

**STUDENTS' PERCEPTIONS AND STRATEGIES IN USING WHATSAPP  
FOR ONLINE ENGLISH LANGUAGE LEARNING  
(A study of Students of the English Department of IAIN Kerinci)**

**THESIS**



**WILLY ANGELINA**  
**NIM. 1710203011**

**ENGLISH DEPARTMENT  
FACULTY OF TARBIYAH AND TEACHER TRAINING  
STATE ISLAMIC INSTITUTE OF KERINCI**

**1442 H / 2021 M**

**STUDENTS' PERCEPTIONS AND STRATEGIES IN USING WHATSAPP  
FOR ONLINE ENGLISH LANGUAGE LEARNING**

**(A study of Students of the English Department of IAIN Kerinci)**

**THESIS**

Submitted as a Partial Fulfillment of the Requirement to achieve Undergraduate  
Degree (S1) English Department in Faculty of Tarbiyah and Teacher Training  
State Islamic Institute ( IAIN ) Kerinci

**WILLY ANGGELINA**

**1710203011**

**INSTITUT AGAMA ISLAM NEGERI  
KERINCI**

**ENGLISH DEPARTMENT**

**FACULTY OF TARBIYAH AND TEACHER TRAINING**

**STATE ISLAMIC INSTITUTE OF KERINCI**

**1442 H / 2021**

**DR. DAFLIZAR, MA  
HERAYATI, M.Pd  
LECTURERS OF IAIN KERINCI**

Sungai Penuh, September 2021  
To  
The Rector of IAIN Kerinci  
At –  
Sungai Penuh

**OFFICIAL NOTE**

*Assalamu'alaikum Warahmatullahi Wabarakatuh*

After reading improving necessary, thus we state that the thesis of :

**NAME : WILLY ANGELINA**

**NIM : 1710203011**

**TITLE : STUDENTS' PERCEPTIONS AND STRATEGIES IN  
USING WHATSAPP FOR ONLINE ENGLISH LANGUAGE LEARNING**

Has been able progressed to be examined use to fulfill the tasks and requirement to achieve Undegraduate Degree ( S1 ) in Faculty of Tarbiyah and Teacher Training State Islamic Institute ( IAIN ) of Kerinci. So, by this progress the thesis can be accepted well.

Thus, we say thanks and may it will be useful for religious, island and national importance.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

**ADVISOR I**



**Dr. Daflizar, MA**  
**NIP : 19731226 200312 1 001**

**ADVISOR II**



**Herayati, M.Pd**  
**NIP.19890329 202012 2 018**

## **CERTIFICATE OF ORIGINALITY**

The researcher hereby declare that the thesisentitled. “students’ perceptions and strategies in using whatsapp for online english language learning” is the researcher own work and that to the best researcher knowledge and belief, it contains no material previously published or written by another person, no material which to a substansial extent has been accepted for the ward any other educational institution, accepted where due acknowledgment is madein this thesis. Any contribution made to the researcher have worked at state islamic institute of kerinci or elsewhere is fully acknowledgment

The researcher also declared that the intellectual content of this thesis is the product of the researcher own work, except to the extent that assistance from pthers in the project’s design and conception or in style, presentation and linguistic expressionis acknowledge.

Sungai Penuh, September 2021

The Researcher

**WILLY ANGGELINA**  
**NIM.1710203011**



**KEMENTERIAN AGAMA RI**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI**  
Jalan Kapen Muradi Sungai Penuh Telp. 0748-21065 Fax. (0748)- 22114  
kode pos: 37112 Website: [www.iainkerinci.ac.id](http://www.iainkerinci.ac.id) Email: [info@iainkerinci.ac.id](mailto:info@iainkerinci.ac.id)

### **APPROVAL AND ACCEPTANCE**

This thesis which entitled of “ **Students’ Perceptions And Strategies In Using Whatsapp For Online English Language Learning** ” by **Willy Angelina** students’ number **1710203011** has been examined in the viva voce help by Faculty of Education and Teacher Training State Islamic Institute of Kerinci on 06 October 2021. This thesis is submitted as partial fulfilment to the requirements for undergraduate Degree at English Education Program Faculty of Education and Teacher Training State Islamic Institute of Kerinci.

Sungai Penuh, 06 October 2021

**STATE ISLAMIC INSTITUTE OF KERINCI**

**The Chairman**

**MUSDIZAL, M.Pd**  
**NIDN. 2005028402**

**Examiner I**

**Dr. ROBI HARTONO, M.Pd**  
**NIP.19730122 200003 1 002**

**Examiner II**

**OKTI WILYMAFIDINI, S.S., M.Pd**  
**NIDN.1015078801**

**Advisor I**

**Dr. DAFLIZAR, MA**  
**NIP.19731226 200312 1 001**

**Advisor II**

**HERAYATI, M.Pd**  
**NIP.19890329 202012 2 018**

## ABSTRACT

**WILLY ANGGELINA (2021) :” STUDENTS’ PERCEPTIONS AND STRATEGIES IN USING WHATSAPP FOR ONLINE ENGLISH LANGUAGE LEARNING”**

**Advisors :1. Dr. Daflizar, MA  
2. Herayati, M.Pd**

*Keywords: Students’ Perception, Students’ Strategies, online learning, WhatsApp Application, Teaching English.*

The spread of the covid 19 outbreak that has hit some countries in the world presents its own challenges for educational institutions, especially universities. The use of digital technology can allow students and teachers to carry out the learning process even though they are in different places. Therefore, at this time, tools that can help in the learning process are needed, such as smartphones. One of the examples from online learning is. This research aimed to find out the students’ perceptions and strategies in using whatsapp in teaching of English at the English Departement of State Islamic Intitute of Kerinci. This research includes qualitative research with descriptive qualitative. This study used purposive sampling, where the sampling technique is to take 25 students. The data were collected through interviews. In this research, the researcher analyzed the data by reduction, display and drawing conclusions. Based on the results of the research, the researcher found that the students’ think that learning English through whatsapp does not give maximum results. Some students said it was difficult to understand the teaching materials provided by the teacher. So whatsapp is less able to help in the teaching and learning process of English lessons.

INSTITUT AGAMA ISLAM NEGERI  
KERINCI

## ABSTRAK

**WILLY ANGGELINA (2021) :” PERSEPSI MAHASISWA DAN STRATEGI MENGGUNAKAN WHATSAPP UNTUK PEMBELAJARAN BAHASA INGGRIS ONLINE”**

**Advisors :1. Dr. Daflizar, MA  
2. Herayati, M.Pd**

*Kata Kunci: Persepsi Mahasiswa, Strategi Mahasiswa, Belajar Online, Aplikasi WhatsApp, Pembelajaran Bahasa Inggris.*

Merebaknya wabah covid 19 yang melanda beberapa negara di dunia menghadirkan tantangan tersendiri bagi institusi pendidikan khususnya Perguruan Tinggi. Penggunaan teknologi digital dapat memungkinkan siswa dan guru untuk melakukan proses pembelajaran meskipun berada di tempat yang berbeda. Oleh karena itu, pada saat ini dibutuhkan alat-alat yang dapat membantu dalam proses pembelajaran, seperti smartphone. Salah satu contoh dari pembelajaran online adalah. Penelitian ini bertujuan untuk mengetahui persepsi dan strategi siswa dalam menggunakan whatsapp dalam pembelajaran bahasa Inggris di Jurusan Bahasa Inggris Institut Agama Islam Negeri Kerinci. Penelitian ini termasuk penelitian kualitatif dengan deskriptif kualitatif. Pengambilan sampel dalam penelitian ini menggunakan purposive sampling, dimana teknik pengambilan sampelnya adalah mengambil 25 siswa. Pengumpulan data dilakukan dengan wawancara. Dalam penelitian ini peneliti menganalisis data dengan cara reduksi, display dan penarikan kesimpulan. Berdasarkan hasil penelitian, peneliti menemukan bahwa persepsi dan strategi siswa dalam menggunakan whatsapp untuk pembelajaran bahasa Inggris online bahwa siswa yang menganggap bahwa belajar bahasa Inggris melalui whatsapp tidak memberikan hasil yang maksimal. Beberapa siswa mengatakan sulit untuk memahami materi ajar yang diberikan oleh guru. Sehingga whatsapp kurang bisa membantu dalam proses belajar mengajar pelajaran bahasa inggris .

## DEDICATION AND MOTTO

*I am very grateful to Allah SWT*

*For his guidance . .*

*I have compiled this little work*

*Hopefully become proof of my responsibility*

*To the mandate that I carry . .*

*I dedicated this thesis to*

*My beloved father and mother, I present my little work*

*For those of you whose services I cannot pay back,*

*With anything for my entire life*

*Thank you for My beloved father and mother*

*Tireless you try in order to make me happy*

*Thank you for the love you have given*

*The love and sacrifice that you've been pouring out for me.*

**Motto:**

وَلَوْ نَزَّلْنَا عَلَيْكَ كِتَابًا فِي قِرْطَاسٍ فَلَمَسُوهُ بِأَيْدِيهِمْ لَقَالُوا أَالَّذِينَ كَفَرُوا إِنَّ هَذَا إِلَّا

سِحْرٌ مُّبِينٌ

“and if we delivered to you the writing on paper, then they could touch it with their own hands, certainly the infidels were saying: “this is nothing other than real magic”

(Q.S. Al-An'am :7)



## ACKNOWLEDGMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

الْحَمْدُ لِلَّهِ رَبِّ الْعَالَمِينَ وَبِهِ نَسْتَعِينُ عَلَى أُمُورِ الدُّنْيَا وَالْآخِرَةِ وَالصَّلَاةُ وَالسَّلَامُ عَلَى سَيِّدِ  
الْمُرْسَلِينَ مُحَمَّدٍ وَعَلَى آلِهِ وَصَحْبِهِ أَجْمَعِينَ

All Praise to be Allah, The Lord of the World. The researcher is profoundly grateful to Allah, for His blessing, guidance, love and help. The Almighty God who has bestowed upon the researcher in completing this ‘thesis’. The researcher knows that it needs a lot of effort to write this thesis, and she realizes that without His blessing she cannot complete it. Peace be upon the Prophet Muhammad, the last messenger of Allah, and to his family, companions and followers.

Then, this thesis is one of the requirements to get undergraduate degree at English Education Program of Faculty Education and Teacher Training at State Islamic Institute of Kerinci. As long as accomplish this thesis entitle “**Students’ Perceptions And Strategies In Using Whatsapp For Online English Language Learning**”

The researcher got difficulties, but by guidance and support from other parties the researcher would like to express thank to:

1. Dr. Asa’ari, M.Ag as the rector of State Islamic Institute of Kerinci.
2. Dr. Ahmad Jamin, S.Ag., S.IP., M.Ag, Dr. Jafar Ahmad, S.Ag., M.Si, and Dr. Halil Khusairi, M.Ag, as the first, second and third assistants of rector at State Islamic Institute of Kerinci.

3. Dr. Hadi Candra, S.Ag., M.Pd as the dean of Faculty of Education and Teacher Training.
4. Aridem Vintoni, M.Pd as the head of English Education Program
5. Musdizal, M.Pd as the secretary of English Education Program
6. Dr. Daflizar, M.A as the first advisor
7. Herayati, M.Pd as the second advisor
8. as the first examiner
9. as the second examiner
10. The lecturers of State Islamic Institute (IAIN) of Kerinci especially to English Education Program lecturers who has given knowledge, the best experiences on learning.

Finally, The researcher is grateful to her beloved parents, beloved brother and sister, big family, the friends for their support, love, suggestion, prayers and everything that could not mentions one by one.

Sungai Penuh, September 2021

The Researcher

**WILLY ANGGELINA**  
**NIM.1710203011**

## TABLE OF CONTENT

### TITLE

|                                 |     |
|---------------------------------|-----|
| OFFICIAL NOTE.....              | i   |
| CERTIFICATE OF ORIGINALITY..... | ii  |
| APPROVAL AND ACCEPTANCE.....    | iii |
| ABSTRACT .....                  | iv  |
| DEDICATION AND MOTTO.....       | vi  |
| ACKNOWLEDGEMENT .....           | vii |
| TABLE OF CONTENT.....           | ix  |
| LIST OF APPENDIX .....          | x   |

### CHAPTER I INTRODUCTION

|                                       |   |
|---------------------------------------|---|
| A. Background of the Problem.....     | 1 |
| B. Focus of the Research.....         | 5 |
| C. Problem of the Research.....       | 5 |
| D. Purpose of the Research .....      | 6 |
| E. Significance of the Research ..... | 6 |
| F. Definition of the Key Terms.....   | 6 |

### CHAPTER II REVIEW OF RELATED LITERATURE

|   |    |
|---|----|
| A. Review of Related Theories.....        | 8  |
| 1. Different views about perception ..... | 8  |
| 2. Student Perception.....                | 14 |
| 3. Learning Strategy.....                 | 16 |
| B. The Nature of WhataApp.....            | 18 |

|  |            |
|--|------------|
| C. Previous studies .....                            | 21         |
| D. Conceptual Framework.....                         | 25         |
| <b>CHAPTER III METHODOLOGY OF RESEARCH</b>           |            |
| A. Research Design .....                             | 26         |
| B. Setting and Subject of the Research.....          | 27         |
| C. Data and Source of Data.....                      | 27         |
| D. Technique of Data Collection.....                 | 27         |
| E. Technique of Data Analysis .....                  | 28         |
| F. Checking Data Trustworthiness.....                | 28         |
| G. Research Stages.....                              | 29         |
| <b>CHAPTER IV FINDINGS AND DISCUSSION</b>            |            |
| A. Findings.....                                     | 30         |
| 1. The result of interview Students' Perception..... | 30         |
| 2. The result of interview Students' Strategies..... | 40         |
| B. Discussion.....                                   | 47         |
| <b>CHAPTER V CONCLUSION AND SUGGESTIONS</b>          |            |
| A. Conclusion.....                                   | 49         |
| B. Suggestions.....                                  | 50         |
| <b>BIBLIOGRAPHY.....</b>                             | <b>51</b>  |
| <b><i>APPENDIX 1</i> .....</b>                       | <b>59</b>  |
| <b><i>APPENDIX 2</i>.....</b>                        | <b>64</b>  |
| <b><i>APPENDIX 3</i>.....</b>                        | <b>128</b> |

# CHAPTER I

## INTRODUCTION

### A. Background of the Problem

The spread of the covid 19 outbreak that has hit some countries in the world presents its own challenges for educational institutions, especially universities. Through the ministry of culture, the government has banned all schools from elementary to tertiary level to carry out face-to-face (conventional) learning and ordered to hold online learning.

To prevent the spread of Corona Virus Disease 2019 (Covid 19), WHO has appealed to stop events that cause crowds to gather. Therefore, face-to-face learning that gathers many students in the class is reviewed for its implementation. The use of digital technology can allow students and teachers to carry out the learning process even though they are in different places. Therefore, at this time, tools or tools that can help in the learning process are needed, such as smartphones.

According to Sharples, Taylor & Vavoula mobile phones have been widely used as a tool for learning because they provide educators and students the opportunity for inventive instruction<sup>1</sup>. In addition, it is characteristics allow students to participate in lessons such as accessing material from teachers outside of class hours, so that it can be done anywhere and at any

---

<sup>1</sup>Mike sharples,josie taylor and giasemi vavoula. “*Towards a Thoery of Mobile Learning*”. University of Nottingham, Jubilee Campu, Wollaton Road, Nottingham, NG8 1BB, UK. (2005)

time, making learning (m- learning) less disturbing than other forms of learning made possible by technology.

According by Ali Sidikin & Afreni Hamidah Various media can also be used to support the implementation of learning by ringing. For example, virtual classes used Google Classroom services, Edmodo, Zoom Cloud Meeting Application and Schoology<sup>2</sup>. However, there are weaknesses that student online learning is not properly supervised during the online learning process. Weak internet signals and high quota fees pose challenges for online learning, especially for those who live in rural areas. Most of them use the WhatsApp application to support the implementation of learning because the signal is stronger.

Bouhnik and Deshen define WhatsApp as smartphone application used for instant messaging<sup>3</sup>. Recently, the application has become extremely popular that it attracts attention, responsiveness, and students based learning. This allows students to express their thoughts and ideas through various WhatsApp application platform features such as attaching images, sharing videos, sharing web links, recording videos, and much more. Students can express their responses freely and the teacher responds to students' questions and comments, starts new problems, or sends questions.

Students can communicate with teachers and other students in real time with the availability of Wi-Fi and cellular data connections because it is far

---

<sup>2</sup> Ali Sadikin and Afreni Hamidah. "Online Learning in the Middle of The Covid-19 Pandemic". (2020) vol.6

<sup>3</sup>Dan Bouhnik and Mor Deshen. "Mobile instant messaging between teachers and students". (2014) vol.13

cheaper to communicate through social networking sites. According to Trentin & Repetto, WhatsApp can cover a large number of students in a short amount of time. Students from the same class can easily communicate on certain topics through this application because it provides direct responses within group members to join in the chat so as to make communication effective<sup>4</sup>. In other words WhatsApp is very helpful in communication and also facilitates the dissemination of information about learning so students do not miss learning related information.

Most students previously stated that learning in class was boring and made them feel stressed. For this reason, researchers are trying to find new ways of teaching English that help students make the learning process enjoyable and help them continue learning after they leave class through using their smart phones. In this research, the researcher sought to know the students' perception and strategies toward the use of WhatsApp application in learning English Teaching among students.

The use of WhatsApp itself has actually been used by the school since the beginning of the COVID-19 took place, while the government conducted online classroom regulations for all educational institutions during the three months of the pandemic. As Minister of Education and Culture of the Republic of Indonesia, has issued a policy to regulate learning activities during the pandemic.

---

<sup>4</sup>Trentin G & M. Repetto. "Network and mobile technologies in education: a call e-teacher". (2013)

But apparently there are some communication problems and the spread of learning information that occurs, namely for parents of students who do not have WhatsApp have difficulty in getting information related to the development of their children at school. In addition, students who do not use WhatsApp social media or are less active on WhatsApp social media are also experiencing difficulties due to the loss of information related to learning. In fact, when Group members are discussing, many students are passive so the discussion becomes less than optimal. Although WhatsApp social media makes it easy for students to communicate, but based on the observations of researcher there is still often a miss communication or misunderstanding in receiving information from teachers to students, or students with students. This makes the dissemination of learning information less than the maximum despite using WhatsApp.

English as one of the subjects taught from elementary schools level to tertiary education must be presented as interestingly as possible, of course as an educator it is very instrumental to make it interesting. What is more this subject is sometimes considered trivial because everyday language is sometimes considered boring. It takes effort and high creative power to change that impression in order to foster a love for learning English. Therefore it is necessary to use WhatsApp application to help students learn English so it is fun.

This research is to know the students' perceptions and strategies in using WhatsApp application in learning English Teaching at University.



Previously, researcher had made observations in IAIN Kerinci in the area and found information that currently schools, students, and teachers had communicated and disseminated information related to learning activities through whatsApp application.

After all, based on observations made by researcher in previous studies it was found that the English learning using whatsapp application can facilitate students more active in the learning process. Therefore, this research aims to know the students' perceptions and strategies in using whatsapp application in teaching of English at English Department of IAIN Kerinci. Therefore the researcher considers that the subjects of the research are English Department of IAIN Kerinci.

Based on the background described above, the researcher was interested in doing a research study entitled:

**“STUDENTS’ PERCEPTIONS AND STRATEGIES IN USING WHATSAPP FOR ONLINE ENGLISH LANGUAGE LEARNING”**

**B. Focus of the Reasearch**

This research only focused on students' perceptions and strategies in using WhatsApp for Online English Language learning activities at the English Department of IAIN Kerinci.

**C. Problem of the Research**

1. What are students' perceptions of the use of WhatsApp for Online English Language learning activities at the English Department of IAIN Kerinci ?

2. What are students' strategies in using WhatsApp for Online English Language learning activities the English Department of IAIN Kerinci ?

#### **D. Purpose of the Research**

1. To investigate the students' perceptions of the use of WhatsApp for Online English Language learning activities at the English Department of IAIN Kerinci
2. To investigate the students' strategies in using WhatsApp for Online English Language learning activities at the English Department of IAIN Kerinci

#### **E. Significance of the Research**

1. For students of English Language Department

For students, this research will help them to express their understanding while studying using WhatsApp as a learning tool at their department.

2. For lecturer of English Language Department

This research can help the teacher to know what to improve, and it's also can help the teacher to understand every problem from the student.

#### **F. Definition of Key Term**

1. WhatsApp

WhatsApp is part of a smarphone's application and it is the most popular communication platform in learning as it sends real-time

messages and faster knowledge resources. This application can be only accessible with the existence of the internet connection.

## 2. Students' Perception

Schacter stated in Rendi, perception is a process of organization, identification and interpretation related to people's feelings towards their experiences<sup>5</sup>. Schacter's opinion is supported by Chudler, he stated that perception is an experience related to what is felt by someone consciously<sup>6</sup>. In this research, the term of student perception is a process where a student observes an object that is valid and still has to do with their school environment by using their senses and refers to students' feelings and impressions about their feelings and impressions of learning experiences in using WhatsApp both when they are in the campus environment and outside the campus environment.

## 3. Learning Strategy

According to Oxford learning strategy is specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.

## 4. English Department

English department is one of program of Faculty of Tarbiyah at State Islamic Institute of Kerinci with B accreditation.

---

<sup>5</sup>Rendi Hermawan. Undergraduated Thesis: "*Students' Perception Of The Use Of The Integrated Skill Approach In General English Course At UIN Sunan Ampel Surabaya*" (Surabaya: UIN Sunan Ampel Surabaya, 2018), 10

<sup>6</sup>Ibid,p.10

## CHAPTER II

### REVIEW OF RELATED THEORIES

#### A. Review of Related Theories

##### 1. Different views about Perception

According to M. Dimiyati Mahmud perception is interpreting stimulus received by the brain regarding the information obtained through the sense organs<sup>7</sup>. Whereas according to Slameto, perception is a process that involves all messages or information received and entered into the human brain through their senses<sup>8</sup>. In addition, Ony Bekti Aryana also argues that perception is a process in which each individual interprets and organizes information or stimuli that received through their sense which are sent to the brain so they can respond afterwards<sup>9</sup>.

On the other hand Leavitt distinguishes perceptions into two views, namely a narrow and broad view<sup>10</sup>. For the First, that is a narrow view which means that perception is only limited to vision, how one sees something. While for a broad view to interpret something not only by sight

---

<sup>7</sup>M. Dimiyati Mahmud, *Psikologi Suatu Pengantar* (Yogyakarta: ANDI, Yogyakarta: BPFE, 2018), 49.

<sup>8</sup>Slameto, *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*. (Jakarta: Rineka Cipta, 2003). Cited from Septyan Wahyu Adhitama, Skripsi Sarjana: "Persepsi Siswa Kelas VIII Terhadap Pembelajaran Aktivitas Air Di Smp Negeri 2 Klaten" (Yogyakarta: Universitas Negeri Yogyakarta, 2016), 7 - 8.

<sup>9</sup>Ony Bekti Aryana, Skripsi Sarjana: "Persepsi Siswa Kelas III Dan IV Di Sd Negeri Panginan Kecamatan Temon Kabupaten Kulon Progo Mengenai Kesehatan Pribadi" (Yogyakarta: Universitas Negeri Yogyakarta, 2015), 2.

<sup>10</sup>Leavitt, "Penerapan Model Pembelajaran Kooperatif Tipe Numbered Heads Together (Nht) Untuk Meningkatkan Aktivitas Dan Penguasaan Konsep Matematika Siswa". (Lampung: Universitas Lampung, 2001). Cited from ibid, Yasmin dkk, "Persepsi Siswa Terhadap Cara Mengajar Guru Pkn Di Smp Negeri 21". *Jurnal Kultur Demokrasi*. Vol 2 No. 7, 2014, 3.

but more on the understanding of something, how someone interprets something.

From the statement above, it can be concluded that even though the information or message received is not necessarily the information or message will be the same from everyone because they have different interpreting methods based on their ability and how to interpret it.

#### **a. Basic Principles of Perception**

In this section will discuss about the basic principles of perception where the benefit of knowing the basic principles of perception is to avoid misunderstanding of the opinions of others when it is not the same with ours. According to Dewi there are some basic principles of perception that are important to know before we talk about perception<sup>11</sup>;

##### a. Perception is relative

The principle relative states that each person will have a different view of an object, which depends on who does the perception.

##### b. Perception is very selective

The second principle states that perception depends on the interests, choices, uses and suitability of each person.

##### c. Perception can be arranged

---

<sup>11</sup>Gatot, Skripsi Sarjana: “Pengaruh Persepsi Siswa Tentang Kompetensi Guru Mata TIK Terhadap Motivasi Belajar Siswa Di SMA Negeri 1 Ngabang Kabupaten Landak Kalimantan Barat” (Yogyakarta: Universitas Negeri Yogyakarta, 2015), 7.

Perception is important to be organized and organized so that people can easily understand the stimulus and the environment around us.

d. Perception is subjective

Every person's perception will be influenced by their hopes or desires from the object to be perceived. From this understanding show that perception is actually more subjective.

e. The perception of each person or group will certainly

vary, even though they are in the same situation. For the last principle this is closely related to differences in the characteristics of each individual, which each individual must have different ways of understanding the stimuli of the environment around them even though later they are in the same situation and the same object too.

**b. Components of Perception**

According to Bimo Walgito there are some requirements that must be known by people in order they can give their perception:<sup>12</sup>

a. There is object

Each object provides a stimulus to the senses of each individual.

The stimulus can come from within the individual, who is related to the recipient nerve that works as a receptor, but the stimulus can

---

<sup>12</sup>Bimo Walgito, *Pengantar Psikologi Umum*. (Yogyakarta. Andi Offset, 2004). Cited from Septyan Wahyu Adhitama, Skripsi Sarjana: “*Persepsi Siswa Kelas VIII Terhadap Pembelajaran Aktivitas Air Di Smp Negeri 2 Klaten*” (Yogyakarta: Universitas Negeri Yogyakarta, 2016), 9.

also come from outside the individual and those who come from outside give more influence to the perception of each individual.

b. Sense organ or receptor

Sensory devices it can also be called a functioning receptor to receive a stimulus. Besides that a sensory nerve is needed which serves to receive an accepted stimulus and send it to the brain. Therefore sensory nerves have an important role in order that people can give respond.

c. There is Attention

The first step that needs to be done by people is attention so that each individual can make and give their perception. Because only by giving attention to the object that they want to perceived they can give their opinion.

**c. Measurement of Perception**

According to Sugiyono Likert scale can be used to measure the attitudes, opinions and perceptions of a person or group of people about social phenomena<sup>13</sup>. Besides that in the Likert scale there are several questions to measure individual behavior or perceptions by responding to the 5 choice points on each item in the form of strongly agree, agree, neutral, disagree, and strongly disagree.

Likert scale also includes an ordinal scale where the ordinal scale is a measurement scale that provides information about relative quantities.

---

<sup>13</sup>Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta. 2013). 132.

The variables are measured by instrument in the form of an ordinal scale questionnaire that fulfills the Likert scale statements. For each choice to be given a score, the respondent must describe who supports the statement (positive) or who does not support the statement (negative) so that the researcher can find out what the respondent's opinion from their answer.

#### **d. Factors Affecting Perception**

According to Miftah Thoha, factors that influence the perceptions of everyone different from the others are:<sup>14</sup>

##### a. Internal Factor

Consisting of feelings, attitudes, personalities, individuals, prejudices, desires or hopes, attention (focus), learning processes, physical conditions, psychiatric disorders, values and needs as well as the interests and motivations of individuals.

##### b. External Factor

Consisting of family background, information obtained, knowledge and culture around, intensity, size, resistance, repetition of movements, new things and familiar or no rival to an object.

#### **e. Indicators of Perception**

According to Bimo Walgito perception has indicators -indicators as follows:

1. Absorption of stimuli or objects from outside the individual.

---

<sup>14</sup>Miftah Thoha, *Perilaku Organisasi Konsep Dasar Dan Aplikasinya*. (Jakarta: Pt Raja Grafindo Persada, 2003). Cited from Septyan Wahyu Adhitama, Skripsi Sarjana: "*Persepsi Siswa Kelas VIII Terhadap Pembelajaran Aktivitas Air Di Smp Negeri 2 Klaten*" (Yogyakarta: Universitas Negeri Yogyakarta, 2016), 11.



The stimuli or objects are absorbed or accepted by the five senses, both sight, hearing, touch, smell, and taste individually or collectively. From the results of absorption or acceptance by the sense organs will get a picture, responses, or impressions in the brain. This picture can be singular or plural, depending on the object of perception being observed. In the brain accumulated images or impressions, both old as well as the newly formed. Clearly or not that picture depending on whether or not the excitement is clear, the normality of the senses and time, recent or long.

## 2. Understanding

After the images or impressions occur in the brain, then the picture is organized, classified (classified), compared, interpreted, so that a is formed understanding. The process of understanding or understanding is very unique and fast. The meaning that is formed depends also on the old pictures that have been owned the previous individual (called apperception).

## 3. Assessment or evaluation

After forming an understanding or understanding, an assessment of individual. Individuals compare their understanding or understanding recently obtained by the criteria or norms that are owned individual subjectively. Individual judgments differ though the object is the same. Therefore, perception is individual<sup>15</sup>.

---

<sup>15</sup>Bimo Walgito. "Pengantar Psikologi Umum". Andi Yogyakarta, 2010. 54-55

## 2. Students Perception

Student perception is a process where a student observes an object that is valid and still has to do with their school environment by using their senses, so students can give meaning and interpret objects that have been observed.

Therefore to understand student perceptions, the researcher focuses on student perceptions of students' feelings and impression about their learning experiences. Their learning experience is classroom learning activities or teaching learning process using WhatsApp.

Each student must have a different perception from the others even though the objects observed by them are the same. According to M. Basri the difference in a person's personality is a proof of human uniqueness so that this personal factor has resulted in different perceptions of something that exists and that happens around it<sup>16</sup>. It can be concluded that every people will have different perception about something around them.

### a. The Importance of Understanding Students' Perception.

Student perception is an important aspect of learning evaluation language. According to Chen, student perceptions are very

---

<sup>16</sup>M. Basri, Skripsi Sarjana: *“Persepsi Siswa Tentang Kemampuan Mengajar Guru Pendidikan Agama Islam Di SDN Rambutan 03 Pagi Jakarta Timur”* (Jakarta: UIN Syarif Hidayatullah Jakarta, 2012), 9.

important for consideration of success<sup>17</sup>. Students' perceptions can help teachers and institutions to see from a student's perspective. Student perception can also be used to consider a program to decide on a new training program by a teacher or school.

In addition, student perceptions are also important to measure learning outcomes and indicators of classroom influence. According to Van Petegem, students' perceptions are significant in measuring learning outcomes. Students' perceptions are also important to describe classroom climate<sup>18</sup>. Freiberg and Stein also expressed students' perceptions as key components and indicators that reflect classroom climate<sup>19</sup>.

Based on the statement above, the researchers agree that the students' perceptions as an important aspect of the language learning process, not only for evaluation but also for teaching improvement purpose.

In this research the researcher defines perception is the stimulus that a person receives in interpreting information about the environment through their senses, namely: the senses of sight and hearing, so that they can draw the surrounding environment.

---

<sup>17</sup>Yining Chen and Leon B Hoshower. "Students Evaluation of Teaching Effectiveness: An Assessment of Students Perception and Motivation". Assessment and Evaluation in Higher Education. (2003) vol.28 : 71-88

<sup>18</sup>Van Petegem et al. Thesis: "Students Perception as Moderator For Students Wellbeing"

<sup>19</sup>Freiberg and Stein. "Measuring, Improving and Sustaining Healthy Learning Environments".

**Table 1.1**  
**The Indicators of Students' Interview on The Perception of using**  
**Whatsapp for learning English language<sup>20</sup>**

| <b>Indicator</b>  | <b>Item Number</b> | <b>Total Item</b> |
|---|--------------------|-------------------|
| Students' Feeling of using WhatsApp for learning English Language | 1,2,3,4            | 4                 |
| English language skills and components which utilized in Whatsapp | 5,6,7,8,9          | 5                 |
| Advantages of using Whatsapp for learning English Language        | 10,11,12,          | 3                 |
| Challenges of using Whatsapp for learning English Languages       | 13,14,15           | 3                 |

### 3. Learning Strategy

In studies of good language learners, researchers mentioned lots of various behaviors that they referred to globally as strategies; some managed to describe strategies more specifically. Learning strategies

---

<sup>20</sup>SafitriMuetia, "Students perception of the use of social media in learning", journal of education.2021.p.54

have been described Wenden and Rubin, as any sets of operations, steps, plans, routines used by the learner to facilitate the obtaining, storage, retrieval, and use of information<sup>21</sup>.

It was argued Richards, Platt and Platt, that learning strategies are intentional behavior and thoughts that learners make use of during learning in order to better help them understand, learn, or remember new information. Learning strategies were also illustrated O'Malley and Chamot, as special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information<sup>22</sup>. Hence, learning strategies were seen as special ways of processing information that improve comprehension, learning, or retention of the information.

One of the most applicable definitions which have been cited most frequently in the literature was provided by Oxford. She defines language learning strategies as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations. It is, indeed, a reflection of what the learner intends to do and the specific Error actions he can take.

---

<sup>21</sup> Wenden, A. L., & Rubin. 1987. *Learner strategies in language Learning*. Englewood Cliffs

<sup>22</sup>O'Malley, I.M. & Chamot, A.U. 1990. *Learning strategies in second language acquisition*. New York: Cambridge University Press.

**Table 2.1**

**The Indicators of Students' Interview on The Strategy of using Whatsapp for learning English language<sup>23</sup>**

| <b>Indicator</b>   | <b>Item Number</b> | <b>Total Item</b> |
|--|--------------------|-------------------|
| The effectiveness of catching material of learning English language                    | 16,17,18           | 3                 |
| Mastering English language through whatsapp  | 19,20,21           | 4                 |
| Students' way to solve the Challenges of using Whatsapp for learning English Languages | 22,23,24           | 5                 |
| Students' way to manage their feeling in learning English language through WhatsApp    | 25,26,27           | 3                 |

### **B. WhatsApp In Learning**

WhatsApp is part of a smartphone's application and it is the most popular communication platform in the 21st century learning as it sends real-time messages and faster knowledge resources. This application can be only

---

<sup>23</sup>*Ibid.* p.55

accessible with the existence of the Internet connection. As the Internet has been widely used, students were exposed to various communication tools like social network sites and application for a Smartphone. In other words, knowledge can be found everywhere, anytime and in various formats. It is easy to get and share within communities. Besides, it could also create the possibility of learning at any time and any place. With the fact that WhatsApp has many benefits to the students, it also allows enhancement to the students' learning performance in the way of promoting an active learning involvement in WhatsApp conversation or discussion. Through this application, the learning process will be student-centered by Izyani binti Mistar & Mohamed Amin Embi.<sup>24</sup>

Moreover, WhatsApp provides a conversation platform to everyone which allows the existence of a relationship among them. It promotes information and knowledge sharing unconsciously. It is that the conversations between and among students using WhatsApp (smartphone application) demonstrates the sharing of academic information. These studies showed that WhatsApp could help a lot in enhancing students' learning performance especially in English subject.

Other studies found out that many universities and higher institutions have recently used WhatsApp via their smartphones in order to develop their communication through forums, discussions and information sharing, for instance, text messaging, mobile social network and web based learning).

---

<sup>24</sup>Izyani binti Mistar & Mohamed Amin Embi "Students' Perception on the Use WhatsApp As a Learning Tool In ESL Classroom", Journal of Education and Social Science.

This is where the integration of online discussion with smartphone application (WhatsApp) gives opportunities in creating an online interaction for the students to interact with their teachers and friends in facilitating the learning and solving their learning difficulties. Overall, students' learning performance and motivation have risen due to the implementation of this WhatsApp application in their academic matters.<sup>25</sup>

According to Chokri Barhoumi WhatsApp is instant messaging facilitates online collaboration and cooperation between online students connected from school or home in a blended mobile lecture. WhatsApp is a free application that is easy to use. Groups connected to WhatsApp instant messaging can share learning objects easily through comments, texting and messaging. Discussions are related to the course content taught 100% in-class. WhatsApp provides students with the ability to create a class publication and thereby publish their work in the group. Information and knowledge are easily constructed and shared through WhatsApp instant messaging.<sup>26</sup>

#### **b. WhatsApp Advantages**

According to Hendro and Eko . There are 4 advantages of using the whatsapp application, namely:

1. The exchange of information is faster and easier between teachers and students.

---

<sup>25</sup>*Ibid.* p.99

<sup>26</sup>Chokri Barhoumi. "The Effectiveness of WhatsApp Mobile Learning Activities Guided by Activity Theory on Students' Knowledge Management".journal Contemporary Educational Technology,2015



2. Interaction on social media encourages the emergence of new public spaces and new communication patterns between teachers and students as producers of information itself.
3. Changes in practices and communication spaces that were previously democratically managed.
4. Utilizing the whatsapp app students can study anywhere and anytime<sup>27</sup>.

### c. WhatsApp Disadvantages

According to Nur Lia Pangestika . There are 5 disadvantages using the whatsapp application, namely :

1. WhatsApp among high school level students is more dominantly used for non-formal communication or outside of learning.
2. Not all students become active users of whatsapp.
3. Miss communication are often occurs in receiving information.
4. Not all students are active in discussion activities in whatsapp group.
5. Network disruptions often occur in the use of whatsapp social media.<sup>28</sup>

## C. Review of Previous Studies

Research on the use of whatsapp application in teaching has been conducted by several researchers. With the existence of previous research, it shows that whatsapp application can be used as a media for student

---

<sup>27</sup> Hendro kusumo Eko Prasetyomoro. “*pengaruh penggunaan WhatsApp messenger terhadap prestasi belajar mahasiswa kelas KKH di PBIO FKIP UAD*”. 2016

<sup>28</sup> Nur lia pangestika. “*pengaruh pemanfaatan media sosial whatsapp terhadap penyebaran informasi pembelajaran di SMA Negeri 5 Depok*”. (Jakarta: UIN Syarif Hidayatullah Jakarta, 2018)

learning, evidence of success from this has been proven from several researchers including:

The first thesis was written by Izyani Binti Mistar (2006) *Students' Perceptions of Using Whatsapp as a Learning Tool in ESL Classrooms*. She discussed that using whatsapp is very important in helping students learn the language better and improve their proficiency in using English. The difference between Izyani Binti Mistar and this research is she focused on students' perceptions of the use of whatsapp as a learning tool in the ESL classroom and whether or not, whatsapp is important to use in the future in helping students improve their language learning and the instrument she used was questionnaires. But in this study only focused on students' perception on the use of whatsapp in teaching English and use instrument interview and documentation to retrieve data. The similarity of the two studies is to use the whatsapp application to help students improve English learning.

The second thesis was written by Mona M. Hamid (2017) *Using WhatsApp to Enhance Students' Learning of English Language “ Experience to Share”*. She discussed using whatsapp to enhance students' enthusiasm and learning, using whatsapp to help students develop skills in English, enriching them in their vocabulary and learning from the mistakes of their partners. They did not feel stress because they can do anything else. The difference between Mona M. Hamid's thesis and this research is supported using whatsapp to enhance students learning and enthusiasm, using whatsapp helped students to develop English skills, enriched their vocabulary and learn

from their mates mistakes, although the study laid out some disadvantages of the experience such as preparing the materials and having discipline in the group. The similarity of the two studies have in common is that using WhatsApp helps students develop English language skills.

The third thesis was written by Nchindo Richardson Mbukusa (2018) *Perceptions of students' on the Use of WhatsApp in Teaching Methods of English as Second Language*. He discussed using WhatsApp presents itself as one of the inventive teaching methods that can attract students and provide them with opportunities for further learning. WhatsApp increases helps students to work smarter and more effectively. The difference between Nchindo Richardson Mbukusa's thesis and this research is the students' perceptions towards using the WhatsApp application as a learning tool for Teaching Methods of English as Second Language on a Bachelor's degree programme. To achieve this, about 99 students in the same cohort completed the self-administered questionnaires. The study revealed, amongst many, that WhatsApp can impact negatively on the performance of tertiary students, especially those who do not own smartphones. The similarity of the two studies have in common is that using WhatsApp as a tool for learning and to help students raise their interest in learning.

The fourth thesis was written by Erna Basanian Siahaan, With the title "Students' Perception of Edmodo use as Learning Media". Due to the development of technology, teachers are expected to integrate technology into the classroom to engage millennial students. Edmodo as online learning

platform is widely used by English teachers in teaching and learning. The online learning platforms are also used as a supplementary tool to promote blended learning. This study focuses on students' perceptions of Edmodo as learning media in EED UKI. To attain the objective of this research, the data were collected through questionnaire and interview during the process of carrying out three batches of EED. The respondents of this study were 47 students in the 2015-2017 batch. The results showed that Edmodo gave positives impacts as learning media in EED UKI. This is seen by the participants' perception that showed Edmodo is positively a good learning media for English students.

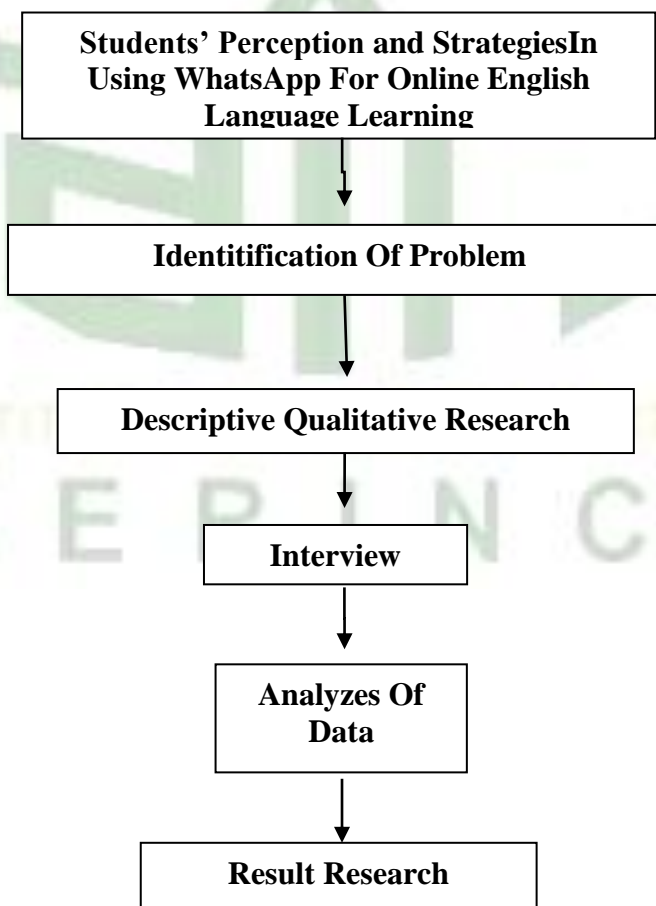
The five thesis was written by Ermawati, Nurul. With the title "The Analysis of Students' Perception on the Efficient Application Used in Online Learning in the midst of Covid-19". The purposes of this study were to find out the perceptions of English Education Department Students about efficient application used in online learning and the most efficient application used in online application during the midst of Covid-19 pandemic. The research was qualitative research. The subjects were thirty of fifth-semester students of English Education Department IAIN Salatiga. Questionnaire, interview, and documentation were used to collect the data. The data were analyzed and interpreted through qualitative procedure. The findings indicate that the students have positive perception about efficient application used in online learning during the Covid-19 pandemic. Based on the results, it shows that the application used in online learning during the midst of Covid-19

pandemic was efficient because the application becomes alternative way to conduct learning activity from home. While in students' perception on the most efficient application, almost all of the student respondents said that the most efficient, comfortable and economical application to use during the pandemic is WhatsApp application.

The different between their research and the previous researcher are seen in terms of collection and also the use of media applications in the learning process and there are also differences in the studied locations between each previous research and this research.

#### **D. Conceptual Framework**

Conceptual Framework of this research could be created as follow :



## CHAPTER III

### RESEARCH METHOD

#### A. Research Design

To answer the research questions, the descriptive qualitative method was used in this study. By using this design, the researcher can get more detail and in-depth information about the perceptions of the students about using the WhatsApp and how students used this application for online English language learning. Sugiyono considered qualitative research as a study category used to analyze natural events. He also states some characteristics of qualitative research, those are; first, Qualitative research is done in natural setting. Second, the data collect are in the form of words or pictures. Third, this study is concern in process rather than product or outcome. Fourth, the data analyzed inductively, and the last this study more emphasizes in meaning<sup>29</sup>.

#### B. Setting and Subject of the Research

The research took the research setting at the English Department of IAIN Kerinci.

The researcher focused on investigating the perceptions of the fourth semester students in English education department IAIN Kerinci academic year 2019/2020. The informant were 25 fourth semester students of IAIN Kerinci. They consisted of 15 female and 10 male students. They were chosen as participants of the study because they were in the fourth semester.

---

<sup>29</sup>Sugiyono. *Metode Penelitian Kombinasi (Mixed Methods)* (Bandung: Alfabeta, 2017), 12 - 16.

### **C. Data and Source of Data**

#### **1. Data**

Data is interpreted as a representation of information or notes on a collection of facts in the form of text or numeric forms (sequence of numbers, letters, images, etc.). Normally, data is structured but does not cover any information for using it in certain contexts.<sup>30</sup> Data in this research were in the form of written text in the fieldnotes, and interview transcript. Data is an important aspect in conducting qualitative descriptive research. From these data, researcher obtained information about the perceptions and strategies of students in using WhatsApp in learning at IAIN Kerinci.

#### **2. Instrument of the research**

Data source is a person, something, or a place that provides information related to research. According to Moleong (1989:97) the primary data sources in qualitative research is words and actions. More than that is additional data such as documents . The primary data sources in this research were interview from the fourth semester students of IAIN Kerinci.

### **D. Data Collection Technique**

For a study, interviews or question and answer sessions are one of the best ways to learn or explore profound information from someone.

---

<sup>30</sup> Mohajan, H. K. (2017). Research Methodology. Bangladesh: Munich Personal RePEc Archive. Retrieved from <https://mpra.ub.uni-muenchen.de/83457/>

An interview is a conversation that aims to gather information in a description of the life of the person being interviewed in connection with the interpretation of the meaning of the 'described phenomena'.

The interview design and the expression of questions will affect the depth and freedom of the subject in response. Several interviews encourage long and detailed reports while others are designed to obtain a short and specific response. There are three types of general interviews including; structured, semi-structured, and unstructured interviews.<sup>31</sup>

The data of this research were collected through structured interviews. Interviews were conducted to obtain accurate responses and information about the strategies used in teaching using the e-learning class method. The function of the interview in this study is to check the data and ensure that the data is truly valid.

In the Indonesian context, various models show that the COVID-19 will not end immediately. Because of the prohibition of direct contact between the researcher and the subject to be examined in situations where implementing remote communication, therefore the researcher conduct the interview by using cell phone.

The researcher contacted the students one by one, and asked the same questions for each students. While the interview was going on, the researcher made some notes related the students' answer and record the results of the interview.

---

<sup>31</sup> Creswell, J. W. (2014). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (Fourth Edition ed.). America: SAGE publications.



## **E. Data Analysis Technique**

This study used qualitative data analysis techniques. Data analysis is an integral part of the research process which is poured either in writing or not. Study with a qualitative approach, the focus of the research problems demanded researcher conduct systematically, deep, and meaningful assessment.<sup>32</sup>

In analysing the data, the following steps were followed:

### **1. Data Reduction**

After collecting the data, the researcher selected and focused on the data that has been collected and discarded the data that were not needed.

### **2. Display Data or Presentation of Data**

After the data were already organized and appropriate with the research, then the researcher displayed and explained the results with descriptively in order that they are easily understood by the readers.

### **3. Conclusion**

The results of research that have been collected and summarized must be repeated again by matching data reduction and displaying data so that later information is correct and accordance with the object of this study.

## **F. Checking Data Trustworthiness**

Qualitative research perspective relies on the participant view of credibility and the only justifiable evaluator of the result. In this research,

---

<sup>32</sup> Mohajan, H. K. (2017). Research Methodology. Bangladesh: Munich Personal RePEc Archive. Retrieved from <https://mpra.ub.uni-muenchen>

trustworthiness is a strategy that can be used to validate the finding of qualitative study.

In the order to check the trustworthines of the data of this research, the rersercher using triangulation, triangulation is defined as a data collection technique of combining a variety of data collection techniques and existing data source.<sup>33</sup>

Using a variety of data source such as documentation achives, interview, or interviewing more than one subject that is considered a point of view.<sup>34</sup>

Further, Denzin stated that there are two techniques in triangulation, those are :

1. Source triangulation

In source triangulation, the researcher uses many sources of participants to get the accuracy of data.

2. Theoretical triangulation

Theoretical triangulation means the researcher compares the data finding with perspective theory that is relevant.<sup>35</sup>

## G. Research Stages

1. First stage the researcher must create title, choosing theories, method, and also the place and the subject of the research. After that if the design is accept then the researcher starts to write a proposal.

---

<sup>33</sup>Sugiyono. *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. (Bandung: Alfabeta. 2013). 83.

<sup>34</sup>Afifuddin dan Beni Ahmad Saebani, *metodologi penelitian Kualitatif*, ( Bandung: Pustaka Setia, 2009 ), cet ke-1, p.143

<sup>35</sup>Norman K Denzin. (2007). *“Qualitative Research”* (Yogyakarta : pustaka belajar)

2. Second stage the researcher make appointment about the time when the research is possible to do.
3. Third stage the researcher conducted interviews to the student with the hope the researcher can get the data about students perception on the use of WhatsApp at students of the English Department of IAIN Kerinci.



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

In this chapter the researcher presents the findings of the study. It presents students' perceptions and strategies in using WhatsApp for online English language learning activities at the English Department of IAIN Kerinci.

##### **1. Students' Perception of the use of WhatsApp for online English language learning activities at the English Department of IAIN Kerinci**

Based on the result of interview with students that were conducted by the researcher about students' perceptions of the use of WhatsApp for online English language learning activities on the students of the English Department of IAIN Kerinci, the researcher found that the students unenjoy, unconfidence, felt difficult, didn't free from teachers' pressure, didn't get a chance in speaking, getting new vocabulary, language skill and pronunciation, but gave chance in reading skill. It wasn't easy to learn English, but easy to interact each other. Whatsapp could be used anywhere and anytime. The technical problem and the obstacle in accessing whatsapp was connection, but it didn't influence the mentality and healthy.

The students stated that they didn't enjoy their course by using Whatsapp. In fact, twenty two students thought that using whatsapp to

learn English language was not enjoyable because they said they are English students but they couldn't practice their skill directly and only learn a theoretical material. It was better for them to practice their English so that they can apply their skill.

They also felt boring in using whatsapp because they were only read a text and no creative way to teach by the teacher. The teacher was only presenting the material without any activities. It was not same with the situation when they learn in classroom.

In the other hand, some students said that learn English language using whatsapp was enjoyable. They felt they have a free chance to ask the material through whatsapp. It was different when they were on classroom; they had to queue in questioning about the material.

The data can be known based on the follows:

- R : Menurut kamu apakah belajar bahasa inggris itu menyenangkan?  
*(Do you think learning English language using Whatsapp is enjoyable? Why ?or why not?)*
- FDO : tidak. Karena kita kan jurusan bahasa inggris. Aku piker kita harus praktek bahasa inggris. Tapi memakai whatsapp kita tidak bisa praktek dengan efektif.  
*(No. it is because we are english department student. I think that we have to practice our English, but through whatsapp we can't practice effectively).*
- R : Menurut kamu apakah belajar bahasa inggris melalui WA itu menyenangkan?  
*(Do you think learning English language using Whatsapp is enjoyable? Why ?or why not?)*
- SR : tidak menyenangkan. Sangat membosankan karena dosen hanya memberi materi memakai teks.  
*(it is not enjoyable so much. It is so boring because teacher only give the material using text)*

- R : apakah kamu berpikir belajar bahasa inggris melalui WA itu menyenangkan?  
(*Do you think learning English language using Whatsapp is enjoyable? Why ?or why not?*)
- DA : menyenangkan. Karena ketika aku belajar di kelas aku tidak bisa banyak bertanya ke dosen, tapi kalau lewat WA aku bisa bertanya banyak hal.  
(*It is enjoyable. It is because when I learn in classroom I can't ask many things to the teacher, but through whatsapp I can ask many things*)

The students said that they were not confidence in communicating using English. In fact, only eight students who thought learning English through whatsapp can make them more confidence.

They answered that using whatsapp make them easy to check the word that they want to say first before speaking, so they didn't incorrect in pronouncing the word. It was so effective to make them felt confidence in communicating using English.

It was contrast with others; they said using whatsapp in learning English language can't increase their confidence. They said No, because they lack in practicing English. It made them less confidence when they communicate using English in the future.

The data can be known based on follows:

- R : apakah belajar bahasa inggris menggunakan WA meningkatkan kepercayaan diri dalam komunikasi bahasa inggris?  
(*Does learning English language using Whatsapp increase your confidence and for communicating using English?*)
- AHP : iya. Karena aku bisa mengecek pelafalan kata dulu

sebelum berbicara.

*(Yes. It is because I can check my pronunciation first before speaks)*

R : apakah belajar bahasa inggris menggunakan WA meningkatkan kepercayaan diri dalam komunikasi bahasa inggris?

*(Does learning English language using Whatsapp increase your confidence and for communicating using English?)*

DAL : tidak. Karena menggunakan WA aku tidak bisa praktek bahasa inggris.

*(No. it is because using Whatsapp I cannot practice English)*

The students stated that they can't decrease the difficulties in learning English language through Whatsapp. In fact, almost all students thought that learning whatsapp is difficult. and even they felt more difficult in responding and participating in class directly.

They felt more difficult in learning English because the material was difficult to understand. The teachers only explained the material once without clear presentation, they didn't continue to answer students' question about the difficulties of learning English. Other students answered that whatsapp could decrease the difficulty of learning English language because they could do the task easily. The students also said that they could answer the task easily in searching the answer through other applications. It was so helpful.

The data can be known based on follows:

R : Apakah belajar bahasa inggris menggunakan WA bisa mengurangi kesulitan saat pembelajaran bahasa inggris

di kelas?

*(Do you think learning language using Whatsapp decrease your difficulty when participating in the class directly?)*

BS : Tidak. Karena materinya susah di mengerti.  
*(No. it is because the material is difficult to understand)*

R : Apakah belajar bahasa inggris menggunakan WA bisa mengurangi kesulitan saat pembelajaran bahasa inggris di kelas?

*(Do you think learning language using Whatsapp decrease your difficulty when participating in the class directly?)*

MK : Ya. Karena mudah dalam mengerjakan tugas.  
*(Yes, it is because I am easy to do the task)*

The students stated that they could not free from teacher's pressure although they used whatsapp in learning English without class meeting.

In fact, the students still had a lot of tasks during the teaching and learning process and they had to finish on the deadline time. It is contrast with other that said they free and happy because they didn't meet the teacher directly.

The data can be known based on follows:

R : Apakah menurutmu WA membuat bahasa inggris menyenangkan dan bebas dari tekanan dosen? Kenapa?  
*(Do you think Whatsapp creates English learning become enjoyable and free for teachers' pressure? Why? Or why not?)*

MPA : Tidak. Karena aku mendapat banyak tugas dan dosen tidak memberi penjelasan yang jelas.  
*(No. it is because I get a lot of tasks and the teacher didn't give a clear explanation)*

R : Apakah menurutmu WA membuat bahasa inggris menyenangkan dan bebas dari tekanan dosen? Kenapa?



*(Do you think Whatsapp creates English learning become enjoyable and free for teachers' pressure? Why? Or why not?)*

MA : Ya. Karena aku tidak perlu bertemu dosen secara langsung dan aku tidak merasa canggung.  
(Yes. It is because I didn't need to meet the teacher directly, and I didn't feel nervous)

The students said that they didn't get enough chance to speak English through using whatsapp. In fact, seventeen students said so, and only eight students said that they get a chance although that was not effective.

Seventeen students stated that they had not a chance in speaking English, they had not chance in practicing directly. Sometimes, They only practice speaking using Voice Note.

In the other hand, some students said they had a chance to speak English. They felt effective enough to speak through Voice note.

The data can be known based on follows:

R : Apakah WA memberi kesempatan kamu untuk berbicara bahasa Inggris?  
*(does Whatsapp give you a chance for using your ability in speaking English?)*

ND : Tidak. Tidak ada waktu mempraktekan berbicara bahasa Inggris.  
*(No. there was limit chance in practicing my speaking skill. I only used Voice Note to practice it)*

R : Apakah WA memberi kesempatan kamu untuk berbicara bahasa Inggris?  
*(does Whatsapp give you a chance for using your ability in speaking English?)*

UZ : Ya. Buat saya cukup untuk praktek berbicara melalui VN  
*(Yes. It is enough for me to practice speaking using*

*Voice Note)*

The students stated that they get a chance to use reading ability by using whatsapp in learning English language. In fact, almost all students said that whatsapp could give them a chance in practicing reading.

They got a task from teacher, and they had to read the text carefully. It was so effective to increase their reading skill.

The data can be known based on follows:

- R : Apakah WA memberi kesempatan untuk membaca?  
(*does Whatsapp give you a chance to use your ability in reading English?*)
- MA : Ya. Aku bisa belajar hal baru ketika aku mendapat teks dari doesn  
(*Yes. I can learn new thing when I get new text form the teacher*).

The students stated that learning English language by using whatsapp didn't make them get a new vocabulary.

In fact, they said that whatsapp could not help them to speak up and at least they also felt that they didn't get a lot of new vocabulary.

Although they could get new vocabulary from the text, they had to search the meaning and how to say the word from other application. It was not from whatsapp itself.

The data can be known based on follows:

- R : Bagaimana WA memebri kamu kesempatan untuk mendapatkan kosakata baru?  
(*How does whatsapp give you chance for getting new vocabulary?*)
- MK : Tidak. WA tidak bisa mmebantu mendapat kosakata baru

*(No. whatsapp can't help me to get new vocabulary.)*

R : Bagaimana WA memberi kamu kesempatan untuk mendapatkan kosakata baru?  
*(How does whatsapp give you chance for getting new vocabulary?)*

MY : Tidak. Aku harus belajar sendiri setelah dosen memberi instruksi untuk melakukan sesuatu karena kadang- kadang aku tidak mengerti arti kata yang dosen katakan.  
*(No. I have to learn by myself after the teacher gives me the instruction to do something because sometimes I don't understand about the meaning of the word).*

The students stated that learning English by using whatsapp couldn't improve their language skill. In fact, only two students who answered that whatsapp can improve their skill, but twenty three students said No.

Two students felt that they can improve their language skill because they could pay attention to someone sentence.

Although the students could learn from someone sentences, many of them stated that they could not improve their language skill because lack of practice.

The data can be known based on follows:

R : Apakah WA membantu meningkatkan kemampuan bahasa kamu? bagaimana?  
*(Does Whasapp help you improve your language skills? If yes, how?)*

A : Ya. Aku bisa memperhatikan teman lain berbicara dan mendapat sesuatu yang baru tentang bahasa inggris.  
*(Yes. I can pay attention to someone conversation and get a new thing about English language)*

R : Apakah WA membantu meningkatkan kemampuan

bahasa kamu? bagaimana?

*(Does Whasapp help you improve your language skills? If yes, how?)*

BS : Tidak. Hanpir semua materi tidak mengandung kemampuan bahasa.  
*(No. almost all materials doesn't include language skill, it is only reading skill)*

The students said that learning English by using whatsapp can't help them in improving pronunciation. In fact, only two students that said whatsapp could help them in improving their pronunciation.

Two students stated that by using whatsapp they could improve their pronunciation. In contrast, almost all students disagree with that opinion. They thought there was not a speaking activity during online class.

The data can be known based on follows:

R : Apakah WA membantu kamu meningkatkan pronunciation?  
*(does whatsapp help you improve your pronunciation? If yes, how?)*

MY : Tidak. Karena tidak ada aktifitas berbicara yang membuat aku meningkatkan pronunciation.  
*(No. it is because there is no speaking activity that can make me improve my pronunciation)*

The students stated that whatsapp was not easy to learn English. In fact, they said that whatsapp has limit activity to improve English. Almost students said that there was no clear explanation about the material. The activity in learning English using whatsapp made them lack of practicing speaking and pronouncing English. It was nof good

for their English, because they could not master the four skills of English.

The data can be known based on follows:

- R : Apa kamu pikir WA itu mudah digunakan dalam belajar bahasa inggris?  
(*do you think that Whatsapp is easy to use in learning English language?*)
- NL : Tidak. Memakai WA dosen tidak memebri insruksi dan penjelasan yang jelas  
(*No. by using whatsapp teacher doesn't give clear instruction and explanation*).

The students stated that whatsapp make them easy to interact with other. In fact, almost all students said that they interact with other easily although they difficult to learn English with it. Because of whatsapp they could communicate each other easily without went to somewhere. They stayed at home, and could interact with their friends.

The data can be known based on follows:

- R : Apakah kamu pikir WA membuat mudah berinteraksi dengan orang lain?  
(*do you think Whatsapp make you interact with other easily?*)
- NL : Ya. Tentu saja. WA membuatku mudah berinteraksi dengan teman tanpa bertemu mereka  
(*Yes, of course. Whatsapp make me easy to interact with friends without meeting them*)

The students said that whatsapp can be accessed anywhere and anytime. In fact, some of the students stated they had to look for the best connection to access it. Many students had not good connection in their area; it was so difficult for them to access whatsapp. That was

why they thought that whatsapp was not easy to access anywhere and anytime.

The students said that they could access whatsapp anywhere and anytime. But, some of them said that it was depend on the connection.

The data can be known based on follows:

- R : Apakah kamu pikir kamu bisa menggunakan WA dimanapun dan kapan pun?  
*(do think that you can use Whatsapp anywhere and anytime?)*
- WE : Tidak. Karena aku harus mencari sinyak yang bagus sebelum mengkases WA  
*(I don't think so, because I have to search a good connection first before accessing whatsapp)*

The students stated that the obstacle and the technical problem in using whatsapp to learn English is connection. In fact, the student said that there was difficult to look for good connection in using whatsapp.

The data can be known based on follows:

- R : Apa masalahmu saat mengakses WA untuk belajar bahasa inggris?  
*(What are your technical problems when using whatsapp to learn English language?)*
- AW : Jaringan  
*(Connection)*
- R : Apa masalahmu saat mengakses WA untuk belajar bahasa inggris?  
*(What is your obstacle in accessing whatsapp to learn English language?)*
- MK : Aku merasa sulit dalam membuka Voice Note atau video karena jaringan yang buruk  
*(In using whatsapp I feel difficult in opening voice note or video because of the bad connection)*

The students stated that there were no bad effect to the mentality and the healthy by using whatsapp. In fact that, almost all students said that it was fine to access whatsapp to learn English.

The data can be known base on follows:

- R : Apakah WA mempengaruhi mental dan kesehatan?  
(*does whatsapp influence your mentality and healthy?*)
- WE : Iya. Karena ada tekanan dari dosen.  
(*I think No, because there is no pressure from teacher*)

The result of interview from students' that have been conducted by researcher about students' perception on the use of whatsApp for online English language learning activities on the students of the English department of IAIN Kerinci is that the students' who think that learning English language through whatsApp did not give maximum results, because it is difficult for students to understand the teaching materials given by the teacher. However, there are also a number of things that can make it enjoyable for students to do the teaching and learning process through the whatsApp because they don't need to go to school every day.

**Table 4.1**

**The Result of Students' Perception**

| INDICATOR         | FINDING  |
|-------------------|--|
| Students' Feeling | 1. Unenjoyable<br>2. Not increase confidence<br>3. Difficult in learning English |

|            |   |
|------------|---|
|            | 4. Not free from pressure   |
| Skill      | <ol style="list-style-type: none"> <li>1. Not give a chance in speaking</li> <li>2. Give a chance in reading</li> <li>3. Cannot help get new vocabulary</li> <li>4. Can't improve language skill</li> <li>5. Can't improve pronoun</li> </ol> |
| Advantages | <ol style="list-style-type: none"> <li>1. Easy interaction</li> <li>2. Can be used anytime and anywhere</li> </ol>  |
| Challenges | <ol style="list-style-type: none"> <li>1. The technical problem is connection</li> <li>2. The obstacle is connection</li> <li>3. No bad effect for mentality and healthy</li> </ol>   |

**2. Students' Strategies in using WhatsApp for online English language learning activities at the English Department of IAIN Kerinci.**



Based on the result of interview with students that have been conducted by the researcher about students' strategies on the use of whatsapp for online English language learning activity on the students of the English Department of IAIN Kerinci, the researcher found that the students always repeated reading the material to master English, focused to make the material fast to understand, made a note to get the point of teacher's instruction. Although the students could not increase their vocab, they tried to speak and pronoun English through Voice Note. The students accessed whatsapp in different time to make whatsapp effective to access and made the best connection. They accessed whatsapp only when they need, to decrease the bad effect of using whatsapp. The students did various activities to enjoy online class, keep their good mood, and make their good mood back when bad mood's coming such as listening to music, watching movie, and chatting with friends.

The students stated that they have to repeat reading the material to make them master English by using whatsapp. In fact, some students said that. Only a few students said that through voice note or audio made them clearer in getting the material.

They repeated reading the material by them self because the teacher only explained with simple word and didn't clear to them. Other said that they had to watch video or listen voice note to make the material clearer to understand.

The data can be known based on follows:

- R : Teknik apa yang digunakan untuk membuat bahasa inggris mudah dikuasai menggunakan WA?  
*(What technique do you use to make English language easy to master using whatsapp?)*
- NY : Ku selalu mencoba untuk membaca materi lagi setelah guru memberikan tugas  
*(I always try to read the material again after the teacher gives me the tas)*
- R : Teknik apa yang digunakan untuk membuat bahasa inggris mudah dikuasai menggunakan WA?  
*(What technique do you use to make English language easy to master using whatsapp?)*
- MK : Aku pikir akan lebih jelas kalau berdiskusi dengan VN. Kadang- kadang aaku mencari video terkait materi agar lebih jelas  
*(I think it is clearer when I discuss it using voice note. Sometimes, I search the video related the material to make it clearer)*

The students said that focused on the material is a key to understand the material fast. In fact, almost all students answered the question with the same answer.

They felt that focused on the material given by the teacher is the strategy to get the material fast.

The data can be known based on follows:

- R : Bagaimana membuat materi dari dosen cepat dimengerti?  
*(How to make the material from the teacher understood fast?)*
- RH : Aku coba fokus ketika mengikuti kelas  
*(I try to focus when following the class)*
- R : Bagaimana membuat materi dari dosen cepat dimengerti?  
*(How to make the material from the teacher understood fast?)*

A : Fokus ke materi.  
(*I think focus with the material*)

The students stated that focused and made a note is the way to get the point of teachers' instruction. In fact, some students tried to focus on the teacher's instruction to make the instruction clear. A number of students chose to make a note.

The data can be known based on follows:

R : Apa cara yang berguna untuk membuat kamu mudah mendapat poin dari instruksi atau materi dari dosen?  
(*What is the useful way to make you get the point of the teacher's instruction and material?*)

AHP : Aku selalu fokus pada instruksi dosen  
(*I always focus on the teachers' instruction to get the point*)

R : Apa cara yang berguna untuk membuat kamu mudah mendapat poin dari instruksi atau materi dari dosen?  
(*What is the useful way to make you get the point of the teacher's instruction and material?*)

ES : Aku membuat catatan agar aku bisa membaca lagi setelah guru meninggalkan kelas  
(*I make a note so that I can read the note again after the teacher leave the class*)

The students stated that they used other application to increase their vocabulary. In fact, they could not use whatsapp to add their new vocabulary.

They said that learn English language by using whatsapp didn't make them get a new vocabulary.

The data can be known based on follows:

R : Bagaimana kamu meningkatkan kosakata baru menggunakan WA?  
(*How do you increase your new vocabulary using*)

- whatsapp in learning English language?)*
- WE : Menggunakan WA susah untuk mendapat kosakata baru, kadang- kadang aku menggunakan aplikasi lain  
*(It is difficult enough to get new vocabulary by using whatsapp, sometimes I use other application to learn new vocabulary).*

The students stated that they used Voice Note to try speaking English by using whatsapp. In fact, almost 100% student said so and only one student that never practice speaking during learning English by using whatsapp.

The data can be known based on follows:

- R : Apa cara yang kamu gunakan untuk mencoba bicara bahasa inggris menggunakan WA?  
*(What is your way to try speaking English in learning using whatsapp?)*
- M : Aku memakai voice note untuk mmeprkatekan berbicara dan dosen bisa mengoreksi langsung  
*(I use voice note to practice speaking and the teacher can correct my word directly)*
- R : Apa cara yang kamu gunakan untuk mencoba bicara bahasa inggris menggunakan WA?  
*(What is your way to try speaking English in learning using whatsapp?)*
- DR : Aku tidak pernah berbicara bahsa inggris selama pembelajaran  
*(I never practice speaking during the learning process)*

The students stated that they could learn how to pronoun words using voice note. In fact almost all students said that using voice note in pronouncing word is helpful.

The data can be known based on follows:

- R : Apa strategi untuk membuat WA efektif untuk melafalkan kata dalam bahsa inggris?  
*(What is your strategy to make whatsapp effective in learning English language especially in pronouncing*

- word?)  
 NW : Aku memakai VN untuk mempratekan pronunciation  
 (*I use voice note to practice my pronunciation*)

The students stated that they had to access whatsapp in appropriate time to make it effective. In fact, some of the students accessed in the morning, and only on their spare time.

The data can be known based on follows:

- R : Kapan kamu mengakses WA untuk membuatnya efektif?  
 (*When do you access whatsapp to make it is effective?*)  
 GR : Aku selalu mengakses WA di pagi hari  
 (*I always access whatsapp in the morning*)  
 R : Kapan kamu mengakses WA untuk membuatnya efektif?  
 (*When do you access whatsapp to make it is effective?*)  
 A : Aku menggunakan WA di waktu senggang  
 (*I use whatsapp in my spare time to make it more effective*)

The students said that they had different ways to solve connection problem when learning was going on. In fact, almost all students had the same problem when using whatsapp to learn English is that about connection.

They had to move in different spot area to get better connection. And others had to go to look for wifi area before accessing whatsapp.

The data can be known based on follows:

- R : Bagaimana untuk mengatasi masalah sinyal dalam pembelajaran bahasa inggris?  
 (*How to solve the signal problem when learning English language is in progress?*)  
 DAL : I move to other place to get better connection

- R : Bagaimana untuk mengatasi masalah sinyal dalam pembelajaran bahasa inggris?  
(*How to solve the signal problem when learning English language is in progress?*)
- MK : Aku akan pegi ke WiFi area karena rumahku jaringannya susah  
(*I should go to wifi area because in my home there is no good connection to access whatsapp*)

All students stated that they only access whatsapp when they need to avoid the bad impact of whatsapp. In fact, they only used whatsapp during online class.

The data can be known based on follows:

- R : Bagaimana untuk mengurangi dampak buruk dari penggunaan WA dalam belajar bahasa inggris?  
(*How to decrease the bad effects of using whatsapp in learning English language?*)
- OG : Mungkin dengan mengakses WA hanya kalau aku butuh saja ketika kelas berlangsung  
(*maybe with accessing whatsapp only when I need it or when online class is in progress*)
- R : Bagaimana untuk mengurangi dampak buruk dari penggunaan WA dalam belajar bahasa inggris?  
(*How to decrease the bad effects of using whatsapp in learning English language?*)
- AW : Aku memakai WA ketika aku butuh  
(*I use whatsapp when I need it*)

The students said that almost students keep positive thinking to make them always enjoy in using whatsapp to learn English. Some of them thought that chatting with friend during lerning process help them to enjoy the activity.

The data can be known based on follows:

- R : Bagaimana membuat diri kamu selalu menikmati dalam mengakses WA?  
*(How to make yourself always enjoy accessing whatsapp for learning English language?)*
- DAL : Berfikir positif saja  
*(keep positive thinking)*
- R : Bagaimana membuat diri kamu selalu menikmati dalam mengakses WA?  
*(How to make yourself always enjoy accessing whatsapp for learning English language?)*
- LM : Biasanya, aku ngobrol dengan teman selama pembelajaran berlangsung  
*(usually I am chatting with friends during the learning process in order to make it is enjoyable)*

The students said that they have a different ways to keep their good mood and make their good mood back when bad mood was coming. In fact, almost of them liked snacking and listening to music to keep good mood and get good mood back.

Almost all students listened to music and snacked to keep their good mood. Some of them also did the same ways to get good mood back when bad mood was coming.

The data can be known based on follows:

- R : Bagaimana kamu menjaga mood kamu agar tetap baik?  
*(How do you keep your good feeling while accessing whatsapp for learning English language?)*
- WE : Hmm... mendengarkan music  
*(Hmmm... I listen to music)*
- R : And, bagaimana membuat mood baik kamu kembali ketika bad mood?  
*(and, How to make your good feeling back when your bad mood is coming?)*
- WE : Jawabannya sama, aku selalu mendengarkan music untuk menegmbalikan mood baik  
*(The same answer, I always listen to music to make my good mood back)*

- R : Bagaimana kamu menjaga mood kamu agar tetap baik?  
(*How do you keep your good feeling while accessing whatsapp for learning English language?*)
- NW : Aku selalu mengakses WA sambil makan makanan kecil  
(*I always access whatsapp with eating snack*)
- R : oke, bagaimana membuat mood baik kamu kembali ketika bad mood?  
(*okay, and How to make your good feeling back when your bad mood is coming?*)
- NW : Makan makanan ringan  
(*I am snacking*)

The result of interview from students' that have been conducted by researcher about students' strategy on the use of whatsApp for online English language learning activity on the Students of the English Department of IAIN Kerinci, the students have various strategy or way to solve many obstacles while accessing whatsapp for learning English language. They have their own strategy depend on their condition.

**Table 4.2**

**The Result of Students' Startegy**

| INDICATOR                              | FINDING   |
|--|---|
| The effectiveness of catching material | 1. Repeating material<br>2. Focus<br>3. Make a note |
| Mastering English language             | 1. Using other App to increase vocabulary           |



|                                      |   |
|--------------------------------------|---|
|                                      | <ol style="list-style-type: none"> <li>2. Speak through Voice Note</li> <li>3. Learn pronunciation through Voice note</li> </ol>  |
| Students way to solve the challenges | <ol style="list-style-type: none"> <li>1. Accessing WA in appropriate time</li> <li>2. Using WiFi when the connection is bad</li> <li>3. Accessing WA only when we need</li> </ol>  |
| Students way to manage feeling       | <ol style="list-style-type: none"> <li>1. Listening music to make enjoyable learning</li> <li>2. Chatting with friend makes good mood</li> <li>3. Listening music, snacking, and watching movie makes good mood back when bad mood is coming</li> </ol> |

#### a. Discussion

The whatApp is used as an application that helps students in the online teaching and learning process. However, during the activity, students experienced many obstacles such as limited quota so that it was difficult for them to follow the lessons, lack of understanding instructed by the

teacher, and also other difficulties that made them think that using whatsapp in learning English language was less interesting and the teaching and learning process was less optimal.

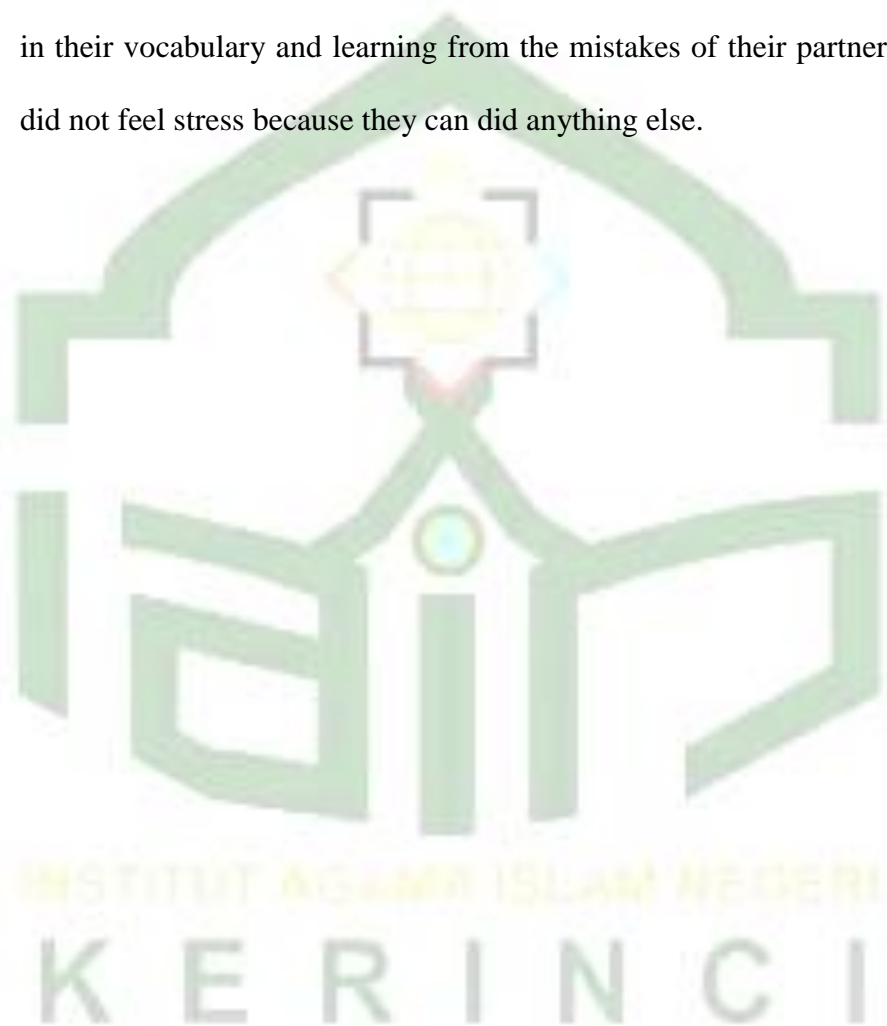
Based on the results of research conducted by researcher, it shows that students' perceptions of the use of the whatsapp in learning English language is less enjoyable, they cannot practice English directly and they can't meet friends directly. Whatsapp can't give them effective opportunity to speak English, so they were not measuring their pronunciation and language skill effectively. However, some students said they were interested in using the whatsapp for interacting each other's, but it was less helpful in teaching and learning English language. It was like with the statements of Trentin & Repetto that Students from the same class can easily communicate on certain topics through this application because it provides direct responses within group members to join in the chat so as to make communication effective.<sup>36</sup>

The students had various strategies in using whatsapp in learning English language. With using whatsapp the students became more focus in learning material to make them keep concentrate in getting the point of the material. In learning English language through whatsapp, the big problem was about the connection or signal. Some students had to look for a good connection first before accessed whatsapp. Moreover, they have unique strategies to keep their good mood in accessing whatsapp such as

---

<sup>36</sup>Trentin G & M. Repetto. "Network and mobile technologies in education: a call e-teacher". (2013)

snacking, listening to music, and watching the funny video. It is the same with Mona M. Hamid (2017) who stated that Using WhatsApp to Enhance Students' Learning of English Language "Experience to Share". She discussed using WhatsApp to enhance students' enthusiasm and learning, using WhatsApp to help students develop skills in English, enriching them in their vocabulary and learning from the mistakes of their partners. They did not feel stress because they can do anything else.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

#### **A. Conclusion**

Based on the results of research in chapter IV, the researcher can draw conclusion of students' perceptions and strategies in using whatsapp for learning English language at the English Department of IAIN Kerinci.

The research findings from interviews, were that most of respondents stated the use whatsapp are not good. The students' thought that learning English through whatsapp does not give maximum results because it is difficult for students to understand the teaching materials given by the teacher. However, there are also a number of things that can make it easier for students to do the teaching and learning process through the whatsapp such as when doing the task.

Most of respondents had various strategies in solving many problems when using whatsapp for learning English language. They were more focus in learning the material; they were more diligent to repeat learning it too. They could interact each other easily. Although they could not have a good way to speak, pronounce, and increase their language ability effectively.

#### **B. Suggestions**

According to the results of the study, there are several suggestions presented for students, English teachers, and researchers.

1. For the students

Suggestion for the students, the result of this research hopefully students' can interact more with the teacher so that they have no difficulty in teaching and learning activities.

## 2. For the teacher

Suggestion for the teacher, I hope the teacher can provide more motivation so that students can be more active in learning. Teachers should also reconsider the online teaching and learning process because of the difficulty of students understanding the subject matter.

## 2. For Future Researcher

The writer hopes that for future researchers who are interested in conducting similar research, it will contribute to understanding teaching strategies in teaching English e-learning classes. Besides, hopefully, this research will provide inspiration and guidance for further researchers to be more careful in conducting research, so that the results are better than this. Therefore, the results will be more profitable and be applied in a larger area.

## BIBLIOGRAPHY

- Afifuddin dan Beni Ahmad Saebani. (2009). *metodologi penelitian Kualitatif*. Bandung: Pustaka Setia. p.143
- Ali Sadikin and Afreni Hamidah. (2020). "Online Learning in the Middle of The Covid-19 Pandemic".vol.6
- Alshenqeeti, H. (2014). Interviewing as a Data Collection Method: A Critical Review.*English Linguistics Research*, 3(1), 39.
- Arikunto,Suharsimi. (1987). *Pengelolaan Materiil*. Jakarta : PT. Bumi Aksara
- Chokri Barhoumi. (2015).*The Effectiveness of WhatsApp Mobile Learning*
- Dan Bouhnik and Mor Deshen. (2014). "Mobile instant messaging between teachers and students". vol.13
- Freiberg and Stein. (1999). *Measuring, Improving and Sustaining Healthy Learning Environment*
- Gatot. (2015). Skripsi Sarjana: "Pengaruh Persepsi Siswa Tentang Kompetensi Guru Mata TIK Terhadap Motivasi Belajar Siswa Di SMA Negeri 1 Ngabang Kabupaten Landak Kalimantan Barat". Yogyakarta: Universitas Negeri Yogyakarta
- Hendro kusumo Eko Prasetyomoro. (2016). "pengaruh penggunaan WhatsApp messengerterhadap prestasi belajar mahasiswa kelas KKH di PBIO FKIP UAD".
- Hermawan, R. (2018). Undergraduated Thesis. *Students' Perception Of The Use Of The Integrated Skill Approach In General English Course At UIN Sunan Ampel Surabaya*. Surabaya: UIN Sunan Ampel Surabaya.
- Izyani binti Mistar & Mohamed Amin Embi.(2016). *Students' Perception on the Use WhatsAppAs a Learning Tool In ESL Classroom*. Journal of Education and Social Science
- Leavitt. (2001). Undergraduate Thesis. *Penerapan Model Pembelajaran Kooperatif Tipe Numbered Heads Together (Nht) Untuk Meningkatkan Aktivitas Dan Penguasaan Konsep Matematika Siswa*. Lampung: Universitas Lampung.
- Mahmud, MD. (2018). *Psikologi Suatu Pengantar*, Yogyakarta: ANDI

- M. Basri. (2012). skripsi sarjana. *Persepsi siswa tentang kemampuan Mengajar Guru Pendidikan Agama Islam Di Sdn Rambutan 03 Pagi Jakarta Timur*. Jakarta: UIN Syarif Hidayatullah Jakarta.
- Miftah, Toha. (2003). *Perilaku Organisasi Konsep Dasar Dan Aplikasinya*. Jakarta: PT Raja Grafindo Persada.
- Miles, B. Mathew - Michael Huberman. (1992). *Analisis Data Kualitatif Buku Sumber Tentang Metode-metode Baru*. Jakarta: UIP.
- Mike sharples, josie taylor and giasemi vavoula. (2005). *Towards a Thoery of Mobile Learning*. University of Nottingham, Jubilee Campu, Wollaton Road, Nottingham, NG8 1BB, UK.
- Mohajan, H. K. (2017). *Research Methodology*. Bangladesh: Munich Personal RePEc Archieve. Retrieved from <https://mpra.ub.unimuenchen.de/83457/>
- Nur lia pangestika. (2018). *pengaruh pemanfaatan media sosial whatsapp terhadap penyebaran informasi pembelajaran di SMA Negeri 5 Depok*. Jakarta: UIN Syarif Hidayatullah Jakarta.
- O'Malley, I.M. & Chamot, A.U. (1990). *Learning strategies in second language acquisition*. New York: Cambridge University Press.
- Richards, Jack. Platt, John. dan Weber, Heidi. (1985). *Longman Dictionary of Applied Linguistics*, London: Longman Group UK Limited.
- Rubin, J. (1987). Learner strategies: *Theoretical assumptions, research history and typology*. Dalam A. Wenden & J. Rubin (Penyunting), *Learner strategies in language learning*. (hlm.15-30). Englewood Cliffs, NJ: Prentice Hall.
- Safitri Muetia. (2021). *Students perception of the use of social media in Learning*. journal of education.p.55
- Slameto. (2003). *Belajar Dan Faktor-Faktor Yang Mempengaruhinya*. Jakarta: Rineka Cipta.
- Sugiyono. (2017). *Metode Penelitian Kombinasi (Mixed Methods)*. Bandung: Alfabeta.
- Sugiyono. (2013). *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung: Alfabeta.
- Trentin G & M. Repetto. (2013). *Network and mobile technologies in educaton: a call e-teacher*.

Van Petegem et al.(2007). Thesis.*Students Perception as Moderator For Students Wellbeing.*

Walgito, Bimo.(2010). *Pengantar Psikologi Umum.* Yogyakarta: Andi Offset.  
Yining Chen and Leon B Hoshower. (2003). *Students Evaluation of Teaching*  
Yogyakarta: BPFE.





**APPENDIX 1****INSTRUMENTS OF DATA COLLECTION****INTERVIEW**

Students' Perception and Strategy on The Use of Whatsapp For Online English Language Learning.

| <b>ASPECT</b>   | <b>INDICATOR</b>   | <b>NO</b> | <b>QUESTION</b>   |
|---|--|-----------|---|
| Students' Perceptionon The Use of Whatsapp for Online English Language Learning | Students' Feeling of using Whatsapp for learning English | 1         | Do you think learning English language using Whatsapp is enjoyable? Why ? or why not?                           |
|   |  | 2         | Does learning English language using Whatsapp increase your confidence and for communicating using English?     |
|   |  | 3         | Do you thinkk learning language using Whatsapp decrease your difficulty when participate in the class directly? |
|   |  | 4         | Do you think Whatsapp creates English learning become enjoyable and free  |

|   |    |  |   |
|---|----|--|---|
|   |    |  | for teachers' pressure? Why?<br>Or why not?                                 |
| English language skills and components which utilized in Whatsapp | 5  |  | does Whatsapp give you a chance for using your ability in speaking English? |
|   | 6  |  | does Whatsapp give you a chance to use your ability in reading English?     |
|   | 7  |  | How does whatsapp give you chance for getting new vocabulary?               |
|   | 8  |  | Does Whasapp help you improve your language skills? If yes, how?            |
|   | 9  |  | does whatsapp help you improve your pronunciation?<br>If yes, how?          |
| Advantages of using Whatsapp for learning English Language        | 10 |  | do you think that Whatsapp is easy to use in learning English language?     |
|   | 11 |  | do you think Whatsapp make you interact with other easily?                  |

|  |   |    |   |
|--|---|----|---|
|  |   | 12 | do think that you can use Whatsapp anywhere and anytime?                                    |
|  | Challenges of using Whatsapp for learning English Languages         | 13 | What are your technical problems when using whatsapp to learn English language?             |
|  |   | 14 | What is your obstacle in accessing whatsapp to learn English language?                      |
|  |   | 15 | does whatsapp influence your mentality and healthy?   |
| Students' Strategy on The Use of Whatsapp for Online English Language Learning | The effectiveness of catching material of learning English language | 16 | What technique do you use to make English language easy to master using whatsapp?           |
|  |   | 17 | How to make the material from the teacher understood fast?                                  |
|  |   | 18 | What is the useful way to make you get the point of the teacher's instruction and material? |

|  |    |   |
|--|----|---|
| Mastering English language through whatsapp  |    |   |
|  | 19 | How do you increase your new vocabulary using whatsapp in learning English language?                          |
|  | 20 | What is your way to try speaking English in learning using whatsapp?  |
|  | 21 | What is your strategy to make whatsapp effective in learning English language especially in pronouncing word? |
| Students' way to solve the Challenges of using Whatsapp for learning English Languages | 22 | When do you access whatsapp to make it is effective?  |
|  | 23 | How to solve the signal problem when learning English language is in progress?                                |
|  | 24 | How to decrease the bad effects of using whatsapp in  |

|   |    |   |                            |
|---|----|---|----------------------------|
|   |    |   | learning English language? |
|   |    |   |                            |
| Students' way to manage their feeling in learning English language through WhatsApp | 25 | How to make yourself always enjoy accessing whatsapp for learning English language?       |                            |
|   | 26 | How do you keep your good feeling while accessing whatsapp for learning English language? |                            |
|   | 27 | How to make your good feeling back when your bad mood is coming?                          |                            |

## APPENDIX 2

### THE TRANSCRIPT OF INTERVIEW

- R : Apakah menurut AW belajar bahasa inggris itu menyenangkan?  
 AW : menyenangkan kak, karena tidak merepotkan  
 R : apakah belajar menggunakan WA menambah kepercayaan diri?  
 AW : kurang kak  
 R : apakah belajar bahasa inggris melalui WA dpata mengurangi kesulitan saat mengikuti perkuliahan?  
 AW : tidak kak  
 R : kira- kira WA membuat belajar bebas dari tekanan dosen?  
 AW : kurang kak, kalo tidak ada tekanan tidak seru  
 R : Apakah WA membri kesempatan untuk berbicara?  
 AW : kurang kak  
 R : apakah WA memberi kesempatan dalam reading?  
 Aw : sangat kak  
 R : bagaimana cara mendapat kosakata baru melalui WA?  
 AW : tentu ada kak, dari teman- teman saat berbicara  
 R : apakah membantu dalam ketrampilan bahasa?  
 AW : Sangat  
 R : bagaimana caranya?  
 AW : dengan berbicara dengan teman  
 R : apakah WA juga membantu dalam pronunciatiaion?  
 AW : kita lebih teliti kalo langsung zoom meeting dnegan dosen  
 R : mneurut AW apakah WA mudah digunakan dalam belajar?  
 AW : mudah kak tetapi butuh adaptasi kak  
 R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?  
 AW : kurang ka, karena kurang bisa berinteraksi. Hnaya kalu ada perkulaiahn  
 R : apakah WA bisa digunakan kapan saja dan dimana saja?  
 AW : Tergantung sinyal kak  
 R : apa kendala teknis dalam menggunakan WA?  
 AW : jaringan kak  
 R : apakah WA mempengaruhi mental dan kesehatan?  
 AW : kesehatan iya kak, kan HP mengandung radiasi.  
 R : apa strategi yang biasa digunakan aga bahasa inggris mudah dikuasai?  
 AW : dengan mengingat kembali materi  
 R : bagaimana cara agar materi dari desen cepat dipahami?  
 AW : tergantung kondisi, terkadang susah dan gampang. Kita harus fokus  
 R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?  
 AW : sediakan air minum agar tetap fokus dalam belajar

- R : bagaimana cara untuk meningkatkan kosata baru lewat WA?  
 AW : kurang kak  
 R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?  
 AW : Memakai Voice Note dan zoom  
 R : apa strategi untuk membuat WA efektif untuk belajar pronunciatiaion?  
 AW : kurang tahu kak. Kadang di terjemahkan dulu  
 R : kapan mengakses WA agar lebih efektif  
 AW : kalo jam perkuliahan dan waktu sneggang diulang kembali  
 R : bagaimana cara mengatasi masalah sinyal ?  
 AW : cari tempat yang lebih tinggi agar jaringan lancer  
 R : bagaimana cara mengurangi dampak buruk penggunaan WA?  
 AW : menggunakan seperlunya saja  
 R : bagaimana membuat agar AW menikmati belajar bahasa inggris menggunakan WA?  
 AW : Itulah pilihn kita ya dinikmati saja, dibawa santai saja.  
 R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?  
 AW : sediakan air putih, cuci muka  
 R : untuk mengembalikan mood ketika bad mood gimana?  
 AW : istirahat dulu
- R : Apakah menurut DA belajar bahasa inggris itu menyenangkan?  
 DA : menyenangkan kak, kalau dikelas kurang mendapat kesempatan untuk bertanya. Kalau di WA kan cepat.  
 R : apakah belajar menggunakan WA menambah kepercayaan diri?  
 DA : percaya diri kak  
 R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkualiahan?  
 DA : tidak mengurangi, tapi menambah vocab  
 R : kira- kira WA membuat belajar bebas dari tekanan dosen?  
 DA : ya kak, menyenangkan tetapi ada tekanan walaupun tidak banyak. Misalnya dalam bentuk tugas  
 R : Apakah WA memberi kesempatan untuk berbicara?  
 DA : bisak kak, kita bisa speaking secara bebas karna tidak minder  
 R : apakah WA memberi kesempatan dalam reading?  
 DA : kita puny abanyak waktu untuk membaca  
 R : bagaimana cara mendapat kosakata baru melalui WA?  
 DA : misalnya dosen memberikan tugas, kita bisa cari di google jadi kita bisa mendapat vocab yang baru  
 R : apakah membantu dalam ketrampilan bahasa?  
 DA : bisa kak. Membuat kita lebih percaya diri karena tidak berhadapan langsung  
 R : apakah WA juga membantu dalam pronunciatiaion?

- DA : membantu tapi agak kurang menegrti tergantung dosen  
R : menurut DA apakah WA mudah digunakan dalam belajar?  
DA : mudah kak  
R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?  
DA : mudah kak  
R : apakah WA bisa digunakan kapan saja dan dimana saja?  
DA : iya  
R : apa kendala teknis dalam menggunakan WA?  
DA : jaringan kak  
R : kendala dalam mengakses WA apa?  
DA : tidk ada kak  
R : apakah WA mempengaruhi mental dan kesehatan?  
DA : kesehatan iya kak, kan HP mengandug radiasi.  
R : ; apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?  
DA : mengulang kembali materi secara mandiri  
R : bagaimana cara agar materi dari dosen cepat dipahami?  
DA : dosen menjelaskan menggunakan suara  
R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?  
DA : dengan menjelaskan dengan rekaman atau vidio  
R : bagaimana cara untuk meningkatkan kosata baru lewat WA?  
DA : dengan cara vocab yang digunakan teman  
R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?  
DA : Memakai Voice Note atau vidio  
R : apa strategi untuk membuat WA efektif untuk belajar pronunciataion?  
DA : karena kita belajar dirumah kita bisa mencari dalam aplikasi lain  
R : kapan mengakses WA agar lebih efektif  
DA : saat mulai perkuliahan  
R : bagaimana cara mengatasi masalah sinyal?  
DA : bisa keluar rumah, atau hotspot  
R : bagaimana cara mengurangi dampak buruk penggunaan WA?  
DA : menggunakan seperlunya saja  
R : bagaimana membuat agar menikmati belajar bahasa inggris menggunakan WA?  
DA : mencoba menyenangnya  
R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?  
DA : sabar, memberikan motifasi kepada diri sendiri  
R : untuk mengembalikan mood ketika bad mood gimana?  
DA : memberi semangat pada diri sendiri



- R : Apakah belajar bahasa inggris itu menyenangkan?  
 FDO : idak. Kita kan bahasa, yang menyenangkan iyu praktek langsung.
- R : apakah belajar menggunakan WA menambah kepercayaan diri?  
 FDO : tidak kak
- R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkuliahan?  
 FDO : tidak
- R : kira- kira WA membuat belajar bebas dari tekanan dosen?  
 FDO : tidak kak, tugas jadi semakin banyak
- R : Apakah WA memberi kesempatan untuk berbicara?  
 FDO : tidak, tapi memakai VN
- R : apakah WA memberi kesempatan dalam reading?  
 FDO : bisa kak
- R : bagaimana cara mendapat kosakata baru melalui WA?  
 FDO : misalnya teman berbicara kita searching artinya, jadi mendapat ilmu
- R : apakah membantu dalam ketrampilan bahasa?  
 FDO : sedikit
- R : apakah WA juga membantu dalam pronunciatiaion?  
 FDO : tidak
- R : apakah WA mudah digunakan dalam belajar?  
 FDO : susah
- R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?  
 FDO : mudah kak
- R : apakah WA bisa digunakan kapan saja dan dimana saja?  
 FDO : iya
- R : apa kendala teknis dalam menggunakan WA?  
 FDO : jaringan kak
- R : kendala dalam mengakses WA apa?  
 FDO : jaringan juga
- R : apakah WA mempengaruhi mental dan kesehatan?  
 FDO : tidak .
- R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?  
 FDO : dengan menulis
- R : bagaimana cara agar materi dari dosen cepat dipahami?  
 FDO : dengan membaca dan mengulang kembali materi
- R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?  
 FDO : dengan menerjemahkan terlebih dahulu
- R : bagaimana cara untuk meningkatkan kosata baru lewat WA?  
 FDO : misalnya sedang berkomunikasi, kita bisa searching
- R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?

- FDO : dengan VN  
R : apa strategi untuk membuat WA efektif untuk belajar pronunciatiaion?
- FDO : dengan menggunakan VN  
R : kapan mengakses WA agar lebih efektif?
- FDO : pagi  
R : bagaimana cara mengatasi masalah sinyal?
- FDO : ketempat yang banyak sinyal, pindah tempat  
R : bagaimana cara mengurangi dampak buruk penggunaan WA?
- FDO : dengan membuat batasan dalam menggunakan, digunakan seperlunya saja  
R : bagaimana membuat agar AW menikmati belajar bahasa inggris menggunakan WA?
- FDO : diselingi dengan mengobrol bersama teman  
R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?
- FDO : sekali- kali buka aplikasi lain  
R : untuk mengembalikan mood ketika bad mood gimana?
- FDO : dengan nonton film atau mendengarkan lagu
- R : Apakah belajar bahasa inggris itu menyenangkan?  
GR : tidak terlalu menyenangkan karena susah dipahami
- R : apakah belajar menggunakan WA menambah kepercayaan diri?  
GR : iya
- R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkuliahan?  
GR : iya, lebih gampang. Kalo ujian bisa googling
- R : kira- kira WA membuat belajar bebas dari tekanan dosen?  
GR : tidak, Karena tugasnya banyak
- R : Apakah WA memberi kesempatan untuk berbicara?  
GR : :tidak, kita hanya chat jarang berbicara
- R : apakah WA memberi kesempatan dalam reading?  
GR : iya, dari materi dosen
- R : bagaimana cara mendapat kosakata baru melalui WA?  
GR : materi dari dosen di terjemahkan
- R : apakah membantu dalam ketrampilan bahasa?  
GR : kurang, karena dosen hanya mengirim materi saja
- R : apakah WA juga membantu dalam pronunciatiaion?  
GR : lewat voice note, bisa sedikit membantu
- R : apakah WA mudah digunakan dalam belajar?  
GR : mudah kak
- R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?  
GR : tidak, karena kita berinteraksi lewat media. Lebih baik langsung bertemu

- R : apakah WA bisa digunakan kapan saja dan dimana saja?  
 GR : iya  
 R : apa kendala teknis dalam menggunakan WA?  
 GR : jaringan kak  
 R : kendala dalam mengakses WA apa?  
 GR : jaringan  
 R : apakah WA mempengaruhi mental dan kesehatan?  
 GR : tidak  
 R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?  
 GR : dengan menonton acar yang berbahsa inggris  
 R : bagaimana cara agar materi dari dosen cepat dipahami?  
 GR : dengan membaca dan mengulang kembali materi  
 R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?  
 GR : dengan cara bertanya langsung ke dosen  
 R : bagaimana cara untuk meningkatkan kosata baru lewat WA?  
 GR : dengan adanya tugas baru dan mencari terjemahannya  
 R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?  
 GR : dengan VN  
 R : apa strategi untuk membuat WA efektif untuk belajar pronunciatiaion?  
 GR : dengan menggunakan VN  
 R : kapan mengakses WA agar lebih efektif?  
 GR : pagi  
 R : bagaimana cara mengatasi masalah sinyal?  
 GR : mencari tempat yang sinyalnya stabil  
 R : bagaimana cara mengurangi dampak buruk penggunaan WA?  
 GR : digunaka seperlunya saja  
 R : bagaimana membuat agar AW menikmati belajar bahasa inggris menggunakan WA?  
 GR : diselingi dengan mengobrol bersama teman  
 R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?  
 GR : mengbrol dengan teman  
 R : untuk mengembalikan mood ketika bad mood gimana?  
 GR : dengan makan makanan ringan
- R : Apakah belajar bahasa inggris itu menyenangkan?  
 LM : kurang menyenangkan karena jaringannya susah  
 R : apakah belajar menggunakan WA menambah kepercayaan diri?  
 LM : bisa, missal saat presentasi dan menjawab pertanyaan  
 R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkuliahan?

- LM : bisa,bisa mencari referensi lain  
R : kira- kira WA membuat belajar bebas dari tekanan dosen?  
LM : iya, kalau di WA kalo ditanya dosen bisa cari dulu jawabannya  
R : Apakah WA memberi kesempatan untuk berbicara?  
LM : tidak  
R : apakah WA memberi kesempatan dalam reading?  
LM : tidak juga  
R : bagaimana cara mendapat kosakata baru melalui WA?  
LM : kadang Cuma menerjemahkan saja  
R : apakah membantu dalam ketrampilan bahasa?  
LM : kurang kka, karena kalau melalui WA hanya mengumpulkan tugas saja  
R : apakah WA juga membantu dalam pronunciatiaion?  
LM : tidak membantu  
R : apakah WA mudah digunakan dalam belajar?  
LM : mudah kalau jaringannya bagus  
R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?  
LM : agak susah  
R : apakah WA bisa digunakan kapan saja dan dimana saja?  
LM : tergantung jaringannya  
R : apa kendala teknis dalam menggunakan WA?  
LM : jaringan kak  
R : kendala dalam mengakses WA apa?  
LM : jaringan, kalau pake HP susah  
R : apakah WA mempengaruhi mental dan kesehatan?  
LM : mental  
R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?  
LM : lebih ke membaca kamus  
R : bagaimana cara agar materi dari dosen cepat dipahami?  
LM : menerjemahkan dulu  
R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?  
LM : melalui WA menerjemahkan dulu  
R : bagaimana cara untuk meningkatkan kosata baru lewat WA?  
LM : banyak membaca kamus, kalo menggunakan WA saja gak susah  
R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?  
LM : mellalui video  
R : apa strategi untuk membuat WA efektif untuk belajar pronunciatiaion?  
LM : susah kak, paling memakai voice translate  
R : kapan mengakses WA agar lebih efektif?  
LM : saat perkuliahan  
R : bagaimana cara mengatasi masalah sinyal?

- LM : mencari keluar, pindah tempat  
 R : bagaimana cara mengurangi dampak buruk penggunaan WA?  
 LM : tidak tahu kak  
 R : bagaimana membuat agar AW menikmati belajar bahasa inggris menggunakan WA?  
 LM : sambil chat dengan temna sekelas  
 R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?  
 LM : banyak mengbrol dengan teman  
 R : untuk mengembalikan mood ketika bad mood gimana?  
 LM : harus sendiri
- R : 1. Apakah belajar bahasa inggris itu menyenangkan?  
 MK : tidak menyenangkan karena tidak efektif, timbul rasa malas  
 R : apakah belajar menggunakan WA menambah kepercayaan diri?  
 MK : tentu tidak, di WA hanya bisa VN dan writing  
 R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkuliahan?  
 MK : makin sulit karena kurang pemahaman  
 R : kira- kira WA membuat belajar bebas dari tekanan dosen?  
 MK : menyenangkan, tetapi timbul rasa malas. Bebas dari tekanan dosen  
 R : Apakah WA memberi kesempatan untuk berbicara?  
 MK : tidak bisa  
 R : apakah WA memberi kesempatan dalam reading?  
 MK : tidak juga, minim.  
 R : bagaimana cara mendapat kosakata baru melalui WA?  
 MK : tidak bisa  
 R : apakah membantu dalam ketrampilan bahasa?  
 MK : tidak kak  
 R : apakah WA juga membantu dalam pronunciatiaion?  
 MK : tentu tidak. Di WA untuk praktek speakingnya kurang  
 R : apakah WA mudah digunakan dalam belajar?  
 MK : tidak mudah  
 R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?  
 MK : Iya  
 R : apakah WA bisa digunakan kapan saja dan dimana saja?  
 MK : iya bisa kak  
 R : apa kendala teknis dalam menggunakan WA?  
 MK : biasanya susah dalam membuka VN  
 R : kendala dalam mengakses WA apa?  
 MK : membuka VN  
 R : apakah WA mempengaruhi mental dan kesehatan?  
 MK : iya kak, berpengaruh pada mental

- R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?
- MK : berbagi video bahasa inggris, atau audio
- R : bagaimana cara agar materi dari dosen cepat dipahami?
- MK : penjelasan mellaui VN
- R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?
- MK : dengan fokus belajar pada hari itu
- R : bagaimana cara untuk meningkatkan kosata baru lewat WA?
- MK : dengan mengirim vidio
- R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?
- MK : dengan video call dengan teman
- R : apa strategi untuk membuat WA efektif untuk belajar pronunciatiaion?
- MK : mengirim video call
- R : kapan mengakses WA agar lebih efektif?
- MK : malam hari, sebelum tidur
- R : bagaimana cara mengatasi masalah sinyal?
- MK : mencari wifi dan pindah tempat
- R : bagaimana cara mengurangi dampak buruk penggunaan WA?
- MK : digunaka seperlunya saja
- R : bagaimana membuat agar AW menikmati belajar bahasa inggris menggunakan WA?
- MK : tergantung materi
- R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?
- MK : tergantung dosennya
- R : untuk mengembalikan mood ketika bad mood gimana?
- MK : mengingat tujuan belajar, memotifasi diri sendiri
- 
- R : Apakah belajar bahasa inggris itu menyenangkan?
- NW : kurang mudah dimengerti
- R : apakah belajar menggunakan WA menambah kepercayaan diri?
- NW : iya, agak gerogi kalau tatap muka
- R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkualiahan?
- NW : bisa
- R : kira- kira WA membuat belajar bebas dari tekanan dosen?
- NW : tidak juga karena tugasnya banyak
- R : Apakah WA memberi kesempatan untuk berbicara?
- NW : iya, belajar memlaui VN
- R : apakah WA memberi kesempatan dalam reading?
- NW : bisa juga
- R : bagaimana cara mendapat kosakata baru melalui WA?

- NW : dari teman saat diskusi dengan teman  
R : apakah membantu dalam ketrampilan bahasa?  
NW : sedikit  
R : apakah WA juga membantu dalam pronunciatiaion?  
NW : tidak kak  
R : apakah WA mudah digunakan dalam belajar?  
NW : tidak mudah  
R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?  
NW : mudah  
R : apakah WA bisa digunakan kapan saja dan dimana saja?  
NW : iya  
R : apa kendala teknis dalam menggunakan WA?  
NW : jaringan  
R : kendala dalam mengakses WA apa?  
NW : jaringan  
R : apakah WA mempengaruhi mental dan kesehatan?  
NW : tidak kak  
R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?  
NW : dibaca dan dipahami tapi tidak bisa dalam waktu yang singkat  
R : bagaimana cara agar materi dari dosen cepat dipahami?  
NW : praktek  
R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?  
NW : mengulang kembalimateri yang sudah diajarkan  
R : bagaimana cara untuk meningkatkan kosata baru lewat WA?  
NW : menghafal katanya kak  
R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?  
NW : dengan VN  
R : apa strategi untuk membuat WA efektif untuk belajar pronunciatiaion?  
NW : menggunakan VN  
R : kapan mengakses WA agar lebih efektif?  
NW : pagi hari  
R : bagaimana cara mengatasi masalah sinyal?  
NW : mencari wifi  
R : bagaimana cara mengurangi dampak buruk penggunaan WA?  
NW : digunaka seperlunya saja  
R : bagaimana membuat agar menikmati belajar bahasa inggris menggunakan WA?  
NW : mengobrol dengan teman  
R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?  
NW : makan makanan ringan

- R : untuk mengembalikan mood ketika bad mood gimana?  
 NW : makan makanan ringan
- R : Apakah belajar bahasa inggris itu menyenangkan?  
 RH : tidak menyenangkan kurang efektif  
 R : apakah belajar menggunakan WA menambah kepercayaan diri?  
 RH : kurang kak  
 R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkuliahan?  
 RH : bisa mengurangi  
 R : kira- kira WA membuat belajar bebas dari tekanan dosen?  
 RH : iya  
 R : Apakah WA memberi kesempatan untuk berbicara?  
 RH : kurang memberi kesempatan kak  
 R : apakah WA memberi kesempatan dalam reading?  
 RH : kurang kak  
 R : bagaimana cara mendapat kosakata baru melalui WA?  
 RH : idak bisa mendapat kosatkata baru  
 R : apakah membantu dalam ketrampilan bahasa?  
 RH : kurang membantu kak  
 R : apakah WA juga membantu dalam pronunciatiaion?  
 RH : kurang kak  
 R : apakah WA mudah digunakan dalam belajar?  
 RH : susah kak  
 R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?  
 RH : mudah dalam berinteraksi meskipun susah untuk belajar bahasa inggris  
 R : apakah WA bisa digunakan kapan saja dan dimana saja?  
 RH : bisa  
 R : apa kendala teknis dalam menggunakan WA?  
 RH : tidak ada  
 R : kendala dalam mengakses WA apa?  
 RH : VN susah  
 R : apakah WA mempengaruhi mental dan kesehatan?  
 RH : tidak kak  
 R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?  
 RH : diskusi via video call atau VN  
 R : bagaimana cara agar materi dari dosen cepat dipahami?  
 RH : dengan mempersiapkan diri dengan baik  
 R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?  
 RH : dengan fokus belajar  
 R : bagaimana cara untuk meningkatkan kosata baru lewat WA?  
 RH : dengan teks yang baru dari dosen



- R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?
- RH : dengan video call dan VN
- R : apa strategi untuk membuat WA efektif untuk belajar pronunciatiaion?
- RH : melaluin VN
- R : kapan mengakses WA agar lebih efektif?
- RH : pagi hari
- R : bagaimana cara mengatasi masalah sinyal?
- RH : mencari wifi
- R : bagaimana cara mengurangi dampak buruk penggunaan WA?
- RH : digunaka seperlunya saja
- R : bagaimana menikmati belajar bahasa inggris menggunakan WA?
- RH : enjoy saja
- R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?
- RH : makan makanan ringan
- R : untuk mengembalikan mood ketika bad mood gimana?
- RH : makan makanan ringan
- R : Apakah belajar bahasa inggris itu menyenangkan?
- SM : sanagat tidka menyenangkan
- R : apakah belajar menggunakan WA menambah kepercayaan diri?
- SM : tidak
- R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkuliahan?
- SM : tidak mengurangi kesulitan
- R : kira- kira WA membuat belajar bebas dari tekanan dosen?
- SM : mengurangi tekanan dari dosen
- R : Apakah WA memberi kesempatan untuk berbicara?
- SM : tidak bisa
- R : apakah WA memberi kesempatan dalam reading?
- SM : kurang
- R : bagaimana cara mendapat kosakata baru melalui WA?
- SM : tidak bisa
- R : apakah membantu dalam ketrampilan bahasa?
- SM : tidak kak
- R : apakah WA juga membantu dalam pronunciatiaion?
- SM : kurang kak, karena tidak praktek
- R : apakah WA mudah digunakan dalam belajar?
- SM : susah
- R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?
- SM : iya

- R : apakah WA bisa digunakan kapan saja dan dimana saja?  
 SM : tergantung sinyal  
 R : apa kendala teknis dalam menggunakan WA?  
 SM : sinyal  
 R : kendala dalam mengakses WA apa?  
 SM : tidak ada  
 R : apakah WA mempengaruhi mental dan kesehatan?  
 SM : tidak berpengaruh  
 R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?  
 SM : memperhatikan dengan baik dengan materi yang disampaikan  
 R : bagaimana cara agar materi dari dosen cepat dipahami?  
 SM : fokus dengan dosen  
 R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?  
 SM : dengan fokus belajar pada hari itu  
 R : bagaimana cara untuk meningkatkan kosata baru lewat WA?  
 SM : dengan Vn dan teks  
 R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?  
 SM : dengan video call dan VN  
 R : apa strategi untuk membuat WA efektif untuk belajar pronounciataion?  
 SM : mendengar dengan baik dan mempaktekannya  
 R : kapan mengakses WA agar lebih efektif?  
 SM : pagi hari  
 R : bagaimana cara mengatasi masalah sinyal?  
 SM : menggunakan wifi  
 R : bagaimana cara mengurangi dampak buruk penggunaan WA?  
 SM : digunaka seperlunya saja  
 R : bagaimana membuat agar AW menikmati belajar bahasa inggris menggunakan WA?  
 SM : enjoy saja kak  
 R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?  
 SM : makan makanan ringan  
 R : untuk mengembalikan mood ketika bad mood gimana?  
 SM : mkana makanan ringan
- R : Apakah belajar bahasa inggris itu menyenangkan?  
 AHM : tidak menyenangkan karena terbatas  
 R : apakah belajar menggunakan WA menambah kepercayaan diri?  
 AHM : sedikit Karena menggunakan WA bisangecek kata dulu  
 R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkuliahan?

- AHM : sedikit mengurangi  
R : kira- kira WA membuat belajar bebas dari tekanan dosen?  
AHM : ada tekanan dari dosen karena banyak tugas  
R : Apakah WA memberi kesempatan untuk berbicara?  
AHM : tidak bisa  
R : apakah WA memberi kesempatan dalam reading?  
AHM : bisa  
R : bagaimana cara mendapat kosakata baru melalui WA?  
AHM : bisa  
R : apakah membantu dalam ketrampilan bahasa?  
AHM : tidak kak  
R : apakah WA juga membantu dalam pronounciataion?  
AHM : kurang kak  
R : apakah WA mudah digunakan dalam belajar?  
AHM : tidak mudah  
R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?  
AHM : mudah  
R : apakah WA bisa digunakan kapan saja dan dimana saja?  
AHM : iya bisa kak tergantung sinyal  
R : apa kendala teknis dalam menggunakan WA?  
AHM : jaringan  
R : kendala dalam mengakses WA apa?  
AHM : jaringan  
R : apakah WA mempengaruhi mental dan kesehatan?  
AHM : tidak  
R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?  
AHM : bertanya dengan teman  
R : bagaimana cara agar materi dari dosen cepat dipahami?  
AHM : bertanya dengan dosen  
R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?  
AHM : dengan fokus  
R : bagaimana cara untuk meningkatkan kosata baru lewat WA?  
AHM : dengan tes atau VN  
R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?  
AHM : dengan VN  
R : apa strategi untuk membuat WA efektif untuk belajar pronounciataion?  
AHM : dengan VN  
R : kapan mengakses WA agar lebih efektif?  
AHM : malam hari  
R : bagaimana cara mengatasi masalah sinyal?  
AHM : mencari wifi

- R : bagaimana cara mengurangi dampak buruk penggunaan WA?  
 AHM : digunakan seperlunya saja  
 R : bagaimana membuat agar AW menikmati belajar bahasa inggris menggunakan WA?  
 AHM : enjoy saja  
 R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?  
 AHM : melihat video lucu  
 R : untuk mengembalikan mood ketika bad mood gimana?  
 AHM : melihat video lucu
- R : Apakah belajar bahasa inggris itu menyenangkan?  
 BS : tidak menyenangkan, inginnya face to face  
 R : apakah belajar menggunakan WA menambah kepercayaan diri?  
 BS : percaya diri karena tidak dilihat teman  
 R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkuliahan?  
 BS : tidak  
 R : kira- kira WA membuat belajar bebas dari tekanan dosen?  
 Bs : menyenangkan dan bebas dari tekanan dosen  
 R : Apakah WA memberi kesempatan untuk berbicara?  
 BS : tidak bisa  
 R : apakah WA memberi kesempatan dalam reading?  
 BS : bisa  
 R : bagaimana cara mendapat kosakata baru melalui WA?  
 BS : tidak  
 R : apakah membantu dalam ketrampilan bahasa?  
 BS : tidak kak  
 R : apakah WA juga membantu dalam pronunciatiaion?  
 BS : tidak  
 R : apakah WA mudah digunakan dalam belajar?  
 BS : tidak mudah  
 R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?  
 BS : susah  
 R : apakah WA bisa digunakan kapan saja dan dimana saja?  
 BS : mudah  
 R : apa kendala teknis dalam menggunakan WA?  
 BS : tidak ada  
 R : kendala dalam mengakses WA apa?  
 BS : jaringan  
 R : apakah WA mempengaruhi mental dan kesehatan?  
 BS : tidak  
 R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?

- BS : sharing dengan teman  
 R : bagaimana cara agar materi dari dosen cepat dipahami?  
 BS : dengan fokus pada materi  
 R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?  
 BS : dengan fokus  
 R : bagaimana cara untuk meningkatkan kosata baru lewat WA?  
 BS : dengan VN dan video call  
 R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?  
 BS : dengan VN  
 R : apa strategi untuk membuat WA efektif untuk belajar pronunciatiaion?  
 BS : dengan VN  
 R : kapan mengakses WA agar lebih efektif?  
 BS : pagi hari  
 R : bagaimana cara mengatasi masalah sinyal?  
 BS : menggunakan wifi  
 R : bagaimana cara mengurangi dampak buruk penggunaan WA?  
 BS : digunakan seperlunya saja  
 R : bagaimana membuat agar AW menikmati belajar bahasa inggris menggunakan WA?  
 BS : mengobrol dnegan teman  
 R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?  
 BS : mendengarkan musik  
 R : untuk mengembalikan mood ketika bad mood gimana?  
 BS : mendengarkan musik
- R : Apakah belajar bahasa inggris itu menyenangkan?  
 DR : tidak kak  
 R : apakah belajar menggunakan WA menambah kepercayaan diri?  
 DR : tidak  
 R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkualiahan?  
 DR : tidak kak  
 R : kira- kira WA membuat belajar bebas dari tekanan dosen?  
 DR : tidak menyenangkan tetapi bebas dri tekanan dosen  
 R : Apakah WA memberi kesempatan untuk berbicara?  
 DR : tidak bisa  
 R : apakah WA memberi kesempatan dalam reading?  
 DR : bisa, dari file yang dikirm dosen  
 R : bagaimana cara mendapat kosakata baru melalui WA?  
 DR : sedikit  
 R : apakah membantu dalam ketrampilan bahasa?  
 DR : sedikit

- R : apakah WA juga membantu dalam pronounciataion?  
 DR : tidak  
 R : apakah WA mudah digunakan dalam belajar?  
 DR : susah  
 R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?  
 DR : mudah  
 R : apakah WA bisa digunakan kapan saja dan dimana saja?  
 DR : iya bisa kak tergantung sinyal  
 R : apa kendala teknis dalam menggunakan WA?  
 DR : jaringan  
 R : kendala dalam mengakses WA apa?  
 DR : jaringan  
 R : apakah WA mempengaruhi mental dan kesehatan?  
 DR : iya  
 R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?  
 DR : menggunakan VN akan lebih jelas  
 R : bagaimana cara agar materi dari dosen cepat dipahami?  
 DR : tergantung penyampaian dosen  
 R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?  
 DR : menerjemahkan  
 R : bagaimana cara untuk meningkatkan kosata baru lewat WA?  
 DR : menerjemahkan dan dicatat  
 R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?  
 DR : dentidak pernah  
 R : apa strategi untuk membuat WA efektif untuk belajar pronounciataion?  
 DR : dengan VN  
 R : kapan mengakses WA agar lebih efektif?  
 DR : pagi hari  
 R : bagaimana cara mengatasi masalah sinyal?  
 DR : menunggu saja sinyal kembali bagus  
 R : bagaimana cara mengurangi dampak buruk penggunaan WA?  
 DR : digunakan seperlunya saja  
 R : bagaimana membuat agar AW menikmati belajar bahasa inggris menggunakan WA?  
 DR : tidak tahu  
 R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?  
 DR : tidak tahu kak  
 R : untuk mengembalikan mood ketika bad mood gimana?  
 DR : banyak cara kak

- R : Apakah belajar bahasa inggris itu menyenangkan?  
 DAL : tidak menyenangkan, tidak paham  
 R : apakah belajar menggunakan WA menambah kepercayaan diri?  
 DAL : tidak  
 R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkuliahan?  
 DAL : tidak kak  
 R : kira- kira WA membuat belajar bebas dari tekanan dosen?  
 DAL : tidak bebas tekanan dari dosen  
 R : Apakah WA memberi kesempatan untuk berbicara?  
 DAL : tidak bisa  
 R : apakah WA memberi kesempatan dalam reading?  
 DAL : kurang  
 R : bagaimana cara mendapat kosakata baru melalui WA?  
 DAL : tidak  
 R : apakah membantu dalam ketrampilan bahasa?  
 DAL : sedikit  
 R : apakah WA juga membantu dalam pronunciatation?  
 DAL : tidak  
 R : apakah WA mudah digunakan dalam belajar?  
 DAL : tergantung materi yang dipelajari  
 R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?  
 DAL : mudah  
 R : apakah WA bisa digunakan kapan saja dan dimana saja?  
 DAL : iya bisa  
 R : apa kendala teknis dalam menggunakan WA?  
 DAL : jaringan  
 R : kendala dalam mengakses WA apa?  
 DAL : jaringan  
 R : apakah WA mempengaruhi mental dan kesehatan?  
 DAL : tidak  
 R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?  
 DAL : bertanya dengan dosen  
 R : bagaimana cara agar materi dari dosen cepat dipahami?  
 DAL : fokus dengan materi dari dosen  
 R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?  
 DAL : dengan fokus  
 R : bagaimana cara untuk meningkatkan kosata baru lewat WA?  
 DAL : menerjemahkan  
 R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?  
 DAL : dengan VN

- R : apa strategi untuk membuat WA efektif untuk belajar pronunciatiaion?
- DAL : dengan VN
- R : kapan mengakses WA agar lebih efektif?
- DAL : pagi hari
- R : bagaimana cara mengatasi masalah sinyal?
- DAL : mencari tempat yang tinggi
- R : bagaimana cara mengurangi dampak buruk penggunaan WA?
- DAL : digunakan seperlunya saja
- R : bagaimana membuat agar AW menikmati belajar bahasa inggris menggunakan WA?
- DAL : positive thinking
- R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?
- DAL : selalu semangat
- R : untuk mengembalikan mood ketika bad mood gimana?
- DAL : mendengarkan musik
- 
- R : Apakah belajar bahasa inggris itu menyenangkan?
- ES : tidak menyenangkan karena materi sulit dipahami
- R : apakah belajar menggunakan WA menambah kepercayaan diri?
- ES : iya karena tidak langsung tatap muka
- R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkuliahan?
- ES : mengurangi kesulitan kak
- R : kira- kira WA membuat belajar bebas dari tekanan dosen?
- ES : menyenangkan tap tidak bebas dari tekanan dosen Karen abanyak tugas
- R : Apakah WA memberi kesempatan untuk berbicara?
- ES : tidak bisa
- R : apakah WA memberi kesempatan dalam reading?
- ES : bisa, dari teks yang dosen kirim
- R : bagaimana cara mendapat kosakata baru melalui WA?
- ES : dengan cara caht dengan grup
- R : apakah membantu dalam ketrampilan bahasa?
- ES : sedikit
- R : apakah WA juga membantu dalam pronunciatiaion?
- ES : tidak
- R : apakah WA mudah digunakan dalam belajar?
- ES : cukup mudah
- R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?
- ES : mudah
- R : apakah WA bisa digunakan kapan saja dan dimana saja?
- ES : iya bisa kak



- R : apa kendala teknis dalam menggunakan WA?  
 ES : jaringan  
 R : kendala dalam mengakses WA apa?  
 ES : jaringan  
 R : apakah WA mempengaruhi mental dan kesehatan?  
 ES : tidak  
 R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?  
 ES : dengan memahami materi dengan benar  
 R : bagaimana cara agar materi dari dosen cepat dipahami?  
 ES : fokus pada materi yang disampaikan  
 R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?  
 ES : mencatat pon pentingnya  
 R : bagaimana cara untuk meningkatkan kosata baru lewat WA?  
 ES : sharing dengan teman  
 R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?  
 ES : melalui VN  
 R : apa strategi untuk membuat WA efektif untuk belajar pronounciataion?  
 ES : dengan memakai google voice  
 R : kapan mengakses WA agar lebih efektif?  
 ES : pagi hari  
 R : bagaimana cara mengatasi masalah sinyal?  
 ES : berpindah tempat  
 R : bagaimana cara mengurangi dampak buruk penggunaan WA?  
 ES : digunakan seperlunya saja  
 R : bagaimana membuat agar AW menikmati belajar bahasa inggris menggunakan WA?  
 ES : santai saja  
 R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?  
 ES : makan makanan ringan  
 R : untuk mengembalikan mood ketika bad mood gimana?  
 ES : makan makanan ringan dan nonton film
- R : Apakah belajar bahasa inggris itu menyenangkan?  
 MY : tidak kak  
 R : apakah belajar menggunakan WA menambah kepercayaan diri?  
 MY : percaya diri kak karena tidak bertemu langsung  
 R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkuliahan?  
 MY : bisa  
 R : kira- kira WA membuat belajar bebas dari tekanan dosen?

- MY : tidak menyenangkan tetapi bebas dari tekanan dosen  
 R : Apakah WA memberi kesempatan untuk berbicara?  
 MY : tidak bisa  
 R : apakah WA memberi kesempatan dalam reading?  
 MY : bisa  
 R : bagaimana cara mendapat kosakata baru melalui WA?  
 MY : tidak  
 R : apakah membantu dalam ketrampilan bahasa?  
 MY : sedikit  
 R : apakah WA juga membantu dalam pronounciataion?  
 MY : tidak  
 R : apakah WA mudah digunakan dalam belajar?  
 MY : tidak terlalu mudah  
 R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?  
 MY : mudah  
 R : apakah WA bisa digunakan kapan saja dan dimana saja?  
 MY : iya bisa  
 R : apa kendala teknis dalam menggunakan WA?  
 MY : jaringan  
 R : kendala dalam mengakses WA apa?  
 MY : jaringan  
 R : apakah WA mempengaruhi mental dan kesehatan?  
 MY : tidak  
 R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?  
 MY : bertanya dengan teman  
 R : bagaimana cara agar materi dari dosen cepat dipahami?  
 MY : dijelaskan secara langsung lewat VN  
 R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?  
 MY : fokus  
 R : bagaimana cara untuk meningkatkan kosata baru lewat WA?  
 MY : lewat materi dari dosen  
 R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?  
 MY : melalui VN  
 R : apa strategi untuk membuat WA efektif untuk belajar pronounciataion?  
 MY : dengan VN  
 R : kapan mengakses WA agar lebih efektif?  
 MY : saat perkuliahan  
 R : bagaimana cara mengatasi masalah sinyal?  
 MY : pindah tempat  
 R : bagaimana cara mengurangi dampak buruk penggunaan WA?  
 MY : digunakan seperlunya saja

- R : bagaimana membuat agar AW menikmati belajar bahasa inggris menggunakan WA?
- MY : tidak tahu
- R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?
- MY : tidak tahu kak
- R : untuk mengembalikan mood ketika bad mood gimana?
- MY : bingung kak
- 
- R : Apakah belajar bahasa inggris itu menyenangkan?
- MA : tidak kak
- R : apakah belajar menggunakan WA menambah kepercayaan diri?
- MA : iya kak
- R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkuliahan?
- MA : bisa kak
- R : kira- kira WA membuat belajar bebas dari tekanan dosen?
- MA : menyenangkan dan bebas dari tekanan dosen
- R : Apakah WA memberi kesempatan untuk berbicara?
- MA : tidak bisa
- R : apakah WA memberi kesempatan dalam reading?
- MA : bisa
- R : bagaimana cara mendapat kosakata baru melalui WA?
- MA : bisa dari aktifitas reading
- R : apakah membantu dalam ketrampilan bahasa?
- MA : sedikit
- R : Apakah WA juga membantu dalam pronunciatiaion?
- MA : lurang
- R : apakah WA mudah digunakan dalam belajar?
- MA : mudah
- R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?
- MA : mudah
- R : apakah WA bisa digunakan kapan saja dan dimana saja?
- MA : iya bisa
- R : apa kendala teknis dalam menggunakan WA?
- MA : jaringan
- R : kendala dalam mengakses WA apa?
- MA : jaringan
- R : apakah WA mempengaruhi mental dan kesehatan?
- MA : tidak
- R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?
- MA : membaca materi dengan baik
- R : bagaimana cara agar materi dari dosen cepat dipahami?

- MA : fokus pada penyampaian dosen  
R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?
- MA : mencari materi pendukung lain  
R : bagaimana cara untuk meningkatkan kosata baru lewat WA?
- MA : mencatat kata- kata sulit yang ada pada teks  
R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?
- MA : menggunakan VN  
R : apa strategi untuk membuat WA efektif untuk belajar pronunciatiaion?
- MA : dengan VN  
R : kapan mengakses WA agar lebih efektif?
- MA : saat perkuliahan  
R : bagaimana cara mengatasi masalah sinyal?
- MA : berpindah tempat  
R : bagaimana cara mengurangi dampak buruk penggunaan WA?
- MA : digunakan seperlunya saja  
R : bagaimana membuat agar AW menikmati belajar bahasa inggris menggunakan WA?
- MA : makan makanan ringan  
R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?
- MA : makan makanan ringan  
R : untuk mengembalikan mood ketika bad mood gimana?
- MA : makan makanan ringan
- R : Apakah belajar bahasa inggris itu menyenangkan?  
M : menyenangkan
- R : apakah belajar menggunakan WA menambah kepercayaan diri?  
M : iya
- R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkuliahan?  
M : bisa
- R : kira- kira WA membuat belajar bebas dari tekanan dosen?  
M : menyenangkan tapi ada tekanan dari dosen
- R : Apakah WA memberi kesempatan untuk berbicara?  
M : tidak bisa
- R : apakah WA memberi kesempatan dalam reading?  
M : bisa
- R : bagaimana cara mendapat kosakata baru melalui WA?  
M : bisa dari aktifitas reading
- R : apakah membantu dalam ketrampilan bahasa?  
M : sedikit
- R : apakah WA juga membantu dalam pronunciatiaion?

- M : kurang
- R : apakah WA mudah digunakan dalam belajar?
- M : mudah
- R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?
- M : mudah
- R : apakah WA bisa digunakan kapan saja dan dimana saja?
- M : iya bisa
- R : apa kendala teknis dalam menggunakan WA?
- M : jaringan
- R : kendala dalam mengakses WA apa?
- M : jaringan
- R : apakah WA mempengaruhi mental dan kesehatan?
- M : tidak
- R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?
- M : membaca materi dengan baik
- R : bagaimana cara agar materi dari dosen cepat dipahami?
- M : fokus pada materi yang diberikan
- R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?
- M : mencari materi pendukung lain
- R : bagaimana cara untuk meningkatkan kosata baru lewat WA?
- M : mencatat kata baru
- R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?
- M : dengan VN
- R : apa strategi untuk membuat WA efektif untuk belajar pronunciatiaion?
- M : dengan VN
- R : kapan mengakses WA agar lebih efektif?
- M : saat waktu luang
- R : bagaimana cara mengatasi masalah sinyal?
- M : berpindah tempat
- R : bagaimana cara mengurangi dampak buruk penggunaan WA?
- M : digunakan seperlunya saja
- R : bagaimana membuat agar AW menikmati belajar bahasa inggris menggunakan WA?
- M : makan makanan ringan
- R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?
- M : makan makanan ringan
- R : untuk mengembalikan mood ketika bad mood gimana?
- M : makan makanan ringan
- R : Apakah belajar bahasa inggris itu menyenangkan?
- OG : cukup menyenangkan

- R : apakah belajar menggunakan WA menambah kepercayaan diri?  
 OG : lumayan  
 R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkuliahan?  
 OG : tidak kak  
 R : kira- kira WA membuat belajar bebas dari tekanan dosen?  
 OG : kurang menyenangkan da nada tekanan dari dosen  
 R : Apakah WA memberi kesempatan untuk berbicara?  
 OG : kurang  
 R : apakah WA memberi kesempatan dalam reading?  
 OG : bisa  
 R : bagaimana cara mendapat kosakata baru melalui WA?  
 OG : kurang  
 R : apakah membantu dalam ketrampilan bahasa?  
 OG : kurang  
 R : apakah WA juga membantu dalam pronunciatiaion?  
 OG : kurang  
 R : apakah WA mudah digunakan dalam belajar?  
 OG : tidak mudah  
 R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?  
 OG : mudah  
 R : apakah WA bisa digunakan kapan saja dan dimana saja?  
 OG : iya bisa  
 R : apa kendala teknis dalam menggunakan WA?  
 OG : jaringan  
 R : kendala dalam mengakses WA apa?  
 OG : jaringan  
 R : apakah WA mempengaruhi mental dan kesehatan?  
 OG : tidak  
 R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?  
 OG : membaca materi dnegn baik  
 R : bagaimana cara agar materi dari dosen cepat dipahami?  
 OG : diskusi dengan teman  
 R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?  
 OG : diskusi dengan teman  
 R : bagaimana cara untuk meningkatkan kosata baru lewat WA?  
 OG : mencatat kata- kata sulit  
 R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?  
 OG : dengan VN  
 R : apa strategi untuk membuat WA efektif untuk belajar pronunciatiaion?  
 OG : dengan VN

- R : kapan mengakses WA agar lebih efektif?  
 OG : saat perkuliahan berlangsung  
 R : bagaimana cara mengatasi masalah sinyal?  
 OG : pindah tempat  
 R : bagaimana cara mengurangi dampak buruk penggunaan WA?  
 OG : digunakan seperlunya saja  
 R : bagaimana membuat agar AW menikmati belajar bahasa inggris menggunakan WA?  
 OG : mengobrol dengan teman  
 R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?  
 OG : mengobrol dengan teman  
 R : untuk mengembalikan mood ketika bad mood gimana?  
 OG : mengobrol dnegan teman
- R : Apakah belajar bahasa inggris itu menyenangkan?  
 WE : kurang menyenangkan  
 R : apakah belajar menggunakan WA menambah kepercayaan diri?  
 WE : kurang  
 R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkuliahan?  
 WE : tidak kak  
 R : kira- kira WA membuat belajar bebas dari tekanan dosen?  
 WE : tidak ada tekanan dari dosen  
 R : Apakah WA memberi kesempatan untuk berbicara?  
 WE : tidak bisa  
 R : apakah WA memberi kesempatan dalam reading?  
 WE : bisa, dari teks  
 R : bagaimana cara mendapat kosakata baru melalui WA?  
 WE : bisa  
 R : apakah membantu dalam ketrampilan bahasa?  
 WE : kurang  
 R : apakah WA juga membantu dalam pronunciatiaion?  
 WE : kurang  
 R : apakah WA mudah digunakan dalam belajar?  
 WE : tidak  
 R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?  
 WE : mudah  
 R : apakah WA bisa digunakan kapan saja dan dimana saja?  
 WE : tergantung situasi  
 R : apa kendala teknis dalam menggunakan WA?  
 WE : jaringan  
 R : kendala dalam mengakses WA apa?  
 WE : jaringan  
 R : apakah WA mempengaruhi mental dan kesehatan?

- WE : tidak  
R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?
- WE : mengulang kembali materi yang sudah dipelajari  
R : bagaimana cara agar materi dari dosen cepat dipahami?  
WE : diskusi dengan teman dan dosen  
R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?
- WE : diskusi dnegan teman  
R : bagaimana cara untuk meningkatkan kosata baru lewat WA?  
WE : agak sulit  
R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?
- WE : melalui VN  
R : apa strategi untuk membuat WA efektif untuk belajar pronunciataion?
- WE : dengan VN  
R : kapan mengakses WA agar lebih efektif?  
WE : saat perkuliahan  
R : bagaimana cara mengatasi masalah sinyal?  
WE : menggunakan wifi  
R : bagaimana cara mengurangi dampak buruk penggunaan WA?  
WE : digunakan seperlunya saja  
R : bagaimana membuat agar AW menikmati belajar bahasa inggris menggunakan WA?
- WE : mengakses dengan teman  
R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?
- WE : mendengarkan musik  
R : untuk mengembalikan mood ketika bad mood gimana?  
WE : mendengarkan musik
- R : Apakah belajar bahasa inggris itu menyenangkan?  
A : kurang  
R : apakah belajar menggunakan WA menambah kepercayaan diri?  
A : kurang  
R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkualiahan?  
A : kurang  
R : kira- kira WA membuat belajar bebas dari tekanan dosen?  
A : bebas dari tekanan dosen  
R : Apakah WA memberi kesempatan untuk berbicara?  
A : kurang  
R : apakah WA memberi kesempatan dalam reading?  
A : Bisa, dari teks



- R : bagaimana cara mendapat kosakata baru melalui WA?  
 A : dari teks yang dosen berikan  
 R : apakah membantu dalam ketrampilan bahasa?  
 A : kurang  
 R : apakah WA juga membantu dalam pronunciaiaon?  
 A : kurang  
 R : apakah WA mudah digunakan dalam belajar?  
 A : mudah  
 R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?  
 A : mudah  
 R : apakah WA bisa digunakan kapan saja dan dimana saja?  
 A : iya bisa  
 R : apa kendala teknis dalam menggunakan WA?  
 A : jaringan  
 R : kendala dalam mengakses WA apa?  
 A : jaringan  
 R : apakah WA mempengaruhi mental dan kesehatan?  
 A : tidak  
 R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?  
 A : sharing dengan teman  
 R : bagaimana cara agar materi dari dosen cepat dipahami?  
 A : fokus  
 R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?  
 A : diskusi dengan teman  
 R : bagaimana cara untuk meningkatkan kosata baru lewat WA?  
 A : agak sulit  
 R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?  
 A : dengan VN  
 R : apa strategi untuk membuat WA efektif untuk belajar pronunciaiaon?  
 A : dengan VN  
 R : kapan mengakses WA agar lebih efektif?  
 A : diwaktu senggang  
 R : bagaimana cara mengatasi masalah sinyal?  
 A : menunggu saja sinyal kembali bagus  
 R : bagaimana cara mengurangi dampak buruk penggunaan WA?  
 A : digunakan seperlunya saja  
 R : bagaimana membuat agar AW menikmati belajar bahasa inggris menggunakan WA?  
 A : tidak tahu  
 R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?  
 A : mendengrakan musik

- R : untuk mengembalikan mood ketika bad mood gimana?  
 A : mendengarkan musik
- R : Apakah belajar bahasa inggris itu menyenangkan?  
 MP : kurang menyenangkan  
 R : apakah belajar menggunakan WA menambah kepercayaan diri?  
 MP : tidak  
 R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkuliahan?  
 MP : kurang  
 R : kira- kira WA membuat belajar bebas dari tekanan dosen?  
 MP : tidak ada tekanan dari dosen  
 R : Apakah WA memberi kesempatan untuk berbicara?  
 MP : bisa lewat VN  
 R : apakah WA memberi kesempatan dalam reading?  
 MP : bisa, dari teks  
 R : bagaimana cara mendapat kosakata baru melalui WA?  
 MP : bisa  
 R : apakah membantu dalam ketrampilan bahasa?  
 MP : kurang  
 R : apakah WA juga membantu dalam pronunciatiaion?  
 MP : kurang  
 R : apakah WA mudah digunakan dalam belajar?  
 MP : tidak terlalu  
 R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?  
 MP : kurang  
 R : apakah WA bisa digunakan kapan saja dan dimana saja?  
 MP : bisa  
 R : apa kendala teknis dalam menggunakan WA?  
 MP : jaringan  
 R : kendala dalam mengakses WA apa?  
 MP : jaringan  
 R : apakah WA mempengaruhi mental dan kesehatan?  
 MP : tidak  
 R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?  
 MP : mengulang kembali materi yang sudah dipelajari  
 R : bagaimana cara agar materi dari dosen cepat dipahami?  
 MP : fokus pada materi yang disampaikan  
 R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?  
 MP : diskusi dnegan teman  
 R : bagaimana cara untuk meningkatkan kosata baru lewat WA?  
 MP : agak sulit  
 R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat

- WA?
- MP : melalui VN
- R : apa strategi untuk membuat WA efektif untuk belajar pronunciatiaion?
- MP : dengan VN
- R : kapan mengakses WA agar lebih efektif?
- MP : pagi hari
- R : bagaimana cara mengatasi masalah sinyal?
- MP : pindah tempat
- R : bagaimana cara mengurangi dampak buruk penggunaan WA?
- MP : digunakan seperlunya saja
- R : bagaimana membuat agar AW menikmati belajar bahasa inggris menggunakan WA?
- MP : banyak cara
- R : Bagaimana cara agar menjaga mood dalam belajar bahasa inggris?
- MP : mendengarkan musik
- R : untuk mengembalikan mood ketika bad mood gimana?
- MP : mendengarkan musik
- R : Apakah belajar bahasa inggris itu menyenangkan?
- NY : kurang menyenangkan
- R : apakah belajar menggunakan WA menambah kepercayaan diri?
- NY : iya
- R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkuliahan?
- NY : tidak kak
- R : kira- kira WA membuat belajar bebas dari tekanan dosen?
- NY : kurang kak, ada tekanan dari dosen
- R : Apakah WA memberi kesempatan untuk berbicara?
- NY : tidak bisa
- R : apakah WA memberi kesempatan dalam reading?
- NY : bisa, dari teks
- R : bagaimana cara mendapat kosakata baru melalui WA?
- NY : lumayan
- R : apakah membantu dalam ketrampilan bahasa?
- NY : kurang
- R : apakah WA juga membantu dalam pronunciatiaion?
- NY : tidak
- R : apakah WA mudah digunakan dalam belajar?
- NY : mudah
- R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?
- NY : mudah
- R : apakah WA bisa digunakan kapan saja dan dimana saja?
- NY : bisa

- R : apa kendala teknis dalam menggunakan WA?  
 NY : tidak ada  
 R : kendala dalam mengakses WA apa?  
 NY : jaringan  
 R : apakah WA mempengaruhi mental dan kesehatan?  
 NY : tidak  
 R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?  
 NY : membaca materi dengan baik  
 R : bagaimana cara agar materi dari dosen cepat dipahami?  
 NY : mengulang materi  
 R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?  
 NY : mencari materi pendukung lain  
 R : bagaimana cara untuk meningkatkan kosata baru lewat WA?  
 NY : mencatat kata sulit  
 R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?  
 NY : melalui VN  
 R : apa strategi untuk membuat WA efektif untuk belajar pronunciatiaion?  
 NY : dengan VN  
 R : kapan mengakses WA agar lebih efektif?  
 NY : saat perkuliahan  
 R : bagaimana cara mengatasi masalah sinyal?  
 NY : pindah tempat yang sinyalnya bagus  
 R : bagaimana cara mengurangi dampak buruk penggunaan WA?  
 NY : digunakan seperlunya saja  
 R : bagaimana membuat agar AW menikmati belajar bahasa inggris menggunakan WA?  
 NY : menonton video yang dosen berikan  
 R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?  
 NY : makan makanan ringan  
 R : untuk mengembalikan mood ketika bad mood gimana?  
 NY : makan makanan ringan  
 R : Apakah belajar bahasa inggris itu menyenangkan?  
 NL : kurang menyenangkan  
 R : apakah belajar menggunakan WA menambah kepercayaan diri?  
 NL : tidak  
 R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkuliahan?  
 NL : tidak kak  
 R : kira- kira WA membuat belajar bebas dari tekanan dosen?  
 NL : tidak ada tekanan dari dosen

- R : Apakah WA memberi kesempatan untuk berbicara?  
 NL : tidak bisa  
 R : apakah WA memberi kesempatan dalam reading?  
 NL : bisa, dari teks  
 R : bagaimana cara mendapat kosakata baru melalui WA?  
 NL : bisa  
 R : apakah membantu dalam ketrampilan bahasa?  
 NL : kurang  
 R : apakah WA juga membantu dalam pronunciatiaion?  
 NL : kurang  
 R : apakah WA mudah digunakan dalam belajar?  
 NL : tidak terlalu  
 R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?  
 NL : kurang  
 R : apakah WA bisa digunakan kapan saja dan dimana saja?  
 NL : bisa  
 R : apa kendala teknis dalam menggunakan WA?  
 NL : jaringan  
 R : kendala dalam mengakses WA apa?  
 NL : jaringan  
 R : apakah WA mempengaruhi mental dan kesehatan?  
 NL : iya  
 R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?  
 NL : mengulang kembali materi yang sudah dipelajari  
 R : bagaimana cara agar materi dari dosen cepat dipahami?  
 NL : fokus pada materi yang diberikan  
 R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?  
 NL : diskusi dengan teman  
 R : bagaimana cara untuk meningkatkan kosata baru lewat WA?  
 NL : mencatat kosakata baru yang didapat  
 R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?  
 NL : melalui VN  
 R : apa strategi untuk membuat WA efektif untuk belajar pronunciatiaion?  
 NL : dengan VN  
 R : kapan mengakses WA agar lebih efektif?  
 NL : saat waktu luang  
 R : bagaimana cara mengatasi masalah sinyal?  
 NL : menggunakan wifi  
 R : bagaimana cara mengurangi dampak buruk penggunaan WA?  
 NL : digunakan seperlunya saja  
 R : bagaimana membuat agar AW menikmati belajar bahasa inggris

- menggunakan WA?
- NL : mengakses dengan teman
- R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?
- NL : mendengarkan musik
- R : untuk mengembalikan mood ketika bad mood gimana?
- NL : mendengarkan musik
- R : Apakah belajar bahasa inggris itu menyenangkan?
- UZ : kurang menyenangkan
- R : apakah belajar menggunakan WA menambah kepercayaan diri?
- UZ : Kurang
- R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkuliahan?
- UZ : tidak kak
- R : kira- kira WA membuat belajar bebas dari tekanan dosen?
- UZ : tidak ada tekanan dari dosen
- R : Apakah WA memberi kesempatan untuk berbicara?
- UZ : tidak bias
- R : apakah WA memberi kesempatan dalam reading?
- UZ : bisa, dari teks
- R : bagaimana cara mendapat kosakata baru melalui WA?
- UZ : Bias
- R : apakah membantu dalam ketrampilan bahasa?
- UZ : Kurang
- R : apakah WA juga membantu dalam pronunciatiaion?
- UZ : Bias
- R : apakah WA mudah digunakan dalam belajar?
- UZ : Mudah
- R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?
- UZ : Mudah
- R : apakah WA bisa digunakan kapan saja dan dimana saja?
- UZ : Bias
- R : apa kendala teknis dalam menggunakan WA?
- UZ : Jaringan
- R : kendala dalam mengakses WA apa?
- UZ : Jaringan
- R : apakah WA mempengaruhi mental dan kesehatan?
- UZ : Tidak
- R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?
- UZ : mengulang kembali materi yang sudah dipelajari
- R : bagaimana cara agar materi dari dosen cepat dipahami?
- UZ : fokus pada materi yang diberikan
- R : apa cara yang bisa dilakukan agar bisa mengerti materi dari

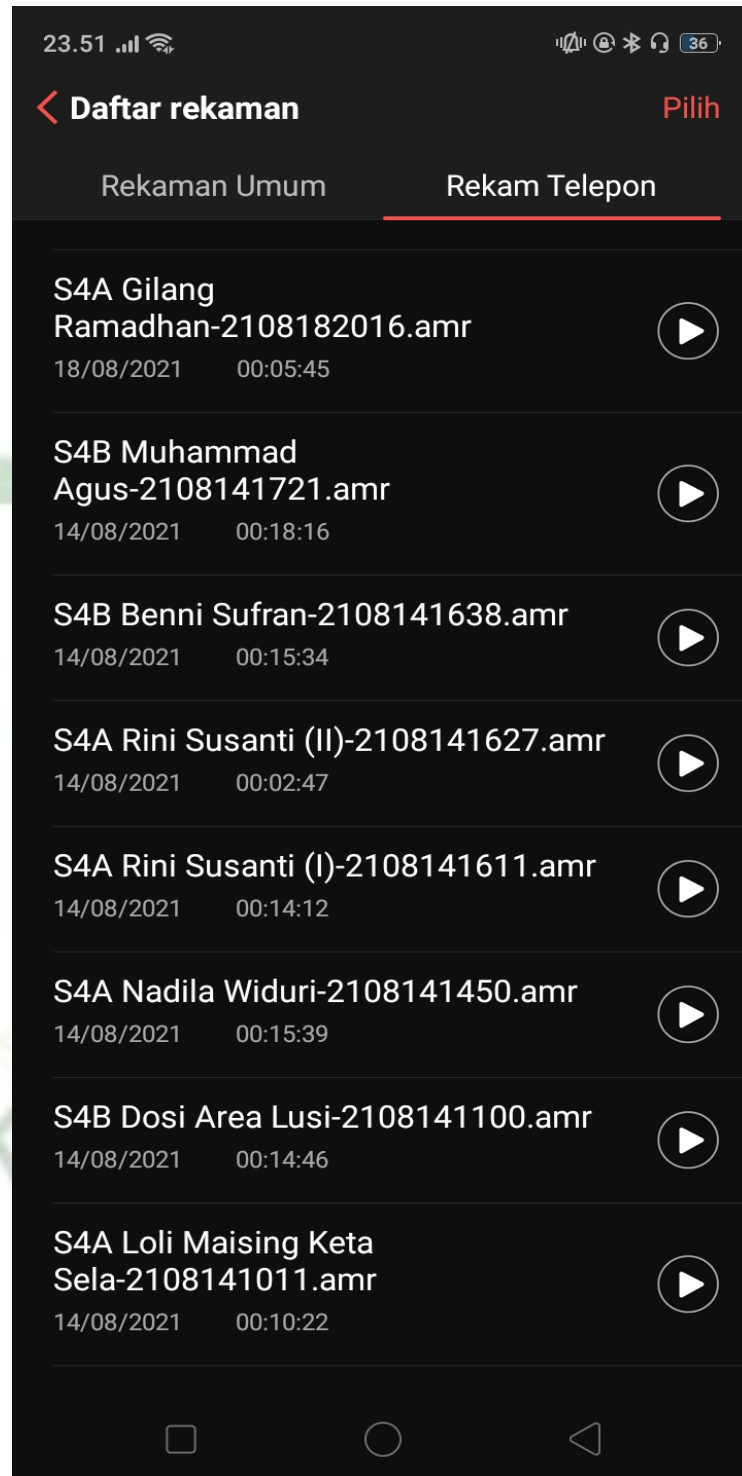
- dosen?
- UZ : diskusi dengan teman
- R : bagaimana cara untuk meningkatkan kosakata baru lewat WA?
- UZ : mencatat kata- kata baru
- R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?
- UZ : melalui VN
- R : apa strategi untuk membuat WA efektif untuk belajar pronounciataion?
- UZ : dengan VN
- R : kapan mengakses WA agar lebih efektif?
- UZ : saat waktu luang
- R : bagaimana cara mengatasi masalah sinyal?
- UZ : pindah tempat
- R : bagaimana cara mengurangi dampak buruk penggunaan WA?
- UZ : digunakan seperlunya saja
- R : bagaimana membuat agar AW menikmati belajar bahasa inggris menggunakan WA?
- UZ : mengakses dengan teman
- R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?
- UZ : mendengarkan musik
- R : untuk mengembalikan mood ketika bad mood gimana?
- UZ : mendengarkan musik
- R : Apakah belajar bahasa inggris itu menyenangkan?
- RS : cukup menyenangkan
- R : apakah belajar menggunakan WA menambah kepercayaan diri?
- RS : kurang
- R : apakah belajar bahasa inggris melalui WA dapat mengurangi kesulitan saat mengikuti perkuliahan?
- RS : tidak kak
- R : kira- kira WA membuat belajar bebas dari tekanan dosen?
- RS : tidak ada tekanan dari dosen
- R : Apakah WA memberi kesempatan untuk berbicara?
- RS : tidak bisa
- R : apakah WA memberi kesempatan dalam reading?
- RS : bisa, dari teks
- R : bagaimana cara mendapat kosakata baru melalui WA?
- RS : bisa
- R : apakah membantu dalam ketrampilan bahasa?
- RS : kurang
- R : apakah WA juga membantu dalam pronounciataion?
- RS : kurang
- R : apakah WA mudah digunakan dalam belajar?
- RS : tidak

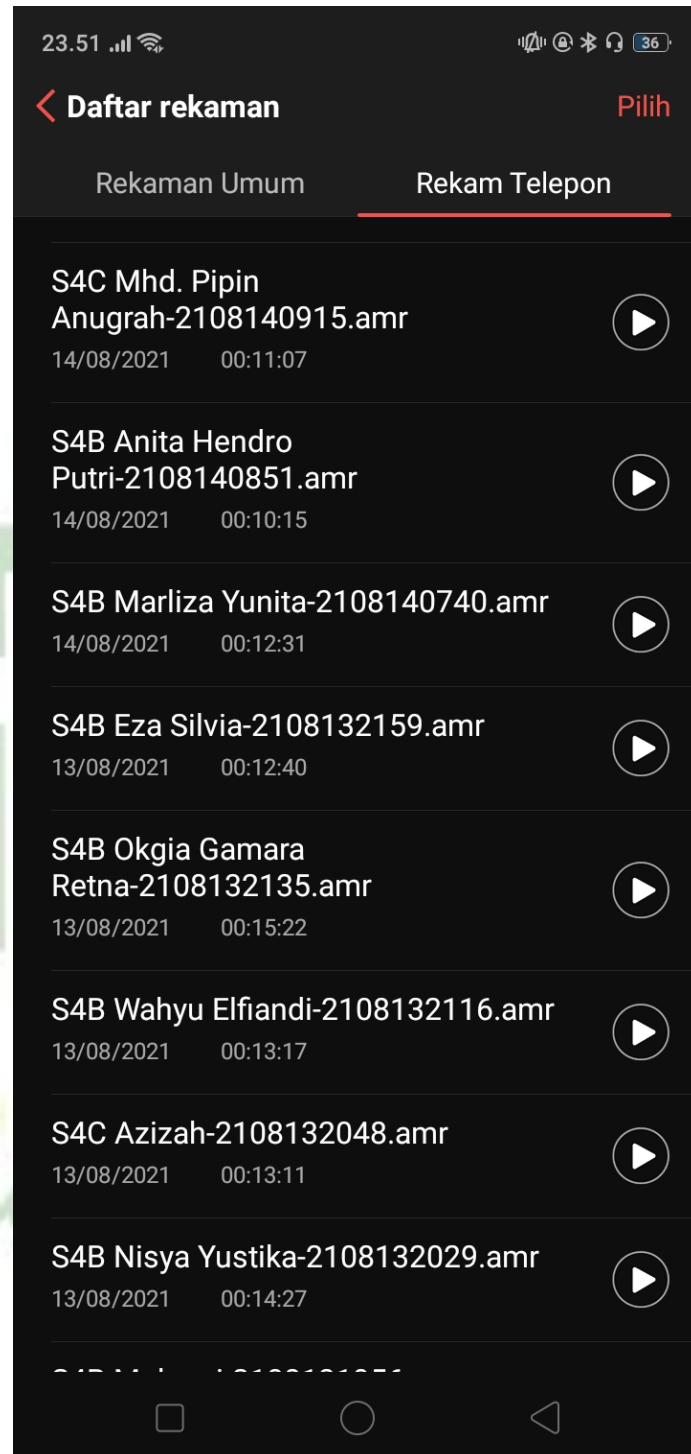
- R : kira- kira WA membuat kita bisa berinteraksi dengan orang lain?
- RS : mudah
- R : apakah WA bisa digunakan kapan saja dan dimana saja?
- RS : bisa
- R : apa kendala teknis dalam menggunakan WA?
- RS : jaringan
- R : kendala dalam mengakses WA apa?
- RS : jaringan
- R : apakah WA mempengaruhi mental dan kesehatan?
- RS : tidak
- R : apa strategi yang biasa digunakan agar bahasa inggris mudah dikuasai?
- RS : mengulang kembali materi yang sudah dipelajari
- R : bagaimana cara agar materi dari dosen cepat dipahami?
- RS : fokus pada materi yang diajarkan
- R : apa cara yang bisa dilakukan agar bisa mengerti materi dari dosen?
- RS : bertanya pada teman atau dosen
- R : bagaimana cara untuk meningkatkan kosata baru lewat WA?
- RS : mencatat kosakata baru
- R : bagaimana cara mencoba berbicara dalam bahasa inggris lewat WA?
- RS : melalui VN
- R : apa strategi untuk membuat WA efektif untuk belajar pronunciatiaion?
- RS : dengan VN
- R : kapan mengakses WA agar lebih efektif?
- RS : pagi hari
- R : bagaimana cara mengatasi masalah sinyal?
- RS : pindah tempat
- R : bagaimana cara mengurangi dampak buruk penggunaan WA?
- RS : digunakan seperlunya saja
- R : bagaimana membuat agar AW menikmati belajar bahasa inggris menggunakan WA?
- RS : chat dengan teman
- R : bagaimana cara agar menjaga mood dalam belajar bahasa inggris?
- RS : makan makanan ringan
- R : untuk mengembalikan mood ketika bad mood gimana?
- RS : makan makanan ringan

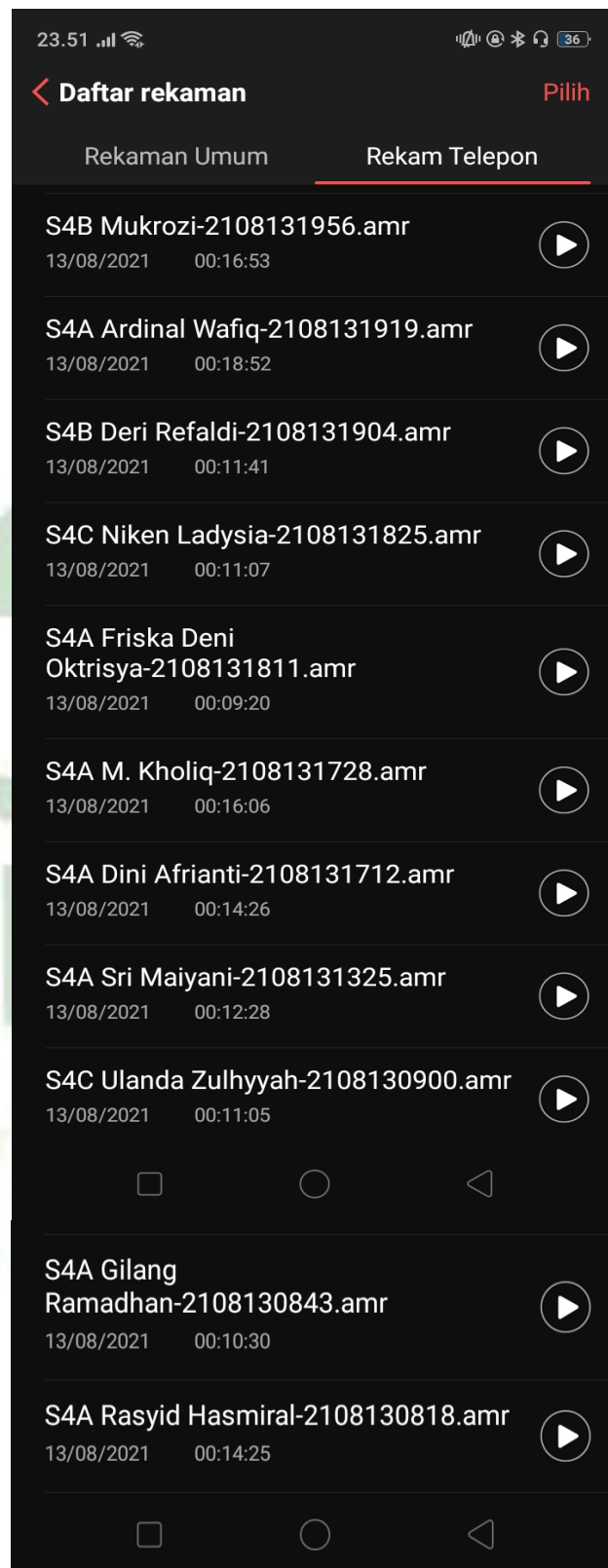


## APPENDIX 3

## DOKUMENTASI









**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Alamat : Jalan Kapten Muradi Sungai Penuh Telp. 0748 – 21065 Faks : 0748 – 22114  
KodePos . 37112. Website: [www.stainkerinci.ac.id](http://www.stainkerinci.ac.id) e-mail : [info@stainkerinci.ac.id](mailto:info@stainkerinci.ac.id)

**SURAT KEPUTUSAN  
DEKAN FAKULTAS TARBİYAH DAN ILMU KEGURUAN  
INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI  
Nomor : 103 Tahun 2020**

**T E N T A N G  
PENETAPAN DOSEN PEMBIMBING SKRIPSI  
MAHASISWA IAIN KERINCI  
TAHUN 2019/2020**

- Menimbang : 1. Bahwa untuk memperlancar mahasiswa menyusun skripsi, mahasiswa program strata satu (S.1) IAIN Kerinci, maka perlu menetapkan dosen pembimbing skripsi mahasiswa.  
2. Bahwa dosen yang nama nya tersebut dalam Surat Keputusan ini dipadang cakap dan mampu melaksanakan tugas tersebut.
- Mengingat : 1. Keputusan Menteri Agama Nomor 12 Tahun 2017 tentang Statuta IAIN Kerinci  
2. Peraturan Menteri Agama Nomor 48 Tahun 2016 tentang Organisasi dan Tata Kerja IAIN Kerinci  
3. Buku Pedoman Penulisan Skripsi Mahasiswa IAIN Kerinci Tahun 2017
- Memperhatikan : 1. Keputusan Dekan Fakultas Tarbiyah dan Ilmu Keguruan tentang Pengangkatan Pembimbing I dan II dalam Penulisan Skripsi mahasiswa IAIN Kerinci  
2. Usul Ketua Jurusan Tadris Bahasa Inggris Nomor. In.31/J5.1/PP.00.9/075/2020 Tanggal, 30/06/2020

**MEMUTUSKAN**

- Menetapkan :  
Pertama : Menunjuk dan menugaskan :  
1. Nama : **Dr. Dafizar, MA** Sebagai Pembimbing I  
2. Nama : **Herayati, MPd** Sebagai Pembimbing II

Untuk membimbing mahasiswa menyusun skripsi/Tugas Akhir :

Nama : **Willy Anggelina**  
NIM : 1710203011  
Jurusan : Tadris Bahasa Inggris  
JudulSkripsi : **The effect of using scattergories strategy combined with media picture toward student speaking skill of recount text at the eight grade of MTsN 6 Kerinci academic year 2020/2021**

- Kedua : Keputusan ini mulai berlaku sejak tanggal ditetapkan.

DITETAPKAN DI : SUNGAI PENUH  
PADA TANGGAL : 09 Juli 2020

a.n. Dekan,

Wakil Dekan Bidang Akademik dan  
Pengembangan Lembaga



**Dr. SAADUDDIN, MPdI**

Tembusan :

1. Wakil Dekan Bidang Akademik dan Pengembangan Lembaga
2. Ketua Jurusan
3. Dosen Pembimbing
4. Peringgal



KEMENTERIAN AGAMA REPBULIK INDONESIA  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) KERINCI**

FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 Jl. Kapten Muradi Kec. Pesisir Bukit, Sungai Penuh Telp. (0748) 21065 Fax. (0748) 22114  
 Kode Pos. 37112 Web : [www.iainkerinci.ac.id](http://www.iainkerinci.ac.id) Email: [info@iainkerinci.ac.id](mailto:info@iainkerinci.ac.id)

Nomor : In.31/D.1/PP.00.9/152/2021 05 Agustuts 2021  
 Lampiran : -  
 Perihal : **Mohon Izin Penelitian**

Kepada  
 Yth Ketua Jurusan Bahasa Inggris  
 Tempat

Assalamualaikum w.w,

Dalam rangka menyelesaikan tugas akhir program sarjana (S1) maka setiap mahasiswa diwajibkan menyusun skripsi sehubungan dengan hal tersebut kami mengharapkan dengan hormat atas kesediaan kerjasama Bapak/Ibu untuk memberikan izin kepada mahasiswa berikut ini:

Nama : **Willy Anggelina**  
 NIM : 1710203011  
 Jurusan : Tadris Bahasa Inggris  
 Fakultas : Tarbiyah Dan Ilmu Keguruan

Untuk melakukan penelitian di instansi/lembaga Bapak/Ibu, dengan judul skripsi:  
**Students' Perception and strategies in using WhatsApp for online English language learning.** Waktu penelitian yang diberikan kepada yang bersangkutan dimulai pada tanggal **05 Agustus s.d. 05 Oktober 2021.**

Demikian surat ini kami sampaikan, atas perhatian dan kesediaan Bapak/Ibu diucapkan terima kasih.  
 Wassalamualaikum w.w

**Dr. Hadi Candra, S.Ag, M.Pd.**

Tembusan:  
 1. Rektor IAIN Kerinci (sebagai laporan)  
 2. Arsip

### CURRICULUM VITAE

Nama : Willy Anggelina, S.Pd  
 Panggilan : Willy  
 TTL : Punai Merindu/ 25Mei1999  
 Jenis Kelamin : Perempuan  
 Agama : Islam  
 Alamat : Bukit Pulai  
 Nama Ayah : Muslim  
 Nama Ibu : Armaneli



#### Pendidikan :

| No | Sekolah                          | Alamat            | Lulus |
|----|----------------------------------|-------------------|-------|
| 1  | SD NO. 15/III Tanjung Pauh Mudik | Bukit Pulai       | 2011  |
| 2  | MTsN Danau Kerinci               | TanjungPauh Hilir | 2014  |
| 3  | MAS Sakinah Tanjung Pauh         | Permai Baru       | 2017  |
| 4  | IAIN Kerinci                     | Sungai Liuk       | 2021  |

#### Pengalaman :

1. Alumni santri Ma'had Al-Jamiah IAIN Kerinci
2. Sekretaris Umum himpunan mahasiswa jurusan tadrts bahasa inggris periode 2018-2019
3. Juara I lomba puisi di Islamic Competition oleh DEMA FTIK tahun 2019
4. Juara I lomba Syarkhil Qur'an di Islamic Competition oleh DEMA FTIK tahun 2019
5. Tenaga pengajar di Rumah Qur'an Mumtaza Semurup

Kerinci, 30 Agustus 2021

Hormat Saya,

**WILLY ANGGELINA**