faculty of University of Sultan Ageng Tirtayasa in the same year as high school graduation. The researcher hopes that all the knowledge that has been studied can be useful for oneself and others.

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CHAPTER I

INTRODUCTION

1.1 Research Background

21st-century education underscores the importance of students possessing critical thinking skills, the capacity to relate knowledge to real-world scenarios, proficiency in information technology, and the ability to communicate and collaborate effectively. Attaining these skills necessitates the application of suitable learning methods that focus on mastering both content and skills. Besides selecting the appropriate learning approaches, the role of media and educational resources is crucial in ensuring an effective teaching and learning process.

Mobile phones have become increasingly utilized as educational tools, offering educators and students opportunities for innovative instruction and mobile learning (m-learning). This trend is supported by the characteristics of mobile phones, which enable students to engage in lessons and access educational materials from teachers outside of traditional class hours, facilitating learning that is less disruptive and more flexible than other forms of technology-enabled learning (Sharples & Vavoula, 2007).

WhatsApp, a smartphone application primarily used for instant messaging, has gained significant popularity in recent years, particularly in educational settings. Its features allow for real-time communication and collaboration among students and teachers, fostering student-centered learning environments. Through

WhatsApp, students can freely express their thoughts and ideas using various multimedia features such as images, videos, web links, and voice messages. Teachers can engage with students by responding to their questions and comments, initiating discussions, or posing new problems for exploration (Dunlap J.C, 2006).

One of the key advantages of WhatsApp is its ability to facilitate communication in real-time, leveraging Wi-Fi and cellular data connections to cover a large number of students quickly and efficiently. This enables students from the same class to easily communicate on specific topics, fostering effective communication and information sharing among group members (Guglielmo Trentin & Manuela Repetto, 2013). As a result, WhatsApp serves as a valuable tool for communication and information dissemination in educational settings, ensuring that students stay informed about learning-related activities and do not miss out on important information.

The introduction of smartphones and applications like WhatsApp has opened up new possibilities for enhancing the learning experience, especially in subjects like English, which can sometimes be perceived as dull or trivial. With traditional classroom learning often being perceived as boring and stressful by many students, educators are increasingly exploring innovative methods to make the learning process more enjoyable and engaging, even beyond the confines of the classroom.

During the COVID-19 pandemic, when online learning became necessary due to lockdown measures and social distancing protocols, platforms like WhatsApp were widely adopted by schools and educational institutions to facilitate

communication and learning activities. However, despite its widespread use, there were challenges related to communication and information dissemination, particularly for students whose parents did not have access to WhatsApp or for students who were less active on the platform.

Despite these challenges, educators recognize the importance of making the learning process enjoyable and accessible, especially for subjects like English. English language learning, from elementary school to tertiary education, requires creative and engaging approaches to foster a love for the language. By leveraging WhatsApp and other similar applications, educators can create interactive and dynamic learning experiences that resonate with students and make learning English more fun and engaging.

In essence, while there may be communication challenges associated with the use of WhatsApp for learning, its potential to enhance the learning experience and make English language learning more enjoyable makes it a valuable tool for educators and students alike. With proper implementation and support, WhatsApp can play a significant role in transforming the way English is taught and learned, fostering a more positive and effective learning environment..

This research aims to know the students' perception toward the use of WhatsApp Application in Learning English Teaching at 11th Grade SMK Negeri 4 Pandeglang. Based on the background described above, the researcher is interested in doing research entitled:

“Students' Perception on the Use of WhatsApp Application as a Media for Online Learning at 11th Grade SMK Negeri 4 Pandeglang.

1.2 Identification of The Problem

According to the background of the study above, the researcher identifies problems to discuss in this study as follows:

1. Students of SMK Negeri 4 Pandeglang were lack of motivation to learn English.
2. Variation in the teaching of English in SMK Negeri 4 Pandeglang classes is very limited.

1.3 Limitation of The Problem

The problem in this study is limited to the Students' Perception of the use of WhatsApp application as a Medium for Online Learning at 11th Grade SMK Negeri 4 Pandeglang.

1.4 Formulation of The Problem

Following the limitations of the problem above, the researcher formulated the problem as follows:

1. What is the student's perception of WhatsApp Application as a media for online learning?
2. What are the benefits and difficulties of using WhatsApp Application used as a medium for online learning?

1.5 Research Objective

1. To know the Students' of SMK Negeri 4 Pandeglang's perception on the Use of WhatsApp Application as a Medium for Online Learning.
2. To know the benefits and difficulties of using WhatsApp Application used as a medium for online learning in SMK Negeri 4 Pandeglang.

1.6 Research Significance

a) Theoretical Benefits

Theoretically, this research's benefits are expected to contribute positive thoughts in the development of science and education related to implementing WhatsApp applications as a media for online learning activities.

b) Practical Benefits

The aim of this study is to offer educators in the field of English language teaching valuable insights and innovative approaches. Utilizing WhatsApp Groups presents a viable option for teachers to enhance their instructional methods. By incorporating this platform into teaching practices, teachers can foster effective and efficient learning experiences, thereby facilitating students' development.

1.7 Operational Definition

To avoid misunderstanding of the meaning contained in this research paper, the researcher writes the operational definition that related to the researcher's propositions as follows:

1. Definition of Online Learning

Online learning represents an evolution of distance education, emphasizing the integration of education, instruction, and learning through information and communication technology (ICT). It involves leveraging ICT tools to facilitate access to educational resources and interactions via the internet. (Abaidoo & Arkorful, 2014)

2. Perception

Perception, a biological phenomenon occurring within the human brain, involves the reception of messages or information through the five senses: sight, hearing,

smell, taste, and touch (Slameto, 2003). This process entails summarizing and interpreting the gathered information, enabling individuals to respond positively or negatively to it. Consequently, perception revolves around the interaction between an individual and their surroundings via sensory input. Once an individual senses an object within their environment, it undergoes processing to derive its significance..

3. Learning Media

Learning media encompasses all physical and technical resources utilized in the learning process, aiding teachers in effectively delivering subject matter to students to facilitate the attainment of formulated learning objectives..

1.8 Organization of The Research

In this research paper, the researcher divided the organization of writing into three chapters, they are:

- 1) Chapter one presents an introduction that consists of the research background, identification of the problem, limitation of the problem, formulation of the problem, research objective, research significance, operational definition, and organization of the paper.
- 2) Chapter two presents a theoretical framework that consists of perception, learning media, online learning, and previous studies.
- 3) Chapter three presents the Research Methodology, which consists of the Research Design, Research Instrument, Subject of the Research, Data Collecting Technique, Data Analysis Technique, and Research Procedures.
- 4) Chapter 4 presents Research Findings, Questionnaire Data, Interview Data, Research Discussion
- 5) Chapter five presents the Conclusion and suggestions.

CHAPTER II

THEORETICAL FRAMEWORK

2.1 Definition of Perception

Perception encompasses the array of processes through which we identify, arrange, and interpret stimuli within our surroundings. The primary divergence between the two principal theories of perception lies in their respective emphasis on the significance of sensation and higher cognitive functions in the perceptual process. Through perception, individuals can discern the conditions of their surrounding environment as well as glean insights into matters of personal concern. Put simply, perception occurs when individuals receive stimuli and interpret the outcomes of their observations to comprehend their environment and its pertinent aspects (Sunaryo, 2004)

Perception involves the integration of meaningful stimuli received by individuals or organisms, functioning as an internal activity within them (Walgito, 2004). It serves as a conduit for delivering informational messages to the human brain, enabling continuous correlation with the environment (Slameto, 2010).

This correlation occurs through the utilization of the senses—sight, hearing, touch, and smell. Essentially, perception constitutes the processes through which individuals become cognizant of and interpret environmental information, utilizing their five senses to gather data. Consequently, perception entails experiencing and comparing information with past encounters, employing the senses to pay attention

to or comprehend something (Walgito, 2004). Human perception can be categorized into two realms: perception of the physical environment and social perception, with the latter focusing on human interactions (Mulyana, 2008). It encapsulates the conscious mental processes engaged in understanding the surrounding environment, signifying the comprehension of stimuli detected through sensing objects, events, and their interrelations, which are then processed by cognitive faculties (Koentjaraningrat, 2011:99).

The perception of the physical environment is not the same, in the sense that different, because it is influenced by some factors, among others:

1. Background experience
 2. Cultural background
 3. Background psychological
 4. Background values, beliefs, and expectation
 5. Condition the tool's factual senses in which the information is up to the person it is through that door.
- b) The perception of the human

Human or social perception refers to the cognitive process through which individuals apprehend social stimuli and occurrences within their surroundings. Each person possesses a unique interpretation of the reality surrounding them, indicating diverse perceptions of their environment. In this study, perception is delineated as the stimuli individuals receive when deciphering environmental information via their senses—namely, sight, hearing, touch, and smell—enabling them to comprehend their surrounding milieu.

2.1.1 Types of Perception

Perception is not confined to a single moment but extends across past, present, and future contexts. It is categorized into three temporal types: past, present, and future perception. Past perception involves reacting to stimuli based on past experiences, forming impressions linked to prior observations. Present perception, also known as imaginative perception, occurs in the moment. Lastly, future perception, or initiative perception, involves responding to stimuli by envisioning future outcomes. In essence, perception encompasses temporal dimensions—past, present, and future—as well as individual sensory modalities such as visual, auditory, motoric, tactile, and mixed perception.

Perception refers to the process of sensing and comprehending stimuli, including images, ideas, or beliefs. It is shaped by our senses, and individuals respond to stimuli by forming judgments or assessments. These assessments may involve distinguishing between groupings or focusing on particular aspects. For instance, students in a learning environment may differentiate between study materials and remain focused on learning goals despite distractions from peers. Furthermore, perception is influenced by various factors, including psychology, family background, cultural upbringing, and personal motivation.

In this study, perception is defined as the manner in which individuals interpret sensory impressions to understand their surroundings. Each person's perception is unique, influenced by factors such as psychology, family dynamics, culture, and motivation. The research underscores the diverse nature of perception,

emphasizing its temporal dimensions and the individual's sensory responses, which encompass visual, auditory, motoric, tactile, and mixed modalities.

2.1.2 Process of Perception

Perception is not a straightforward occurrence; rather, it involves several psychological processes that shape how we perceive stimuli. These processes encompass stimulation, registration, interpretation, and feedback. Among these, interpretation holds particular significance as it dictates how individuals understand stimuli. Each learner undergoes a unique cognitive process in interpreting stimulation, influenced by factors such as motivation, experience, and personality. Consequently, individuals develop their own perceptions of various stimuli.

The final stage of perception is feedback, where information is interpreted and reactions are formulated. These reactions can be either positive or negative, depending on numerous influencing factors. Negative reactions may lead to attitudes such as rejection, disagreement, prejudice, or even rebellion toward the stimulus. Conversely, positive interpretations result in favorable attitudes or manners toward the stimuli, including acceptance, pleasure, or respect.

In summary, perception entails a comprehensive process beginning with stimulation, followed by the registration of information, inner cognitive processes shaped by motivation and experience, and culminating in decisions regarding reactions to the stimuli.

2.1.3 Factors Affecting Perception

Based on (Miftah Toha, 2011), some factors affecting the perception are different from each other:

1) Internal factors

feelings, attitudes and individual personality, prejudice, desire or expectation, attention, learning, physical, psychiatric disorders, values, and needs are also individual self-interest and motivation.

2) External factors

family background, information obtained knowledge and culture, intensity, size, presence, repeated movement of things

-new and familiar.

Perception is separated into two factors, the first internal and external factors.

1) Internal factor. Factors that influence the individual, there are several factors, including:

a) Physiological. Information enters through the senses, and then the information received will influence and complement the business Give meaning to the environment. The capacity of the senses is different for each person to understand so the interpretation of the environment may also differ.

b) Attention. Individuals require a certain amount of energy released paying attention to or paying attention to physical forms and mental features existing on an object. everyone's energy is different attention to objects is also different and this will affect the sense of something.

c) Interest. The perception of something depends on how much energy or perceptual alertness is induced to feel. Perceptual attention is a person's tendency to pay attention to a certain type of incentive or it can be called interest.

d) Needs that are in the same direction. This factor can be seen from how strongly a

person searches for an object or message and answers accordingly.

- e) Experience and memory. This can be said to depend on experience memory in the sense of the extent to which a person can remember past events to detect stimulus in the broadest sense.
 - f) Mood. Emotional state affects the behavior of a person, it is mood that shows how a person sometimes feels which can affect how a person is capable of receiving, responding, and remembering.
- 2) External Factor Features that affect perception are the environment and the objects involved in it. These elements are subject to change how and what affects a person's view of the world around them one feels or accepts it. while external factors affect perception are:
- a) Size and placement of object of stimuli. This factor suggests that the bigger the relation of an object, the easier it is to understand it. This form will affect the person's perception and seeing. It will be easy to pay the personal item size form attention, in turn, shapes perception.
 - b) Colors of objects. Objects with more light will be easier to understand (perceive) than those with little.
 - c) Unique and contrast of the stimulus. extrinsic incentives whose presence stands out against the background and surrounds, and which will pique others' curiosity absolutely beyond their expectations.
 - d) Intensity and strength of the stimulus. will stimulate the external environment if it is watched several times, it becomes more significant than if it is simply viewed once. The power of an excitation is the power of an item that can influence perception.

So, according to the previous concept, perception exists because it is caused by two variables: external and interior forces. As previously stated, internal variables are those that may influence an individual's intrinsic views, whilst external factors are those that can influence the perceptions that result from them. The environment and the items that are a part of it.

2.2 Learning Media in Teaching English

2.2.1 Definition of Learning Media

Learning media refers to the physical and technical tools utilized in the teaching process to aid educators in conveying subject matter effectively to students, thus facilitating the attainment of learning objectives. These tools possess specific characteristics that can be tailored to suit the context of the lesson, ensuring efficient message delivery.

Integral to the educational realm, learning media plays a crucial role in the teaching and learning process, serving as a conduit for transmitting information from sender to recipient. By stimulating students' thoughts, emotions, attention, and interests, learning media enhances the learning experience and contributes to the achievement of learning goals. In essence, media serves as an intermediary for information dissemination, while learning media serves as educators' tools to facilitate comprehension and efficiency in achieving learning objectives.

2.2.2 WhatsApp Application

The availability of knowledge is ubiquitous, with one accessible format being WhatsApp. This platform proves immensely beneficial for students in acquiring learning-related knowledge, both within and beyond the classroom. Through WhatsApp, students can freely express their thoughts and receive prompt feedback from teachers, fostering engagement and facilitating student-centered learning. The platform's features, such as multimedia sharing, enable diverse forms of expression, including images, videos, web links, and recordings.

WhatsApp offers numerous advantages, as detailed on its official page:

- a) No Additional Costs: Utilizing internet connections, WhatsApp enables users to send messages and make calls without incurring additional fees.
- b) Multimedia Capability: Users can engage in free calls and exchange multimedia content, enhancing communication possibilities.
- c) Group Chat: Facilitating group conversations, WhatsApp allows seamless communication among multiple users.
- d) WhatsApp Web: Users can access WhatsApp messages directly from their browsers or computer browsers.
- e) No International Fees: Sending international messages incurs no additional charges.
- f) Absence of Username and PIN: WhatsApp operates with telephone numbers, integrating seamlessly with users' address books.
- g) No Login or Logout Required: WhatsApp remains connected to the device, eliminating the need for frequent login/logout procedures.

h) Connect With Contacts: Users can easily connect with contacts saved on their phones.

i) Additional Features: WhatsApp offers features such as location sharing, contact exchange, special notification tones, chat history saving, and broadcast messaging.

j) Media Sharing: Users can share photos, videos, documents, and voice messages.

These features make WhatsApp a versatile platform for instant messaging across various operating systems, facilitating communication and knowledge exchange without additional charges beyond internet connectivity.

To use WhatsApp effectively in teaching English, the following steps are recommended:

a) Download and open the WhatsApp messenger application from the Google Play Store or Apple Store.

b) Create a study group to serve as an online class platform for material provision, training, and assignments.

c) Invite students to join the online classes either individually or through a provided link.

d) Record attendance using Google Forms.

e) Develop a schedule and learning plan.

f) Engage in online learning activities with students.

g) Provide material and assignments to gauge student understanding and assess learning outcomes.

While WhatsApp offers several advantages, including faster information

exchange and the creation of new communication patterns, it also presents some drawbacks. These include its predominant use for non-formal communication among high school students and occasional network disruptions leading to miscommunication.

In summary, WhatsApp serves as a valuable tool for facilitating communication and knowledge exchange in education, offering numerous advantages while also posing some challenges that require careful management and consideration.

2.3 Online Learning

2.3.1 Definition of Online Learning

The Internet has become increasingly popular as a valuable resource for both learning and teaching, facilitating the sharing and access of information among students and educators (Richard & Haya, 2009). Online learning encompasses any learning process that occurs partially or entirely over the internet. It represents an evolution of distance learning, emphasizing the integration of education, teaching, and learning with information and communication technology (ICT) (Abaidoo & Arkorful, 2014).

Online learning involves educational activities conducted electronically, enabling students to balance full-time work commitments with their studies. It fosters global communication and collaboration among students, allowing them to interact with peers worldwide and customize their learning environments (Abbad, 2009). Ultimately, online learning offers an accessible and cost-effective means of

education, conducted entirely over the internet.

2.3.2 The Use of Online Learning in Education

Media plays a crucial role in the teaching and learning process, serving as a key component to achieve instructional goals. Its utilization becomes particularly significant when aiming for improved learning outcomes or higher academic achievements. Instructional media serves as a conduit for effectively transferring knowledge to students, enhancing their understanding and engagement. The significance of employing media in teaching lies in its ability to assist students in their studies and streamline the teaching and learning process, rendering materials more engaging, tangible, and comprehensible.

Online learning represents a novel approach in education, characterized by advancements in information technology and multimedia resources. It leverages these technologies to enhance the quality of learning experiences. Notably, online learning offers substantial benefits to both educators and learners. It enables students to pursue education without disrupting their busy schedules, as evidenced by studies like that of Borstorff & Lowe (2007).

In today's educational landscape, online learning emerges as a viable alternative, particularly amidst the need for adaptable solutions. It provides flexibility and convenience without compromising on educational quality. Embracing online learning facilitates the attainment of diverse learning objectives, as highlighted by Ananga (2020).

2.4 Previous Study

Previous research has demonstrated the effectiveness of utilizing the WhatsApp application as a tool for student learning, as evidenced by several studies:

Izyani binti Mistar (2016) explored "Students' Perceptions of Using WhatsApp as a Learning Tool in ESL Classrooms." Her research emphasized the significance of WhatsApp in enhancing language learning and proficiency among students. While her study focused on students' perceptions in ESL classrooms using questionnaires, this current research specifically examines students' perceptions of WhatsApp's role in teaching English, employing interviews and documentation as data collection methods. Both studies share a common interest in leveraging WhatsApp to improve English learning.

Noer Intan Br Gurusinga (2018) investigated "The Contribution of Chat Using WhatsApp on the Students' Ability in Developing Writing." This study aimed to assess the impact of WhatsApp chat on English writing skills among students at Uinsu. While focusing on English writing development among students, this research differs in its scope, examining the contributions of WhatsApp to 11th-grade students' online learning. Nevertheless, both studies underscore the utility of WhatsApp in enhancing language skills.

Nchindo Richardson Mbukusa (2018) explored "Perceptions of Students on the Use of WhatsApp in Teaching Methods of English as a Second Language." This study investigated how WhatsApp serves as an innovative teaching method to engage students and enhance learning outcomes in English as a second language.

Although his research focused on tertiary students' perceptions using questionnaires, this current study targets 11th-grade students' perceptions of WhatsApp's role in online learning. Despite differing academic levels, both studies recognize WhatsApp's potential to foster student interest and learning engagement.

In summary, while previous research has examined WhatsApp's utility in language learning contexts, this current study specifically investigates 11th-grade students' perceptions of WhatsApp's role in online learning at SMK Negeri 4 Pandeglang. Despite variations in focus and methodologies, these studies collectively highlight WhatsApp's potential as a valuable tool for enhancing student learning experiences.

CHAPTER III

RESEARCH METHODOLOGY

3.1 Research Design

The aim of the research is to explore students' perceptions regarding the use of WhatsApp applications as a medium for online learning at 11th-grade SMK Negeri 4 Pandeglang. This study is classified as qualitative descriptive research, which focuses on understanding qualitative aspects of social phenomena and utilizes methods that generate textual data for analysis rather than numerical data (Patton & Cochran, 2002).

Qualitative research is characterized by its focus on describing social phenomena and its use of methods such as interviews to gather data from the population of interest. In this context, qualitative research is employed to gather insights into students' perceptions of utilizing WhatsApp for online learning, using interviews as the primary data collection tool.

3.2 Setting and Subject of the Research

In this study, the researcher selected SMK Negeri 4 Pandeglang as the setting. The rationale behind this choice is rooted in the need to understand the students' perceptions regarding the use of WhatsApp applications in teaching English, particularly among 11th-grade students at SMK Negeri 4 Pandeglang. This decision stems from the fact that students at this educational institution are typically at a basic level of English education, making their perspectives particularly

relevant.

The subjects of the research comprised students enrolled in the 11th grade at SMK Negeri 4 Pandeglang. Specifically, the researcher focused on one class during the odd semester, which consisted of fifteen students. The selected class was 11th/1st Grade Computer/Engineering (TKJ) Students, chosen due to their frequent utilization of WhatsApp for English instruction. Consequently, this class was deemed suitable for exploring the subject of the research..

3.3 Data Collection Technique

In this research, the data collection techniques used by the researcher were using questionnaires and interviews to be able to answer the research question.

3.3.1 Questionnaire

A questionnaire comprises a series of written inquiries designed to gather information from respondents. From the perspective of how respondents answer, questionnaires are categorized into two types: open and closed questionnaires (Arikunto, 2010). An open questionnaire allows respondents to answer freely in their own words, whereas a closed questionnaire provides predetermined answer options. In this study, a closed questionnaire will be utilized as the research instrument. The researcher will present several closed questions for respondents to answer. This questionnaire aims to collect data on Students' Perceptions of the Use of the WhatsApp Application in Teaching English. Fifteen students from the eleventh-grade Computer and Engineering (TKJ) class at SMK Negeri 4 Pandeglang will be approached as participants for this study.

Table 3.1. Scoring Answer

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

Table 3.2 The Classification Table

Percentage	Category
0.00% - 33.33%	Low Enough Good
33.34% - 66.66%	
66.67% - 100%	

Adapted from Tophan and Sirotnik Kenet A (From Wulandari 2011:14)

3.3.2 Interview

Interviews were needed in this research to be the way to explore the answers that the researcher found from the questionnaire. The researcher used a semi-structured interview which had more flexibility, interactive, and deeper exploration of the questions.

The interview serves as a direct means of communication to obtain reliable and valid insights through verbal responses from the respondent. As Key (2000) suggests, it is an evolving conversation where the roles of both interviewer and respondent shift. In this activity, the interviewer engages with the interviewee by presenting questions for them to respond to. In the context of this research, the interview was utilized to gather data regarding Students' Perceptions of the Use of WhatsApp applications in Teaching English. Fifteen students from the eleventh grade of SMK Negeri 4 Pandeglang were approached to participate as the subjects of the interview, providing valuable insights into the topic at hand.

The interview is a collaborative interaction between the interviewer and interviewees, during which the interviewer poses questions for the interviewees to respond to. In this study, the researcher conducted interviews to gather data on students' perceptions of the educational media employed by teachers in English instruction. To guide the interviews, the researcher prepared specific points for discussion in an interview guide. The subjects of these interviews were eleventh-grade students at SMK Negeri 4 Pandeglang. The interviews took place as discussions between the researcher and the students, providing an opportunity to explore various topics related to the research.

3.4 Research Procedure

To conduct research well, the researcher followed the research procedure through the following steps:

1. Researcher visited the school and asked permission to conduct the research.
2. Researcher conducted pre-observation. In the pre-observation, the researcher conducted research at the school to find out whether the population and sample were available or not
3. Researcher determined the population and sample. The population was the 15 students of Eleventh Grade Computer and engineering (TKJ) Students of SMK Negeri 4 Pandeglang.
4. Researcher conducted interviews. This interview included five questions. Interview.
5. After the interview, the researcher gave a questionnaire to the respondent after the interview
6. After conducting interviews and also providing a questionnaire, the researcher analyzed the data obtained.
7. Finally, the researcher concluded from the data obtained.

3.5 Trustworthiness Of The Research

In research, researchers must obtain valid data. it's part of research that shows how reliable the data can be. to check the validity of the data, the researchers

used the theoretical triad, reliability, and reliability in this study.

3.5.1 Data Source Triangulation

In qualitative research, the validity of the data that have been collected should be tested to validate the data. The technique of data verification is called “Triangulation”. Triangulation is a technique to collect all the data and combine it into one conclusion from different data sources. Triangulation can be very useful to increase understanding of the data or phenomenon that is being researched. The different sources give the researcher a different point of view. Even though it uses various sources, the data still be processed using one theory or coding from the experts. So, it still gained one conclusion and showed the result (Moleong, 2011:330)

In this study the researcher uses questionnaires to obtain data from students and to strengthen the answers obtained by researchers using interviews with teachers to strengthen the data obtained from students' answers to this research, the researcher uses data source triangulation in his study.

CHAPTER IV

FINDING AND DISCUSSION

This chapter elaborates on the findings of research based on data collection. The findings are meant to answer the research question in chapter one: 1) What are the student's perceptions of the use of WhatsApp application as a Medium for Online Learning Activities? 2) What are the advantages and disadvantages of the use of WhatsApp application as a Medium for Online Learning Activities?

4.1 Research Finding

This research aims to explore the perceptions of SMKN 4 Pandeglang students regarding the use of the WhatsApp application as a medium for online learning activities. The study seeks to uncover the benefits, drawbacks, and impacts of utilizing WhatsApp for learning based on students' experiences. Through interviews and questionnaires, the researcher engaged 15 participants, including both teachers and students who had prior experience using WhatsApp for learning purposes.

The research methodology involved conducting interviews and administering questionnaires to both teachers and students, with a focus on understanding students' perceptions of using WhatsApp for online learning.

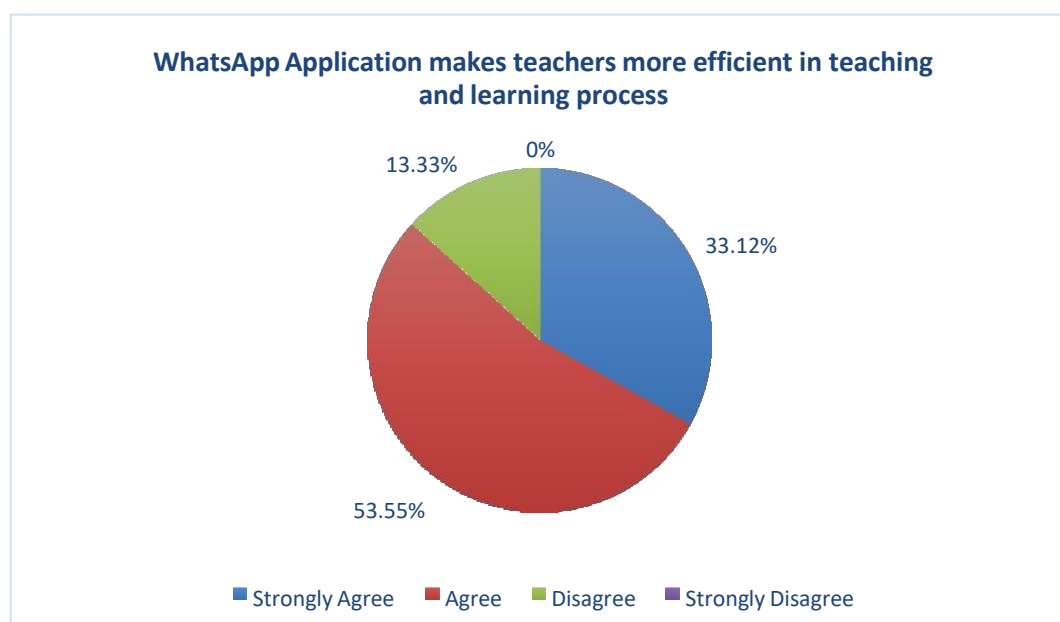
Regarding the research question, participants highlighted both the

advantages and disadvantages of using WhatsApp for online learning. They acknowledged that learning via WhatsApp is convenient, as it is free and allows for flexible learning anytime and anywhere. However, the study also revealed that students exhibited less enthusiasm towards using WhatsApp for learning. Many students expressed that learning through WhatsApp did not enhance their motivation for teaching and learning. They found the experience boring, with minimal student participation and difficulty in understanding the teaching material provided by teachers. Additionally, some students faced challenges such as poor internet connectivity, particularly those residing in rural areas.

Overall, the findings shed light on the mixed perceptions among students regarding the use of WhatsApp for online learning, highlighting both its advantages and drawbacks.

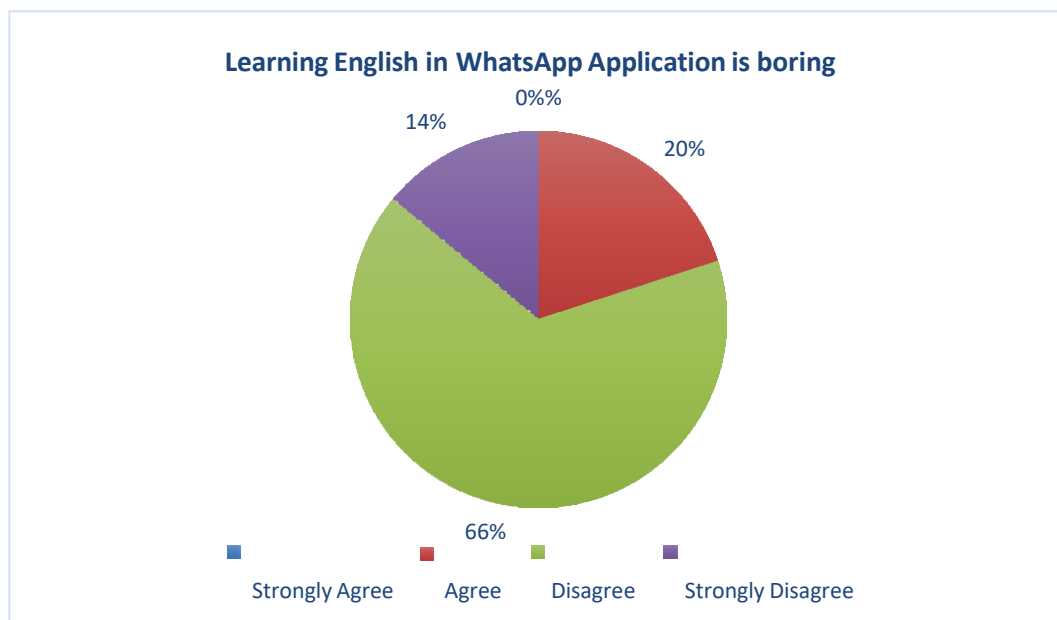
4.1.1 Questionnaire Data

Figure 4.1.1.1



1. In the first questionnaire, the researcher asked the participants whether WhatsApp Application makes teachers more efficient in the teaching and learning process. In total, of the 15 students', it shows that most of them students agreed learning through WhatsApp makes teachers more efficient in teaching and learning the results show that 5 Students' (14%) strongly agree, 8 Students (53.55%) agree, 2 students (2%) disagree, and 0 students (0%) strongly disagree if WhatsApp Application makes teachers more efficient in teaching and learning process.

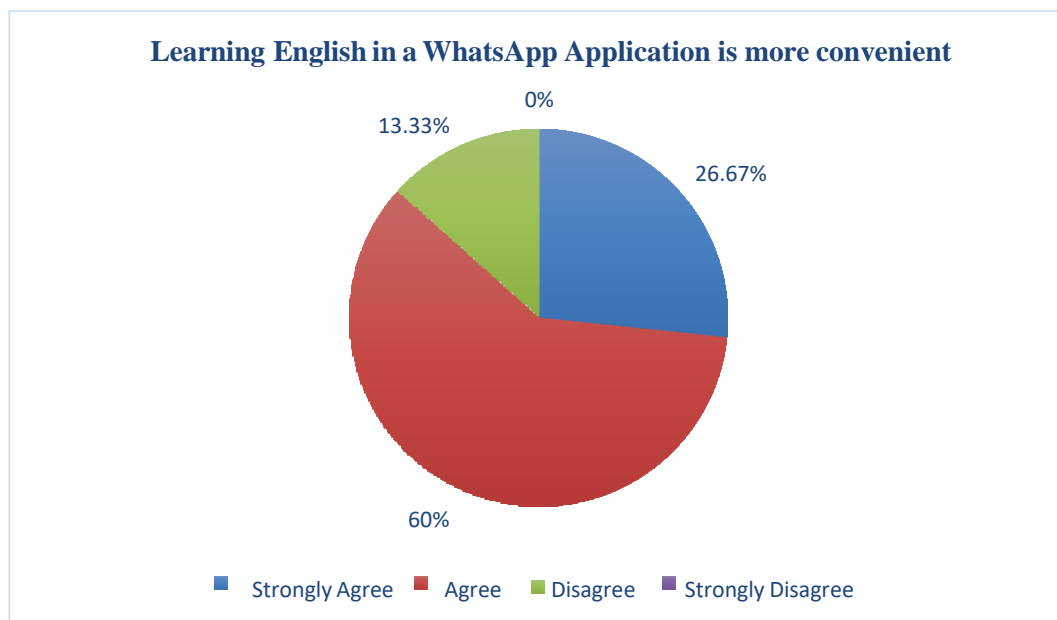
Figure 4.1.1.2 Learning English in WhatsApp Application is boring



2. In the second questionnaire, the researcher asked the participants whether Learning

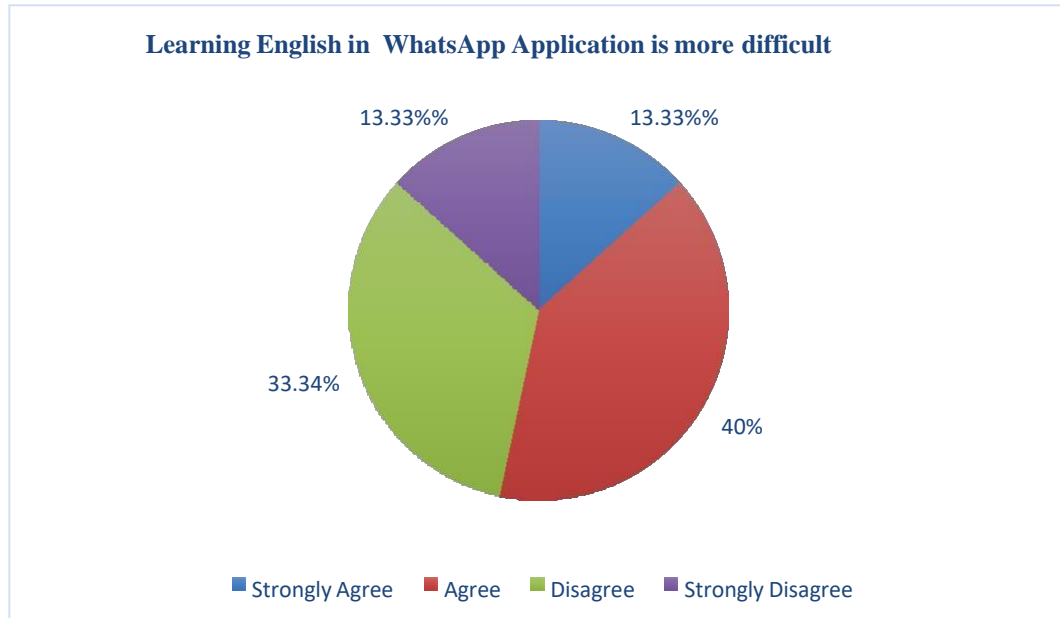
English on WhatsApp applications is boring. In total, from the 15 students, it shows that most of the students disagreed learning on WhatsApp is boring. Based on the results, shows that 0 Students (0%) strongly agree, 3 Students (20%) agree, 10 students (66%) disagree, and 2 students (14%) strongly disagree if Learning English on WhatsApp Application is boring.

Figure 4.1.1.3 Learning English in a WhatsApp Application is more convenient



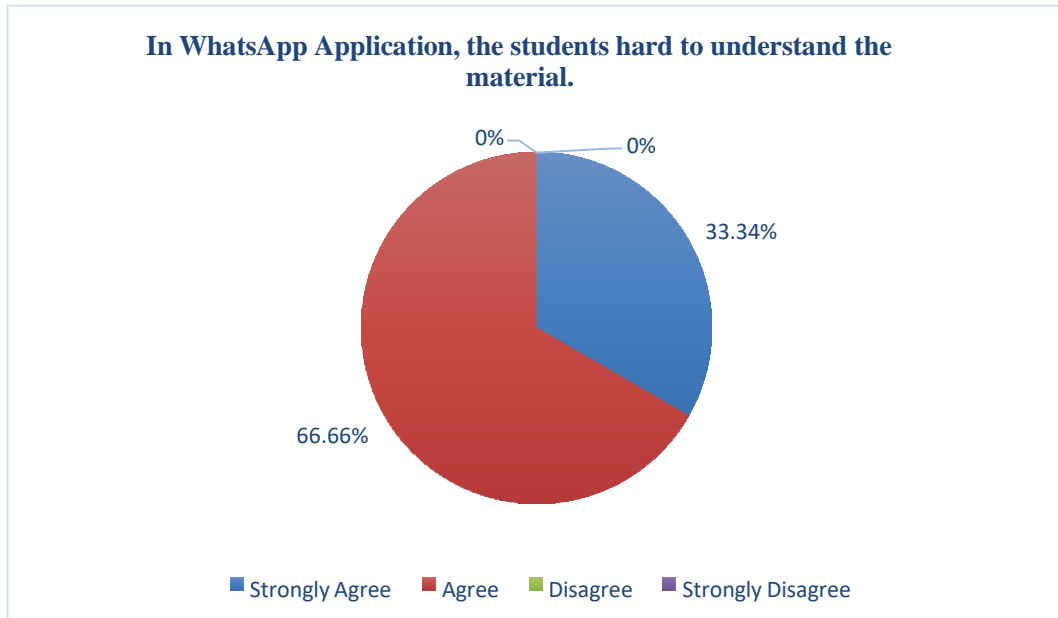
- In the third questionnaire, the researcher asked the participants whether Learning English via a WhatsApp Application is more convenient, In total, of the 15 students, it shows that 4 Students' (26.67%) strongly agree, 9 Students (60%) agree, 2 students (13.33%) disagree, and 0 students (0%) strongly disagree if Learning English in a WhatsApp Application is more convenient.

Figure 4.1.1.4 Learning English in WhatsApp Application is more difficult



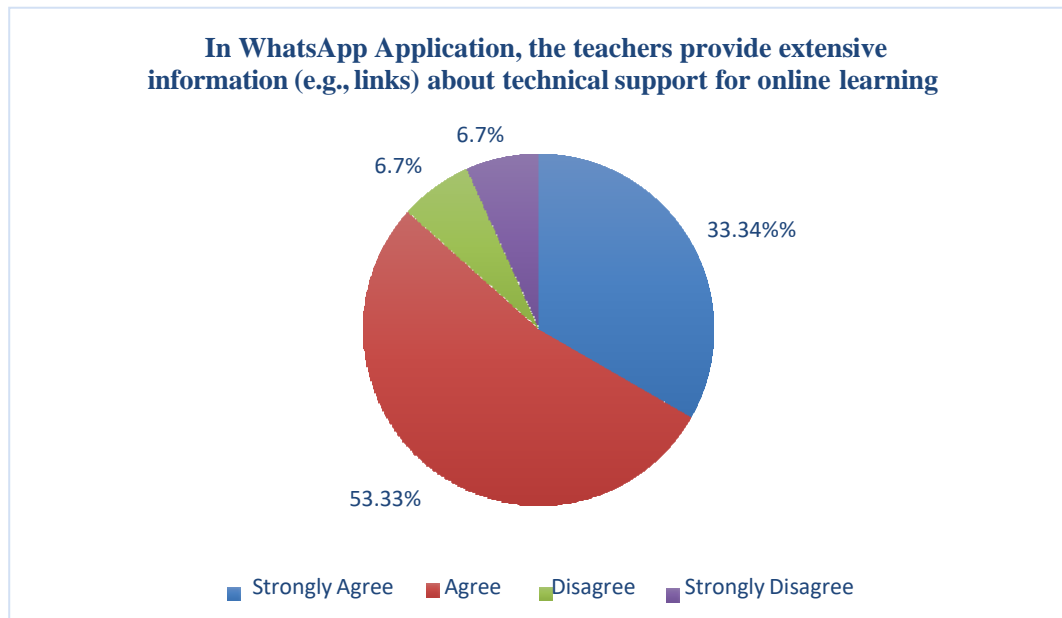
4. In the fourth questionnaire, the researcher asked the participants whether Learning English on WhatsApp Application is more difficult, In total, of the 15 students, it shows that 2 Students' (13.33%) strongly agree, 6 Students (40%) agree, 5 students (33.34%) disagree, and 2 students (13.33%) strongly disagree if learning English in WhatsApp Application is more difficult.

Figure 4.1.1.5 In the WhatsApp Application, the students hard to understand the material.



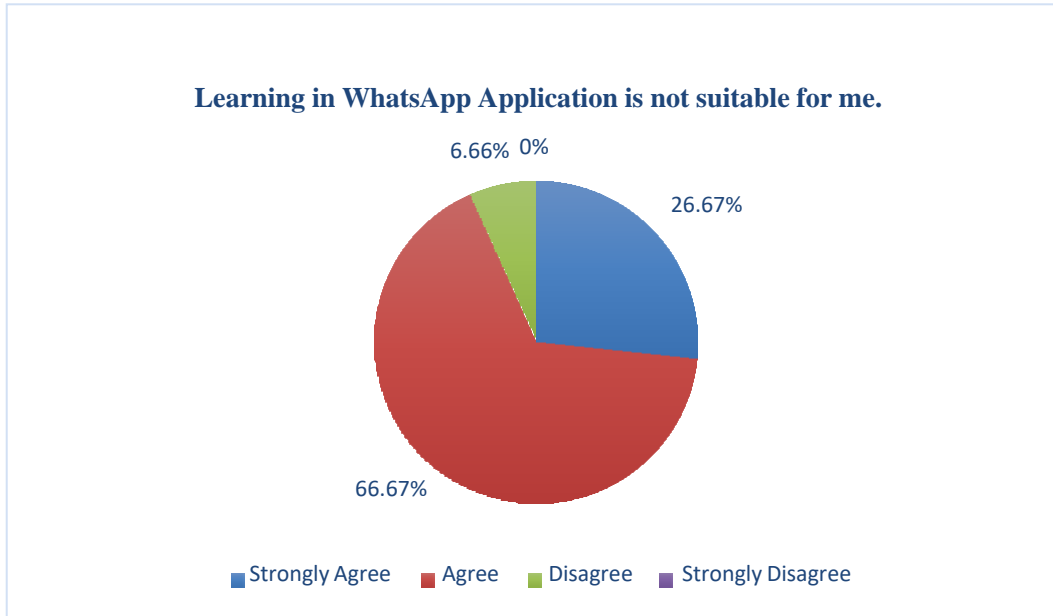
5. In the fifth questionnaire, the researcher asked the participants whether in WhatsApp application, they hard to understand the material, In total, of the 15 students, it shows that 5 Students' (33.34%) strongly agreed, 10 Students (66.66%) agreed, 0 students (0%) disagree, and 0 students (0%) strongly disagree if In WhatsApp Application, the students hard to understand the material.

Figure 4.1.1.6 In the WhatsApp Application, the teachers provide extensive information(e.g., links) about technical support for online learning



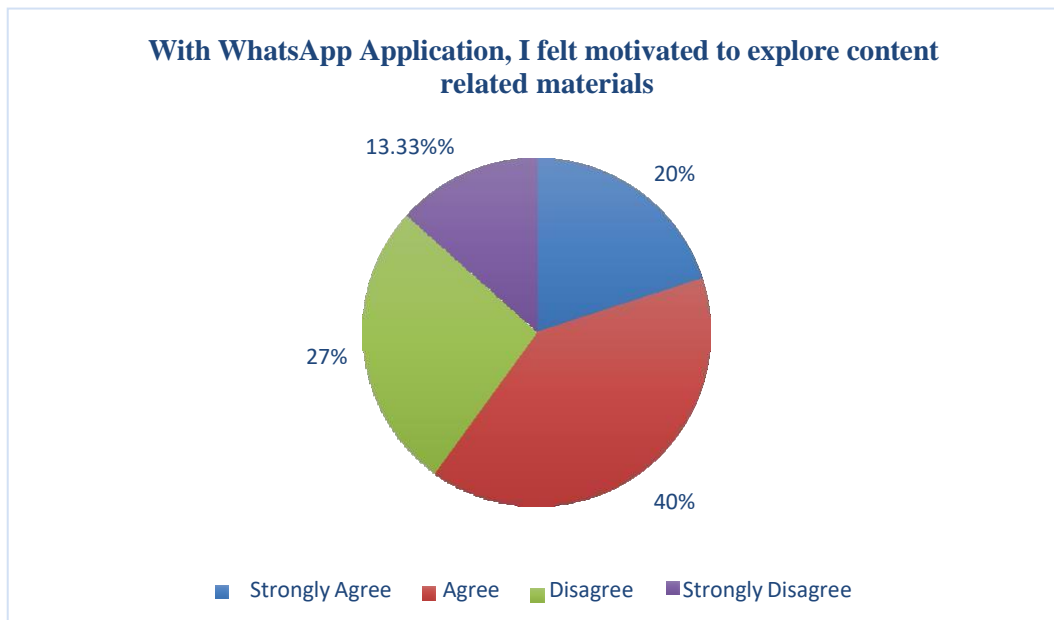
6. In the sixth questionnaire. The researcher asked the participants, in total, from the 15 students, shows that 5 Students' (33.34%) strongly agreed, 8 Students (53.33%) agreed, 1 student(6.7%) disagreed, and 1 student (6.7%) strongly disagreed if In WhatsApp Application, the teachers provide extensive information (e.g., links) about technical support for online learning.

Figure 4.1.1.7 Learning in WhatsApp Application is not suitable for me



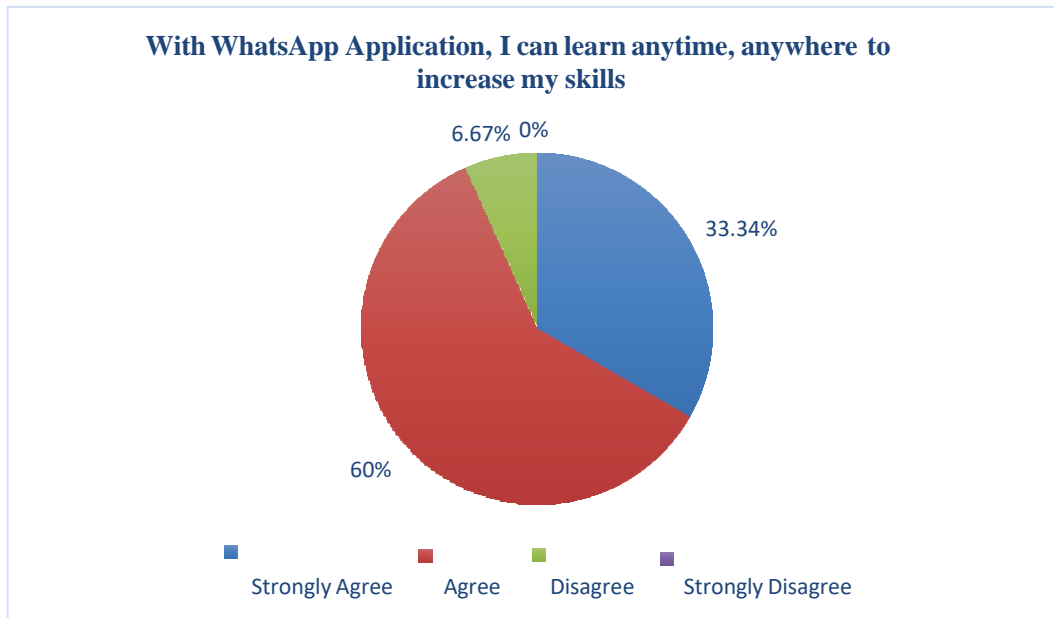
7. In the seventh questionnaire. The researcher asked the students if learning on WhatsApp is not suitable for them or not, In total, of the 15 students, it shows that 4 Students' (26.67%) strongly agreed, 10 Students (66.67%) agreed, 1 student (6.66%) disagreed, 0 student (0%) strongly disagree if Learning in WhatsApp Application is not suitable for them.

Figure 4.1.1.8 With the WhatsApp Application, I felt motivated to explore content-related materials



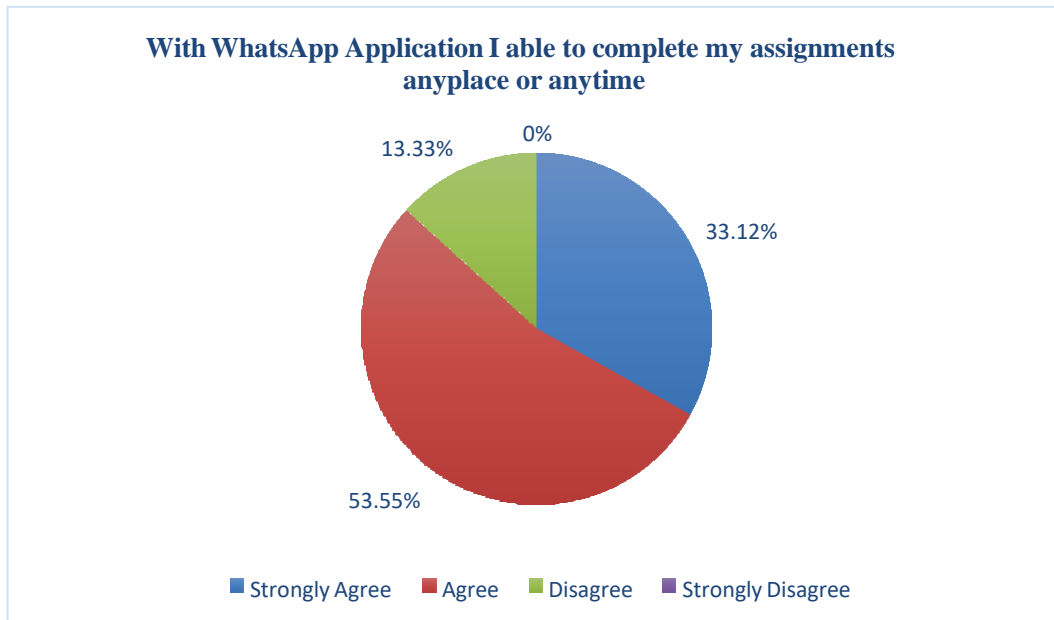
8. In the eighth questionnaire. In total, from the 15 students, it shows that 3 Students' (20%) strongly agree, 6 Students (40%) agree, 4 students (26.67%) disagree, and 2 students (13.33%) strongly disagree, With WhatsApp Application, they felt motivated to explore content related materials.

Figure 4.1.1.9 With WhatsApp Application, I can learn anytime, anywhere to increase my skills



9. In the ninth questionnaire. In total, from the 15 students, it shows that 5 Students' (33.34%) strongly agree, 9 Students (60%) agree, 1 student(6.66%) disagree, and 0 students (0%) strongly disagree With the WhatsApp Application, they can learn anytime, anywhere to increase the skills.

Figure 4.1.1.20 With WhatsApp Application I can complete my assignments anyplace or anytime



10. In the last questionnaire. In total, from the 15 students, it shows that 5 Students' (33.12%) strongly agree, 8 Students (53.55%) agree, 2 students (13.33%) disagree, and 0 students (0%) strongly disagree With WhatsAppApplication they able to complete their assignments anyplace or anytime.

4.1.2 Interview Data

The first question of the interview was used to obtain data about How often they use WhatsApp applications as communication tools. Based on the answers given by the respondents, the majority of them use WhatsApp very often as a communication tool: “I’m using WhatsApp as my main online communication with my friend” and “Yes,I usually use WhatsApp as a communication tool”. (Q1, R12) It indicates that WhatsApp is very important to the students as their communication tool.

The second question of the interview was used to obtain data about How long they have been using WhatsApp application as a learning tool. Based on the interview, most students answered that they have used WhatsApp as media for online learning since the pandemic.

“I use WhatsApp as media for online learning tool since COVID-19” (Q2, R7)

The third question of the interview was used to obtain data about whether the participants felt that the process of learning carried out through WhatsApp was interesting or not. Based on the interview, most of the students said that learning through WhatsApp is interesting because it’s a whole new experience. One of the participants stated:

“...im excited to learn in new platform” (Q3, R1) Another participants also added:

“...It’s a new experience for me” (Q3, R2)

The fourth interview question was used to gain data about the advantages of using WhatsApp for online learning. Based on the findings most of them feel that WhatsApp has a lot of advantages. One of the participants said that:

“...It helps me to learn anywhere (Q4, R15) One of the participants also stated:

“...I feel like learning in WhatsApp is more fun because we can say whatever we want without being shy” (Q4, R1)

The fifth question was used to obtain data about whether they feel motivated to learn English more after learning via WhatsApp in class. Based on the findings most of the participants did feel more motivated to learn English. As one of the participants stated:

“...Yes, I feel motivated to learn more” (Q5, R2) Other participants also added:

“...Of course, I need to learn English” (Q5, R15)

From the results above, learning in WhatsApp applications did motivate most of the participants because it was considered a practice that can simulate how they should learn. Meanwhile, some students do not feel the same as they think that learning in WhatsApp is not enough.

4.2 Research Discussion

The utilization of the WhatsApp application for online learning presents both advantages and disadvantages as perceived by students. Through interviews conducted with six participants, including both teachers and students, various opinions and responses regarding the benefits and drawbacks of using WhatsApp for online learning emerged.

Overall, participants acknowledged that WhatsApp serves as a convenient and accessible platform for learning, allowing students to study anytime and anywhere. It facilitates immediate feedback and supports cost savings by reducing travel and infrastructure expenses associated with traditional learning methods. Additionally, WhatsApp is viewed as user-friendly and conducive to comprehension and retention of learning material.

However, several challenges were also highlighted. Students expressed difficulty in maintaining concentration and active engagement during online learning sessions conducted via WhatsApp. They often felt bored and less motivated due to limited interaction opportunities and unclear explanations from teachers. Moreover, unreliable internet connections, particularly in rural areas, posed significant obstacles to effective learning through WhatsApp.

In conclusion, while WhatsApp offers convenience and accessibility for online learning, it is not without its shortcomings. Challenges such as limited interaction space, poor internet connectivity, and passive learning engagement need to be addressed to optimize the effectiveness of WhatsApp as a learning platform. Measures to improve internet infrastructure and enhance teaching strategies are crucial to mitigate these challenges and maximize the benefits of using WhatsApp for online learning.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions and recommendations of this study. The conclusions are drawn based on the data analysis of the research findings in the previous chapter. Meanwhile, the recommendations are written to improve future research in this field.

A. Conclusions

Based on the findings and discussions presented in the previous chapter, it is evident that students' perceptions of using WhatsApp applications for online learning entail various opinions and responses regarding both the advantages and disadvantages.

One of the notable advantages of online learning through WhatsApp is its cost-saving aspect, as it reduces the financial burden for both students and teachers by eliminating the need for extensive travel and infrastructure costs. Additionally, WhatsApp offers easy access, allowing students to engage in learning activities anywhere and anytime using smartphones or computers.

However, several disadvantages were also identified. Students often struggle to understand the material due to unclear explanations, exacerbated by unreliable internet connections, especially in rural areas. Limited interaction space and time constraints further hinder effective online learning via WhatsApp. Additionally, the passive nature of learning through WhatsApp compared to

traditional methods and the potential for disturbances to student concentration pose additional challenges.

Despite the advantages offered by WhatsApp for online learning, the researcher concludes that it may not yield optimal results in achieving learning goals. The identified disadvantages, particularly difficulties in understanding the material and disruptions to student concentration, negatively impact student achievement. Therefore, while WhatsApp presents opportunities for online learning, its effectiveness in the classroom may be limited, necessitating the consideration of alternative approaches to enhance learning outcomes.

B. Suggestions

The researcher aims to provide recommendations for students, teachers, lecturers, and future researchers based on the findings of this study. For students, it is hoped that they can engage in discussions with their teachers to identify the most effective methods for teaching and learning via online platforms, thereby enhancing their learning experiences. While WhatsApp is recognized as a useful tool for learning, it may not be the optimal application for all learning needs.

For teachers and lecturers, the researcher suggests fostering increased motivation among students to encourage active participation in learning. Exploring alternative methods or models for online teaching, particularly through WhatsApp, is advised to generate greater student interest and engagement. Additionally, teachers should strive to be more innovative in their approach to preparing materials and delivering instruction via WhatsApp to enhance students' comprehension of the subject matter.

Regarding future research, the researcher hopes this study will serve as a reference for investigating student perceptions of using WhatsApp for online learning. Acknowledging the limitations of this study, it is encouraged that future researchers delve deeper into this area of research to provide a more comprehensive understanding of the topic. Continued research efforts can contribute to the advancement of knowledge in this field.

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APPENDICES

APPENDIX 1**Questionnaire Data**

Questionnaire Sheet Closes-ended Question

Name: Feris Setiawan

Class: XI TKJ

Please indicate your choice by giving mark (√) in the following statements

No	Statement	SA	A	N	DS	SDS
1	WhatsApp Application makes teachers more efficient in the teaching and learning process	√				
2	Learning English in WhatsApp Application is boring				√	
3	Learning English on a WhatsApp Application is more convenient	√				
4	Learning English in WhatsApp Application is more difficult	√				
5	In the WhatsApp Application, the students hard to understand the material		√			
6	In the WhatsApp Application, the teachers provide extensive information (e.g., links) about technical support for online learning	√				
7	Learning in the WhatsApp Application is not suitable for me	√				
8	With the WhatsApp Application, I felt motivated to explore content-related Materials		√			
9	With the WhatsApp Application, I can learn anytime, anywhere to increase my skills				√	
10	With WhatsApp Application I can complete my assignments anyplace or anytime	√				

Name: Muhamad Reza

Class : XI TKJ

Please indicate your choice by giving mark (√) in the following statements

No	Statement	SA	A	N	DS	SDS
1	WhatsApp Application makes teachers more efficient in the teaching and learning process	√				
2	Learning English in WhatsApp Application is boring				√	
3	Learning English on a WhatsApp Application is more convenient	√				
4	Learning English in WhatsApp Application is more difficult	√				
5	In the WhatsApp Application, the students hard to understand the material		√			
6	In the WhatsApp Application, the teachers provide extensive information (e.g., links) about technical support for online learning	√				
7	Learning in the WhatsApp Application is not suitable for me	√				
8	With the WhatsApp Application, I felt motivated to explore content-related Materials		√			
9	With the WhatsApp Application, I can learn anytime, anywhere to increase my skills		√			
10	With WhatsApp Application I can complete my assignments anyplace or anytime	√				

Note:

SS = Strongly Agree DS = Disagree

A = Agree SDS = Strongly Disagree

N = Neutral

Name: Adi Rohadi

Class: XI TKJ

Please indicate your choice by giving mark (√) in the following statements

No	Statement	SA	A	N	DS	SDS
1	WhatsApp Application makes teachers more efficient in the teaching and learning process	√				
2	Learning English in WhatsApp Application is boring				√	
3	Learning English on a WhatsApp Application is more convenient	√				
4	Learning English in WhatsApp Application is more difficult		√			
5	In the WhatsApp Application, the students hard to understand the material		√			
6	In the WhatsApp Application, the teachers provide extensive information (e.g., links) about technical support for online learning	√				
7	Learning in the WhatsApp Application is not suitable for me	√				
8	With the WhatsApp Application, I felt motivated to explore content-related Materials		√			
9	With the WhatsApp Application, I can learn anytime, anywhere to increase my skills		√			
10	With WhatsApp Application I can complete my assignments anyplace or anytime	√				

Note:

SS = Strongly Agree DS = Disagree

A = Agree SDS = Strongly Disagree

N = Neutral

Name: Muhamad Latif

Class: XI TKJ

Please indicate your choice by giving mark (√) in the following statements

No	Statement	SA	A	N	DS	SDS
1	WhatsApp Application makes teachers more efficient in the teaching and learning process	√				
2	Learning English in WhatsApp Application is boring				√	
3	Learning English on a WhatsApp Application is more convenient	√				
4	Learning English in WhatsApp Application is more difficult		√			
5	In the WhatsApp Application, the students hard to understand the material		√			
6	In the WhatsApp Application, the teachers provide extensive information (e.g., links) about technical support for online learning	√				
7	Learning in the WhatsApp Application is not suitable for me	√				
8	With the WhatsApp Application, I felt motivated to explore content-related Materials		√			
9	With the WhatsApp Application, I can learn anytime, anywhere to increase my skills		√			
10	With WhatsApp Application I can complete my assignments anyplace or anytime	√				

Note:

SS = Strongly Agree DS = Disagree

A = Agree SDS = Strongly Disagree

N = Neutral

Name: EFA

Class: XI TKJ

Please indicate your choice by giving mark (√) in the following statements

No	Statement	SA	A	N	DS	SDS
1	WhatsApp Application makes teachers more efficient in the teaching and learning process	√				
2	Learning English in WhatsApp Application is boring		√			
3	Learning English on a WhatsApp Application is more convenient		√			
4	Learning English in WhatsApp Application is more difficult		√			
5	In the WhatsApp Application, the students hard to understand the material		√			
6	In the WhatsApp Application, the teachers provide extensive information (e.g., links) about technical support for online learning	√				
7	Learning in the WhatsApp Application is not suitable for me		√			
8	With the WhatsApp Application, I felt motivated to explore content-related Materials		√			
9	With the WhatsApp Application, I can learn anytime, anywhere to increase my skills		√			
10	With WhatsApp Application I can complete my assignments anyplace or anytime	√				

Note:

SS = Strongly Agree DS = Disagree

A = Agree SDS = Strongly Disagree

N = Neutral

Name: Rizki Firmansyah

Class : XI TKJ

Please indicate your choice by giving mark (√) in the following statements

No	Statement	SA	A	N	DS	SDS
1	WhatsApp Application makes teachers more efficient in the teaching and learning process		√			
2	Learning English in WhatsApp Application is boring		√			
3	Learning English on a WhatsApp Application is more convenient		√			
4	Learning English in WhatsApp Application is more difficult		√			
5	In the WhatsApp Application, the students hard to understand the material		√			
6	In the WhatsApp Application, the teachers provide extensive information (e.g., links) about technical support for online learning		√			
7	Learning in the WhatsApp Application is not suitable for me		√			
8	With the WhatsApp Application, I felt motivated to explore content-related Materials				√	
9	With the WhatsApp Application, I can learn anytime, anywhere to increase my skills		√			
10	With WhatsApp Application I can complete my assignments anyplace or anytime		√			

Note:

SS = Strongly Agree DS = Disagree

A = Agree SDS = Strongly Disagree

N = Neutral

Name: Mohamad Azril

Class : XI TKJ

Please indicate your choice by giving mark (√) in the following statements

No	Statement	SA	A	N	DS	SDS
1	WhatsApp Application makes teachers more efficient in the teaching and learning process		√			
2	Learning English in WhatsApp Application is boring		√			
3	Learning English on a WhatsApp Application is more convenient		√			
4	Learning English in WhatsApp Application is more difficult		√			
5	In the WhatsApp Application, the students hard to understand the material		√			
6	In the WhatsApp Application, the teachers provide extensive information (e.g., links) about technical support for online learning		√			
7	Learning in the WhatsApp Application is not suitable for me		√			
8	With the WhatsApp Application, I felt motivated to explore content-related Materials		√			
9	With the WhatsApp Application, I can learn anytime, anywhere to increase my skills		√			
10	With WhatsApp Application I can complete my assignments anyplace or anytime		√			

Name: Supandi

Class : XI TKJ

Please indicate your choice by giving mark (√) in the following statements

No	Statement	SA	A	N	DS	SDS
1	WhatsApp Application makes teachers more efficient in the teaching and learning process		√			
2	Learning English in WhatsApp Application is boring				√	
3	Learning English on a WhatsApp Application is more convenient		√			
4	Learning English in WhatsApp Application is more difficult		√			
5	In the WhatsApp Application, the students hard to understand the material		√			
6	In the WhatsApp Application, the teachers provide extensive information (e.g., links) about technical support for online learning		√			
7	Learning in the WhatsApp Application is not suitable for me		√			
8	With the WhatsApp Application, I felt motivated to explore content-related Materials				√	
9	With the WhatsApp Application, I can learn anytime, anywhere to increase my skills		√			
10	With WhatsApp Application I can complete my assignments anyplace or anytime		√			

Name: Ilham

Class: XI TKJ

Please indicate your choice by giving mark (√) in the following statements

No	Statement	SA	A	N	DS	SDS
1	WhatsApp Application makes teachers more efficient in the teaching and learning process		√			
2	Learning English in WhatsApp Application is boring				√	
3	Learning English on a WhatsApp Application is more convenient		√			
4	Learning English in WhatsApp Application is more difficult				√	
5	In the WhatsApp Application, the students hard to understand the material		√			
6	In the WhatsApp Application, the teachers provide extensive information (e.g., links) about technical support for online learning		√			
7	Learning in the WhatsApp Application is not suitable for me		√			
8	With the WhatsApp Application, I felt motivated to explore content-related Materials				√	
9	With the WhatsApp Application, I can learn anytime, anywhere to increase my skills		√			
10	With WhatsApp Application I can complete my assignments anyplace or anytime		√			

Note:

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A = Agree SDS = Strongly Disagree

N = Neutral

Name: Rizal Nur Evendi

Class : XI TKJ

Please indicate your choice by giving mark (√) in the following statements

No	Statement	SA	A	N	DS	SDS
1	WhatsApp Application makes teachers more efficient in the teaching and learning process		√			
2	Learning English in WhatsApp Application is boring				√	
3	Learning English on a WhatsApp Application is more convenient		√			
4	Learning English in WhatsApp Application is more difficult				√	
5	In the WhatsApp Application, the students hard to understand the material		√			
6	In the WhatsApp Application, the teachers provide extensive information (e.g., links) about technical support for online learning		√			
7	Learning in the WhatsApp Application is not suitable for me		√			
8	With the WhatsApp Application, I felt motivated to explore content-related Materials				√	
9	With the WhatsApp Application, I can learn anytime, anywhere to increase my skills		√			
10	With WhatsApp Application I can complete my assignments anyplace or anytime		√			

Note:

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A = Agree SDS = Strongly Disagree

N = Neutral

Name: Aldi Syam

Class: XI TKJ

Please indicate your choice by giving mark (√) in the following statements

No	Statement	SA	A	N	DS	SDS
1	WhatsApp Application makes teachers more efficient in the teaching and learning process		√			
2	Learning English in WhatsApp Application is boring				√	
3	Learning English on a WhatsApp Application is more convenient		√			
4	Learning English in WhatsApp Application is more difficult				√	
5	In the WhatsApp Application, the students hard to understand the material	√				
6	In the WhatsApp Application, the teachers provide extensive information (e.g., links) about technical support for online learning		√			
7	Learning in the WhatsApp Application is not suitable for me		√			
8	With the WhatsApp Application, I felt motivated to explore content-related Materials					√
9	With the WhatsApp Application, I can learn anytime, anywhere to increase my skills	√				
10	With WhatsApp Application I can complete my assignments anyplace or anytime		√			

Note:

SS = Strongly Agree DS = Disagree

A = Agree SDS = Strongly Disagree

N = Neutral

Name: Erik

Class : XI TKJ

Please indicate your choice by giving mark (√) in the following statements

No	Statement	SA	A	N	DS	SDS
1	WhatsApp Application makes teachers more efficient in the teaching and learning process		√			
2	Learning English in WhatsApp Application is boring				√	
3	Learning English on a WhatsApp Application is more convenient		√			
4	Learning English in WhatsApp Application is more difficult				√	
5	In the WhatsApp Application, the students hard to understand the material	√				
6	In the WhatsApp Application, the teachers provide extensive information (e.g., links) about technical support for online learning		√			
7	Learning in the WhatsApp Application is not suitable for me		√			
8	With the WhatsApp Application, I felt motivated to explore content-related Materials					√
9	With the WhatsApp Application, I can learn anytime, anywhere to increase my skills	√				
10	With WhatsApp Application I can complete my assignments anyplace or anytime		√			

Note:

SS = Strongly Agree DS = Disagree

A = Agree SDS = Strongly Disagree

N = Neutral

Name: Risma

Class: XI TKJ

Please indicate your choice by giving mark (√) in the following statements

No	Statement	SA	A	N	DS	SDS
1	WhatsApp Application makes teachers more efficient in the teaching and learning process		√			
2	Learning English in WhatsApp Application is boring				√	
3	Learning English on a WhatsApp Application is more convenient		√			
4	Learning English in WhatsApp Application is more difficult				√	
5	In the WhatsApp Application, the students hard to understand the material	√				
6	In the WhatsApp Application, the teachers provide extensive information (e.g., links) about technical support for online learning		√			
7	Learning in the WhatsApp Application is not suitable for me		√			
8	With the WhatsApp Application, I felt motivated to explore content-related Materials	√				
9	With the WhatsApp Application, I can learn anytime, anywhere to increase my skills	√				
10	With WhatsApp Application I can complete my assignments anyplace or anytime		√			

Note:

SS = Strongly Agree DS = Disagree

A = Agree SDS = Strongly Disagree

N = Neutral

Name: Repi

Class: XI TKJ

Please indicate your choice by giving mark (√) in the following statements

No	Statement	SA	A	N	DS	SDS
1	WhatsApp Application makes teachers more efficient in the teaching and learning process				√	
2	Learning English in WhatsApp Application is boring					√
3	Learning English on a WhatsApp Application is more convenient					√
4	Learning English in WhatsApp Application is more difficult					√
5	In the WhatsApp Application, the students hard to understand the material	√				
6	In the WhatsApp Application, the teachers provide extensive information (e.g., links) about technical support for online learning				√	
7	Learning in the WhatsApp Application is not suitable for me		√			
8	With the WhatsApp Application, I felt motivated to explore content-related Materials	√				
9	With the WhatsApp Application, I can learn anytime, anywhere to increase my skills	√				
10	With WhatsApp Application I can complete my assignments anyplace or anytime				√	

Note:

SS = Strongly Agree DS = Disagree

A = Agree SDS = Strongly Disagree

N = Neutral

Name: Ridwan

Class : XI TKJ

Please indicate your choice by giving mark (√) in the following statements

No	Statement	SA	A	N	DS	SDS
1	WhatsApp Application makes teachers more efficient in the teaching and learning process					√
2	Learning English in WhatsApp Application is boring				√	
3	Learning English on a WhatsApp Application is more convenient					√
4	Learning English in WhatsApp Application is more difficult					√
5	In the WhatsApp Application, the students hard to understand the material	√				
6	In the WhatsApp Application, the teachers provide extensive information (e.g., links) about technical support for online learning					√
7	Learning in the WhatsApp Application is not suitable for me				√	
8	With the WhatsApp Application, I felt motivated to explore content-related Materials	√				
9	With the WhatsApp Application, I can learn anytime, anywhere to increase my skills	√				
10	With WhatsApp Application I can complete my assignments anyplace or anytime				√	

Note:

SS = Strongly Agree DS = Disagree

A = Agree SDS = Strongly Disagree

N = Neutral

APPENDIX 2

INTERVIEW FOR THE STUDENTS

1. Do you often use the WhatsApp application as a communication tool?
(Apakah Anda sering menggunakan aplikasi whatsapp sebagai alat komunikasi?)
2. How long have you been using the WhatsApp application as a learning tool.?
(Sudah berapa lama Anda menggunakan aplikasi WhatsApp sebagai sarana pembelajaran?)
3. How do feel about the process of learning carried out through WhatsApp?
(Bagaimana perasaan terhadap proses pembelajaran yang dilakukan melalui WhatsApp?)
4. What are the advantages of using WhatsApp for online learning?
(Apa keuntungan atau kerugian menggunakan WhatsApp untuk pembelajaran online?)
5. Do you feel motivated to learn English more after learning via WhatsApp inclass?
(Apakah Anda merasa termotivasi untuk lebih belajar bahasa Inggris setelah belajar melalui WhatsApp di kelas?)

Adapted from: Septi Riana Dewi, (2019) Utilizing WhatsApp Application for Teaching English.

Kosmas Sarkol, (2016) Students' Perception of Learning English

INTERVIEW DATA

QUESTION	RESPONDENT AND ANSWERS
<p>1 Apakah Anda sering menggunakan aplikasi whatsapp sebagai alat komunikasi?</p>	<p>Feris Setiawan: “iya saya sering menggunakan WhatsApp untuk menghubungi teman-teman”</p> <p>Muhamad Reza: “iya, saya sering”</p> <p>Adi Rohadi: “lumayan sering”</p> <p>Muhamad Latif: “setiap hari saya hamper menggunakan WhatsApp”</p> <p>EFA: “iya, tentu”</p> <p>Rizki Firmansyah: “iya, saya sering”</p> <p>Mohamad Azril: “iya, lumayan sering”</p> <p>Supandi: “iya jika ada koneksi internet”</p> <p>Ilham: “iya, sering”</p> <p>Rizal Nur Evendi: “ya, sering”</p> <p>Aldi Syam: “saya sering menggunakan WhatsApp”</p> <p>Erik: “iya, saya biasanya menggunakan</p>

	<p>WhatsApp sebagai alat komunikasi”</p> <p>Risma: “ya, tentu”</p> <p>Reni: “saya menggunakan WhatsApp jika ada keperluan saja”</p> <p>Ridwan: “ ya, sering”</p>
<p>2 Sudah berapa lama Anda menggunakan aplikasi WhatsApp sebagai sarana pembelajaran?</p>	<p>Feris Setiawan: “semenjak sekolah diliburkan”</p> <p>Muhamad Reza: “semenjak belajar dirumah”</p> <p>Adi Rohadi: “semenjak pandemi”</p> <p>Muhamad Latif: “semenjak ada kebijakan sekolah dari rumah”</p> <p>EFA: “dari semenjak Covid-19”</p> <p>Rizki Firmansyah: “Saya menggunakan WhatsApp sebagai media pembelajaran semenjak sekolah dari rumah”</p> <p>Mohamad Azril: “Saya menggunakan WhatsApp sebagai media pembelajaran online sejak Covid-19”</p> <p>Supandi: “semenjak pandemic Covid”</p> <p>Ilham: “semenjak sekolah dirumah”</p> <p>Rizal Nur Evendi: “dari era Pandemi Covid yang mengharuskan saya dan teman-teman sekolah dari rumah”</p> <p>Aldi Syam: “semenjak Covid”</p>

	<p>Erik: “Semenjak sekolah dirumah dikarenakan Covid”</p> <p>Risma: “Semenjak Covid-19”</p> <p>Reni: “dari awal sekolah dari rumah”</p> <p>Ridwan: “dari semenjak Pandemi Covid dan sekolah dari rumah”</p>
<p>3 Bagaimana perasaan terhadap proses pembelajaran yang dilakukan melalui WhatsApp?</p>	<p>Feris Setiawan: " saya bersemangat untuk belajar di platform baru”</p> <p>Muhamad Reza: “Ini adalah pengalaman baru bagi saya”</p> <p>Adi Rohadi: “saya sangat tertarik belajar melalui Aplikasi ini”</p> <p>Muhamad Latif: “ya, saya menikmati pembelajaran di WhatsApp”</p> <p>EFA: “senang, karena lebih praktis”</p> <p>Rizki Firmansyah: “lebih praktis, tapi terkadang saya tidak mengerti materi yang guru sampaikan”</p> <p>Mohamad Azril: “saya senang karena saya bisa belajar dimana saja”</p> <p>Supandi: “saya senang karena praktis”</p> <p>Ilham: “saya kesulitan memahami materi”</p>

	<p>Rizal Nur Evendi: “saya tidak mengerti materi yang guru saya ajarkan”</p> <p>Aldi Syam: “saya senang karena bisa belajar dimana saja”</p> <p>Erik: “saya senang”</p> <p>Risma: “menarik karena saya belum pernah mencoba sebelumnya</p> <p>Reni: “kadang membosankan”</p> <p>Ridwan: “saya lebih suka belajar online”</p>
<p>4 Apa keuntungan atau kerugian menggunakan WhatsApp untuk pembelajaran online?</p>	<p>Feris Setiawan: “Saya merasa belajar di WhatsApp lebih menyenangkan karena kita bisa berkata apa saja tanpa perlu merasa malu”</p> <p>Muhamad Reza: “lebih praktis Cuma terkadang terkendala jaringan internet”</p> <p>Adi Rohadi: “lebih fleksibel”</p> <p>Muhamad Latif: “belajar melalui WhatsApp sangat membosankan”</p> <p>EFA: “Ini membantu saya belajar di mana saja”</p> <p>Rizki Firmansyah: “kita bisa belajar dimanapun saja selama ada jaringan internet</p> <p>Mohamad Azril: “bisa dimana saja”</p> <p>Supandi: “praktis walaupun saya kadang tidak</p>

	<p>mengerti”</p> <p>Ilham: “saya lebih suka belajar tatap muka”</p> <p>Rizal Nur Evendi: “ini menjadikan saya lebih bersemangat”</p> <p>Aldi Syam: “membosankan”</p> <p>Erik: “saya tidak mengerti materi yang diberikan oleh guru”</p> <p>Risma: “fleksibel”</p> <p>Reni: “harus ada jaringan internet, sementara di daerah saya terkadang susah untuk mendapat sinyal”</p> <p>Ridwan: “ini membuat saya seperti tidak ada beban Ketika belajar”</p>
<p>5 Apakah Anda merasa termotivasi untuk lebih belajar bahasa Inggris setelah belajar melalui WhatsApp di kelas?</p>	<p>Feris Setiawan: “iya, tentu”</p> <p>Muhamad Reza: “Ya, saya merasa termotivasi untuk belajar lebih banyak”</p> <p>Adi Rohadi: “tentu saja, saya ingin bisa Bahasa Inggris”</p> <p>Muhamad Latif: “bagaimana pun keadaannya saya tetap perlu belajar”</p> <p>EFA: “iya, tentu”</p> <p>Rizki Firmansyah: “jujur saya sedikit kurang</p>

	<p>yakin”</p> <p>Mohamad Azril: “ya, tentu”</p> <p>Supandi: “iya”</p> <p>Ilham: “saya merasa butuh belajar bahasa inggris”</p> <p>Rizal Nur Evendi: “iya, tentu saja”</p> <p>Aldi Syam: “saya perlu belajar Bahasa inggris apapun keadaannya”</p> <p>Erik: “iya, tentu”</p> <p>Risma: “saya selalu bersemangat”</p> <p>Reni: “saya ingin terus belajar bahasa inggris.”</p> <p>Ridwan: “Tentu saja, saya perlu belajar bahasa Inggris”</p>
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