STUDENTS' PERSPECTIVE OF USING WHATSAPP GROUP FOR TEACHING ENGLISH DURING COVID-19 PANDEMIC

A BACHELOR THESIS

Submitted to Tarbiyah and Teacher Training Faculty State Islamic University North Sumatera (UIN-SU) Medan as a Partial Fulfillment of the Requirement for S-1 Program

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THE STATE ISLAMIC UNIVERSITY NORTH SUMATERA
MEDAN
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SURAT PENGESAHAN

Skripsi ini yang berjudul : **STUDENTS' PERSPECTIVE OF USING WHATSAPP GROUP FOR TEACHING ENGLISH DURING COVID-19 PANDEMIC** yang telah dimunaqasyahkan dalam sidang munaqasyah Sarjana Strata Satu (S-1) Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara Medan pada tanggal :

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Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya saya sendiri, kecuali kutipan- kutipan dari ringkasan-ringkasan yang telah saya jelaskan sumbernya. Apabila dikemudian hari terbukti atau dapat dibuktikan bahwa skripsi ini hasil jiplakan, Maka gelar dan Ijazah yang diberikan Universitas batal saya terima.

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ABSTRACT

Bella Safrina. 2021. Students' Perspective of using Whatsapp Group for Teaching English during Covid-19 Pandemic. A thesis, Department of English Education, Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatera.

This study focuses on Students Perspective of using WhatsApp Group for teaching English during Covid-19 Pandemic. The data were conducted on July-August from 34 students of the ninth-grade students at SMPN 1 Wampu in academic year 2021/2022. This study used a descriptive qualitative research, the instruments were an observation and interview. The observation was used to observe how the teacher of the ninth-grade students at SMPN 1 Wampu teaching English using WhatsApp group during covid-19 Pandemic and the interview was distributed to the students of the eighth-grade by using questionare in google form to find out how student perspective of using WhatsApp for teaching during Covid-19 Pandemic. The findings of this research showed that mostly the students have a good perspective, because based on student perspective, the use of whatsapp for teaching english is effective during covid-19 pandemic but delivery of the lessons by teachers through Whatsapp is very difficult to understand, besides that, WhatsApp also have advantages and disadvantages when used for teaching english. Most of students have a perspective that Learning uses WhastApp is very difficult to understand the lesson, while the advantages of using WhatsApp for Teaching English based on students perspective such as " WhatsApp is easy to operate", "make the teacher more easy to teach", "the student can learn from geogle and internet", "add more knowledge", and " have much time for learning english". Based on the result of this research, it can be implied that the use of WhatsApp for teaching English have a positive perspective and it can used especially during Covid-19 pandemic. It is hoped that the researcher in the future can develop the research with different settings and samples, so this research can give more insight related to the use of WhatsApp in the teaching and learning process.

Keywords: Covid-19 Pandemic, Descriptive Qualitative, Students Perspective, Teaching English, Whatsapp.

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The written of this skripsi entitled "students perspective of using whatsapp group for teaching english during covid-19 pandemic." This skripsi is written to fulfill one of requirement to obtain the *sarjana degree* at Departement of English Education of Faculty Tarbiyah and Teachers Training State Islamic University of North Sumatera.

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Finally it is obviously that this skripsi is not perfect yet either in content or grammar, etc. So that suggesstion or critical from the reader for the better skripsi is hoped. I hope this reseach can be useful for people in future.

Medan, 20th of August 2021

Bella Safrina

NIM.0304172126

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CHAPTER I

INTRODUCTION

A. The Background of the Study

The Covid-19 pandemic that has occurred in Indonesia since the end of December 2019 is still a big problem that must be resolved. The coronavirus, which come from Wuhan, China where this viruses very quickly spread to the world.[1] Indonesia is one of countries with the highest spread of viruses in the world, it's that why until now this viruses still here. For that the government's efforts by providing vaccine. Although, it is too quickly to know how the safety and efficacy the vaccines But normal vaccine development can do but given the urgency, vaccine development has been prioritized of course it's realized step by step.[2]

Because of Covid -19 Pandemic affects various sectors, Education sector is one of sector that affected. Teaching and learning activities in schools must be stopped and begin to adapt to new habits. For that all teachers and students must adapt to online learning. The Indonesian Minister of Education and Culture, Mr Nadiem Makarim, issued a Circular Note to temporarily stop the conventional teaching and learning activities in the schools and recomended to be conducted from home through E-learning. The best solution take to do Online class in online learning. In

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teaching English language the most potential tools to do in online learning is by using technology, such as mobile phone, laptop, etc. WhatsApp is one of tools that can use for teaching English . Ghada say that, WhatsApp has different functions including flexibility and useful features to text, call, and sent document, pictures, video, audio, links, etc.[3] It means that the most potential technology to support teaching and learning of English language by using WhatsApp. Beside that WhatsApp also easy to operate and very popular.

The student perspective is a well-researched topic in this study. because in this Covid -19 Pandemic almost teachers using WhatsApp group for teaching English , how students perspective of using WhatsApp for teaching English during covid-19 pandemic, because in generally believe that online learning in virtual classrooms may become an alternative learning method to change traditional classroom learning.[4] However, when students can accustoming to use technology for language learning especially in using WhatsApp Group.

Furthermore, The using of WhatsApp as a medium of teaching English by give some questions to the subject of the research. The result of the study said that the students felt confident, independent and had a

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[3] Ghada Awada, *Effect of WhatsApp on critique writing proficiency and perceptions toward learning*, Cogent Education: 2016, 3:1, 1264173, DOI: 10.1080/2331186X.2016.1264173

[4] Marni Manegre & Kashif Ali Sabiri , *Online language learning using virtual classrooms: an analysis of teacher perceptions*, Computer Assisted Language Learning: 2020, DOI: 10.1080/09588221.2020.1770290

positive attitude to learn English using the WhatsApp.[5] In another study also researched that the findings now they are have a lot of views that most students significantly showed the positive outcome to use WhatsApp Group. For this reason, what distinguishes this research from previous research is this research will be focus on students perspective of using WhatsApp group for teaching English during covid-19 pandemic.

Based on the identified research gaps, the purpose of this study is to examine how students perspective of using WhatsApp group for teaching English during covid-19 Pandemic. In this research, the researcher use WhatsApp group as a medium to teaching English. Besides, during the Covid-19 Pandemic teaching and learning process through WhatsApp, the students can explore the idea, and show expression when their learing English by WhatsApp. The students are also trained to learn responsibility, solve the problem, be collaborative by using technology. So the researcher was given the title of the research "STUDENTS PERSPECTIVE OF USING WHATSAPP GROUP FOR TEACHING ENGLISH DURING COVID-19 PANDEMIC".

B. The Limitation of Study

This study focuses on students perspective. The limitation of the study is only to find out how Students perspective of using WhatsApp for teaching English during Covid-19 Pandemic.

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[5] Evyta Tri Handayani & Dyah Aminatun (2020). Journal of English Language Teaching and Learning (JELTL) Vol. 1, No. 2, 31-37 E-ISSN: 2723-617X

C. The Problem of Study

Based on the background of the study, the researcher formulates the statement of the problem as follows: "How student's perspective of using WhatsApp Group for Teaching English during Covid-19 Pandemic?."

D. Objective of the study

Based on the formulation of the study, the objective of the study is to know how student's perspective of using WhatsApp Group for Teaching English during Covid-19 Pandemic.

E. Scope of the study

The study is focused on the Student's Perspective of using WhatsApp group for Teaching English during Covid-19 Pandemic.

F. Significance of the study

Theoritically the writer in this research will give the information about how student's perspective toward the use of WhatsApp Group for teaching English during Covid-19 Pandemic, and based on student perspective can make evaluation for online learning.

Practically For researchers, this study is useful for researchers to see how student's perspective about using WhatsApp group for teaching. For readers, this research can be usefull and used for English teacher especially to see how students perspective of using WhatsApp group for teaching English based on their own perspective.

CHAPTER II

LITERATURE REVIEW

A. Theoritical Framework

Education is one of sector that affected by Covid- 19 Pandemic. That's why need to attention to education world. Because of that education must be repair to get big goals for student learning. To prepare students for handle the complication of modern societies, new educational reforms around the globe that usually we call for 21st century skill.[6] It is not easy in educational world besides of new habbit such online learning. The teacher also should make this time to more unforgottable moment. In order to this study, theories related to this study is needed for explaining basic concepts which used for this study such as:

1. The History of Covid-19 Pandemic

The covid -19 or coronavirus, people all over the world have been affected by coronavirus disease 2019 (COVID-19), which is the fifth pandemic after the 1918 flu pandemic. As of now, we can trace the first report and subsequent outbreak from a cluster of novel human pneumonia cases in Wuhan City, China, since December 2019.[7] This viruses at the end of 2019 in Wuhan, China, quickly spread throughout the world in the first months of Despite government efforts to stem the transmission through

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[6] Kennedy and Sundberg. *21st century skills. In B. Akpan, & T. J. Kennedy (Eds.), Science education in theory and practice: An introductory guide to learning theory* (pp. 479e496). Cham: Springer International Publishing: 2020.

[7] Yen-Chin Liu, Rei-Lin Kuo, and Shin-Ru Shih *COVID-19: The first documented coronavirus Q7Q5 pandemic in history*. Biomedical: 2020.p.1.

lockdowns and travel bans, the disease caused by the virus, World Health Organization or health organizations predict upwards of two million may die before a vaccine is ready.[8]

The Covid-19 pandemic that has occurred in Indonesia since the end of December 2019 is still a big problem that must be resolved. Because of Indonesia is one of countries with the highest spread of viruses in the world, that's why the government's efforts to press the spread of the virus with lockdown . In lockdown situation of course all of the activities stopped. so all the activities has transitioned to online where possible. Such as work from home, study from home, etc. In fact, learning and teaching is taking place under remote conditions as schools have transitioned to online learning and teaching. In this context, it is important to examine students perceptions of and experiences with online learning.

2. Definition of WhatsApp

The meaning of the word "WhatsApp" is derived from the English phrase "What's up?" which has the meaning of "What's new?".[9] The WhatsApp is an instant messaging application which provides users, using Internet connection, with an access to exchange images, videos, and audio, or written messages by WhatsApp only uses the internet.[10] WhatsApp has

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[8] David and friends, *Transition to online teaching during the COVID-19 pandemic, Interactive Learning Environments*, 2021. DOI: 10.1080/10494820.2021.1871633

[9] James Gale. *The complete WhatsApp manual-5th Edition*. England & Wales : Papercut Limited. 2020. p.11

[10] Ghada Awada, *Effect of WhatsApp on critique writing proficiency and perceptions toward learning*, Cogent Education: 2016, 3:1, 1264173, DOI: 10.1080/2331186X.2016.1264173

grown become the mose used messaging available. With user over than 1.3 billion and growing.

WhatsApp History WhatsApp was founded on February 24, 2009, meaning now WhatsApp has the sixth age. WhatsApp was founded by Brian Acton and Jan Koum who once worked as a Yahoo employee. In some experiments, WhatsApp crashes and fails to run as expected. Desperate, Koum intend to close his company and find another job. But Brian Acton prompting him to stay a few months longer. In the end afterpast a fairly long beta phase, in November 2009, WhatsApp officially started their work on the App Store. Previously, Koum had persuaded Acton and five former Yahoo! employees others to invest. Aftervisited the App Store, in January 2010 WhatsApp wanders to BlackBerry Store and Android followed in August.[11]

The WhatsApp phenomenon has spread throughout the social media digital world, offering the end user safe and secure platform in which to communicate.[12] It can help users to easier to make communication with other only by saving their number phone that has verified from WhatsApp account in their mobilephone. The feature in WhatsApp that can use in teaching and learning process are (1) Message because of Message feature in WhatsApp is very simple message to used. (2) Voice call and video call by WhatsApp (3) Photos and Videos (4) Document, it can send PDFs, documents, spreadsheets, and etc. But the document not up to 100 MB in

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[11] James Gale. *The complete WhatsApp manual-5th Edition*. England & Wales : Papercut Limited. 2020..p.8

[12] James Gale. *The complete WhatsApp manual-5th Edition*. England & Wales : Papercut Limited. 2020..p.8

size. (5) Chat Group Users can connect with another people via group chat it more easy for discussion. (6) WhatsApp on Web and Desktop WhatsApp it can use on desktops. And the last (7) End-to-end encryption , End-to-end encryption is security by default that function to save our conversation from third people.

3. **WhasApp Group for Teaching English**

Group WhatsApp is one of a great way for the user to stay in touch. Help each other to make communication, arrange a day or night out or just have a laugh between friends when they can't all be together at the same time.[13] Beside that in this Covid-19 Pandemic WhatsApp became have a new function. Not only for make communication between friends but also become online class. Which purpose of using group WhatsApp is to become a media for teaching. Because a lot of the teachers use WhatsApp as the tools to make a teaching learning process. This WhatsApp group is considered effective to be used because in some condition in offline class for some student who not confident if they speak in front of class, because of online class with WhatsApp group they can make online communication everytime and in different place very well, of course this WhatsApp group make more effective for teaching process during covid -19 pandemic.

WhatsApp is a free downloadable application requiring using a Smartphone to enable the participants to actively make communicate with

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[13]James Gale. *The complete WhatsApp manual-5th Edition*. England & Wales : Papercut Limited. 2020. p.86

each other anywhere and anytime.[14] Because of this application is very popular as the researcher know that this is one of crossplatform messaging application, which always continues to grow in popularity with around more than 250 million users. In addition, this also adds most of users use this application because of it allows to send the message from one to another with a low cost. The Users are not only can send text message, but also they can post image, video, and audio media messages as well as they want. This application also consist of location mapping features. Of course this become great opportunity for peoples to express their feelings, thoughts, their ideas, or events with other people it's more easily and efficiently.

WhatsApp is a visual learning media, visual media which is a set of tools for distributing messages in learning that can be captured through the sense of sight without any sound from the tool. In the Al-Qur'an surah Al-Baqarah (2) 31:

وَعَلَّمَ ءَادَمَ ٱلْأَسْمَآءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَـٰٓئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَآءِ هَـٰٓؤُلَآءِ إِن كُنتُمْ صَـٰدِقِينَ ﴿٣١﴾

Meaning: *"And He taught Adam the names (objects) entirely, then conveyed them to the angels and then said: "Mention to Me the names of these objects if you are really true people!"*

From this verse Allah swt taught Prophet Adam a.s. the names of all the objects that are on earth, Then Allah ordered the angels to mention them,

which the angels did not know. The objects mentioned by the Prophet Adam a.s. ordered by Allah swt. Of course, Allah has given a description of its shape. In the hadith, there are several terms used to indicate the use of visual media in learning.

In addition, teaching and learning English by using WhatsApp is regarded as the newest teaching strategy. Not only Teachers but also students can interact online with others through the features of WhatsApp. WhatsApp as media for learning English language in covid 19 pandemic. meanwhile, WhatsApp also facilitates students with audio visual. According to Gon and Rawekar every people have ability to remember what they read about only 10%, 20% of they hear, 30% of they see and about 50% of what they hear and see.[15] So with The technology that combines texts , audio and images, it is able to improve people in remembering something more than 50%. Thus, with using WhatsApp it will make the teaching and learning process of English language more better.

4. Teaching English

English as an International Language is another term that has been developed. Teaching English as an International Language means that people should treat English as a common tool of communication. It that's why as a techers of course need to teaching English . Teaching

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means giving knowledge to the student. Because in Islam demanding of knowledge is obligatory, such in this hadith:

<div dir="rtl">

طَلَبُ الْعِلْمِ فَرِيْضَةٌ عَلَى كُلِّ مُسْلِمٍ

</div>

"*Demanding knowledge is obligatory on every Muslim"(*Narrated by Ibn Majah no. 224, from the best friend of Anas bin Malik radhiyallahu 'anhu, stated Al Albani in Shahiih al-Jaami'ish Shaghiir no. 3913).

In another hadith, Rasulullah SAW said,

<div dir="rtl">

تَعَلَّمُوْاوَعَلِّمُوْاوَتَوَاضَعُوْالِمُعَلِّمِيْكُمْ وَلَيَلَوْا لِمُعَلِّمِيْكُمْ (رَواهُ) الطَّبَرَا

</div>

"*Learn all of you, and teach all of you, and have respect for your teachers, and be kind to those who teach you.*" (HR.Tabrani).

Because of that learning is obligatory , and teaching become good way. Teaching English became a professional and academic field a half century ago. Many researches for teacher education and teacher training have been conducted in order to raise the English teachers' as well as the foreign language teachers' knowledge and capabilities in carrying out effective lessons in classrooms of English learning.[16]

Teaching means tranfer knowledge to another, as a teacher of course transfer knowledge to the students it means that teachers is important in education world such from Surah An Nahl verse 125 :

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[16] Grace Hui-chin Lin Paul Shih-chieh Chien. An Introduction to English Teaching A Textbook for English Educators.(VDM Verlag Dr. Muller). P.1

أُدْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحِكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ وَجَادِلْهُمْ بِالَّتِي هِيَ أَحْسَنُ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

Meaning :

"Call (people) to the way of your God with wisdom and good lessons and refute them in a good way. Verily, it is your Lord who knows best who has strayed from His path, and He who knows best those who are guided."

Based on the sura above which explains how Allah, Allah SWT ordered Prophet Muhammad SAW to preach and invite people to obey religion. In addition, da'wah also applies to all Muslims. There are three methods of da'wah including wisdom, mauidhah hasanah (good teaching) and jidal (debate) in a good way. therefore we can understand that Allah swt teaches us to teach in a good way.

a. Technology as Education Tool

Mobile phone technology can help students and teachers more easy in teaching and learning English process. The best example that illustrates the importance of using technology as an educational tool is Mobile learning. it can be seen that many mobile applications available in the literature are not suitable for effective

use in education .[17] One of type mobile learning that can be used for teaching English language is mobile phone. Mobile phone will allow interaction with other people more easy. Mobile phone can be connected to internet and make communication by using provider networks.

Applying technology in teaching and learning English nowadays become new ways to improve the teaching strategy of the teacher because it can stimulate students' enthusiasm.[18] It's that why as a teacher should be better if have more strategy that can use in teaching English . In covid-19 Pandemic online learning become new challenges in teaching English , because teacher must have a strategy to help students improve their oral fluency, because language is part of oral fluency. This is true in our countries where students generally share a common mother tongue in outside the classroom.

Futhermore, The use of technology at home helps the teacher for teaching English process.[19] Beside that technology improves

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[17] Raghad Baker Sadiq, dkk . *Mobile application based on CCI standards to help children learn English as a foreign language*, Interactive Learning Environments 2019. DOI: 10.1080/10494820.2019.1579239.

[18] Oktaviani, L. & Desiarti, E. *A Lecturer..and Students Perspective by using Ethnic....Snake Game for Speaking Class.* Teknosastik: Journal of language and literature, 2017. 15(2), 53-59. DOI: https://doi.org/10.33365/ts.v15i2.98

[19] Marni Manegre & Kashif Ali Sabiri , *Online language learning using virtual classrooms: an analysis of teacher perceptions*, Computer Assisted Language Learning: 2020, DOI: 10.1080/09588221.2020.1770290

teaching English process, where there are many environmental and cultural factors obstacle in language learning, such as the lack of interactive speaking environments, where only focus on score of the test, and they affraid to foreign language. They also noticed the participation levels of students in using online discussion were higher than in offline discussions. Another researcher found the facts that, with online chat student's language production and complexity increase and the technology enhances the learners' output and they interaction. Thus, the literature suggests that the using WhatsApp for teaching English can be successful provided that teachers and students are enough to prepared and supported.

B. Related Study

In this study, the researcher takes a review from several previous studies that conducted by other researchers. These are the studies that the researcher serves in brief. The first previous research was conducted by Efendi Heri in his thesis entitled *"the effectiveness of using WhatsApp Group Chat on vocabulary mastery for Indonesian students."*. The Result of his study conclude that using WhatsApp was significantly effective in learners' vocabulary mastery. Furthermore, using WhatsApp as a learning tool has been a positive experience for most participants as it has increased their motivation for learning. The learner and educator then would apply WhatsApp Group Chat in the teaching and learning process for any more aspects of English material.

Second previous research was conducted Kheryadi, his thesis title

"*The Implementation of "WhatsApp" as a Media Of English Language Teaching*" his result said that This media can help students build their confidence and motivation to learn. Based on the question are distributed to the subject, it revealed that they felt confident, independence, enthusiasm, and having a positive attitude to learn English using application, hence, WhatsApp is one of the recent technologies that can be used in language teaching.

Next research was conducted Hasnidar in her thesis entitled "*STUDENTS' PERCEPTION OF USING ONLINE LEARNING MATERIALS (A Descriptive Qualitative Research in Muhammadiyah University of Makassar)"* The Result of her study conclude that Students' perception of using online learning have a perception that online learning can be said to be an effective learning resource when supported by adequate infrastructure such as good networks. Then online learning can motivate students to improve their learning using online learning and generate new experiences for students themselves.

Next research from erlina sulistyawati in her thesis entilled "*persepsi siswa terhadap pembelajaran online pada mata pelajaran bahasa indonesia di Madrasah Aliyah Negeri 2 Surakarta".* This result use qualitative research methods. The informants in this study were 32 students. Data collection technique using interview through geogle form and documentation. The result of her study conclude that the majority of students have negative perceptions of online learning Indonesian Language subject. Its because majority of students dont understand the lesson

material that is delivered and their opinion considered less effective.

The last research from Journal of English Language Teaching and Learning (JELTL) conducted by Evyta Tri Handayani , Dyah Aminatun in Universitas Teknokrat Indonesia about *Students' Point of View on the use of WhatsApp Group To Elevate Writing Ability.* This research aimed to find out students' perspectives towards the use of WhatsApp group in improving students' writing ability. This study applied a descriptive qualitative study. This study using descriptive qualitative study with 37 students of the English Education as the participants. The data instrument used in this research were questionnaire and interview. This result is supported by students' opinions which state many good responses to this media rather than bad responses. Moreover, the result also shows that the WhatsApp group is one of the appropriate learning platforms for education in Indonesia.

Based on the resources it can be concluded that students' perspective have different result so it means their perspective need to research. What make this research different with another is because in this research need to know how students perspective of using WhatsApp group for teaching English during covid-19 Pandemic.

C. Conceptual Framework

Teaching is a process of transfer knowledge from the teachers to the students , in this situation that is covid-19 Pandemic of course education must be stoped and should change to online learning. One of method that

can be use for teaching learning process is do online learning. As a teachers should creative make classroom action . one of the media or tools for teaching English is by using WhatsApp group.

In learning by using WhatsApp group of course have different ways than offline course, in this case the researchers will discussed about how student perspective of using WhatsApp group for teaching English. futhermore, it is necessary to find out students perspective toward the use of WhatsApp for teaching English during Covid-19 Pandemic.

CHAPTER III

RESEARCH METHODOLOGY

The research setting, data and data source, research method, technique of collecting data, the technique of analyzing data and trustworthiness were will be discussed in this chapter.

A. Research Setting

The research was conducted at SMPN 1 WAMPU as subject of this research. The sample of this research is ninth grade that consists of 34 students in academic year 2021/2022. The subject of this research is students ninth grade of SMPN 1 WAMPU. The reason why the researcher chooses this School, because the researcher know that in this Covid-19 Pandemic they learn from home and they using WhatsApp group as their media for teaching and learning process.

B. Data and Data Source

In this research, the data would be used are qualitative data. The qualitative data was analyzed from the interview. The interview consisted of 10 questions that asked about the how they perspective of using WhatsApp group for teaching English during Covid-19 Pandemic. In this study, to collect data the researcher distributed the interview text in the form of Google Form.

This researcher got the data from students perspective when the teacher teaching English by using WhatsAap group. Students is a learner, in this research students are the important object as a source of the data

because of their perspective will be discuss by the researcher.

C. Research Method

The research will conduct by decriptive qualitative method, because the study focuses on student perspective. According to Ary Descriptive research is studies are designed to obtain information concerning the current status phenomena. In qualitative research, there is little or no statistic.[20] while the field of qualitative research is defined by constant breaks and ruptures, there is a shifting center to the project: the avowed humanistic and social justice commitment to study the social world from the perspective of the interacting individual.[21] It means that the researcher described the results of the analysis in the form of words.

D. Technique of Collecting Data

In this research, the data are collect by using Qualitative data was conduct to know the situation of the students including the background of the problem in this research. The qualitative data consisted of Observation, questioners by using Google Form, interview and documentation That will be discussed:

a) **Observation**

Observation is used to observe directly how learning process do by using WhatsApp. The researcher employs observation sheet and to find out the data about students perspective of using

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[20] Donal Ary, Introduction To Research In Education (USA: Wadsworth Group A Division Of Thompson Learning Inc, 2002), p 426

[21] Norman K. Denzin University of Illinois Yvonna S. Lincoln and Texas A&M University. The SAGE Handbook of Qualitative Research. Fifth Edition. (SAGE Publications, Inc.2018) P.21

WhastApp group as media for teaching English during Covid-19 Pandemic. The researcher will observe by watching the teaching and learning activities in the classroom during the online class by WhatsApp. How teachers taught and how student's response are the objects of the observation.

b) **Interview**

The interview was done to know how students perspective of using WhatsApp group for teaching English during Covid-19 Pandemic. The researcher interviewed the students about the activities in the teaching and learning process by using WhatsApp group. In this case, the researcher held the interview with the students. The researcher asked the students some questions related to the using WhatsAap as their media for learning. In this case the researcher distributed questionnaires of the interview in the form of Google Form. Then the information was recorded into interview sheet, of course to make it more easier the researcher use Geogle form to collect the data.

c) **Documentation**

Documents study is anything written that contains information serving as proof. Document study includes some media, such as photo, which related to research focusing. In this research, the researcher only use photo by screenshoot as the documentation.

E. Technique of Analyzing Data

In doing data analysis, the researcher uses qualitative descriptive. In qualitative descriptive, the researcher conducted some steps by Miles and Huberman.[22] Qualitative analysis defines as consisting of three activities: data reduction, data display and conclusion drawing. Those can be explained as follows:

a) Data Reduction

The first step in analyzing qualitative data involves data reduction. Data reduction means summarizing, choose the basic things, focusing on important things.

b) Data Display

The next step in analysis the data is data display. It is an organized, compressed assembly of information that permits conclusion drawing and action. By displaying the data, the researcher will easy to understand and to analyse what will happen with the data presented. In this study, the researcher will use interview and questionnare in displaying the data, because it is most common data display will be used in qualitative research.

c) Conclusion drawing and verification

The last step is Conclusion drawing and verification, in this step

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[22] Huberman & Miles. *Analisis data kualitatiif.* Terjemahan oleh Tjetjep Rohendi Rohidi, 1992. Jakarta : Universitas Indonesia.

was drawing conclusion and verification. From the start of the data collection, the qualitative analysis is beginning to decide what things mean- is nothing regulations, patterns, explanation, possible configurations and causal flows. The conclusion in qualitative research was discovery that can be an answer of the research problem. The conclusion was in the form of description of the object of this study. Finally, in this step the researcher get the result and the conclusion of the research.

F. Truthworthiness of Study

It is important to establish that the findings of the study are validity. There are various ways to establish a sense of trustworthiness and validity. According to Lincoln and Guba, the trustworthiness consists of the following components credibility, transferability, dependability and confirmability.[23] But in this research, the researcher only used credibility that related to this research.

1. Credibility

   Credibility is was qualitative research means the results of a qualitative study were believable and trustworthy from the perspective of a participant or subject in the research itself. Credibility contributes to a belief in the trustworthiness of data through the following attributes: (1) Triangulation, triangulation was

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[23] *Y*. S, & Guba, E. G,*Naturalistic inquiry*. (Newbury Park: CA Sage, 2007) p. 290

accomplished by asking the same research questions of different study participants and by collecting data from different sources and by using different methods to answer those research questions. (2) member checks, member checks occur when the researcher asks participants to review both the data collected by the interviewer and the researchers' interpretation of that interview data. Participants are generally appreciative.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

SMP N 1 Wampu is one of school with a junior high school level in Paya Tusam, Kec.Wampu, Kab.Langkat, Sumatera Utara with postal code 20851. In carrying out its activities, SMP Negeri 1 Wampu is under the auspices of the Ministry of Education and Culture. This school since 2004, this school become new hope for the children in that village, not only because of the city is far away but also with all of the facilities in this school will give a big change for the student. This school with Decree Establishment 425-11-03/SK/2004 and this school has also been accredited. This school has accreditation B as evidenced by Decree accreditation 644/BAP-SM/LL/X/2015. Of course this school still new, because still seventeen years old. In the first estabilished of this school, this school consisted of 6 buildings. 1 building which is devide into several room, headmaster room, teacher's room, *OSIS* room, *UKS* room, and *BK* room. 2 buildings for classrooms, 1 library building, 1 language and computer building, and 1 official residence building, Mushalla. Also Toilets. But in 2015 this school got an additional 1 building for classroom and in 2017 also 1 more building for classrooms. So physically this school have a good facilities.

This scholl consist of 19 teachers, 262 students, this school using 2013 Curriculum in the teaching and learning process. But since Covid-19 Pandemic, this school also stopped the teaching and learning process. This school change to online learning that is Scholl from home, then one of

aplication that this school use for teaching and learning process is using WhatsApp. So this school is the best choosen by the researcher for doing research. After finish the research the researcher found the answer to find out the problem of the study.

1. **Students Perspective of using WhatsApp for Teaching English during Covid-19 Pandemic**

   The findings in the form of student answers through the questions found on geogle form can be seen as follows:

   a. The researchers provided the students with the first question, "Have you ever learned using WhatsApp Group during Covid-19 pandemic?". As a result of the first question, all students which consist of 34 student stated "ever" its mean that all of them using WhatsApp group for learning process during covid-19 pandemic.

   b. Second question, "What is your difficulties when you are learning english by using WhatsApp Group?". The answers are 20 student answered difficult to understand the material., 7 students said no difficulties., 7 student said don't know. Its means that most of the student feel difficult to understand the material which given by the teacher by WhatsApp group.

   c. Next question, "What do you think about class activities in online learning by using WhatsApp group, fun or bored ?". 20 student feel bored but 14 student feel fun . Based on the answers by the student it's mean that the activities in online learning by using whatsApp make students feel bored.

d. Next , "In your opinion , Does WhatsApp is effective for Teaching English during Covid-19 Pandemic ?", 26 students said that very effective during covid-19 pandemic. 6 student said not bad , and 2 people said not very effective because difficult to understand the lesson. It's means that most of the student give their opinion and said whatsapp is effective.

e. Next, "In your opinion does study from the WhatsApp group are beneficial especially for online learning during covid 19 pandemic?", 30 students said very beneficial , because in this situation that is covid-19 pandemic it's more easy to make communication without face to face. 2 students said no benefit. Based on the answers from the students, Its means that most of the students said study from whatsapp group are beneficial especially for learning during covid-19 pandemic.

f. Next question, "Is Teaching English using WhatsApp make you more easy to understand the lesson?", 24 students said "no", "astagfirullah no" ,"very difficult to understand" and 10 students said "yes" . based on students answer's it means that teaching english using whatsapp make the student not easy to understand the lesson.

g. Next, "How often do you use WhatsApp group for online learning during covid-19 pandemic?", 31 of the student's said "very often", "every day". 2 student said " only if the teacher give homework" and 1 student said "not often". Its means that most of

the student using Whatsapp Group everyday for online learning during covid-19 pandemic.

h. Next, "Do you think that WhatsApp group creates interaction among students?" . based on the question 30 students answer yes we can with different reason , such " yes we can, but not fun", "yes we can if we have a data package", and " yes we can make interaction by Whatsapp". While 4 student said "no". So it means that whatsapp group also can make interaction among student.

i. Next question, "In your opinion, what are the disadvantages of using WhatsApp group for teaching English?". 25 student said " difficult to understanding the lesson". 3 student said " cannot face to face and study from the book". While 6 student said " wasting money for buy the data package". Based on students opinion its means that there are some disadvantages of using whatsapp for teaching such as difficult to understand the lesson, and wasting money for buying the data package.

j. Last question, "In your opinion, what are the advantages of using WhatsApp group for teaching English?". This question is opposite from the question before, 30 student answers with positive advantages with different reason such as " easy to operate", "make the teacher more easy to teach", "the student can learn from geogle and internet", "add more knowledge", and " have much time for learning english". While 4 students said " there are nothing advantages of using whatsapp". So its means

that most of the student feel the advantages of using whatsapp for teaching English with different perspective.

B. Discussion

The main research objective of this study was about the student's perspective of using WhatsApp for teaching English during Covid-19 Pandemic at the ninthgrade students of SMPN 1 Wampu. Then the researcher formulated the student's perspective of using whatsapp for teaching english During Covid-19 Pandemic. The result of the data was collected and divide into three categories of students perspective, namely positive perspective, neutral perspective and negative perspective. Such according to Azwar the perception divided into three, namely positive perception, neutral perception and negative perception.

Based on the results of the student's interview that students perspective of using whatsapp for teaching english during covid-19 pandemic can be seen from the researcher's questions (Q4, Q6, Q9, Q10) and it would be explained as follows:

The first result based on the interview is the students said that WhatsApp is effective for Teaching English during Covid-19 Pandemic, based on the findings :

"yes very effective during covid-19 Pandemic" (S1, S3, S5, S7, S8, S9, S10, S11, S13, S15, S17, S18, S19, S20, S21, S22, S25, S26, S27, S28, S29, S30, S31, S32, S33, S34),
 "not bad"(S2, S4, S6, S12, S23, S24),
"not very effective," (S14, S16).

there are 26 students said that very effective during covid-19 pandemic. 6 student said not bad , and 2 people said not very effective. It means that most of the student's give their perspective that in this situation using Whatsapp for teaching english is effective, it's only during covid-19 pandemic, because in pandemic covid-19 all of the activities stopped, of course, teaching and learning process change to Online learning. Its means that their give positive perspective to the using of WhatsApp group for teaching english during covid-19 pandemic that WhatsApp is effective during covid-19 pandemic.

It support from thesis by Efendi Heri in his thesis entitled *"the effectiveness of using WhatsApp Group Chat on vocabulary mastery for Indonesian students."*. The Result of his study conclude that using WhatsApp was significantly effective in learners' vocabulary mastery. Furthermore, using WhatsApp as a learning tool has been a positive experience for most participants as it has increased their motivation for learning. The learner and educator then would apply WhatsApp Group Chat in the teaching and learning process for any more aspects of English material.

The second result based on the interview, students perspective about the understanding of the lesson which teaching using WhatsApp. Based on the findings from the question "Teaching English   using WhatsApp make you more easy to understand the lesson?" the lesson delivered by the teacher via WhatsApp group and the result:

"no" (S2, S5, S6, S9, S10, S11, S12, S14, S15, S16, S17, S20, S22, S23, S24, S30, S31, S34) "astagfirullah no"(S21),"very difficult to understand" (S4, S18, S19, S28, S33)

"yes" (S1, S3, S7, S8, S13, S25, S26, S27,S29, S32)

24 students said "no", "astagfirullah no" ,"very difficult to understand" and 10 students said "yes". It means that they have difficulties in understanding the lesson which given by WhatsApp. It's because the level of understanding possessed by students varies according to the abilities of students. From this level of understanding, it can be seen that most students have a negative perspective of the material of the lesson which presented by the teacher through WhatsApp group.

Next, students perspective about the disadvantages of using whatsapp for teaching during covid-19 pandemic. Based on the findings :

" Difficult to understanding the lesson"(S1, S2, S3, S4, S5, S6, S8, S10, S11, S13, S14, S16, S17, S19, S20, S22, S23, S25, S26, S27, S28, S30, S31, S32, S34),

" cannot face to face and study from the book"(S9, S21, S33),

" wasting money for buy the data package"(S7, S12, S15, S18, S24, S29).

25 student said " difficult to understanding the lesson". 3 student said " cannot face to face and study from the book". While 6 student said " wasting money for buy the data package". Based on students opinion its means that there are some disadvantages of using whatsapp for teaching such as difficult to understand the lesson, and wasting money for buying the data package.

Last results is students perspective about the advantages of using WhatsApp for teaching English during Covid-19 Pandemic. Based on the

findings 30 student answers with positive advantages with different reason such as "WhatsApp easy to operate", "make the teacher more easy to teach", "the student can learn from geogle and internet", "add more knowledge", and " have much time for learning english". While 4 students said "there are nothing advantages of using whatsapp". So its means that most of the student feel the advantages of using whatsapp for teaching English with different perspective.

It's support with Journal of English Language Teaching and Learning (JELTL) conducted by Evyta Tri Handayani , Dyah Aminatun with title *Students' Point of View on the use of WhatsApp Group To Elevate Writing Ability.* This result is supported by students' opinions which state many good responses to this media rather than bad responses. Moreover, the result also shows that the WhatsApp group is one of the appropriate learning platforms for education in Indonesia.

Based on some of the interview questions above. It can be conclude that the students perspective of using whatsapp for teaching english during covid-19 pandemic have a positive perspective, because based on student perspective, the use of whatsapp for teaching english is effective during covid-19 pandemic but delivery of the lessons by teachers through Whatsapp is very difficult to understand, besides that WhatsApp also have advantages and disadvantages when used for teaching english.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

For the conclusion the students perspective of using whatsapp for teaching English during covid-19 pandemic have a positive perspective, because based on student perspective, the use of whatsapp for teaching english is effective during covid-19 pandemic but delivery of the lessons by teachers through Whatsapp is very difficult to understand, besides that WhatsApp also have advantages and disadvantages when used for teaching english. Most of students have a perspective that Learning uses WhastApp is very difficult to understand the lesson, while the advantages of using WhatsApp for Teaching English based on students perspective such as " WhatsApp is easy to operate", "make the teacher more easy to teach", "the student can learn from geogle and internet", "add more knowledge", and " have much time for learning english".

B. Suggestion

This is suggestion for English teacher, the students and another researcher.

1. English Teacher

It is suggested the English teacher must be creative when use whatsapp for teaching during covid-19 Pandemic, the teacher must interest the students toward the material and help students understand the materials easily even only learn by WhatsApp. In addition, the

teacher also must pay attention to the students who don't care and not focus on teaching and learning process. The teacher is expected to make Whatsaap become creative media in teaching and learning process to create comfortable classroom for students with different background.

2. The Students

Students must increase their knowledge in the online learning process by WhatsApp and better understand the lesson from the teacher.

3. Another Researcher

The results of this study may be used as a reference for other researchers related to WhatsApp for teaching English because this research focuses on students' perspective of using WhatsApp for Teaching English during Covid-19 Pandemic.

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INITIALS QUESTION	THE QUESTION
Q1	Have you ever learned using WhatsApp Group during Covid-19 Pandemic?*(Pernahkah Anda belajar menggunakan Grup WhatsApp selama Pandemi Covid-19?)*
Q2	What is your difficulties when you are learning english by using WhatsApp Group? *(Apa kesulitan yang dialami ketika belajar bahasa Inggris menggunakan Grup WhatsApp?)*
Q3	What do you think about class activities in online learning by using WhatsApp group, fun or bored?*(Bagaimana aktivitas di kelas online yang menggunakan grup WhatsApp ? Seru atau membosankan ?)*
Q4	In your opinion , Does WhatsApp is effective for Teaching English during Covid-19 Pandemic ?*(Menurut pendapat mu , apakah grup WhatsApp efektif digunakan untuk mengajar bahasa inggris selama pandemi covid-19 ?)*
Q5	In your opinion does study from the WhatsApp group are beneficial especially for online learning during covid 19 pandemic?*(Menurut pendapat mu, apakah belajar dari grup WhatsApp bermanfaat terutama untuk pembelajaran online di masa pandemi covid 19?)*
Q6	Is Teaching English using WhatsApp make you more easy to understand the lesson? *(Apakah Mengajar Bahasa Inggris menggunakan WhatsApp membuat Anda lebih mudah memahami materi pelajaran?)*
Q7	How often do you use WhatsApp group for online learning during covid-19 pandemic *?(Seberapa sering Anda menggunakan grup WhatsApp untuk belajar online selama pandemi covid-19?)*
Q8	Do you think that WhatsApp group creates interaction among students*? (Apakah kamu bisa berinteraksi sesama dengan temanmu menggunakan grup WhatsApp ?)*
Q9	In your opinion, what are the disadvantages of using WhatsApp group for teaching English? *(Menurut Anda, apa kerugian menggunakan grup WhatsApp untuk mengajar bahasa Inggris?)*
Q10	In your opinion, what are the advantages of using WhatsApp group for teaching English? *(Menurut Anda, apa keuntungan menggunakan grup WhatsApp untuk mengajar bahasa Inggris?)*

APPENDIX II

INTERVIEW RESULT

Q1: Have you ever learned using WhatsApp Group during Covid-19 Pandemic?*(Pernahkah Anda belajar menggunakan Grup WhatsApp selama Pandemi Covid-19?)*

initials	The answers
S1	Pernah
S2	Pernah
S3	Pernah
S4	Alhamdulillah pernah
S5	Pernah
S6	Benar
S7	Pernah
S8	Pernah
S9	Pernah
S10	Pernah
S11	Iyh
S12	ya saya pernah
S13	Pernah
S14	Pernah
S15	Pernah
S16	Pernah
S17	Pernah
S18	Pernah
S19	Pernah,selama pandemi kami menggunakan guru menyampaikan informasi lewet grup wa
S20	Pernah
S21	Pernah, dan bahkan akhir² ini selama pandemi
S22	Pernah
S23	Pernah
S24	Pernah
S25	Pernah
S26	Pernah
S27	Pernah
S28	Selama pandemi Covid19 saya selalu menggunakan Grup WhatsApp untuk belajar.
S29	Pernah tapi. Dari daring
S30	Pernah
S31	Pernah
S32	Pernah
S33	Alhamdulillah pernah
S34	Pernah

Q2: What is your difficulties when you are learning english by using WhatsApp Group? *(Apa kesulitan yang dialami ketika belajar bahasa Inggris menggunakan Grup WhatsApp?)*

initials	The answers
S1	Tidak ada
S2	Tidak Mengerti
S3	Tidak ada
S4	Tidak mudah mengerti
S5	Kesulitannya sulit memahami materi yang di berikan
S6	Tidak
S7	Gc ada kamus
S8	Pernah
S9	Biasa aj
S10	Tidak dapat memahami materi pelajaran
S11	Tidak dapet materi lebih banyak
S12	susah mengartikan nya
S13	Tidak
S14	Tidak memahami materi
S15	Susah
S16	Kesulitan saya belajar bahasa Inggris menggunakan grup WhatsApp adalah saya kurang memahami materi yang di berikan guru
S17	Lupa
S18	Gk tau
S19	Saya terkadang kurang mengerti apa yg disampaikan oleh guru
S20	Pemahaman materi
S21	Tidak serius, karna b inggris dlm siswa peljran yng pling sulit untuk di pahami di kelas apalagi di grup whatsaap
S22	Susah buat memahami
S23	Tidak mengerti
S24	Entah
S25	Lebih sulit untuk paham
S26	Tidak ada
S27	Tidak ada
S28	Kesulitan nya adalah kurang memahami isi materi yg di berikan seperti pengejaan kata dan pengunaan kata kerja.
S29	Engak ada
S30	Tidak ada
S31	Tidak Mengerti
S32	Tidak ada
S33	Tidak mudah mengerti
S34	Kesulitannya sulit memahami materi yang di berikan

Q3: What do you think about class activities in online learning by using WhatsApp group, fun or bored?(*Bagaimana aktivitas di kelas online yang menggunakan grup WhatsApp ? Seru atau membosankan ?)*

initials	The answers
S1	Membosankan
S2	Membosankan
S3	Seru
S4	seru
S5	Membosankan
S6	Seru
S7	Seru
S8	Pernah
S9	Seru
S10	Membosankan
S11	Seru
S12	seru
S13	Seru
S14	Membosankan
S15	Membosankan
S16	Membosankan
S17	Membosankan
S18	Membosankan
S19	membosankan
S20	Membosankan
S21	membosankan
S22	membosankan
S23	Membosankan
S24	Membosankan
S25	Seru
S26	Seru
S27	Seru
S28	membosan Karena kita tidak dapat berjumpa guru dan teman
S29	Seru
S30	Membosankan
S31	Membosankan
S32	Seru
S33	seru
S34	Membosankan

Q4: In your opinion , Does WhatsApp is effective for Teaching English during Covid-19 Pandemic ?(*Menurut pendapat mu , apakah grup WhatsApp efektif digunakan untuk mengajar bahasa inggris selama pandemi covid-19 ?)*

initials	The answers
S1	Ya. Selama pandemi saja
S2	Lumayan
S3	Sangat efektif lah dimasa pandemi
S4	Lumayan
S5	Ya
S6	Lumayan
S7	Iya
S8	Iya
S9	Y
S10	Ya
S11	Iyh
S12	lumayan
S13	Efektif
S14	Tidak
S15	Iyh
S16	Tidak sama sekali, Karena sulit untuk memahami semua meteri yang di berikan
S17	Ya
S18	Ya
S19	Iyah,karena tidak perlu belajar secara Langsung
S20	Ya
S21	ya ,
S22	Efektif
S23	Lumayan
S24	Lumayan
S25	Iyh
S26	sangat Efektif kalo pandemi gini
S27	Yaaa
S28	Menurut saya selama pandemi Covid19 Belajar bahasa Inggris menggunakan Grup WhatsApp adalah hal yg paling efektif.
S29	Iya
S30	Ya. Selama pandemi saja
S31	Efektif selama pandemi
S32	Sangat efektif lah dimasa pandemi
S33	effektif
S34	Ya

Q5: In your opinion does study from the WhatsApp group are beneficial especially for online learning during covid 19 pandemic?(*Menurut pendapat mu, apakah belajar dari grup WhatsApp bermanfaat terutama untuk pembelajaran online di masa pandemi covid 19?*)

initials	The answers
S1	Ya. Sangat bermanfaat
S2	Tidak
S3	Sangat bermanfaat
S4	Iyh . Sangat bermanfaat
S5	Sangat bermanfaat
S6	Sangat bermanfaat
S7	Ya.Sangat bermanfaat
S8	Sangat bermanfaat
S9	Ya. Sangat bermanfaat
S10	Sangat bermanfaat
S11	Iyh Sangat bermanfaat
S12	Sangat bermanfaat
S13	Sangat bermanfaat
S14	Tidak
S15	Iyh Sangat bermanfaat
S16	Sangat bermanfaat
S17	Tidak
S18	Untuk masa pandemi sekarang bermanfaat, tapi untuk selanjutnya tidak tahu
S19	Sangat bermanfaat , Memudah kan kita berinteraksi dengan guru dan murid tanpa harus tatap muka
S20	Tidak
S21	Sangat bermanfaat
S22	Sangat bermanfaat
S23	Yh Sangat bermanfaat
S24	Tidak bermanfaat
S25	Sangat bermanfaat
S26	Sangat bermanfaat
S27	Yaaa, Sangat bermanfaat
S28	Bermanfaat karena tidak ada kontak fisik, yg menyebabkan terjangkiti Covid19, dan bisa langsung bertanya kepada guru soalan yg tidak paham melalu grup WhatsApp atau japri, maupun di internet.
S29	Sangat bermanfaat
S30	Ya. Sangat bermanfaat
S31	Tidak
S32	Sangat bermanfaat
S33	Iyh . Sangat bermanfaat
S34	Sangat bermanfaat

Q6: Is Teaching English   using WhatsApp make you more easy to understand the lesson? *(Apakah Mengajar Bahasa Inggris menggunakan WhatsApp membuat Anda lebih mudah memahami materi pelajaran?)*

initials	The answers
S1	Ya
S2	Tidak
S3	Iya
S4	Tidak mudah memahami
S5	Tidak
S6	Tidak
S7	Ya
S8	Ya
S9	Tidak
S10	Tidak
S11	Iyh
S12	Tidak
S13	Ya
S14	Tidak
S15	Tidak
S16	Tidak
S17	Tidak
S18	Sangat sulit untuk memahami
S19	sulit, karena saya kurang paham dengan materi yg disampaikan oleh guru
S20	Tidak
S21	Enggak lh astafirullah
S22	Tidakk
S23	Tidak
S24	Tidak
S25	Iyah
S26	ya Sangat paham
S27	Yaaa
S28	Tidak sebegitu paham kepada materi yang diberikan.
S29	ya Mudah
S30	Tidak
S31	Tidak
S32	Iya
S33	Tidak mudah memahami
S34	Tidak

Q7: How often do you use WhatsApp group for online learning during covid-19 pandemic *?(Seberapa sering Anda menggunakan grup WhatsApp untuk belajar online selama pandemi covid-19?)*

initials	The answers
S1	Tiap hari
S2	Setiap hari
S3	Setiap hari selama waktu jam sekolah
S4	Lumayan
S5	Setiap ada tugas masuk dari guru
S6	Sering kali
S7	Sering
S8	sering
S9	Sering
S10	Setiap hari
S11	Sering
S12	Seringkali
S13	Setiap hari
S14	Sering
S15	Hmpir sering
S16	Setiap ada materi yang masuk
S17	Sering sekali
S18	sering
S19	Lumayan sering,karena saya menunggu pertanyaan dari guru
S20	Sering
S21	Klo ad tugas yng di kirim guru aja
S22	Sering
S23	Setiap hari
S24	Jarang
S25	Sering
S26	Setia hari
S27	Tiap hari
S28	Saya sering menggunakan nya ketika guru memberikan materi pelajaran, atau pengumuman.
S29	Sangat lama
S30	Tiap hari
S31	Setiap hari
S32	Setiap hari selama waktu jam sekolah
S33	Lumayan
S34	Setiap ada tugas masuk dari guru

Q8: Do you think that WhatsApp group creates interaction among students?
(Apakah kamu bisa berinteraksi sesama dengan temanmu menggunakan grup WhatsApp ?)

initials	The answers
S1	Bisa
S2	Tidak
S3	Iya
S4	Bisa Klok ad pket
S5	bisa
S6	bisa
S7	Ya
S8	bisa
S9	Y
S10	Tidak
S11	Bisa
S12	Iyahhh
S13	Bisa
S14	Tidak
S15	Iyh bisa
S16	Tidak
S17	Bisa
S18	Gk tau
S19	Ya ,karena kita tidak perlu bertatap muka jika ingin berinteraksi bersama teman
S20	Bisa
S21	Bisa, tpi ga seru
S22	bisa
S23	bisa
S24	Bisa
S25	Bisa
S26	Bisa
S27	Bisa
S28	Yaa kami sering berinteraksi melalui grup WhatsApp atau pun pribadi.
S29	Bisah
S30	Bisa
S31	Tidak
S32	Iya
S33	Bisa Klok ad pket
S34	bisa

Q9: In your opinion, what are the disadvantages of using WhatsApp group for teaching English? *(Menurut Anda, apa kerugian menggunakan grup WhatsApp untuk mengajar bahasa Inggris?)*

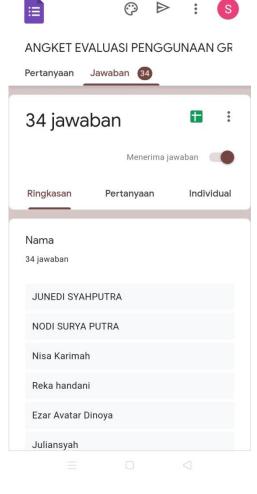| initials	The answers
S1	Sulit memahanmi materi
S2	Tidak dapat memahami materi
S3	Sulit memahanmi materi
S4	Tidak langsung mudah di pahami
S5	Kerugiannya sulit memahami materi yang di berikan
S6	Tidak faham
S7	Abes paket
S8	Sulit memahanmi materi
S9	tidak bisa belajar tatap muka dan malalui buku
S10	Tidak dapat memahami materi
S11	sulit memahami materi
S12	meng habiskan kuota
S13	Sulit memahanmi materi
S14	Sulit memahanmi materi
S15	Kuota cpat hbis
S16	Kerugianya adalah semua siswa sulit untuk memahami materi juga mengerjakan tugas yang di berikan oleh guru dan membuat beberapa siswa jadi malas mengerjakan tugas yang diberikan
S17	Tidak paham menangkap mata pelajaranntapelajarannya
S18	Sangat rugi karena gk di kasih paket □
S19	Kadang murid kurang mengerti apa yg disampaikan guru
S20	Pemahaman materi
S21	Siswa siswi tidak dpat memahami ap yang di berikan di grup whatsaap
S22	Kurang paham akan materi yg di ajarkan
S23	Tidak mudah untuk di pahami
S24	Abes duet untuk belik paket
S25	Lebih sulit untuk di pahami
S26	Tidak bertatap muka
S27	Sulit memahanmi materi
S28	Ya saya kurang memahami isi materi, pengejaan kata dan pengunaan kata.
S29	habis Paket untuk belajar
S30	Sulit memahanmi materi
S31	Tidak dapat memahami materi
S32	Sulit memahanmi materi
S33	Tidak langsung mudah di pahami
S34	Kerugiannya sulit memahami materi yang di berikan

Q10: In your opinion, what are the advantages of using WhatsApp group for teaching English? *(Menurut Anda, apa keuntungan menggunakan grup WhatsApp untuk mengajar bahasa Inggris?)*

initials	The answers
S1	Tidak ada
S2	Tidak Ada
S3	Mudah digunakan
S4	Gc Ad Untung
S5	Tidak ada keuntungannya
S6	Lacar bahasa ingris
S7	Enak digunakan
S8	Mudah digunakan
S9	Menjadi pinter
S10	Tidak ribet
S11	Tidak membuat ribet
S12	Ke untungan nya sangat la kecil
S13	Keuntungannya belajar secara online untuk menghindari covid 19
S14	Tidak ribet , mudah digunakan
S15	Mudah digunakan
S16	Keuntunganya: walaupun WhatsApp mempersulit siswa memahami materi pelajaran tapi WhatsApp juga ada sedikit keuntungan nya yaitu kalau tidak ada WhatsApp bagaimana kita mengerjakan tugas tugas yang diberikan oleh guru
S17	Keuntungganya adalah bisa lihat gugel
S18	Enak digunakan
S19	Interaksi guru dan murid mudah dan cepat tanpa harus belajar tatap muka
S20	Agar menciptakan pembelajaran yang berkualitas
S21	Klo aku ga ada sih
S22	Menambah pengetahuan walau hanya sedikit
S23	Mudah digunakan
S24	Gak adak untung nya
S25	Lebih mudah karna online
S26	Onlain
S27	Dapat berdiskusi SM teman"
S28	Keuntungan nya kita dapat bisa belajar kata" baru dan mempunyai banyak waktu untuk belajar bahasa Inggris tidak hanya lewat buku tapi bisa juga lewat internet.
S29	Mudah digunakan
S30	Tidak ada
S31	Tidak Ada
S32	Mudah digunakan
S33	Gc Ad Untung
S34	Tidak ada keuntungannya

DOCUMENTATION

ANGKET EVALUASI PENGGUNAAN GR

Pertanyaan   Jawaban   34

Bagian 1 dari 2

ANGKET EVALUASI PENGGUNAAN GRUP WHATSAPP UNTUK MENGAJAR

ANGKET EVALUASI PENGGUNAAN GR

Pertanyaan   Jawaban   34

34 jawaban

Menerima jawaban

Ringkasan   Pertanyaan   Individual

Nama

34 jawaban

JUNEDI SYAHPUTRA

NODI SURYA PUTRA

Nisa Karimah

Reka handani

Ezar Avatar Dinoya

Juliansyah

Ringkasan   Pertanyaan   Individual

Nama

34 jawaban

JUNEDI SYAHPUTRA

NODI SURYA PUTRA

Nisa Karimah

Reka handani

Ezar Avatar Dinoya

Juliansyah

edy Kurniawan

Khairunia br tarigan

DIKI RAMA YUZA

Apa kesulitan yang dialami ketika belajar bahasa Inggris menggunakan Grup WhatsApp?

34 jawaban

Tidak dapat memahami materi pelajaran

Kesulitannya sulit memahami materi yang di berikan

Pernah

Gc ada kamus

Tidak Mengerti

Tidak memahami materi

Sulit memahami materi yang di berikan

Tidak paham dengan materinya

Bagaimana aktivitas di kelas online yang menggunakan grup WhatsApp ? Seru atau membosankan ?

34 jawaban

Membosankan

Agak sedikit membosankan

Lumayan seru

Kadang seru kadang Gc

Lumayan membosankan,karena soal dari guru lumayan lama dikirimkan

Seru

Klo tiap hari mah bukn bosan lagi tpi pening

Pernah

Membosankan

Menurut pendapat mu , apakah grup WhatsApp efektif digunakan untuk mengajar bahasa inggris selama pandemi covid-19 ?

34 jawaban

Iya

Gk tau

Iya

Tidak efektif

Tidak,

Gk tau

Sangat efektif

Sangat Tidak

Sangat efektif

Menurut pendapat mu, apakah belajar dari grup WhatsApp bermanfaat terutama untuk pembelajaran online di masa pandemi covid 19?

34 jawaban

bermanfaat sekali

Iyh

Iyh bermanfaat

Memudah kan kita berinteraksi dengan guru dan murid tanpa harus tatap muka

Yh bermafaat

Dangan bermanfaat

Gk tau

Santan bermanfaat

Untuk masa pandemi sekarang bermanfaat, tapi untuk selanjutnya tidak bermanfaat

Apakah Mengajar Bahasa Inggris menggunakan WhatsApp membuat Anda lebih mudah memahami materi pelajaran?

34 jawaban

Tidak juga

Sangat memahami

Sangat sulit untuk memahami

Mudah

Enggak lh astafirloh

Iya

Pernah

Kurang

Iyh

Seberapa sering Anda menggunakan grup WhatsApp untuk belajar online selama pandemi covid-19?

34 jawaban

- Setiap hari
- Sering
- Tiap hari
- Hampir setiap hari
- Sering
- Sering kali
- Seringkali
- Lumayan
- Hmpir sering

Apakah kamu bisa berinteraksi sesama dengan temanmu menggunakan grup WhatsApp ?

34 jawaban

- Bisa Klok ad pket
- Iyh bisa
- Ya ,karena kita tidak perlu bertatap muka jika ingin berinteraksi bersama teman
- Gk tau
- Bisah
- Iya bisa
- Bisa, tpi ga seru
- Pernah
- Ya

Menurut Anda, apa kerugian menggunakan grup WhatsApp untuk mengajar bahasa Inggris?

34 jawaban

- Tidak menangkap mata pelajaranntapelajarannya
- Abes duet untuk belik paket
- Pemahaman materi
- Kerugiannya sulit memahami materi yang di berikan
- Pernah
- Abes paket
- Sulit memahanmi materi
- Sulit memahami materi

Menurut Anda, apa keuntungan menggunakan grup WhatsApp untuk mengajar bahasa Inggris?

34 jawaban

- Keuntungannya belajar secara online untuk menghindari covid 19
- Menambah pengetahuan walau hanya sedikit
- Dapat berdiskusi SM teman"
- Lacar bahasa ingris
- Ke untungan nya sangat la kecil
- Gc Ad Untung
- Seru
- Keuntunganya: walaupun WhatsApp mempersulit siswa memahami materi pelajaran tapi WhatsApp juga ada sedikit

APPENDIX IV

NAME OF STUDENTS

No	Initials	Real Name
1	S1	Ade irpan tarigan
2	S2	Adinda fransisca
3	S3	Alya Pratiwi
4	S4	Andini Triafsari
5	S5	Anis Safitri
6	S6	Clara Diana Vega
7	S7	Dani Alfa rizky
8	S8	edy Kurniawan
9	S9	Elvina Safutri
10	S10	Ezar Avatar Dinoya
11	S11	Ezi ferdiansyah
12	S12	Fahri dwinata
13	S13	Gilang Al Farizi
14	S14	Helmalia Putri
15	S15	Indah lestari
16	S16	Juliansyah
17	S17	Junedi Syahputra
18	S18	Kaisa putri
19	S19	Khairunia br tarigan
20	S20	Khairunnisa br Sembiring
21	S21	Muhammad Atan Tira

22	S22	Nadila
23	S23	Nana triana
24	S24	Neylza Shezy Nafisa
25	S25	Nila kumala sari
26	S26	Nisa Karimah
27	S27	Nismaya Lubis
28	S28	Nurhasanah
29	S29	Nurlianti
30	S30	Radja khadafi
31	S31	Radit Kaputra
32	S32	Reka handani
33	S33	Sartika
34	S34	Sesil lia

APPENDIX V

RESEARCH PERMISSION AND RESEARCH RESPONSE LETTER

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI SUMATERA UTARA MEDAN
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
Jl. Williem Iskandar Pasar V Medan Estate 20371
Telp. (061) 6615683-6622925 Fax. 6615683

Nomor   : B-12485/ITK/ITK.V.3/PP.00.9/07/2021   06 Juli 2021
Lampiran : -
Hal   : **Izin Riset**

Yth. Bapak/Ibu Kepala SMPN 1 WAMPU

Assalamulaikum Wr. Wb.

Dengan Hormat, diberitahukan bahwa untuk mencapai gelar Sarjana Strata Satu (S1) bagi Mahasiswa Fakultas Ilmu Tarbiyah dan Keguruan adalah menyusun Skripsi (Karya Ilmiah), kami tugaskan mahasiswa:

Nama	:	**Bella Safrina**
NIM	:	**0304172126**
Tempat/Tanggal Lahir	:	**Paya Tusam, 10 Juli 2000**
Program Studi	:	**Tadris Bahasa Inggris**
Semester	:	**VIII (Delapan)**
Alamat	:	

untuk hal dimaksud kami mohon memberikan Izin dan bantuannya terhadap pelaksanaan Riset di Jl. Pendidikan, Paya Tusam, Wampu, Kabupaten Langkat. , guna memperoleh informasi/keterangan dan data-data yang berhubungan dengan Skripsi (Karya Ilmiah) yang berjudul:
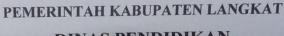
Students Perspective of using Whatsapp Group for Teaching English during Covid-19 Pandemic

Demikian kami sampaikan, atas bantuan dan kerjasamannya diucapkan terima kasih.

Medan, 06 Juli 2021
a.n. DEKAN
Ketua Program Studi Pendidikan
Bahasa Inggris

Digitally Signed

Yani Lubis, M.Hum
NIP. 197006062000031006

SURAT KETERANGAN

NO : 421.3/075/SMP.49/VIII/2021

Yang bertanda tangan di bawah ini:

Nama	: Drs. GUNADI ,MM
NIP	: 19650321 199702 1 001
Jabatan	: Kepala Sekolah SMP Negeri 1 Wampu
Tempat Tugas	: SMP Negeri 1 Wampu

Menyatakan bahwa

Nama	: Bella Safrina
Tempat tanggal Lahir	: Paya Tusam, 10 Juli 2000
NIM	: 0304172126
Program Studi	: Tadris Bahasa Inggris
Semester	: VIII (Delapan)

Benar Mahasiswa tersebut di atas, telah melaksanakan penelitian di SMPN 1 WAMPU dari tanggal 16 Juli s.d 16 Agustus 2021, dengan judul penelitian *Students Perspective of using WhatsApp Group for Teaching   English during Covid-19 Pandemic.*

Demikianlah surat keterangan ini diperbuat kiranya dapat digunakan sebagaimana mestinya

Wampu, 16 Agustus 2021

Kepala SMP Negeri 1 Wampu

Drs, GUNADI, MM

NIP. 19650321 199702 1 001

CURRICULUM VITAE

Name   : Bella Safrina

Place and date of birth   : Paya Tusam, 10 Juli 2000

Adress   : Dusun II Paya Tusam, Kec.Wampu, Kab.Langkat

Religion   : Islam

Citizenship   : Indonesia

Email   : bella.safrina1616@gmail.com

Educational Background   : -   SDN 056610

- SMPN 1 WAMPU

- SMAN 1 WAMPU

- UINSU MEDAN

Researcher

Bella Safrina
030417212