

**STUDENT'S PERCEPTION ON THE USE OF WHATSAPP
APPLICATION FOR ONLINE LEARNING**

THESIS

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The Bachelor Degree of Education in English Language Teaching

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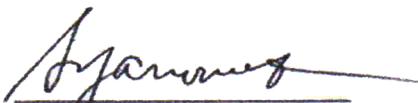
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**Student's Perception on the Use of WhatsApp Application for
Online Learning**

Adalah benar-benar karya saya kecuali semua kutipan dan referensi yang disebutkan sumbernya. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikian surat pernyataan ini saya buat dengan sesungguhnya.

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ABSTRACT

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WhatsApp is a trending tool that ultimately being used in academic contexts. WhatsApp allows people easily interact with one another by sharing messages, images, audio, and documents. This study aims to find out the student's perception on the use of WhatsApp Application for online learning. It also related to the advantages and the disadvantages of using this application. The method used in this research is qualitative descriptive and the participants in this study were six students of MTsN 5 Pidie who have used WhatsApp application for online learning during pandemic COVID 19. This qualitative research used purposive sampling to obtain the data through interview and the result showed that WhatsApp is an easy and practical learning platform due to easy access. Moreover, this study found based on student's perception on the use of WhatsApp application for online learning, WhatsApp usage does not give maximum result. Some students have difficulty in understanding the material provided by the teacher, lack motivation in learning due to boredom in online classroom. From the obstacles experienced by students, it becomes a challenge for students and teacher. Teacher needs to find right solutions when carrying out online learning during the COVID-19 pandemic.

Keyword: Student's Perception, WhatsApp Application, Online learning

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CHAPTER 1

INTRODUCTION

A. Background of Study

Education is a conscious business process carried out by educators and students to be able to develop their potential until they achieve the desired goals. According to Aslanbek Naziev (2017) explains education is the transfer of significant experiences that have been specifically arranged socially by one group from one generation to another. The goals of education are to help students recognize their potential as human beings who believe and fear God Almighty, good character, knowledgeable, capable, creative, independent, and become democratic and responsible. Student perception and education are related, the easier to access education in a country, the more positive students' perception toward education and the quality of education would also improve. The Ministry of Education and Culture (Kemdikbud) stated in order to promote Indonesian education. The quality of education for students must be improved so that the result human resources could dominate and provide good opportunities.

These days, students might use technology as an alternative to assist them in the teaching and learning process due to technological developments. Students would be more motivated to learn if the students are confident using technology (Hon Keung & Lai Fong, 2012).

Technology has changed many aspects of human life including the teaching and learning process. According to the university level students, technology helps students in learning and gives a positive perception of learning. Using technology has a lot of benefits such as increasing their knowledge, addressing different student learning styles, academic achievement, deeper understanding, and making learning easy and simple (Sisay 2017). Student might use a computer, mobile device, and other technology for their learning assistance. Mobile device-based learning is widely used by student around the world. Students download the application that are connected to the teachers even the students are unable to observe the teaching process in person, students do not miss out on the material.

App-based learning has increased in popularity among students all over the world. Over 400,000 applications are available at digital application stores such as iTunes and Google Play (Dickens & Churches, 2011). Application is a software program that runs on a mobile device and allows the user to perform one or more operations (Gardner & Davis, 2013). Due to the covid 19 pandemic situation, teachers use applications to assist them in the learning process in this era. Teachers frequently use WhatsApp, Zoom Meeting, Canva, Edmodo, and other similar applications as learning media.

WhatsApp is one of the most popular and simple applications for learning. WhatsApp is a free app that accessed through computer or mobile phone. WhatsApp allows people to easily interact with one another by sharing

messages, images, audio, and documents, and the unique one of WhatsApp is a group discussion (Martina, Hendro & Indra, 2020).

WhatsApp application is very easy and simple to use and anyone with a smartphone could use WhatsApp. The maximum number of chat group members is 256 members. Thus, WhatsApp could be beneficial in the field of education, particularly in the teaching and learning process. Instructors could use WhatsApp as a learning medium to assist the teaching and learning process (Kheryadi, 2017). Teachers used this application to send materials to their students, which they would discuss in group discussions. WhatsApp is one of the potential media in teaching (Jumiatmoko, 2016)

Online learning is the use of multimedia and internet technologies to improve learning quality by facilitating access to resources and services. Many studies use online learning for teaching and learning processes, the use of technology improves academic performance and reduces inequality in education (Fang, et al., 2019; Tian, et al, 2020). WhatsApp is one of media used for online learning, student perception is required to understand the student's perspective on the use of the WhatsApp application for online learning.

The researcher chooses MTsN 5 Pidie students' to be participant of this study. MTsN 5 Pidie is one of school that applying online learning through whatsapp application before the new normal era. Based on the researcher observations of MTsN 5 Pidie students, the WhatsApp application has advantages and disadvantages in online learning even learners getting bad

experience when using the WhatsApp application such as some communication problems and spread of learning information that occurs.

Students who did not use WhatsApp or less involved in using WhatsApp have difficulties because students miss out the learning information from the teacher. Students have different perspectives on using WhatsApp application for online learning. Based on the reason, this research is conducted under the title "Student's Perception on The Use of WhatsApp Application for Online Learning".

B. Research Questions

Based on above background of study, the researcher formulates the following research questions:

1. What are the student's perception on the use of WhatsApp application for online learning?
2. What are the advantages and disadvantages on the use of WhatsApp application for online learning?

C. The Aims of Study

Related to the research question above, this study aims of this research as follow:

1. To find out what are students' perception on the use WhatsApp application for online learning?
2. To find out the advantages and disadvantages on the use of WhatsApp application for online learning?

D. Significance of Study

This research is expected to benefit a variety of parties, including students and teachers. The researcher expected that the use of the WhatsApp application would be a medium for online learning which might help students and teachers in the teaching and learning process. For teachers, this study would serve as a tool for evaluating online teaching and learning. This study aims to assist students in the teaching and learning process by providing motivation and positive experiences for the WhatsApp online learning application.

E. Research Terminologies

To avoid misunderstanding about this research, the researcher defined the following some definitions of this research as follow :

1. Student's perception

Perception is an internal process that allows a person to select, organize, and interpret environmental stimuli. Slameto (2010) claimed perception is one of the factors that influenced student motivation during the teaching and learning process. Two types of judgments when looking at a phenomenon are subjective and objective and both are influenced by the environment and experience.

Student perceptions of learning and teaching processes utilizing the WhatsApp application are varied, including both positive and negative responses. Communication problems and the dissemination of learning materials are two of the problems when utilizing WhatsApp for teaching and

learning. As a result, the study focuses on the advantages and disadvantages of the use of WhatsApp application for online learning.

2. Online learning

"Online learning" consists of the phrases "online" and "learning." Donna J. Abernathy defined "online" as information or conditions connected to the internet, while Susan Ambrose defined "learning" as a process that leads to change or as a result of increased performance potential and experience. Online learning is defined as learning using information and communication technology, particularly the internet and electronic devices such as films, documents, pictures, and LCDs.

Nguyen (2015) revealed that Online learning is a type of online education that has been used in American education for a long time. The majority of studies indicate that online learning changes education away from "teacher-centered" toward "student-centered". Mayer (2005) argued that Online learning is a type of active learning that has a significant impact on the teaching and learning process as well as knowledge development.

3. WhatsApp Application

Alenazi (2018) stated the majority of participants stated that learning with WhatsApp was enjoyable and educational benefit. WhatsApp is a popular instant messaging app that works on a variety of devices. WhatsApp allows users to send messages, pictures, audio files, and documents to each other. This application is easy and affordable to integrate the teaching and learning

process. Therefore, WhatsApp app is an incredibly effective teaching tool (Jumiatmoko, 2016).

Dunlap (2006) revealed that WhatsApp is one of the most interesting teaching methods for gaining students' attention, responsiveness, student-centered learning, students respond by leaving a comment, starting a new discussion, or asking a question.



CHAPTER II

LITERATURE REVIEW

This chapter deals with the literature review related to the topic, some theories were included to tell the information relevant to the present study. There are some theories discussed in this chapter including perception, online learning and WhatsApp Application.

A. Perception

1. Definition of Perception

Perception is the ability to manage, organize, and interpret sensory information in order to represent and understand the social environment. Perception includes the senses, sight, sound, smell, and taste. According to Qiong (2017), perception is the process of obtaining and understanding sensory information from the environment.

The word "perception" is derived from the Latin word "perception," which means "receiving, accumulating, and mastering." Humans are capable of hearing, seeing, smelling, touching, and feeling what is happening around. This was known as our perception process. Perceptions and environment influenced people's personal behavior. As a result, a person's actions reflect his environment and perception is one of the predictors of a person's behavior.

2. Student's Perception

Perception is a process of receiving a stimulus through the senses which is transmitted by the brain, finally the individual realizes something called perception or the natural ability to understand or notice information. According to Nasution (2004), perception is a stimulus received from someone's observation. Individual perception allows a person to understand the state of the environment as well as the state of the person concerned (Sunaryo 2004).

The process of a person obtaining information from the environment by seeing, hearing, and feeling is known as perception (Richard & Schmit, 2010). When giving perceptions, individuals must have personal experiences and assumptions, not just hearing, seeing, and feeling. The process of students' preferential action on some information obtained from an object is known as student perception.

The student could interpret and observe objects using their senses, feelings, hearing, and sight. Student is the most important resources in the teaching and learning process. Students learned from a teacher, but the teacher could not teach without the student (Danim, 2010). Before combining perceptions, students must develop their skills. When students are confronted with specific information and situations, students are recalling events from previous experiences.

B. Online Learning

1. Definition of Online Learning

The Internet has increased in popularity as a resource for learning and teaching, allowing students and teachers to share and access information (Richard & Haya, 2009). Online learning includes any form of learning process in part on the internet. Friesen (2009) argues that Online learning is a growth of distance learning that focuses on the interaction of education, teaching and learning with information and communication technology (ICT). Online learning refers to use the of information and communication technology to enable access online (Valentina & Nelly, 2014).

Abbad (2009) stated Online learning as the learning that takes place electronically. Students work full time and study online at the same time, they communicate with other students from around the world and set their own space. Finally, online learning is education that takes place over the internet and one of the easiest and least expensive ways to learn. Ananga (2020) argues that online learning make teachers may easily provide resources and build classroom communication to student.

In short, online learning includes electronic learning which is a learning process using technology features and media systems such as internet.

2. The Use of Online Learning in Education

Media is one of the teaching and learning component, the used of media is needed to achieve the instructional goal. Sanjaya and Batan (2019)

stated that the use of media is very crucial when the process of instruction is expected to achieve a better result or high learning achievement. The instructional media is the key in transferring the knowledge to the student effectively. The important of using media for teaching is media can be used to help the students in their study, In order to make the teaching and learning process more effective and efficient. By using media, the material is interesting concrete and easier to understand.

Online learning is a new technique in the teaching and learning process, such a new system of changes in education and innovations to information technology. Online learning is the use of new multimedia technologies to improve the quality of learning. More importantly, Online learning highly beneficial to both teachers and students (Maikish, 2006). Online learning allows students to complete education without disrupting their busy schedules (Borstorff & Lowe, 2007).

In current condition, online learning is a very viable option to be used. Particularly, in the world of education where the world needs alternatives due to the COVID-19 pandemic. Online learning is the way to consider flexibility and convenience without sacrificing quality. One method for achieving the teaching and learning process during the covid pandemic is to use online learning, which provides to students' various learning goals (Ananga 2020).

C. WhatsApp Application

1. Introduction to WhatsApp Application

WhatsApp is a free mobile messaging application that could be downloaded for smartphone. WhatsApp was founded by Brian Acton. WhatsApp is an application using the internet to send messages, images, audio, videos, and documents.

WhatsApp is a learning application that used during the Covid-19 pandemic. Various educational systems utilize the WhatsApp application for teaching and learning. WhatsApp is a messaging app that allows users to send and receive messages in groups or individually. WhatsApp deliver up to 1 MB text messages, movies, files, audio, voice notes, documents, PDFs, spreadsheets, and slideshows (Nuray, 2019). This application could be used to deliver links to web addresses (Dan Bouhnik & Deshen, 2014).

Teachers used this application to carry out the teaching and learning process, teacher may share a lot of resources to students. WhatsApp improves formal education by facilitating discussions between students and allowing teacher to share content (Conejar & Kim, 2014).

Barhoumi (2015) stated that WhatsApp is a free and convenient application for chatting, sending emotions, and other features that help teaching and learning. WhatsApp creates online classes that teachers used in group discussions, providing improvements in the education system.

2. How to Use WhatsApp for Online Learning

WhatsApp is the application that supports online learning, this application uses the internet for connection, from the official whatsapp page in the appstore, the features that support whatsapp are:

- a. Text is a feature application that allows users to send messages to their contacts, this feature could also be utilized by students to connect and communicate with their teachers.
- b. Grupdiscussionisthe Application feature allow users have a group conversation with several contact whatsapp, so the users can easily establish communication with several users at on.
- c. WhatsApp web isthe feature for connecting all chats with computer browser. For online learning, the student might follow the class online even through their computer.
- d. WhatsApp Voice and Video call, free calls that could be utilize users for free even for calls between countries, as well asthis feature allow student communicate with their teacher to discuss the material in online learning.
- e. Photo and Video and document, the feature couldsend photo and video immediately, so that the teacher might share any resources including photo, video, or document form to their students.
- f. Voice Note, there are no additional free for sendvoice with just one tap, perfect for saying hello or telling a long story.

Johnsons (2014) mentioned that since whatsapp is apparently a new phenomenon, only a few researches could be found about the whatsapp usage as a communication platform between students and teacher. Therefore, for the steps in using the whatsapp application:

- a. Download and open WhatsAppmessenger application on the googleplaystore or Apple Store.
- b. The teacher creates a study group, this group would like to use as online class, both for the activities or providing material, training or assignment.
- c. The teacher invites students to join online class that have been created, students enter one by one or invite students through a link.
- d. The teacher makes attendance online by using google form
- e. The teacher makes a schedule and learning plan
- f. Teacher and student engage in online learning activities
- g. The teacher provides materials and assignments to measure the extent of students understanding.
- h. The teacher gives an assessment of student learning outcomes.

3. The Advantages Using WhatsApp for Online Learning

Students communicate with their teachers via whatsapp, and teachers might share previous resources with their students. Due to the COVID-19 pandemic, one of the ways to assist the educational framework using the

whatsapp application as online learning. There are several advantages of the whatsapp application for online learning.

- a. The use WhatsApp as instructional tools to develop student skill and motivation (Ani & Ali, 2016)
- b. WhatsApp is a free, user friendly app, and easily share learning materials between teachers and students (Barhoumi, 2015).
- c. Utilizing the WhatsApp app students can study anywhere and anytime (Hendro&Eko, 2016).
- d. Changes in practices and communication spaces that were previously democratically managed.
- e. WhatsApp is the simple features which make students feel more comfortable and systematic when using for learning.

4. The Disadvantages Using WhatsApp for Online Learning

There are some disadvantages on the use of whatsapp applications for learning, namely :

- a. The lack of internet connection can be a big problem to run the application (Mataniati, 2019).
- b. Rural areas with poor internet connections are difficult to use WhatsApp for online learning (Nurlia, 2018).
- c. Not all students become active users of WhatsApp (Nurlia, 2018)
- d. Miss communication are often occurs in receiving information

- e. There are a number of limitations, the video call feature does not work for some users.
- f. Not all student are active in discussion activities in whatsapp group.

Gupta (2020) argues that Even though many applications provide online learning, not all the application are high quality and include the features required to assist students in the learning process. Richardson (2018) revealed that whatsapp as a teaching affected student performance, especially those who do not have smartphones, the platform give students difficulties in balancing online activities.

From the point above, There are the supplement of the disadvantages outweigh the advantages of using the application for online learning. That is why, more research is needed regarding students' perspectives on using whatsapp for online learning.

D. Relevant Studies

Some studies have been conducted to find out the use of whatsapp application for online learning. Aiman (2018) conducted a study on students' perception on the use of whatsapp to enhance communicative skills. The participants of this study were 6 participants from Politeknik Sultan Mizan Zainal Abidin (PSMZA). Of these 6 participants were 2 low achievers, 2 moderate achievers and 2 high achievers based on post test score. The findings were reported that whatsapp application may help the students to

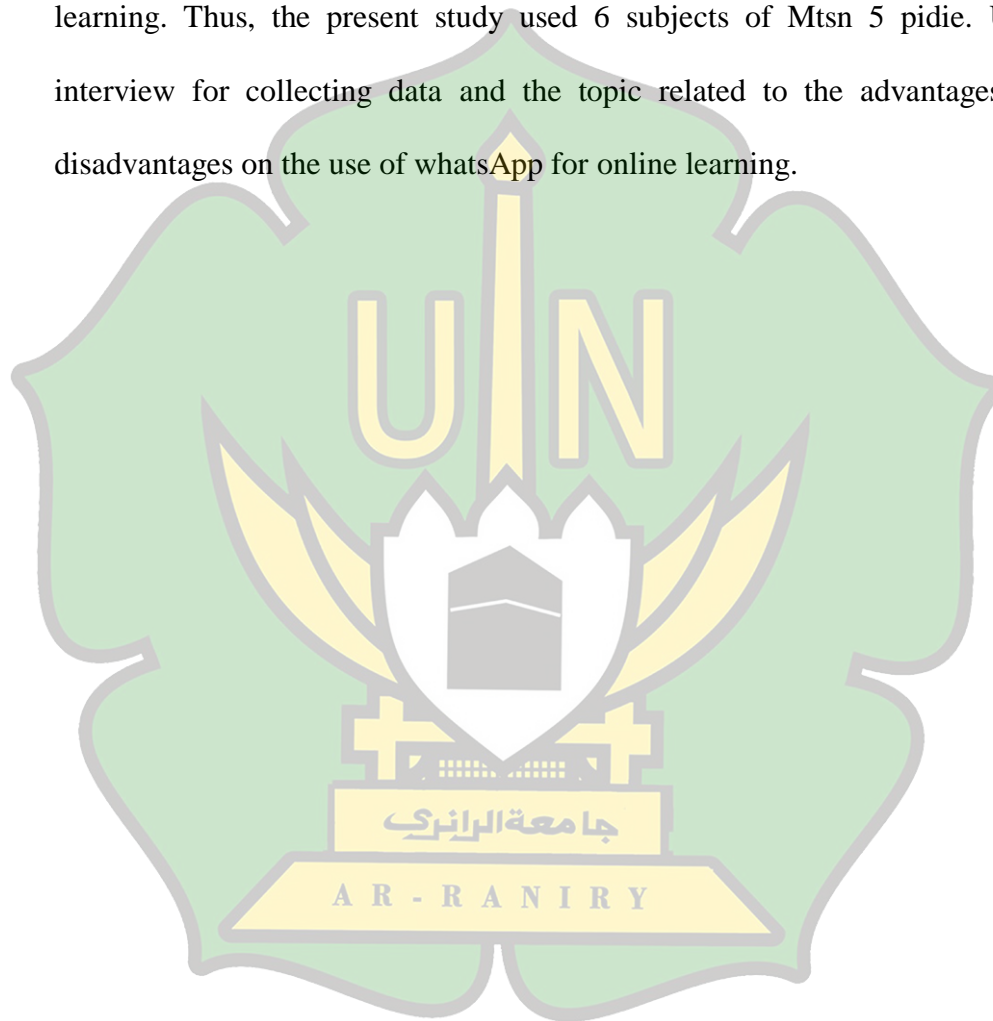
overcome their anxiety on language and enhance them in communicative skills.

Izyani (2016) investigates perception of students on the use WhatsApp as a learning tool in the field of ESL (English Second Language). The subjects of the study were 20 students of Kuala Pilah Pre-University of Malaysia. The data were collected by questionnaires. The result of the study was reported that the use of WhatsApp significantly helps students in learning language better and enhances their proficiency in using the English language.

Another relevant study was conducted by Hamid (2017) on using WhatsApp to enhance students' learning of English language. Participated by 36 female students of Faculty of Science & Arts Majorda King Khalid University of Malaysia. Students' questionnaires and instructor observation were the tools for collecting data. The study found that using WhatsApp to enhance students' learning enthusiasm, using WhatsApp helped students to develop English skills, enriched their vocabulary and learn from their mistakes.

The differences of the three previous studies from the present is that Aiman (2018), who conducted on using WhatsApp to enhance communicative skills. Studies in terms of different location and types of WhatsApp application usage. As it was shown above, the location of previous study is in Politeknik Sultan Mizan Zainal Abidin (PSMZA) and she focuses on using WhatsApp to enhance communicative skills. Meanwhile, this study focuses on the use of WhatsApp application for online learning. Izyani (2016) who focused on the

use of whatsApp application in English Second Language (ESL) class. Studies in terms of two different areas; the sample size and the way for collecting data, the size of previous study sample were very large and used the quistionnaires. Hamid (2017) investigates only on the advantages of using whatsApp for learning. Thus, the present study used 6 subjects of Mtsn 5 pidie. Using interview for collecting data and the topic related to the advantages and disadvantages on the use of whatsApp for online learning.



CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the procedures used in this study in order to find the answer to the question previously stated in chapter one. The aspects of methodology including research design, research participant, technique of data collection, and technique of data analysis. Each explanation is elaborated as follow:

A. Research Design

The research design is the strategy to integrate the different components of a research project. Boru (2018) stated that research design is the procedures of collecting, analyzing, interpreting, and reporting data in research studies.

The approach used in this research was qualitative descriptive research because researcher try to figure out the student perception on the use whatsapp for online learning. Amanda & Palmer (2006) stated that qualitative research is an approach that focuses on participants' subjective experiences to gain insight into the particular meanings and behaviors of social phenomena. According to Nazir (2005), Descriptive research is a study conducted to determine the characteristics of an object that would be examined accurately and systematically by researchers.

Descriptive research is a study conducted to determine the characteristics of an object that will be examined by researchers accurately

and systematically, researchers need information more clearly describe phenomena in society. The qualitative descriptive method was chosen by the researcher because the analysis cannot be in the form of number, the researcher want to describe clearly more phenomenon in society. Some of the stages were carried out by this research. The researcher will complete the research with several steps, the first is an interview and the second is data analysis that has been obtained from the interview process with the form of description using an easy word.

B. Research Participant

The participant of this research is the students of MTsN 5 Pidie in second grade. The participant in this study are obtained by using purposive sampling technique. Purposive sampling is the sample chosen based on the characteristic of population that the researcher need for the research (Mackey & Gass, 2005). Purposive sampling technique is based on the idea that finding the best cases for a study that generates the best data, and that the cases sampled directly affect the result (Patton, 2015).

In selecting the participants, the researcher reason choose second grade because the previous observation in MTsN 5 Pidie students from second grade and based on the discussion with English teacher revealed that Unggul class was the most frequently using WhatsApp for online learning during pandemic Covid19. When deciding the participant in the study, the researcher must consider a particular approach with certain characteristic to achieve the

goals of the research. The researcher conducts 3 students and 3 teachers of MTsN 5 Pidie who have used WhatsApp for online learning.

The participants were chosen because several reasons:

1. The teachers and students have experienced the use of WhatsApp application for online learning.
2. The teachers and students from Unggul class due to actively using WhatsApp during pandemic covid 19
3. The participants based on recommendation of the teacher as the first participant.

C. Technique of Data collection

1. Interview

The data of this study were collected by interviewing the participants, the purpose of collecting data to acquire completed information related to the research question. According to Thomas (2005), interviews are one of the ways to collect qualitative research because interview are considered "talking," and talking is a natural. The process of interview to collect data which is the researcher asks questions and record answers from the participants in the study at the time (Creswell J, 2014).

The interview is divided into three categories, there are structured interview, semi-structured interview, and unstructured interview. This research is interested in using semi-structured interview in which the interviewer is free to answer the question related to their experienced learning

using WhatsApp application as online learning during COVID-19. This type of interview is sure to get information that appropriate to the research. The researcher took 3 students and 3 teachers for the sample. The questions consist of 10 questions that discuss student's perception using WhatsApp as online learning. The questions were adapted from Mardiah (2020) research questionnaire entitled "Student's Perception on The Use of WhatsApp Application in Teaching of English at Eight Grade Student of Madrasah Tsanawiyah Nurul Hidayah Bhakti".

The interview takes time after the researcher gives a description of questions. The researcher makes an appointment with the participant to do the interview. Then the researcher records the interview by making a note or using a recording instrument. There are several steps to gather the data from the interview :

- a. The researcher conducted interview six students as participants and recorded the interview by using a smartphone recorder
- b. The researcher transfer the audio recordings to the laptop to make listening and transcript the data easier
- c. The researcher listens to the audio carefully
- d. The researcher analyses and interpret the data from the interview
- e. The researcher concludes the data of the interview.

2. Data Analysis

According to Patton (2002), data analysis is the process of arranging and organize data into a pattern, category, and a basic description. Miles and Huberman (2014) stated that qualitative data analysis includes data collection activities which consist of three stages of activities.

Data obtained from interview and recorded the instrument with the description and reflection. Description data are real data that contain what student see, hear, feel and experience without the opinion of the researchers. Reflection data are the data contain impression, comment, opinion of the researcher findings found. To get this record the researcher conducted interviews with informants.

Data reduction is a process of qualitative data-interview transcripts and field notes or transcription. According to Sugiyono (2015), reducing means summarizing, choosing only the main things, focusing on the important things. Therefore, the writer selected the data that is considered, categorize the data, and grouping the data in each category important.

Miles and Huberman (2011) suggest that a good display of data in the form of short description, tables, charts, networks, and other graphical formats is essential. Frechtling (2010) said that display is useful to provide organized information that permits conclusion drawing. This is a continual process, rather than just one to be carried out at the end of the data collection. The most frequent used to present the data in qualitative research is narrative text. In this

research, the data has reduced will be presented in the form of narrative text. In this second step, the purpose is in order to make it easier for researchers to understand about the result or the problem that want to be studied.

The final step allows beginning to develop conclusions regarding the study, these initial conclusions could be verified, that is their validity is examined through reference existing field notes or transcription.



CHAPTER IV

FINDING AND DISCUSSION

This chapter elaborates 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 perception on the use of WhatsApp application for online learning. 2) What are the advantages and disadvantages on the use of WhatsApp application for online learning.

A. Research Findings

This research aims to find out MTsN 5 Pidie students' perception on the use of WhatsApp application for online learning during pandemic COVID 19. It includes the benefits, drawbacks, and impacts of the use WhatsApp application for learning based on students experience. In this study, the researcher conducted the phone calls interview. Six participants including teachers and students who had the experience of using WhatsApp as a tool for learning during pandemic Covid-19 shared their opinion. The researcher conducted interview with teachers aimed to look at the teacher viewpoint toward student's perception on using WhatsApp for online learning.

Regarding the research question in this study, the participants mentioned the advantages and disadvantages of using WhatsApp for online learning. All the participants admitted learning using WhatsApp is free, students could learn anywhere and anytime. This study also found that the student interviewers showed less interest toward the use of WhatsApp for

learning. The students who think that learning through whatsapp application does not enhance their motivation in teaching and learning during pandemic covid-19. All the students claimed learning using whatsapp was boring, less participation of student as well as student difficulty to understand the teaching material provided by the teacher. Furthermore, the participants revealed that some students have experienced trouble in using WhatsApp, such as bad internet connection due to living in the village.

1. The student's Perception on the Use of WhatsApp

Each participant have used WhatsApp as online learning media for onlinelearning on different subject. Therefore, the researcher found a variety of perception based on their experience.

a. WhatsApp is an easy and practical learning platform during Covid-19 outbreak

The participants explain their perception of using WhatsApp as a media platform in learning for the first time. They agreed this Application is a solution for teaching and learning during pandemic covid-19. WhatsApp is a free, user-friendly, and easy application for sharing the materials between teacher and student.

Participant 1 Explained :

Based on my experience when using this Application, Whatsapp application is very easy and friendly to use, we can discuss and communicate one each other about the material through chat, call or video call and the teacher sent the material for us through this application.

Not only participant 1 explained the reason, but also IY noted that WhatsApp application is easy and practice learning.

IY as teacher revealed :

In my opinion, using WhatsApp as online learning media is not difficult. Furthermore in this modern era, everybody used WhatsApp application as communication tool in daily life, so it is easy and practice to use in teaching and learning as well.

From the answer above, the researcher can conclude that WhatsApp can be a solution to help teaching and learning activities during Covid-19 outbreak. It can be chosen by teachers and students for learning due to easy feature and practice to use, students found it is userfriendly application that allows them to communicate and discussed the material with their teacher. All the participant agreed that WhatsApp is a simple platform, encourage independent learning and place controls for student learning.

b. WhatsApp makes students lack of motivation in learning

Motivation plays a vital role in various phases of activity, it is the process by which the learner's internal energy is directed toward various goals objects in the environment. Mayuri (2021) stated that an individual may be highly motivated to perform well in a task and completely unmotivated in another. Two of six participants revealed that they lack of motivation in learning due to less interest in online learning.

Participant 2 Stated :

When we are talking about the process of learning through application. I am very uninteresting learning using WhatsApp, even more interesting face to face learning because teacher explained the material more detailed and

directly. Learning using Whatsapp didn't motivate me in learning, it's difficult for me to understand the explanation from the teacher.

Participant 3 also revealed :

Honestly, I am not very interesting learning through WhatsApp. First, it is too bored when learning for too long . Second, the teacher do not explain the material more detailed. WhatsApp did not motivate me in learning. Furthermore, I could not discuss deeply the material with my friend when I get difficulty about the material.

Based on the participant's responses, the researcher found the idea that WhatsApp is not the instructional tool to develop student's motivation in learning during covid-19 pandemic because they feel bored and less interested when using this application for online learning media. Therefore, student will not excited to join the class. In addition, the loss of motivation does not affect student achievement.

c. Struggling with understanding the material

The use of whatsapp provide material through WhatsApp group, teachers and students discussed material in this application. WhatsApp allows a student to ask questions and participate in learning, but the students claimed that they have difficulty understanding the material.

Participant 1 claimed :

In my opinion, I am difficult to understand the material through WhatsApp because Based on my experienced, teacher is not more detailed when explaining the lesson, it's too short, the teacher just focuses on the main topic of the material and after that giving assignment. For me, I try to understand the material by myself but at the end it so difficult to understand.

Participant 3 claimed :

...students could not hear and see the teacher explain the lesson through face to face. If we were studying about English lesson , so we have to know the detailed pattern of the tenses, but through whatsapp, it is difficult for me to comprehend the material through this application.

SF as a teacher stated :

Not all students have smartphones, students find the difficulty to understand learning material through whatsapp.

FM as a teacher also revealed :

When I asked the student why they didn't make assignment, they answered that we are so difficult to understand the material that provides from the teacher. Some students easily to comprehend the material that teacher convey through whatsapp, most students complain because there is no textbook so it is very difficult for students to understand the material.

From the participant's explanation above, the researcher concludes that most of students are difficult for understanding the material because teacher do not explain more detailed material. Usually the teachers just focus on the point of the material and finally giving an assignment to evaluate students. Struggling in understanding the material are felt by all the participants because the instructor could not explain the lesson directly.

2. The Advantages of WhatsApp for Online Learning

a. Convenience of Learning

WhatsApp is an online learning platform that can be a solution in learning and teaching activity during the Covid-19 outbreak. This application

helps students catch up in term of the material coverage. Utilizing WhatsApp students and teachers can study anywhere and anytime. Two of participants stated that WhatsApp helped them in comprehending the material as well as strengthening their retention toward the material through distance learning.

Participant 2 stated :

Alright, Based on my experience, it is very hard for me to understand the material but one of the easy thing of WhatsApp can learn anywhere and anytime.

Participant 3 stated :

...Another one, One of enjoyable learning through Wa can study anywhere and anytime. Wa is available acces in every place not only at my home or a room, we do an assignment while I am with my friend. So yes it really easy to communicate eventhough we are not face to face learning in the classroom...

SF as teacher also supports this idea of WhatsApp can access anywhere and anytime by saying :

I think learning through WhatsApp absolutely could be acces everywhere. It is also support the distance learning, we can acces this application for learning at anytime. For us, teacher don't have to go far and can teach students at home.

From the participants answers, the researcher believes that WhatsApp can help the student's understanding of the material of the study. The fact that using whatsapp student's easily access the courseanywhere and anytime.This is the biggest advantage of online learning. The course can be accessed from smartphone or their computer. This convenience of learning using WhatsApp is one of the most preferred choices.Four of six participants stated that same

thing about this benefit of WhatsApp provide, it helps student and teacher in learning during Covid-19 pandemic.

b. Providing Immediate Feedback

The main important advantage of WhatsApp is that learners get immediate feedback in learning. Teacher are able to find out which students performing well and the individual progress of the students who take the course. This is such a helpful feature the enables the students to know the right answers without having to wait.

Participant 1 stated that :

Well, in my opinion learning through this application that I found is the immediate feedback that I get from WhatsApp. So, after the instructor giving the material , the student will access the material and if we have any questions, the teacher immediately answer in the WhatsApp grup.

Similarly, FM also stated :

In my opinion, when we are talking about feedback, I can say yap WhatsApp giving immediate feedback between teacher and student, it helps us in the learning process, teacher explains the material to the student and then evaluate them through assignment, this application teacher instantly checked the answer.

Based on the answers, the researcher can conclude that the immediate feedback which WhatsApp really can be beneficial for the student and teacher. Since the students and teacher instantly getting feedback in learning. It enables them to revise and relearn about the content that they have learned at that time.

c. Cost – Effective

All the participants agreed that online learning can reduce financial burdance of the teachers and students. By being online thecourse can help save on a huge amount of costs.

Participant 2 claimed :

Based on my experience, I notice that learning through WhatsApp is truly easy on my pocket, traditional learning is more expensive based on my experience because we have to pay the money for transportation too.

FM as teacher also stated :

Very good. First, using this application is very time-saving and cost-effective. Due to the pandemic factor, it is not allowed to do face-to-face learning, gathering so that students and teachers are forced to use the Wa application to learn.

IY as teacher also stated :

..Students are more efficient, do not have to go far to study at home, do not need a lot of pocket money. For teachers learning through Wa is very practical, no need to drive to the school.

From the participants answer above, it showed that whatsApp can reduce a financial burdance. Students and teachers must not go far to accesseducation. Through this application the process of learning still exist, we just focus on learning and try to finda strong internet connection.

d. Easily accessible

One of the best things from whatsApp is that is very ease to acces, student and teacher can easily access whatsApp by only open the application

from their smartphone or computer. All participants agreed that WhatsApp is easy to access everywhere.

Participant 2 told :

Well, what I like from WhatsApp is it is very easy to access, one of the application that support teacher and student making relations is just open the applications and WhatsApp ready to use, yapp WhatsApp really helps us to not waste paper as well as energy.

Participant 3 also agreed :

In my opinion, the advantages of WhatsApp application is easy to use, quick delivery of information from the teacher, and easy to access information that teacher shared...

From the participant's answer, the researcher conclude that all the participants stated that this application is easy to access anytime and anywhere via their smartphone or PCs by only opening the application.

3. The Disadvantages of WhatsApp for Online Learning

a. Error while studying due to bad network connection

When using WhatsApp, it requires the help of network connection. WhatsApp could be accessed with a good internet connection, low connection causes the error while learning activity through this platform. Three of six participants who experienced using WhatsApp for online learning agreed that one of the drawbacks while using this application for online learning.

Participant 1 argued :

Based on my experienced when making assignments through WhatsApp, suddenly the internet connection running very bad, I am worry at that time because I can not send the task to the teacher. Bad network really disturbing learning activity, I am late for collecting the assignment and sometimes assignment is not sent to the teacher.

Participant 2 also revealed :

Alright, the internet connection in my place something going too bad. Personally, internet quota need to much when online learnin. School do not provide the quota for student.

IY as a teacher also agreed :

Then, look at my experienced when teaching students, one of the drawbacks of using WhatsApp is bad Internet network. The students who live in the city, the internet connection is not have a problem because the would get a fast network, but the students who live in the village would be constrain internet connection.

Based on the experience of the participants, the challenge that is found the most while using this application is the error of connection, which means this application needs a strong internet connection to be running well in the learning process during the Covid-19 outbreak.

b. *Limited Interaction space*

In This application student and teacher communicate through WhatsApp group. In many courses sometimes students lack options to interact with other student or even with the teacher. Three of six participants agreed that online learning lack of social interaction.

Participant 3 agreed :

Oh ya, I found the difficulty when learning trough Wa. It is hard to understand the content of the lesson due to lack of explanation from the teacher, I felt the explanation not more detailed , Yapp teacher have to create more detailed information related to the material.

Participant 1 argued :

Based on my experience, we could not do the contextual learning due to limited time, because this is learning during pandemic covid, it is short time to learn. The teacher just focuses on the main topic of the material and giving assignment to know how understand we are about the material.

FM as a teacher also support with argued :

Hmm yaaa , besides lack of explanation from the teacher to the students, most of them did not get a point of the content. Actually through WhatsApp we could not apply character-based education. In the classroom, teacher not only giving the material and assignment to the students but also giving moral value and character based learning to the students.

Based on the experience of the participants, online learning lack of option to interact with others, limited interaction for explaining the material for the teacher, limited time and situation for studying causing students difficulties in understanding the material.

c. *Limited Internet Package*

When education goes to digital, the student has to use the internet to access their education. Students without good internet connection could not follow the learning activity. It means the student must provide large amounts of internet package when using online learning platform, particularly videos, which causes the package to run out very quickly. Four of six participants explained that the limitation of the internet package can be a problem in online learning.

Participant 2 claimed that :

Personally, internet quota needs too much when online learning and MTsN 5 Pidie do not provide the quota for

student, so for a parent with low incomes find difficulty to participate in online learning.

IY as the teacher also explained :

Well, another problem of WhatsApp is limited internet package for students, economic factors are very decisive for buying the quota. Sometimes students with low parent income, internet package are a problem in learning when using WhatsApp, yaa the government provides quota but it is only provided to a certain apps.

Based on the participant's answer, it is possible to conclude that one of the drawbacks of online learning through WhatsApp is that the limitation of internet packages. This is caused by the consumption of a large amount of internet package for online learning.

d. Passive learning

Learning using WhatsApp make students to be a passive learner. The learner does not actively participate in learning causes little opportunity for interaction or engagement with the teacher. Without active participation, it is difficult for teacher to be able to adapt the content and the goals of study.

Participant 1 explained :

Ya, I think, when studying through WhatsApp, I am difficult to understand the material due to a lack of detailed explanation from the teacher like in the classroom.

Participant 3 also argued :

...It is different with face to face learning, we can ask anything about the task to the teacher. Yapp learning through WhatsApp sometime disturbance my concentration. Furthermore, the information is not completed. When working in group, the students do not only focuses on the material or the assignment discussing but also they do another activity, playing game and so on...

IY as teacher also argued :

..Sometimes students don't understand because they don't pay attention well, many of them don't focus when learning through Wa.

Based on the answer, the researcher can see that some students dislike using WhatsApp because somehow they do not get a clear explanation from the teacher and finally they are difficult to get the point of the material.

e. The Disturbance toward concentration

Learning through WhatsApp is very practice due to learning anywhere and anytime. However, one of the participants claimed that learning while making a group through this application disturbs the concentration, most students are not focused during the learning process.

Participant 1 stated :

When discussing the material in this application sometimes it disturbs my concentration, because people at my home have much activity and make me unfocus on the learning process.

Participant 3 also stated :

Yapp, learning through WhatsApp I do not like because too short time finishing the assignment make me disturbance my concentration, furthermore the explanation from the teacher is not more detailed and somehow most of my friends when working in a group, of course, there is one member of the group is playing a game, so it makes us not focus to the learning.

Regarding this, it can be concluded that the students can lose their concentration in learning through the WhatsApp application because it has many other activities that sometimes happen around students. This situation could happen to several students.

B. Discussion

The WhatsApp application is used as an application that helps students in learning during the Covid-19 pandemic. However, during this activity, students experienced online learning including the process of learning or as an assessment tool to record their score. In this case, the researcher has researched interviews to find out students' perceptions on the use of Whatsapp for online learning. This discussion is based on the result of the interview of the six participants including teachers and students. The researcher found various opinions and responses related to the advantages and disadvantages of the use of Whatsapp for online learning from each participant to answer the research question in this study.

Based on the result of research conducted by the researcher, it shows that student's perception on the use of whatsapp application during a pandemic is one of the learning media that give the benefit and drawback to the student. This application could be the solution for teaching and learning in this situation, but all the participants also absolutely agree that the learning through this application is not interesting.

From the responses, three major opinions from the participants in this research; WhatsApp is an easy and practiced learning platform, learning through WhatsApp sometimes less student's motivation and students are struggling with understanding the material. During pandemic covid-19, WhatsApp could be an alternative to choose a platform for learning, all the participants agreed that they instantly access, easy, and practice in WhatsApp.

This is because WhatsApp acts as a user-friendly application that allows students and teachers to access information quickly. This findings is related to the previous study by Barhoumi (2015) stated that WhatsApp is a free and convenient application for chatting, sending emotions, other features that help teaching and learning.

However, most of the participants also stated that learning through WhatsApp loses their motivation in learning because they are not satisfied with the learning outcomes. They feel bored and less interested when using this application for online learning. Most of the students are difficult for understanding the material because teachers sometimes do not explain more detail and just focus on the point of the material and finally giving an assignment to evaluate students. The teacher only focuses on the main material that the teacher wants to explain, so the students with low academic are difficult to understand the content without clear explanation. WhatsApp believes as practiced, easy and user-friendly application. Alenazi (2018) stated learning through WhatsApp application was enjoyable and educational benefit. It could be the solution for teaching and learning during a pandemic, but using this application student experienced that this application makes students bored while learning, lack motivation because they are not interested in and sometimes they are struggling for understanding the material.

The research question focused on the advantages and disadvantages of WhatsApp that are faced by students. The students agreed that there are the advantages of WhatsApp in online learning; it is convenient in learning due to

WhatsApp capacity that student could study anywhere and anytime. This idea is supported by Hendro & Eko (2016), that utilizing the WhatsApp application as an online learning platform can study anywhere and anytime. WhatsApp supported the immediate feedback, after every student sent their assignment to the teacher. The instructor try to revise and comprehend the task. WhatsApp also very easily accessible, this research found that the students were helped in comprehending the material as well as strengthening their retention toward the material through distance learning by WhatsApp application. Online learning through WhatsApp also support cost saving. According to Thanji (2018), online learning can result in significant cost savings compared to traditional instructor-based learning, the cost-saving is related to a cut down in travel costs, labor costs, and reduced institutional infrastructure. This theory is in line of the findings in this study, which showed that WhatsApp can reduce financial burdance of the students, students must not go far to access education, cutting down travel costs for sure. Another benefit of WhatsApp for online learning is easy to access in anytime and anywhere. Therefore, the students are required to have stable network connection. WhatsApp can be accesed from smartphone or computer. It makes every student argued that this application is practice and easy to used and feel free in their learning. Barhoumi (2015) argued that WhatsApp is a free, user friendly app, and easily share learning materials between teachers and students.

However, every learning platform has its drawbacks. The findings stated that students also experienced difficulties while using WhatsApp for online learning due to bad internet connection. The most common happen for student life in the village, they are difficult to have a stable internet connection. This finding is related to the previous study by Nurlia (2018) who found that rural area with a poor internet connection are difficult to use whatsapp for learning. This obstacle can be avoided if the students have stable internet connection. They are also difficult to understand the material due to limited Interaction space. Student and teacher do not feel free in learning activity because online learning lack of option to interact with others, limited interaction for explaining the material to the teacher, limited time and situation for studying causes students difficulties understanding the material. Online learning has to support with a good internet connection to access learning content and activity which causes the package to run out very quickly.

Another disadvantage of WhatsApp for online learning is this application passively supported the learning while Traditional learning methods involved an active form of learning. Katy (2018) revealed that the participation of the student in online learning is very low and the teaching and learning strategies need to be reconsidered to encourage active engagement. Most of the students are much less responsive and active. Students feel the explanations from the teacher are not clear in the WhatsApp group causes by the limited time. Therefore, they are difficult to get the point of the content.

Students claimed another disadvantage in WhatsApp learning is the disturbance toward students' concentration. Most of the student claimed that they feel disturbed focus during the learning process through WhatsApp. It is found in some situation student not only pay attention to what teacher explain, but also most of the student stated that they are busy with others activity eventhough they are at home. If they are in the place around many people, it affects to the disturbance of their concentration. This idea is related to previous study by Coman (2020), online learners may easily get distracted, lose focus, or miss deadline between teacher and student. However, this situation does not happen in every student, it depends on the student's behavior.

Based on the findings and discussion, it can be concluded that the implementation of Whatsapp as the learning platform during Covid-19 has advantages and disadvantages. For the advantages, This application can be the best choice to run the learning in this situation because WhatsApp acts as an easy and practice learning platform.

However, they had a lot of difficulties student faced when using the Whatsapp platform for teaching and learning. WhatsApp makes student lose their motivation in learning because they are bored and less interested in WhatsApp. Most of them also difficult to understand the material due to unclearly explanations from the teacher. Students lack of option to interact with others, limited time, and situation for studying causes student are limited interaction space.

Another disadvantage of the use of WhatsApp for online learning is a bad internet connection, a student who lives in the village's poor network connection can cause in a learning activity. The internet connection always has stable in using whatsapp for learning. For students who limited their internet package will fall behind the material, it is one of the common problem in learning using whatsapp. Mataniati (2019) stated the lack of internet connection can be a big problem to run the application. To avoid this problem, the government has given the package to all of the students in this country, but this package only provides to a certain application.



CHAPTER V

CONCLUSIONS AND IMPLICATION

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

A. Conclusions

Based on the findings and discussions on the previous chapter, the conclusions can be drawn that the students' perception on the use of WhatsApp application for online learning have various opinions and response related to the advantages and disadvantages. This application is practical learning platform due to easily access during pandemic Covid 19, convenience of learning and providing immediate feedback for teacher and student, this is because WhatsApp acts as user-friendly application that allows students and teachers to access information quickly.

Online learning through WhatsApp also support cost saving, it can reduce financial burden both of students and teachers, they must not go far to access education and cutting down the travel cost. Another advantages of WhatsApp is easily access, WhatsApp could be access in anywhere and anytime because this application support to access not only from computer but also smartphone.

The advantages of WhatsApp are struggling to understand the material due to unclearly the explanation about the material. Error while studying due to bad internet connection, the most common happen for student in the village. Limited interaction space between teacher and students in online class, limited time to explain the content. Online learning has to support a good internet connection to access content and activity which causes the package run out very quickly, limited internet package also one of the problem of online learning. Another disadvantage of WhatsApp application for online learning is passively supported the learning compared with traditional learning. The disturbance of students concentration also can be an obstacle in online learning. However, this situation just happen on the student's behavior.

Eventhough WhatsApp application has the advantages and disadvantages for online learning during pandemic Covid 19. But, the researcher conclude that learning using WhatsApp does not give maximum result to achieve the goals of study during pandemic Covid 19. There are many the disadvantages that students faced when using this application for online learning and it affected to students achievement. So, the student's perception on the use of WhatsApp application could not be an effective learning during pandemic covid-19.

B. Implication

The researcher would like to give some recommendation for students, teachers or lecturers and next researchers. For students, the result of this research hopefully students can discussed with the teacher about the best way to teach and learn through online platform, so that they have no difficulty in teaching and learning activities.

WhatsApp is belived to be a helpful learning tool in this pandemic Covid-19, but it could not be the best application for learning. For teachers and lectures, the researcher hope the teacher can provide more motivation so that the students can be more active in learning. The teachers must find the other methods or models in online learning especially through WhatsApp application so that the students are interested in following the teaching and learning process. Teacher also have to be more creative in preparing the material or the way how teacher teaches in whatsApp. Thus, it is for students to understand the subject.

The researcher hopes that this research helps the next researcher to conduct research related to student' perception on the use of WhatsApp application for online learning. At least, this research could be a reference forthe next researcher to do the research on this case. There are many of limitations of this research. Therefore the researcher hopes that this researchcan be continued by other researchers to study deeper in this research.

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APPENDIX 1

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B- 16654/Un.08/FTK/KP.07.6/11/2021

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: B-6807/Un.08/FTK/KP.07.6/5/2021 tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
- b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
5. Peraturan Menteri Keuangan RI. Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 30 April 2021
- MEMUTUSKAN**
- Menetapkan : **PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: Nomor: B-6807/Un.08/FTK/KP.07.6/5/2021 tanggal 24 Mei 2021
- KEDUA** : Menunjuk Saudara:
1. Azizah, M. Pd Sebagai Pembimbing Pertama
2. Mulia, S.Pd.I., M.Ed. Sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Amalia Adiba
- NIM : 170203089
- Program Studi : Pendidikan Bahasa Inggris
- Judul Skripsi : Student's Perception on the Use of WhatsApp Application for Online Learning
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan nomor: 025.04.2.423925/2021 tanggal 23 November 2020;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2021/2022
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 09 November 2021



Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);

APPENDIX 2



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh

Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-15147/Un.08/FTK.1/TL.00/10/2021

Lamp : -

Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Kepala Sekolah MTsN 5 Pidie

Assalamu'alaikum Wr.Wb.

Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **AMALIA ADIBA / 170203089**

Semester/Jurusan : IX / Pendidikan Bahasa Inggris

Alamat sekarang : Jl. Lamreung, Gampoeng Lamgapang kecamatan Krueng Barona Jaya, Aceh
Besar

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak pimpin dalam rangka penulisan Skripsi dengan judul *Student's Perception on the Use of WhatsApp Application for Online Learning*

A R - R A N I R Y

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 07 Oktober 2021

an. Dekan

Wakil Dekan Bidang Akademik dan
Kelembagaan,

Dr. M. Chalis, M.Ag.

Berlaku sampai : 07 November
2021

Interview Protocol

Project: The Student's Perception on the Use of WhatsApp Application for Online Learning

Date : -

Place : -

Interviewer : **Amalia Adiba**

This is the research study about Student's Perception on the Use of WhatsApp Application for Online Learning. The aim is to investigate the student's perception on the use of whatsapp application for online learning during Covid 19 pandemic, as well as it is related the advantages and disadvantages of student's who have used WhatsApp for online learning. The data is collected through semi structure interview which is recorded and used only for research purpose to protect the confidentiality of informants based on informant consent. During the interview, you will be asked several questions about the perception when using WhatsApp as platform for online learning. The interview process will take about 15-20 minutes.

Interview question list for student:

1. How often do you use WhatsApp application as communication tool?
2. How long have you been using WhatsApp application as learning tool?
3. Do you think that the process of learning carried out through WhatsApp is interesting?
4. What do you think about the use of WhatsApp application as medium for teaching and learning?
5. Did WhatsApp group activity ease the way in following the process of teaching and learning during pandemic Covid 19?
6. Do you have difficulty when using WhatsApp application for online learning?why?
7. How far can you do inquiring in learning by using WhatsApp?
8. Can you collaborate with your friend in online learning using WhatsApp?
9. Can you do contextual learning using WhatsApp?
10. Do you understand when the teacher explain the material through WhatsApp application?
11. Do you have difficulty when the teacher explains the lesson ? if so, what were the difficulty?
12. In your opinion, what are the advantages using WhatsApp for online learning?
13. What are the disadvantages using WhatsApp for online learning?

Interview question list for teacher :

1. How often do you use WhatsApp application as communication tool?
2. How long have you been using WhatsApp application as learning tool?
3. In your opinion, are students interested in learning using WhatsApp application?
4. What do you think about the use of WhatsApp application as medium for teaching and learning?
5. Did WhatsApp group activity ease the way for students in following the process of teaching and learning during pandemic Covid 19?
6. Do students have difficulty when using WhatsApp application for online learning?why?
7. How far can students do inquiring in learning by using WhatsApp?
8. Can students collaborate with their friend in online learning using WhatsApp?
9. Can student do contextual learning using WhatsApp?
10. Do students understand when the teacher explain the material through WhatsApp application?
11. Do students have difficulty when the teacher explains the lesson ? if so, what were the difficulty?
12. In your opinion, what are the advantages using WhatsApp for online learning?
13. What are the disadvantages using WhatsApp for online learning?