

**STUDENTS' PERCEPTION IN LEARNING SPEAKING THROUGH  
WHATSAPP GROUP : A CASE STUDY AT THE SEVENTH GRADE  
OF SMP IT (FULLDAY SCHOOL) AL-BIRUNI MANDIRI  
MAKASSAR IN ACADEMIC YEAR 2020/2021**

**SKRIPSI**

**NUR'AINI KHOMSATUN  
4518101025**

**BOSOWA**



**ENGLISH LANGUAGE EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
BOSOWA UNIVERSITY  
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**Submitted in Partial Fulfillment of the Requirement for the Degree of  
Sarjana Pendidikan (S.Pd) in English Education Department**

**By**

**NUR'AINI KHOMSATUN**

**4518101025**

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ACADEMIC YEAR 2020/2021

Submitted by

NUR'AINI KHOMSATUN  
NIM 4518101025

Had been defended in front of Skripsi Examination Committee  
August 30<sup>th</sup>, 2021

Approved by:

Supervisor I,



Hj. Restu Januarthy Hamid, S.Pd.I., M.Pd.  
NIDN. 0905018503

Supervisor II,



A. Hamzah Fansury, S.Pd., M.Pd.  
NIDN. 0903118701

Under the cognizance of,

Dean

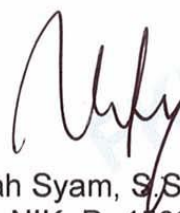
Faculty of Teacher Training and Education,



D. Asdar, S.Pd., M.Pd.  
NIK. D. 450375

Head

English Education Department,



Ulfah Syam, S.S., M.Pd.  
NIK. D. 450394

## PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Nur'aini Khomsatun

NIM : 4518101025

Judul Skripsi : Students' Perception in Learning Speaking Through Whatsapp Group : A Case Study at the Seventh Grade of SMP IT (fullday school) Al-Biruni Mandiri Makassar in Academic Year 2020/2021

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Yang membuat pernyataan,



**Nur'aini Khomsatun**

## ABSTRACT

**Nur'aini Khomsatun.** 2020. *Students' Perception in Learning Speaking Through Whatsapp Group : A Case Study at the Seventh Grade of SMP IT (fullday school) Al-Biruni Mandiri Makassar in Academic Year 2020/2021. (Supervised by Restu January and Andy Hamzah Fansury).*

The objective of this study was to know the students' perception in learning speaking through whatsapp group at SMP IT Al-Biruni Mandiri Makassar. The reason of utilizing WhatsApp Group for learning English is that it makes the learning preparing compelling and productive.

The writer applied whatsapp group in learning speaking and used descriptive quantitative design. The population of this study was the seventh grade of SMP IT Al-Biruni Mandiri Makassar in the academic year 2020/2021. It consisted of 35 students divided into two classes, ICP class ( International Class Program) and Regular class. In ICP class consists of 11 students, and regular class consists of 24 students. The researcher took one class, regular class. It consisted of 24 students. The writer conducted the study by using questionnaire related to technique WhatsApp application which had been used in English subject. It was conducted at SMP IT Al-Biruni Mandiri Makassar for two weeks.

Based on the result of the research, most students agreed that by using WhatsApp they will more confident to speak English. It proved by using an instrument, it was questionnaire. It used the scale from 1 until 5 numbers by using Likert Scale. The writer found that most students enjoyed to use WhatsApp application.

Keywords : WhatsApp, Perception, Speaking.

## ABSTRAK

**Nur'aini Khomsatun.** 2020. *Students' Perception in Learning Speaking Through Whatsapp Group : A Case Study at the Seventh Grade of SMP IT (fullday school) Al-Biruni Mandiri Makassar in Academic Year 2020/2021. (Supervised by Restu Januarty and Andy Hamzah Fansury).*

Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa dalam pembelajaran berbicara melalui grup whatsapp di SMP IT Al-Biruni Mandiri Makassar. Alasan menggunakan Grup WhatsApp untuk belajar bahasa Inggris adalah membuat persiapan pembelajaran menjadi menarik dan produktif.

Penulis menerapkan grup whatsapp dalam pembelajaran Speaking dan menggunakan desain deskriptif kuantitatif. Populasi penelitian ini adalah siswa kelas VII SMP IT Al-Biruni Mandiri Makassar Tahun Pelajaran 2020/2021. Terdiri dari 35 siswa yang terbagi dalam dua kelas yaitu kelas ICP ( International Class Program ) dan kelas Reguler. Di kelas ICP terdiri dari 11 siswa, dan kelas reguler terdiri dari 24 siswa. Peneliti mengambil satu kelas yaitu kelas reguler. Terdiri dari 24 siswa. Penulis melakukan penelitian dengan menggunakan kuesioner terkait dengan teknik aplikasi WhatsApp yang telah digunakan dalam mata pelajaran bahasa Inggris. Dilaksanakan di SMP IT Al-Biruni Mandiri Makassar selama dua minggu.

Berdasarkan hasil penelitian, sebagian besar siswa setuju bahwa dengan menggunakan WhatsApp mereka akan lebih percaya diri untuk berbicara bahasa Inggris. Hal ini dibuktikan dengan menggunakan instrumen berupa angket. Instrumen ini menggunakan skala 1 sampai 5 menggunakan skala Likert. Penulis menemukan bahwa sebagian besar siswa senang menggunakan aplikasi WhatsApp.

Kata Kunci : WhatsApp, Persepsi, Speaking.

## ACKNOWLEDGEMENT

Alhamdulillahirabbil ‘alamiin, in the name of Allah SWT, the Foremost Useful and the Foremost Forgiving, peace and blessing, also upon the greatest prophet Muhammad SAW, his family and all of his supporters counting to all of us. All acclaims to be Allah, since of His charitableness and mercifulness the researcher was able to finish this skripsi entitled “ Students’ Perception in Learning Speaking Through Whatsapp Group : A Case Study at the Seventh Grade of SMP IT (fullday school) Al-Biruni Mandiri Makassar in Academic Year 2020/2021.”

First of all, the writer would like to give her gratitude, respect, and appreciation for the following people for their great contribution in the process of her study and then in writing this skripsi.

This skripsi is presented to the English Language Education Department Faculty of Teacher Training and Education, Bosowa University as a partial fulfillment of the requirement for the degree of Strata 1.

The writer got so much help from a number of individuals, for their profitable direction. Without them, the composing of this skripsi would not be completed. Therefore, the writer would like to express the greatest thanks and appreciation for those people:

1. Prof. Dr. Ir. M. Saleh Pallu, M.Eng as the Rector of Bosowa University.
2. Dr. Asdar, M.Pd as the Dean of Faculty of Teacher Training and Education.
3. Ulfah Syam, S.S., M.Pd as the Head of English Education Department.

4. Restu Januarty, S.Pd.I., M.Pd as the first supervisor and Andy Hamzah Fansury, M.Pd as the second supervisor, for their time, guidance, knowledge, advice, motivation, correction, and suggestion in finishing this skripsi.
5. Muliati, S. Pd., M. Hum., M. Ed and Rampeng, S. Pd., M. Pd. as the examiners, for the referrals, comments, and suggestions.
6. All the lecturers of English Education Department from Bosowa University and all the lecturers from my previous campus, Mercu Buana University Yogyakarta and Tanjungpura University Pontianak for their knowledge and motivation; all the staffs of Faculty of Teacher Training and Education for their help.
7. Dr. Erna Tri Herdiani, M. Si. as the institution's president and Fatmawati Zain, S.Pd. as the Headmaster of SMP IT Al-Biruni Mandiri Makassar for giving permission to the writer conducting the study.
8. Haslinda, S.Pd, the teacher class seven Regular, Ahmad Ali Syahbana, S.Pd., M.Pd., Andi Nur Awalyah Saiful, S.Pd., and Masra, S.Si. as English teachers for their information and allowed the writer to do the research.
9. The students from class seven regular, thank you for your participation.
10. The writer's beloved parents, in memory of the deceased (Alm) Zukanan and Sunartiasih, for their love, prayers, encouragement, motivations, and support to finish her study. Then the beloved sisters Nur Rochaningsih and Nur Fitri, thanks for their spirit and praying. And also her brother Nur Fanan, Arba'in, and Imam Hanafi, thanks for your support.



11. The writer's beloved husband, Warsono, S. T. For his love and support..

The writer's beloved daughters, Eka Inova Wulan Ramadhani, Devina Ajeng Pangestu, Haura Gendis Rarasati, and Nusaybah Ereshva Abiseka, thanks for the spirit.

12. Titin Rochaeti, S. Pd., Sinta Fenanda Putri, S. Pd., Adnan Alkadry, S. Pd., Jenifer Binti, S. Pd., and all of my friends for your help and your support.

13. The writer realizes that this skripsi is not idealize, so the writer would be thankful for any comments, correction, and feedback from all the perusers to progress this skripsi.

Finally, the writer trusts that this skripsi will be valuable for the writer herself and the readers. Subsequently, the helpful feedback and suggestion are exceedingly acknowledged.

Makassar, 30 June 2021

Nur'aini Khomsatun

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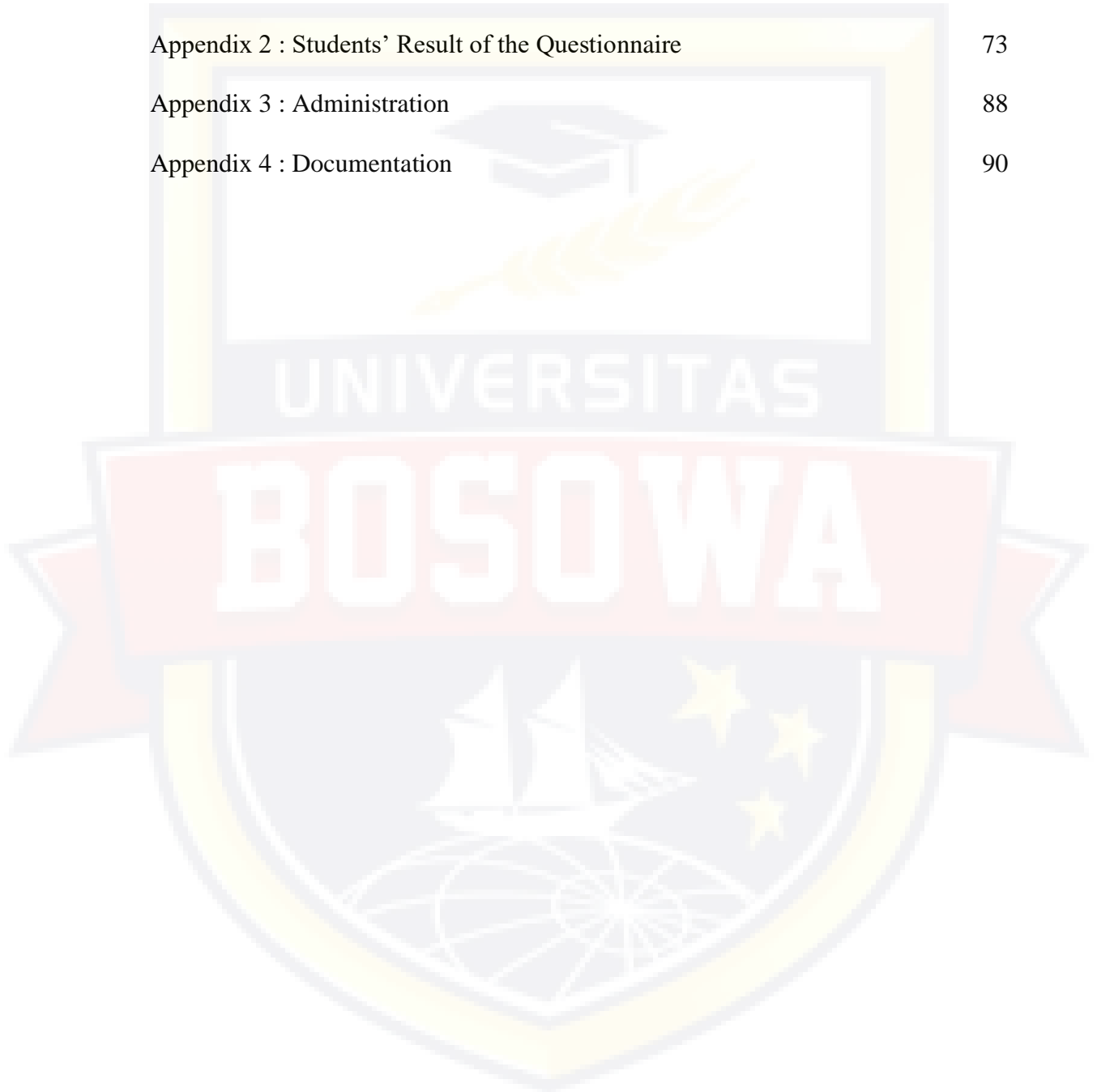
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# CHAPTER I

## INTRODUCTION

This chapter contains the background of the research, identification of the problem, the scope of the research, formulation of the problem, objective of the research, and significance of the research.

### A. **Research Background**

During pandemic Online Learning become a common issue in the world, which has had substantial implications for the education sector. The significance of online learning has changed dramatically since the onset of COVID-19.

Virtually every institution from primary schools through graduate schools in Indonesia and around the world has moved instruction from classroom settings to remote/distance settings. It is important to note that institutions undertook this shift under extreme pressure with unrealistic timelines, frequently a matter of days or weeks. In many cases, the resultant coursework does not adhere to standards reflective of high quality online instructional design. (Shea, 2020). According to (Hidayati, 2010) E-Learning is an educational concept that utilizes Information and Communication Technology in the teaching and learning process. With e-learning, students do not need to sit nicely in the classroom to listen to every word of a teacher directly. E-learning can also shorten the target learning time schedule, and of course save costs that must be incurred by a study program or educational program.

During corona virus pandemic the writer will do the research by using whatsapp group as an online learning system to know the students' perception in

learning speaking at the first grade of SMP IT Al Biruni Mandiri Makassar. By WhatsApp group the writer will find the advantages in online learning. As we know that this application is very common today, so all the students will use it easily. WhatsApp is a Web based network device that provides more prominent usefulness than SMS and permits clients to send and receive messages in a assortment of media designs: content (that can be longer than SMS text), documents (e.g., PDF), emoji, photographs, videos, user areas, and voice or video calls. WhatsApp is especially well known since its improved capabilities permit clients to interact in a assortment of ways. For case, WhatsApp permits users to exchange text messages one-to-one or as gather discussions. Furthermore, users can share documents and a variety of mixed media sorts as well as making voice or video calls. With this usefulness, WhatsApp maybe a valuable learning instrument that produces posting, sharing content and engaging in online talks simple and available anyplace and anytime Jain, Vortex Luaran, & Rahman (2016) in (Rahayu1 & Salwianto2, 2019).

To know the students' perception learning in speaking, the writer will use video. Speaking by video can make the students more confident in speaking English, because there is no face to face between the teacher and the students. The utilize of WhatsApp in dialect learning ought to be pointed to energize understudies in learning the lesson particularly English. Be that as it may, the educator plays an extraordinary part, so the instructor must select the reasonable theme to utilize within the dialog, and ought to offer assistance the understudy get it the lesson by utilizing different highlights on WhatsApp application. WhatsApp



application offers features which can be used for learning speaking. Students can hold discussion on chatroom on the WhatsApp group. The students can find the topic of discussion themselves or the teacher can also give a suitable topic for learning activities. The teacher can ask the students to review the material via video.

For social organize like WhatsApp offers different highlights counting sound and video empower the clients to require advantage for learning particularly dialect learning. In reality there are still exceptionally few individuals realize that by utilizing WhatsApp can bolster their dialect learning. There are numerous preferences ready to take from utilizing WhatsApp in instruction counting English dialect learning. WhatsApp isn't only sending content message but records and message broadcasting. With message broadcasting, we will select or make a list of people in our contacts we wish to share instructive and learning resources with and able to create a wide based discourses on numerous subjects. Ready to too make a gathering or bunch discourse by utilizing WhatsApp. Ready to inquire questions in any subjects and send it over to all individuals within the gather through a broadcast or begin a important talk on concepts we have to be get it much superior. Indeed with WhatsApp, the learning and data sharing happen at the consolation when we are bed. (Riyanto, 2013). In this research the writer will give a video about introducing ourselves into whatsapp group, and then ask the students to introduce themself via video.

Speaking is one of skills in English. It is important to understand after reading, writing, and listening. Speaking is the way to communicate each other. It

means the way to ask and give information from other people. So the students have to know this skill to share their perception in learning speaking. There are four skills in English, such as reading, writing, listening and speaking. Speaking is the most difficult skill, because it needs pronunciation and arrangement words. Beside that, the students have to have thoughts before speaking. Lack of vocabularies is one of troubles in it, so practicing speaking everyday is a good way to handle it.

Perception is the assumption or something accepted as true or as certain to happen. The students give their perception by consciousness in particular part. After accepting the material, the students thought and gave the opinion to share in the class. So the writer understood the students' perception about what have happened. The students had their own perception in learning speaking. Most of them get trouble in memorizing vocabularies, arranging words, and grammar structure. By giving material into WhatsApp group, the students had casually in learning speaking, so the students enjoyed it and liked it. So the conclusion is WhatsApp group made learning speaking nicely, because the students became more confident in speaking English via video.

Speaking is one of skills in English. It is important to understand after reading, writing, and listening. Speaking is the way to communicate each other. It means the way to ask and give information from other people. So the students have to know this skill to share their perception in learning speaking. There are four skills in English, such as reading, writing, listening and speaking. Speaking is the most difficult skill, because it needs pronunciation and arrangement words.

Beside that, the students have to have thoughts before speaking. Lack of vocabularies was one of troubles in it, so practicing speaking everyday was a good way to handle it.

Based on the background above, the researcher will do the research about Students' perception in learning speaking through whatsapp group : a case study at the seventh grade of SMP IT (fullday school) Al-Biruni Mandiri Makassar.

#### **B. Identification of Problems**

Based on the background above, the problem statement of this research is “What are the students’ perceptions on learning speaking by whatsapp group at the seventh grade of SMP IT Al-Biruni Mandiri Makassar ?”

#### **C. Scope of the Research**

This research focused on using whatsapp group in learning speaking at the first grade of SMPIT Al-Biruni Mandiri Makassar.

#### **D. Formulation of Problems**

Referring to the background, the problem of the research is “How is the students’ perceptions in learning speaking through whatsapp group ?

#### **E. Objective of the Research**

Based on the problems stated, this research has a purpose to know the students’ perceptions in learning speaking through whatsapp group.

## **F. Significance of the Research**

The result of study is expected to be used :

1. For the teachers, this research might be as a consideration system whether the teaching activities are varies. Therefore, it can be applied to their daily activities.
2. For the researcher, this research will be used to fulfill the requirement to pass examination.
3. For school / stakeholder, it will be easier in learning speaking by using whatsApp group.

**BOSOWA**

## **CHAPTER II**

### **REVIEW OF LITERATURE**

This chapter concerns about speaking skills, whatsapp group, speaking through whatsapp group, The previous research findings, and also the conceptual framework.

#### **A. Theoretical Review**

##### **1. Speaking Skills**

Speaking is the primary way to interact with others within the social community. Moreover, the victory in learning a dialect at to begin with can be seen from the capacity of the learner's talking. In any case, it is exceptionally difficult for the tenderfoots to talk the outside dialect, particularly English. There are some parts of reasons why they get challenges in talking, such as lack of thoughts to tell, need of vocabularies to specific the thoughts, need of the chance to talk, and need of the curiously instructing strategy that can spur them to talk. (Zuhriyah, 2017).

Speaking skill is more difficult than the other skills, because in the speaking skill, is not only needs pronounce words, but also arrangement of the word in the oral performance (Bashir, 2011:38) in Roysmanto (2018). Utama (2013:3) in Roysmanto (2018). stated that there are two viewpoints in the speaking expertise; Etymology perspective and Non-Linguistics viewpoint. Language structure, word order, pronunciation, comprehension of articulation, lexicon, and familiarity are the phonetic aspect. And Non-Linguistics angle includes identity measurement, such as self- esteem,

extroversion, inspiration, intergroup climate, and self-confidence. In conclusion, the consider almost dialect isn't simple, exactly about talking, that's caused because the complex prepare within the talking ability. concurring to Chafe (n.d.:41) in Roysmanto (2018), stated that talking is the activity of somebody who utilize their portion of their body, such us lungs, throats, and mouths to create voice which pass through the discuss and strike to ears of the audience or the other people. The trouble within the talking happened since talking ability was influenced by numerous perspectives.

According to (Wahidah, 2016), Speaking is one of the major skills of dialect. Speaking considered as a main dialect aptitude that understudies should improve. It could be a key to communicate and is the foremost imperative aptitude of dialect that must be acceded by understudies because speaking ought to be connected in daily communication. Educates can utilize exercises approach combine dialect input and communicative yield. Dialect input comes within the shape of educator conversation, tuning in exercises, perusing sections, and the dialect listened and perused exterior of class In communicative yield, dialect learners' fundamental reason is to total an assignment, such as getting data, creating a travel arrange, or making a video. To total the errand, they may utilize the dialect that the educators has fair displayed, but they too may draw on any other lexicon, language structure, and communication procedures that they know. (Bahrani & Soltani, 2012).

Speaking can be utilized to hone new dialect (as is common in question- answer assignments or role-plays held after particular dialect instruction. (Garside, 2019). The abilities included in how we connected with others completely different ways are called communicative competencies: open to instruction abilities which frame the dialect utilized in interaction completely different settings. Speaking as a dialect ability includes these competencies much more than it requires exactness of dialect, so when we conversation almost 'teaching speaking', we are talking around something distinctive from language structure or lexicon practice. Speaking can be utilized to hone the unusual dialect (as is common in question-answer assignments or role-plays held after particular dialect instruction, but this kind of movement may not teach the expertise of talking itself. Teaching speaking as a set of competencies just as ready to educate, display and hone particular linguistic use highlights to understudies, the component competencies which make up talking as a unadulterated dialect aptitude can too be broken down and displayed systematically. Some valuable dialect sub-skills which can be turned into hone exercise are : Avoiding repetition, Responding appropriately while listening, Turn-taking techniques, Politeness, Circumlocution (talking around unknown words using known language), Extending ideas.

Speaking is defined as a way to verbally communicate for mostly interpersonal and somewhat transactional purposes. (Nunan, 1999 : 228) in (Nazara, 2011). Speaking is additionally a multi-sensory movement since it

involves paralinguistic highlights such as eye-contact, facial expressions, body language, tempo, delays, voice quality changes, and pitch variety which influence conversational stream. (Thornbury, 2005) in (Nazara, 2011). It appears that culture is indispensably in how Speaking Ability Advancement talking is developed which has suggestions for how English speaking is taught and learned.

Speaking may be a particular talked that's primarily social and locked in for social purposes and in social settings. It involves three areas of information (Burnkart, 1998) in (Nazara, 2011) . To begin with, the mechanical components of language (pronunciation, language structure, and vocabulary), which permits the speaker to utilize the correct words within the adjust grouping and fitting pronunciation. Second, the talking capacities (exchange and interaction), which empowers the speaker to know when the clarity of the message is needed (as in carrying out the exchange or in trading of data) and when a profound understanding is not fundamental (as within the advancement of relations). Third, the socio cultural norms (such as turn-taking, rate of discourse, length of stops between speakers, relative parts of members) which empower an person to realize the conversational circumstance, whom he is talking to, and what the reason of speaking is.

Agreeing to Bygate (1987: 6) in (Putra, 2017) Speaking is the vehicle of social solidarity, of social making of proficient accomplishment and of business. It is through their way of speaking that individuals are most regularly judged. Talking is additionally a medium through which much



dialect is learn, counting English. According to Putra (2017) talking capacity is the capacity to valuable action in which one individual got to utilize and to communicate each other. Talking is one of the components of a dialect. The presence of talking is important and cannot be isolated by the presence of a dialect. It implies that there's no interaction exist without talking. Talking is the foremost vital component for understudies when their learning english dialect.

Torky (2006) in Dionar<sup>1</sup> & Adnan<sup>2</sup> (2018) stated that talking is an interactive process of developing meaning that includes creating, accepting and processing data. Talking is additionally characterized as the capacity to express something orally, coherently, easily and suitably in given a meaningful setting to serve both value-based and connections purpose using adjust articulation, language structure, and lexicon and receiving the pragmatic and talk rules of the talked dialect. Speaking is one of the preminent dialect ability that very troublesome for students. The understudies may have a few troubles related to the need of participation, failure to specific supposition, and moo inspiration in speaking.

Burnkart (1998:11) in (Zyoud, 2016) says that speaking is an activity which involves three areas of knowledge, they are the mechanics (pronunciation, grammar, and vocabulary); it is the use of the right words in the right order with the right pronunciation. The capacity to communicate effectively may be a fundamental prerequisite which needs to be taken genuinely in English education. Consequently, the significance of the

statements over is, by doing speaking, the learners will be able to communicate their needs and express their sentiments. Through speaking, dialects can be used interactively to uncover their intention. Therefore, this expertise is what conveys the learners' contemplations and empowers them to communicate with each other. Consequently, talking is signified as one of the beneficial skills besides composing, which gets to be the evidence of learners' competence in English. Besides, much of the communication is made through speaking. In brief, learning a language remains fragmented on the off chance that one does not achieve competence in talking. In summary, speaking is the way to interact or to communicate each other by face to face and has purposes to give and ask information by other people. It is the most difficult skill when compared by reading, writing and listening, because speaking not only pronounce word but also arrange word. The speaker needs thoughts before saying words.

## **2. Students' Perception in Learning Speaking**

Perception is giving an opinion based on the fact or experience that have happened. Perception is the method whereby people decipher tactile stimulations into important information about their work environment. It has related about human behavior. According to Stone and Neilson (1985 : 205) in Sarkol (2016), stated that perception is an intellectual organization of sensory stimuly both inner and outside, connected with specific individual, object or event.

Perception may be a handle that gone before by sensing's handle, which is constitute process was acknowledged by it boost by person via sense's device or also so-called sensors' process (Bimo, 1980) in (Fikri, 2018). Perception can be characterized as our recognition and interpretation of tactile data. Perception moreover includes how to reply the data. Agreeing to Robbins (2003) in (Adiwinata, 2017), perception is the method taken by individuals to oversee and to decipher perception of tactile to give significance in their environment. Perception can be characterized as people recognition and translation of tactile data. Perception also includes how individuals react the data. Individuals can think of perception as a prepare where they take in tangible data from environment and utilize the data in arrange to associated with the environment. Sensation happens some time recently brain translates the gotten information from the tangible organs. All creatures have tangible organs, for instance, human. They have eyes, ears, skin, nose, and tongue to get boosts to feel the sensation. In the event that one of the tangible organs has restricted work or even worse, cannot work at all, the other tangible organs' capacity will increase (Santrock, 2005) in (Adiwinata, 2017).

Perceptions refer to how people understand and assign meaning to the information in the environment (Zimbardo, Weber, & Johnson, 2009) in (Gerritsen-van Leeuwenkamp, et al., 2018). Expected information is easier and more efficient to process and understand. In contrast, unexpected information is surprising; there- fore, it is more carefully processed (Roese & Sherman, 2007) in (Gerritsen-van Leeuwenkamp, et al., 2018). Changes

in behavior occur when there is a discrepancy between the perceived information and someone's expectations.

Concurring to the Oxford Progressed learner's Dictionary (1995) in (Fikri, 2018), speaking means to say words ; to say or to conversation something around something, to have a conversation with someone; to address someone in word etc. whereas speech means the control of activity of talking; a way or way of talking Speaking is the way to ask and give information by other people. It is usually face to face to communicate each other. Speaking skill is one of four skills in English. The four skills are reading, writing, listening, and speaking. Speaking is the most difficult skill in English, because the students need both to pronounce and to arrange words. According to Brown (1994) and Burns & Joyce (1997) in (Leong1 & Ahmadi2, 2017), defined speaking as an interactive process of making meaning that includes producing, receiving, and processing information. Speaking is exceptionally critical in moment dialect learning. In spite of its significance, talking has been ignored in schools and colleges due to distinctive reasons like accentuation on language structure and unfavorable teacher-student proportions. Speaking has been missing from testing since of the issue in evaluating it equitably and the time it takes to carry out talking tests Clifford (1987) in (Leong1 & Ahmadi2, 2017). Talking could be a ability which is commendable of consideration in both to begin with and second language. Learning the talking ability is the foremost imperative angle of learning a moment or outside language and success is measured

based on the capacity to perform a discussion within the dialect Nunan (1995) in (Leong<sup>1</sup> & Ahmadi<sup>2</sup>, 2017).

Every student has his/her own perception in learning speaking. The students have some difficulties such as : lack of vocabularies, no idea to speak, cannot arrange words correctly, etc. According to Taiqin (1995) in (Heriansyah, 2012), about non- language factors, which showed that ninety-five percent of students said that they had difficulty speaking because they were afraid of making errors in class, they had no idea what to say, they were not confident and comfortable if they made mistakes, and they were not interested with the topics that are given by the lecturers.

### **3. WhatsApp Group**

WhatsApp Inc. was built up by Jan Koum and Brian Acton, who was the past agents at Yahoo Inc. WhatsApp was at to begin with started for Android cell phones and before long approach Windows, Symbian, iOS, Blackberry OS. This further helped it to construct its acclaim all through the world. WhatsApp may be a well known and mainstream informing application around the globe. It licenses to client for illuminating, send sound, video and picture to different companions that have WhatsApp as well. (Dekhne, 2016).

According to (Aulianto, 2019) The utilize of WhatsApp as media of communication is anticipated to encourage individuals in doing farther interaction between individual and community. Each individuals can set a protection of chat on WhatsApp. In any case, individuals have a few

discernments on it since it can be a image which has certain meaning. There are a few individuals who are intentioned actuate the security settings and a few don't . Communication is built up whether it remains compelling or is hampered by chat protection settings since somebody cannot discover out their online status, examined messages or not. According to Hermawan (2009) in (Trisnani, 2017), states that the use of social media can also easily create a forum where individuals can communicate with each other and exchange ideas with each other. In this case it will be very easy for individuals to communicate and comment on various topics and cases. discussed by other individuals. Individuals can also build assumptions, emotions and beliefs through comments and perspectives and thoughts of other individuals on social media, this allows us to reactively comment and conclude. Whatsapp as one of the social media currently uses it for social purposes and as a delivery Messages by both individuals and groups.

#### **4. Learning Speaking Through WhatsApp Group**

Casual learning on WhatsApp makes a difference in making learning more student-centered leading to more noteworthy learner independence through collaborative learning with their peers. It also makes a difference in viably locks in learners giving them the much-needed exposure and interaction within the target dialect past the classroom. (Joy, et al., 2020).

The reason of utilizing WhatsApp Group for learning English is that it makes the learning preparing compelling and productive. Understudies

don't require paper any longer. They can essentially practice their English through their smart phone. The educator can utilize the media to show the materials and the assignments. At that point, they can too utilize the media to submit their answers straightforwardly and rapidly. The adequacy and the proficiency of the use of the social medium isn't as it were happened within the classroom. By utilizing the media, teacher can moreover inquire understudies to practice their English at home and monitor them through the media. WhatsApp is rated as a incredible societal association that interfaces individuals to induce and share the humongous around the world data quickly. It is additionally as portion of the social media development. At whatever point people are sharing stories and impacting others, it is viewed as social organizing (Nicholson, 2011) in (Rahayu & Salwianto, 2019).

WhatsApp group has brought assorted individuals together. In case you utilize whatsApp routinely, you'd be portion of at slightest one bunch, in case not more. But it has had its issues. Individuals have utilized them for spreading abhor and producing spam. And, of course, we too have the feared family WhatsApp group (Mehvish, 2018). According to Mehvish (2018) the steps of using whatsApp group are :

**a. Search group messages**

Suppose you want to check a very important message that your friend sent a few days back in a group. Usually one would scroll through all the messages to find the original message. Thankfully, WhatsApp makes it extremely easy to find messages within groups and even individual chats.

Under the three-dot icon in any chat thread (group or private) you will find the Search option. Using this feature you can find old messages.

Tap on it and type your search term followed by the Enter key. Use the arrows next to the search box to move to the next word.

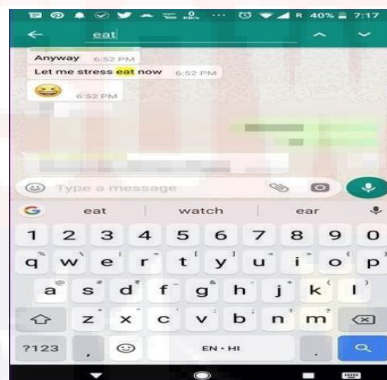
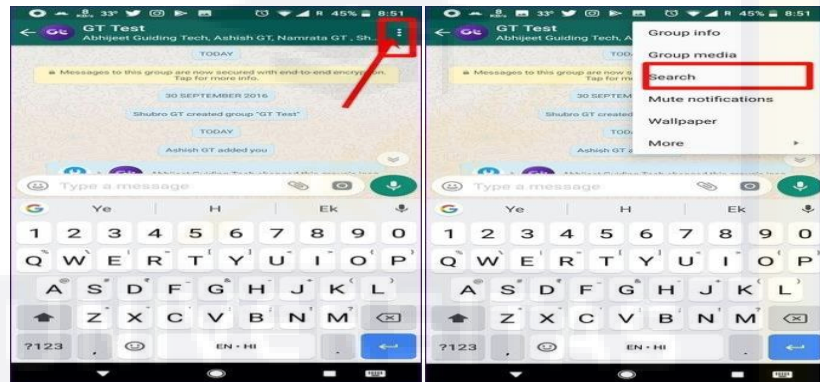


Figure a. Search group messages

#### b. Search for links and documents

While you can use the above method to also search for links and documents, there is a separate search button for media. For instance, if you are looking for Facebook Stories tips link, it makes sense to search it directly under Links. To search media in a group, follow these steps :

1. Open the group and tap the top bar. Then, tap the Media label on the next screen.



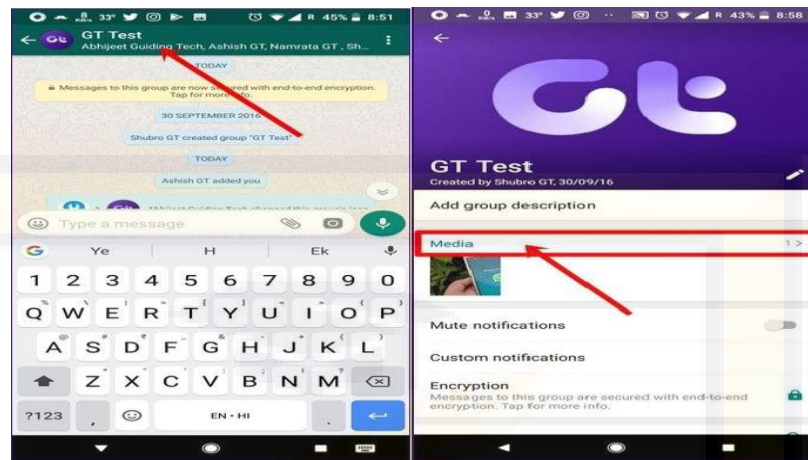


Figure b. 1. Search media in a group

2. Tap on Documents or Links followed by the Search icon that appears at the top-right corner. Enter the search term and WhatsApp will instantly find links or documents having that term.

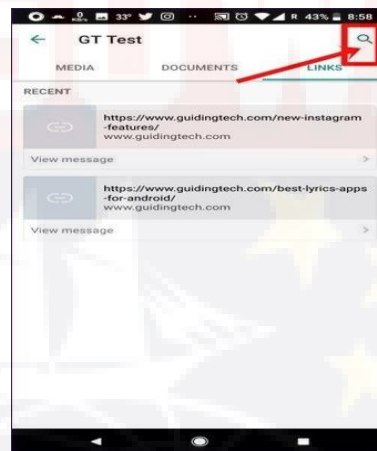


Figure b. 2. Search media in a group

### c. Search group members

In addition to the above two search features, there is another search available in WhatsApp groups. We are talking about group member search. If a group consists of more than 50 people, it would be a tedious job to look for a particular person. But, thankfully, you have member search feature to your rescue. To find a group member, open the group and tap the top bar.

On the next screen, tap the small Search icon present next to the number of participants label.

Then enter the initials of the member.

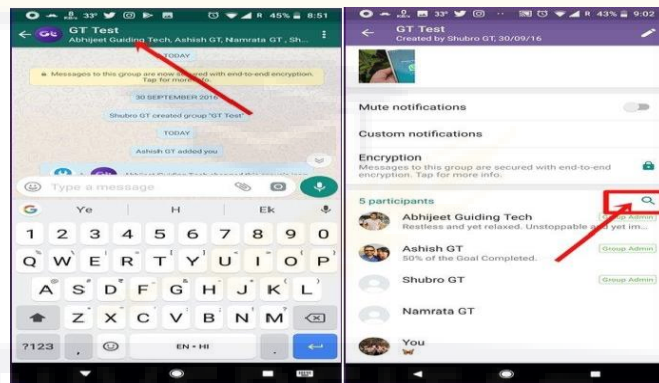


Figure c. Search group members

#### d. Add group description

WhatsApp recently introduced the feature to add group descriptions. You can now add a small description to describe your current or new groups. Whether you are an admin or a normal member, you can modify the group description.

To add a group description, open the group and tap the top bar. Tap on Add group description. Then enter the description that you want to keep.

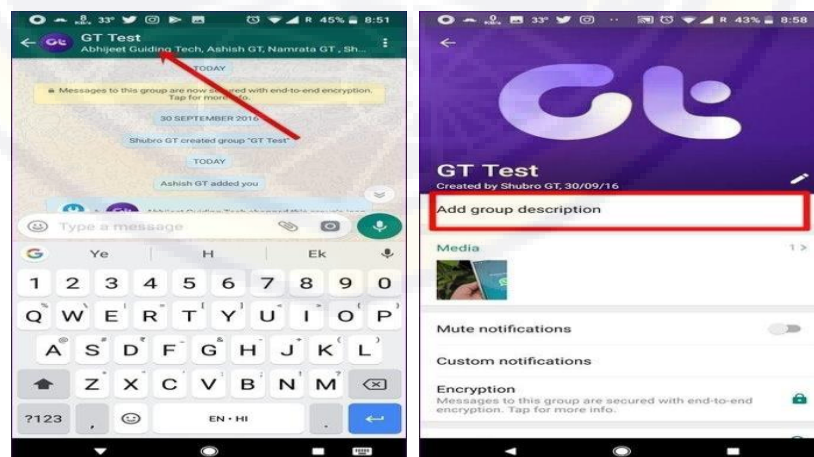


Figure d. Add group description

### e. Invite by link

Like other features, WhatsApp has made it easy to join groups. Many times, the creator of a group doesn't have everyone's contact number. In situations like these, the admin can just share the invite link with other members who can then forward the link to more people.

To create a link, open the Group info screen and tap the Invite via link option. On the next screen, choose the medium to share the link. Once the link is out and you want others to stop joining the group, you can revoke the link on this screen by tapping the Revoke link option.

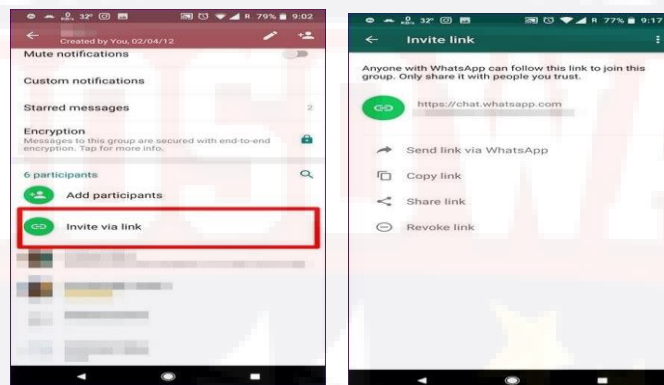


Figure e. Invite by link

### f. Add multiple group admins

Group admins know how chaotic it can get. Hence having multiple admins makes sense. WhatsApp, by default, transfers the admin rights to a random member if the admin leaves the group. However, the admin can use this feature to transfer the rights to the person they trust.

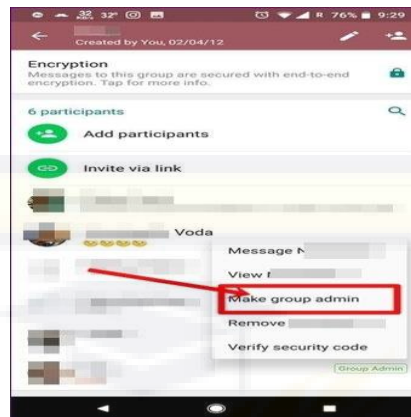


Figure f. Add multiple group admins

To do so, go to the Group info page and hold the participant's name whom you want to transfer the rights. A pop-up menu will appear. Tap on Make group admin. To revoke admin rights, hold the admin's name and tap Dismiss as admin.

#### g. Mute whatsapp groups

We saved this one for the last. If you are part of annoying groups and don't want to receive their continuous messages, you can mute them.

To do so, hold or long-tap the group that you want to mute and tap the Mute icon present in the top bar. Alternatively, you can mute a group from the Group info page too by enabling the Mute notifications option.

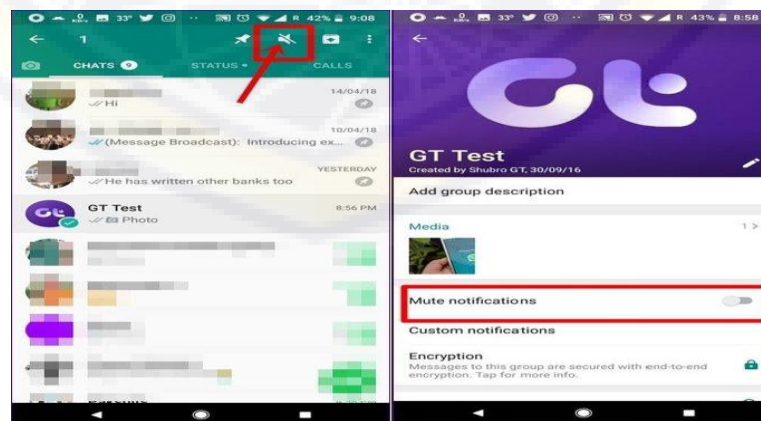


figure g. mute whatsapp groups

## **B. Previous Related Research Finding**

There are some previous research about WhatsApp as an online learning system. The first previous research is conducted by (Ali & Bin Hady, 2019). This consider pointed to investigate the affect of WhatsApp on improving Saudi EFL students' language skills and areas. It also explored EFL students' attitudes, motivation, and anxiety toward learning English through WhatsApp. They conducted WhatsApp as an online learning on motivating students to use the language and develop their skills. This consider examined the WhatsApp application as a versatile dialect learning instrument. Such applications can attack our lives in different measurements. Students'habit to such applications can be skillfully coordinated towards upgrading their competence in English dialect. The current study found that WhatsApp had a positive effect on learning English skills and areas (listening, speaking, reading, writing, vocabulary, spelling, and grammar). This study moreover appeared that WhatsApp propelled understudies to utilize the dialect and decreased their anxiety. The study recommends the integration of WhatsApp and mobile learning in all stages of instruction generally and within the field of English dialect learning / teaching in specific.

The second previous research is conducted by (Nurazizah, et al., 2019). This consider bargains with the utilize of WhatsApp voice note in talking lesson. This study aimed at figuring out the teacher's way in implementing WhatsApp voice note in teaching talking on account text and investigating the perspective on WhatsApp voice note to make strides

speaking ability on narrative text. The study carried out senior high school in Tasikmalaya West Java. The population of this study are all of English teachers and all of the students at the tenth grade. In selecting the sample, the researcher used purposive sampling because this research based on the teachers consideration in the school. Thus, it is not interfered with a lesson schedule in the school. The researcher observed one English teacher and the students of X MIPA 1. The researcher utilized three instrument such as classroom observation, meet, and questionnaire. They concluded that learning to talk English language utilized WhatsApp voice note is an attractive learning action, positive activities, and WhatsApp voice note was simple to be utilized. Beside it, WhatsApp voice note could be a valuable apparatus for giving the understudies openings to speak hone especially on story content. By utilizing WhatsApp voice note, it can be shared information simple and permit the students for inquiring offer assistance in their journey to memorize English at any time and any place.

(Cicuh & Nurmalia, 2020), the title is Utilizing WhatsApp Application in English Language Learning Classroom. in their research, This investigate is pointed at observing WhatsApp, which is custom fitted to support English Language Learning (ELL) exercises. This study aimed at observing how WhatsApp can support English Language Learning (ELL) activities. To achieve these objectives, the quantitative results will be presented. A case thinks about is drawn from members of fifth semester understudies at English Division Universitas Bina Sarana Informatika. The instrument used for this study is a questionnaire based on the students'

perception of the use of WhatsApp in English Language Learning (ELL). In the observation part, it observed how WhatsApp was used by both the teacher and students throughout English Language Learning (ELL). The data gathered were described and analysed to achieve the objective of the study. Based on the quantitative comes about of this ponder, it uncovered that WhatsApp given less demanding and speedier communication between teachers and understudies for scholarly purposes. It permitted understudies to share and trade data through the highlights of WhatsApp, for example, images, audios, recordings, and numerous more. Another advantage of utilizing WA is how it too made a difference the understudies to recognize e-learning exercises effectively.

The next research is conducted by (Marleni & Asilestari, 2018). This study aims to decide the impact of social media: WhatsApp on students' talking aptitudes. The test of this consider is the second semester class A as the exploratory course and the second semester class B as the control course. The inquire about plan utilized is quasi-experimental with purposive testing method. The instruments used to gather information are pre-posttest and survey and photo documentation. Based on the comes about of the consider, the average score of understudies within the exploratory course and the control class. Based on the result of information analysis and talk, it can be concluded that there's a noteworthy impact on the students' speaking aptitude after the application at the moment semester understudies of English Consider Program of College of Pahlawan Tuaku Tambusai. The

students' talking ability in the test course got higher score than the control lesson. It can be seen within the information investigation that there are numerous understudies.

Some previous research focus on implementing WhatsApp to support and improve the students in speaking English. In my research, focuses on using WhatsApp group to know the students' perception in learning speaking. Since the onset of pandemic the students need motivation to learn English speaking. So by using WhatsApp group the researcher will find the students' opinion in learning speaking through WhatsApp group.

### C. Conceptual Framework

This researcher will do the research to find the students' perception in learning speaking by using WhatsApp group. The conceptual framework of this research are describe below :



Figure : Conceptual Framework



### Conceptual Framework Explanation :

A curriculum is what is instructed in school. In other words a educational programs could be a set of subjects. To define a curriculum as 'what is instructed in schools' is undoubtedly, exceptionally dubious. It is for this reason that a few frequently conversation approximately 'school curriculum' in this common way and they tend to cruel by this the extend of subjects instructed and the sum of educating time given to each in terms of hours or minutes. (Mulenga, 2018). Kennedy (2005) in (Mulenga, 2018) concluded that a curriculum which as it were centers on key competencies of the world of paid work is deficient. A great educational modules ought to instead include a full extend of aptitudes and competencies that are significant all through the life span of each human individual.

Agreeing to Bygate (1987: 6) in (Putra, 2017) Speaking is the vehicle of social solidarity, of social making of proficient accomplishment and of business. It is through their way of speaking that individuals are most regularly judged. Talking is additionally a medium through which much dialect is learn, counting English. Speaking ability is very important in our life because we, as a human being, have a need to use it to communicate each others. In expansion, McDonough and Shaw (2003: 134) in (Putra, 2017) characterized that "Speaking is desire and reason driven, in other words we really need to communicate something to achieve a specific end". This may include communicating thoughts and conclusions; communicating a wish or a desire to do something; negotiating and/or tackling a specific problem; or establishing and keeping up social relationship and fellowship.

Participation and progress social media particularly WhatsApp as a communication system sophisticated in these times, so educators are moreover required able to adjust to development and headway of ICT, by developing alone or make utilize of existing innovation, such as WhatsApp as a instrument for transfer information with fast without having to induce hung up on it only certain learning time, with respect to various variables in arrange to purpose learning can be accomplished. Thing this was moreover emphasized by I Nyoman Sudana Degeng that there is several variables are necessary attention of teachers and considered in making various sorts of learning media, namely:

- (1) directions goals
- (2) effectiveness
- (3) understudies
- (4) availability
- (5) obtainment costs
- (6) specialized quality (Nurseto, 2012) in (Pustikayasa, 2019)

On the WhatsApp application there could be a highlight that is allows individuals to communicate in groups namely utilizing bunches. With the presence of this gather, how educators and normal students can carry out learning. Analysing the data of Questionnaire of the respondents will be given a questionnaire containing 20 statements to dig their perception about the use of WhatsApp Group in practicing English. After filling the questionnaire, the researcher draws conclusions from the questionnaire data and also from the activity in WhatApp Group.

WhatsApp group is an effective application to know the students' perception in learning speaking through WhatsApp group. Next WhatsApp group application can be implemented not only in learning speaking, but also in other skills such as reading, writing, and listening.



## CHAPTER III

### RESEARCH METHODOLOGY

This chapter presents the description of research method, population and sample, research variables and operational definition, research instrument, data collecting procedure and techniques of data analysis.

#### **A. Research Design**

This researcher used descriptive quantitative design. According to Arikunto (2005:26) in (Putra, 2015) States that descriptive research is not intended to test a specific hypothesis, but only describe what it is about a variable. According to Arikunto (2006:12) in (Putra, 2015) with quantitative research, many are required to use numbers, starting from the collection of data on the interpretation of the data, as well as the appearance of the result. So it can be concluded that descriptive quantitative research in this study is for viewing, reviewing and illustrating with numbers about that object studied as it is and draw conclusions about it according to the phenomenon visible at the time the study was conducted.

According to Sudjana and Ibrahim (2004: 64) in (Jayusman & Shahab, 2020) Descriptive research is "research that try to describe a symptom, events, events that occur at the time now". For a quantitative approach explained by Arikunto (2013: 12) in (Jayusman & Shahab, 2020) that Approach using quantitative because it uses numbers, starting from Data collection, interpretation of data that, and the appearance of the results. Based on this understanding can concluded that descriptive research done by searching for information related to the symptoms that exist, explained clearly the objectives achieved, Plan how to do approach, and collect various kinds of data as ingredients to make report.

The use descriptive quantitative design described the students' perceptions of learning speaking by using WhatsApp group at the first grade of SMPIT Al Biruni Mandiri Makassar.

## **B. Time and Location of the Research**

The research conducted on the second semester of seventh grade in SMP IT Al Biruni Mandiri Makassar in academic year of 2020/2021 for about two weeks began from May 24 2021.

## **C. Population and Sample of the Research**

### **1. Population**

The population of this research was the seventh grade students of SMP IT Al Biruni Mandiri Makassar in academic year 2020/2021 consisting 35 students divided into two classes, ICP class ( International Class Program) and Regular class. In ICP class consists of 11 students, and regular class consist of 24 students.

### **2. Sample**

The researcher took one class, regular class. It consisted of 24 students. There was 38 days Core Subject Program began from April 27th until June 4th. To increase the regular students in English, there was Core Subject Program 38 days on April 27 th until June 4 th. Class seven regular was divided into three groups by placement test. The groups were A2, A2F, and B1. The students were given the questionnaire related to technique WhatsApp application which has been using in English subject. The

researcher analyzed the case to know how the students' perception at the seventh grade of SMPIT Al Biruni Mandiri Makassar. The researcher conducted the research for two weeks.

#### **D. Instrument of the Research**

In the research instrument, the researcher used one instrument to collect the data. This instrument was adopted from Ali and Bin-Hady's research ( Ali and Bin-Hady, 2019). The questionnaire used to collect the data which consist of 20 numbers statements of closed-ended questionnaire. The questionnaire is one of the most widely used tools to collect data in especially social science research. The main objective of questionnaire in research is to obtain relevant information in most reliable and valid manner (Taherdoost, 2016). The answer of the questionnaire used the scale from 1 until 5 numbers by using Likert Scale. According to (Mawardi, 2019), Likert scale is a research scale used to measure attitudes and opinions. With this Likert scale, respondents are asked to complete a questionnaire which requires them to indicate their level of agreement with a series of questions. The questions or statements used in this research are usually referred to as research variables and are determined specifically by the researcher. The name of this scale is taken from the name of its creator, Rensis Likert, a social psychologist from the United States.

**Table 3.1 Likert Scale**

No.	Items	Score
1	Strongly agree	5
2	Agree	4
3	Doubtful	3
4	Disagree	2
5	Strong disagree	1

(Mawardi, 2019)

#### **E. Data Collection Procedure**

For data collection, the researcher used questionnaire as instrument in collecting the data from the sample. In gathering the data, the researcher will use the following procedures :

1. The researcher asked permission to the headmaster and English teacher to do the research.
2. Before doing the research Dr. Asdar, M.Pd as the Dean of Faculty of Teacher Training and Education and Fatmawati Zain,S.Pd. as the Headmaster of SMP IT Al-Biruni Mandiri Makassar signed the MOU as a proof the collaboration between Bosowa University and SMP IT Al-Biruni Mandiri Makassar.
3. The english teachers invited the researcher to join English WhatsApp group.
4. The researcher observed the students' activities in the English WhatsApp group.
5. The researcher noted the Speaking's material to collect the data.

6. The researcher saved the speaking video through whatsApp group. The activities which was been doing via whatsApp group :
  - a. The students recorded their monolog video about go green community school. The students described what the community is, what the community for, and what you need to do in the community. Then the students sent it into the teacher, and the teacher sent it into the group.
  - b. The students recorded their video monolog about describing objects. Then the students sent it to their teacher and the via WhatsApp.
  - c. The students recorded the video about daily routines and sent it to the teacher via WhatsApp.
7. The researcher introduced herself after getting the material. She introdused in the last meeting because the students usually nervous if they knew there was a strange person in the group.
8. The researcher distributed the questionnaire by sharing the link to the sample of the research via WhatsApp group. It consisted of 20 numbers. Then the students answered the questions.
9. The researcher collected the questionnaire from the students.
10. The researcher analyzed the answer sheet from the students.
11. The researcher calculated presentation the answer based on the questions.
12. The researcher collected the data and made conclution.



## **F. Technique of Data Analysis**

### **a. Reability**

Realibility is the precision of an instrument. In other words, the degree to which a investigate instrument reliably has the same comes about in the event that it is utilized in the same circumstance on repeated events. Reliability relates to the consistency of a degree. A participant completing an instrument implied to measure motivation ought to have around the same responses each time the test is completed. In spite of the fact that it is not conceivable to provide a correct calculation of reliability, an estimate of realibility can be accomplished through different measures. (Heale & Twycross, 2015).

The reliability test is intended to ensure the accuracy or consistency of the instruments used is an instrument that is reliable, consistent, and stable, so that when used repeatedly and produced the same data. The reliability of the assessment tool is the accuracy or the appropriateness of the tool in assessing what it is judging about, that is, whenever the judgment is used will give relatively the same results (Sudjana, 2008: 16) in ( Mawardi, 2019).

### **b. Validity**

Validity is defined as the degree to which a concept is accurately measured in quantitative consider. For example, overview planned to investigate discouragemant but which really measures uneasiness would not be considered valid. (Heale and Twycross, 2015).

### c. Validity Test

The validity test of the questionnaire developed from Students' perception on learning speaking in WhatsApp group. The score of questionnaire used Likert scale that is categorized into strongly agree, agree, doubtful, disagree, and strongly disagree. The questionnaire consists of 20 statements which were responded by the students. The results of questionnaire analyzed by using SPSS version 22.0 program.

**Table 3.2**  
**Scoring Classification**

Score	Letter Grades	Clasification
$\geq 80$	A	Very good
66 – 79	B	Good
60 – 65	C	Average
46 – 59	D	Poor
$\leq 45$	E	Fail

(Hikmah, 2016)

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter deals with the research findings and the discussions of the findings. The research findings gathered through the instruments used during the research to know the students' perception in learning speaking through WhatsApp group.

#### A. Research Findings

In this section, the writer presents the students' perception of learning speaking through WhatsApp group in SMP IT Al-Biruni Mandiri Makassar. The researcher collected the data by giving questionnaire to the students via WhatsApp group. The value for Strongly Disagree ( STS ) is 1, Disagree ( TS ) is 2, Doubtly ( R ) is 3, Agree ( S ) is 4, and Strongly Agree is 5. There were 24 students from class seven regular was divided into three groups by placement test, the groups were A2, A2F, and B1 according to their level. The researcher distributed 20 questions related with WhatsApp application to the students by giving google form link via WhatsApp group. The data of questionnaires are :

#### Data Analysis of Questionnaire

1. Studying viaWA improves my English speaking skills.

The first question to know the students' perception in learning speaking via WhatsApp group. The result of questionnaire can be seen on the table below :

Table 4.1. a  
Studying viaWA improves my English speaking skills

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	4.2	4.2	4.2
	TS	2	8.3	8.3	12.5
	R	7	29.2	29.2	41.7
	S	12	50.0	50.0	91.7
	SS	2	8.3	8.3	100.0
	Total	24	100.0	100.0	

Based of the result on the table above, Strongly Disagree 4.2% of 24 students, Disagree 8.3% of 24 students, Doubtly 29.2% of 24 students, Agree 50.0% of 24 students, and Strongly Agree 8.3% of 24 students for the question of Studying viaWA improves my English speaking skills.

Table 4. 1. b  
Classification Score of Studying viaWA improves my English speaking skills

No	Name	Frequency	Score
1.	Strongly Agree	2	10
2.	Agree	12	48
3.	Doubtful	7	21
4.	Disagree	2	4
5.	Strongly Disagree	1	1
		24	84

The classification score is (A) Very Good.

2. By learning via WA, there are often network problems.

The second question to know the students' perception in learning speaking via WhatsApp group. The result of questionnaire can be seen on the table below :

Table 4. 2. a  
By learning via WA, there are often network problems

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	8.3	8.3	8.3
	TS	4	16.7	16.7	25.0
	R	2	8.3	8.3	33.3
	S	10	41.7	41.7	75.0
	SS	6	25.0	25.0	100.0
	Total	24	100.0	100.0	

Based of the result on the table above, Strongly Disagree 8.3% of 24 students, Disagree 16.7% of 24 students, Doubtly 8.3% of 24 students, Agree 41.7% of 24 students, and Strongly Agree 25.0% of 24 students for By learning via WA, there are often network problems.

Table 4. 2. b  
By learning via WA, there are often network problems

No	Name	Frequency	Score
1.	Strongly Agree	6	30
2.	Agree	10	40
3.	Doubtful	2	6
4.	Disagree	4	8
5.	Strongly Disagree	2	2
			86

The classification score is (A) Very Good.

### 3. Learning via WA is effective for speaking English.

The third question to know the students' perception in learning speaking via WhatsApp group. The result of questionnaire can be seen on the table below :

Table 4.3 . a  
Learning via WA is effective for speaking English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	5	20.8	20.8	20.8
	R	7	29.2	29.2	50.0
	S	11	45.8	45.8	95.8
	SS	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Based of the result on the table above, Disagree 20.8% of 24 students, Doubtly 29.2% of 24 students, Agree 45.8% of 24 students, and Strongly Agree 4.2% of 24 students for Learning via WA is effective for speaking English.

Table 4.3 . b  
Learning via WA is effective for speaking English

No	Name	Frequency	Score
1.	Strongly Agree	1	5
2.	Agree	11	44
3.	Doubtful	7	21
4.	Disagree	5	10
5.	Strongly Disagree	0	0
		24	80

The classification score is (A) Very Good.

4. By studying via WA I lack of communication with the teacher.

The fourth question to know the students' perception in learning speaking via WhatsApp group. The result of questionnaire can be seen on the table below :

Table 4. 4. a  
By studying via WA I lack of communication with the teacher

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	4.2	4.2	4.2
	TS	8	33.3	33.3	37.5
	R	2	8.3	8.3	45.8
	S	9	37.5	37.5	83.3
	SS	4	16.7	16.7	100.0
	Total	24	100.0	100.0	

Based of the result on the table above, Strongly Disagree 4.2 of 24 students, Disagree 33.3% of 24 students, Doubtly 8.3% of 24 students, Agree 37.5% students, and Strongly Agree 16.7% of 24 students for By studying via WA I lack of communication with the teacher.

Table 4. 4. b  
By studying via WA I lack of communication with the teacher

No	Name	Frequency	Score
1.	Strongly Agree	4	20
2.	Agree	9	36
3.	Doubtful	2	6
4.	Disagree	8	16
5.	Strongly Disagree	1	1
		24	79

The classification score is (B) Good.

5. Learning via WA is interesting for me.

The fifth question to know the students' perception in learning speaking via WhatsApp group. The result of questionnaire can be seen on the table below :

Table 4. 5. a  
Learning via WA is interesting for me

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	4.2	4.2	4.2
	TS	4	16.7	16.7	20.8
	R	8	33.3	33.3	54.2
	S	8	33.3	33.3	87.5
	SS	3	12.5	12.5	100.0
	Total	24	100.0	100.0	

Based of the result on the table above, Strongly Disagree 4.2 of 24 students, Disagree 16,7% of 24 students, Doubtly 33.3% of 24 students, Agree 33.3% of 24 students, and Strongly Agree 12.5% of 24 students for Learning via WA is interesting for me.

Table 4. 5. b  
Learning via WA is interesting for me

No	Name	Frequency	Score
1.	Strongly Agree	3	15
2.	Agree	8	32
3.	Doubtful	8	24
4.	Disagree	4	8
5.	Strongly Disagree	1	1
		24	80

The classification score is (A) Very Good.

6. By learning via WA, I don't get vocabulary.

The sixth question to know the students' perception in learning speaking via WhatsApp group. The result of questionnaire can be seen on the table below :



Table 4. 6. a  
By learning via WA, I don't get vocabulary

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	12.5	12.5	12.5
	TS	3	12.5	12.5	25.0
	R	1	4.2	4.2	29.2
	S	12	50.0	50.0	79.2
	SS	5	20.8	20.8	100.0
	Total	24	100.0	100.0	

Based of the result on the table above, Strongly Disagree 12.5% of 24 students, Disagree 12.5% of 24 students, Doubtly 4.2% of 24 students, Agree 50% students, and Strongly Agree 20.8% of 24 students for By learning via WA, I don't get vocabulary.

Table 4. 6. b  
By learning via WA, I don't get vocabulary

No	Name	Frequency	Score
1.	Strongly Agree	5	25
2.	Agree	12	48
3.	Doubtful	1	3
4.	Disagree	3	6
5.	Strongly Disagree	3	1
		24	83

The classification score is (A) Very Good.

7. By studying via WA I have a lot of time to repeat the material at home.

The seventh question to know the students' perception in learning speaking via WhatsApp group. The result of questionnaire can be seen on the table below :

Table 4. 7. a  
By studying via WA I have a lot of timeto repeat the aterial at home

		Frequency	Percent	Valid Percent	Cumulative Percent
	TS	2	8.3	8.3	8.3
	R	5	20.8	20.8	29.2
	S	7	29.2	29.2	58.3
	SS	10	41.7	41.7	100.0
	Total	24	100.0	100.0	

Based of the result on the table above, Disagree 8.3% of 24 students, Doubtly 20.8% of 24 students, Agree 29.2% of 24 students, and Strongly Agree 41.7% of 24 students for By studying via WA I have a lot of time to repeat the material at home.

Table 4. 7. b  
By studying via WA I have a lot of time to repeat the material at home

No	Name	Frequency	Score
1.	Strongly Agree	10	50
2.	Agree	7	28
3.	Doubtful	5	15
4.	Disagree	2	4
5.	Strongly Disagree	0	0
		24	97

The classification score is (A) Very Good.

8. By learning via WA a lot of time is wasted, because no one is directly watching.

The eighth question to know the students' perception in learning speaking via WhatsApp group. The result of questionnaire can be seen on the table below :

Table 4. 8. a  
By learning via WA a lot of time is wasted, because no one is directly watching

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	8.3	8.3	8.3
	TS	5	20.8	20.8	29.2
	R	5	20.8	20.8	50.0
	S	7	29.2	29.2	79.2
	SS	5	20.8	20.8	100.0
	Total	24	100.0	100.0	

Based of the result on the table above, Strongly Disagree 8.3% of 24 students, Disagree 20.8% of 24 students, Doubtly 20.8% of 24 students, Agree 29.2% of 24 students, and Strongly Agree 20.8% of 24 students for By learning via WA a lot of time is wasted, because no one is directly watching.

Table 4. 8. b  
By learning via WA a lot of time is wasted, because no one is directly watching

No	Name	Frequency	Score
1.	Strongly Agree	5	25
2.	Agree	7	28
3.	Doubtful	5	15
4.	Disagree	5	10
5.	Strongly Disagree	2	2
		24	80

The classification score is (A) Very Good.

9. By learning via WA, it makes me more confident in speaking English.

The eighth question to know the students' perception in learning speaking via WhatsApp group. The result of questionnaire can be seen on the table below :

Table 4. 9. a  
By learning via WA, it makes me more confident in speaking English

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	4.2	4.2	4.2
	TS	4	16.7	16.7	20.8
	R	8	33.3	33.3	54.2
	S	6	25.0	25.0	79.2
	SS	5	20.8	20.8	100.0
	Total	24	100.0	100.0	

Based of the result on the table above, Strongly Disagree 4.2% of 24 students, Disagree 16.7% of 24 students, Doubtly 33.3% of 24 students, Agree 25.0% of 24 students, and Strongly Agree 20.8% of 24 students for By learning via WA, it makes me more confident in speaking English.

Table 4. 9. b  
By learning via WA, it makes me more confident in speaking English

No	Name	Frequency	Score
1.	Strongly Agree	5	25
2.	Agree	6	24
3.	Doubtful	8	24
4.	Disagree	4	8
5.	Strongly Disagree	1	1
		24	82

The classification score is (A) Very Good.

10. By studying via WA I spent more funds.

The tenth question to know the students' perception in learning speaking via WhatsApp group. The result of questionnaire can be seen on the table below :

Table 4. 10. a  
By studying via WA I spent more funds

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	8	33.3	33.3	33.3
	R	11	45.8	45.8	79.2
	S	3	12.5	12.5	91.7
	SS	2	8.3	8.3	100.0
	Total	24	100.0	100.0	

Based of the result on the table above, Disagree 33.3% of 24 students, Doubtly 45.8% of 24 students, Agree 12.5% of 24 students, and Strongly Agree 8.3% of 24 students for By studying via WA I spent more funds.

Table 4. 10. b  
By studying via WA I spent more funds

No	Name	Frequency	Score
1.	Strongly Agree	2	10
2.	Agree	3	12
3.	Doubtful	11	33
4.	Disagree	8	16
5.	Strongly Disagree	0	0
		24	71

The classification score is (B) Good.

11. Learning via WA makes learning more relaxed.

The eleventh question to know the students' perception in learning speaking via WhatsApp group. The result of questionnaire can be seen on the table below :

Table 4. 11. a  
Learning via WA makes learning more relaxed

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	2	8.3	8.3	8.3
	R	6	25.0	25.0	33.3
	S	9	37.5	37.5	70.8
	SS	7	29.2	29.2	100.0
	Total	24	100.0	100.0	

Based of the result on the table above, Disagree 8.3% of 24 students, Doubtly 25.0% of 24 students, Agree 37.5% of 24 students, and Strongly Agree 29.2% of 24 students for Learning via WA makes learning more relaxed.

Table 4. 11. b  
Learning via WA makes learning more relaxed

No	Name	Frequency	Score
1.	Strongly Agree	7	35
2.	Agree	9	36
3.	Doubtful	6	18
4.	Disagree	2	4
5.	Strongly Disagree	0	0
		24	93

The classification score is (A) Very Good.

12. Learning via WA makes me less focused.

The twelfth question to know the students' perception in learning speaking via WhatsApp group. The result of questionnaire can be seen on the table below :

Table 4. 12. a  
Learning via WA makes me less focused

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	4.2	4.2	4.2
	TS	7	29.2	29.2	33.3
	R	4	16.7	16.7	50.0
	S	8	33.3	33.3	83.3
	SS	4	16.7	16.7	100.0
	Total	24	100.0	100.0	

Based of the result on the table above, Strongly Disagree 4.2% of 24 students, Disagree 29.2% of 24 students, Doubtly 16.7% of 24 students, Agree 33.3% of 24 students, and Strongly Agree 16.7% of 24 students for Learning via WA makes me less focused.

Table 4. 12. b  
Learning via WA makes me less focused

No	Name	Frequency	Score
1.	Strongly Agree	4	20
2.	Agree	8	32
3.	Doubtful	4	12
4.	Disagree	7	14
5.	Strongly Disagree	1	1
		24	79

The classification score is (B) Good.

### 13. Learning via WA saves more costs.

The thirteenth question to know the students' perception in learning speaking via WhatsApp group. The result of questionnaire can be seen on the table below :

Table 4. 13.a  
Learning via WA saves more costs

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	2	8.3	8.3	8.3
	TS	7	29.2	29.2	37.5
	R	8	33.3	33.3	70.8
	S	5	20.8	20.8	91.7
	SS	2	8.3	8.3	100.0
	Total	24	100.0	100.0	

Based of the result on the table above, Strongly Disagree 8.3% of 24 students, Disagree 29.2% of 24 students, Doubtly 33.3% of 24 students, Agree 20.8% of 24 students, and Strongly Agree 8.3% of 24 students for Learning via WA saves more costs.

Table 4. 13. b  
Learning via WA saves more costs

No	Name	Frequency	Score
1.	Strongly Agree	2	10
2.	Agree	5	20
3.	Doubtful	8	24
4.	Disagree	7	14
5.	Strongly Disagree	2	2
		24	70

The classification score is (B) Good.

14. Learning via WA is confusing.

The fourteenth question to know the students' perception in learning speaking via WhatsApp group. The result of questionnaire can be seen on the table below :



Table 4. 14. a  
Learning via WA is confusing

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	4.2	4.2	4.2
	TS	7	29.2	29.2	33.3
	R	5	20.8	20.8	54.2
	S	7	29.2	29.2	83.3
	SS	4	16.7	16.7	100.0
	Total	24	100.0	100.0	

Based of the result on the table above, Strongly Disagree 4.2% of 24 students, Disagree 29.2% of 24 students, Doubtly 20.8% of 24 students, Agree 29.2% of 24 students, and Strongly Agree 16.7% of 24 students for Learning via WA is confusing.

Table 4. 14. b  
Learning via WA is confusing

No	Name	Frequency	Score
1.	Strongly Agree	4	20
2.	Agree	7	28
3.	Doubtful	5	15
4.	Disagree	7	14
5.	Strongly Disagree	1	1
		24	78

The clasification score is (B) Good.

15. Learning via WA makes the spirit of learning.

The fifteenth question to know the students' perception in learning speaking via WhatsApp group. The result of questionnaire can be seen on the table below :

Table 4. 15. a  
Learning via WA makes the spirit of learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TS	6	25.0	25.0	25.0
	R	11	45.8	45.8	70.8
	S	6	25.0	25.0	95.8
	SS	1	4.2	4.2	100.0
	Total	24	100.0	100.0	

Based of the result on the table above, Disagree 25.0% of 24 students, Doubtly 45.8% of 24 students, Agree 25.0% of 24 students, and Strongly Agree 4.2% of 24 students for Learning via WA makes the spirit of learning.

Table 4. 15. b  
Learning via WA makes the spirit of learning

No	Name	Frequency	Score
1.	Strongly Agree	1	5
2.	Agree	6	24
3.	Doubtful	11	33
4.	Disagree	6	12
5.	Strongly Disagree	0	0
		24	74

The classification score is (B) Good.

16. Learning via WA is boring.

The sixteenth question to know the students' perception in learning speaking via WhatsApp group. The result of questionnaire can be seen on the table below :

Table 4. 16. a  
Learning via WA is boring

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	4.2	4.2	4.2
	TS	8	33.3	33.3	37.5
	R	9	37.5	37.5	75.0
	S	4	16.7	16.7	91.7
	SS	2	8.3	8.3	100.0
	Total	24	100.0	100.0	

Based of the result on the table above, Strongly Disagree 4.2% of 24 students, Disagree 33.3 of 24 students, Doubtly 37.58% of 24 students, Agree 16.7% of 24 students, and Strongly Agree 8.3% of 24 students for Learning via WA is boring.

Table 4. 16. b  
Learning via WA is boring

No	Name	Frequency	Score
1.	Strongly Agree	2	10
2.	Agree	4	16
3.	Doubtful	9	27
4.	Disagree	8	16
5.	Strongly Disagree	1	1
		24	70

The classification score is (B) Good.

17. Learning via WA is better because you don't have to get stuck in traffic.

The seventeenth question to know the students' perception in learning speaking via WhatsApp group. The result of questionnaire can be seen on the table below :

Table 4. 17. a  
Learning via WA is better because you don't have to get stuck in traffic

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	4.2	4.2	4.2
	TS	8	33.3	33.3	37.5
	R	5	20.8	20.8	58.3
	S	4	16.7	16.7	75.0
	SS	6	25.0	25.0	100.0
	Total	24	100.0	100.0	

Based of the result on the table above, Strongly Disagree 4.2% of 24 students, Disagree 33.3% of 24 students, Doubtly 37.58% of 24 students, Agree 16.7% of 24 students, and Strongly Agree 25.0% of 24 students for Learning via WA is better because you don't have to get stuck in traffic.

Table 4. 17. b  
Learning via WA is better because you don't have to get stuck in traffic

No	Name	Frequency	Score
1.	Strongly Agree	6	30
2.	Agree	4	16
3.	Doubtful	5	15
4.	Disagree	8	16
5.	Strongly Disagree	1	1
		24	78

The classification score is (B) Good.

18. Studying via WA rarely meets classmates.

The eighteenth question to know the students' perception in learning speaking via WhatsApp group. The result of questionnaire can be seen on the table below :

Table 4. 18. a  
Studying via WA rarely meets classmates

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	1	4.2	4.2	4.2
	TS	1	4.2	4.2	8.3
	R	2	8.3	8.3	16.7
	S	13	54.2	54.2	70.8
	SS	7	29.2	29.2	100.0
	Total	24	100.0	100.0	

Based of the result on the table above, Strongly Disagree 4.2% of 24 students, Disagree 4.2% of 24 students, Doubtly 8.3 % of 24 students, Agree 54.2 % of 24 students, and Strongly Agree 29.2 % of 24 students for Studying via WA rarely meets classmates.

Table 4. 18. b  
Studying via WA rarely meets classmates

No	Name	Frequency	Score
1.	Strongly Agree	7	35
2.	Agree	13	52
3.	Doubtful	2	6
4.	Disagree	1	2
5.	Strongly Disagree	1	1
		24	96

The classification score is (A) Very Good.

19. Learning via WA is very easy.

The nineteen question to know the students' perception in learning speaking via WhatsApp group. The result of questionnaire can be seen on the table below :

Table 4. 19. a  
Learning via WA is very easy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	12.5	12.5	12.5
	TS	3	12.5	12.5	25.0
	R	8	33.3	33.3	58.3
	S	6	25.0	25.0	83.3
	SS	4	16.7	16.7	100.0
	Total	24	100.0	100.0	

Based of the result on the table above, Strongly Disagree 12.5% of 24 students, Disagree 12.5% of 24 students, Doubtly 33.3% of 24 students, Agree 25.0% of 24 students, and Strongly Agree 16.7% of 24 students for Learning via WA is very easy.

Table 4. 19. b  
Learning via WA is very easy

No	Name	Frequency	Score
1.	Strongly Agree	4	20
2.	Agree	6	24
3.	Doubtful	8	24
4.	Disagree	3	6
5.	Strongly Disagree	3	3
		24	77

The classification score is (B) Good.

20. Learning via WA makes learning lazy.

The twentieth question to know the students' perception in learning speaking via WhatsApp group. The result of questionnaire can be seen on the table below :

Table 4. 20. a  
Learning via WA makes learning lazy

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	STS	3	12.5	12.5	12.5
	TS	7	29.2	29.2	41.7
	R	8	33.3	33.3	75.0
	S	3	12.5	12.5	87.5
	SS	3	12.5	12.5	100.0
	Total	24	100.0	100.0	

Based of the result on the table above, Strongly Disagree 12.5% of 24 students, Disagree 29.2% of 24 students, Doubtly 33.3% of 24 students, Agree 12.5% of 24 students, and Strongly Agree 12.5% of 24 students for Learning via WA makes learning lazy.

Table 4. 20. b  
Learning via WA makes learning lazy

No	Name	Frequency	Score
1.	Strongly Agree	3	15
2.	Agree	3	12
3.	Doubtful	8	24
4.	Disagree	7	14
5.	Strongly Disagree	3	3
		24	68

The classification score is (B) Good.

## B. Discussions

The descriptive quantitative research implemented WhatsApp group in order to know the students' perception in learning speaking at the seventh grade Regular of SMP IT Al-Biruni Mandiri Makassar. The students were given by the

questionnaires to know their perception in learning speaking by using WhatsApp. To measure the result of the research, The classification score : less than 45 is fail (E), 46 – 59 is poor (D), 60 – 65 is average (C), 66 – 79 is good (B), and more than 80 is very good (A). Referring to the findings above, showed The classification score of the questionnaire were good (B) and very good (A). The statement of number 1 “Studying via WA improves my English speaking skills” got score 84, the classification score was very good (A). The statement of number 2 “By learning via WA, there are often network problems” got score 86, the classification score was very good (A). The statement of number 3 “Learning via WA is effective for speaking English” got score 80, the classification score was very good (A). The statement of number 4 “By studying via WA I lack of communication with the teacher” got score 79, the classification score was good (B). The statement of number 5 “Learning via WA is interesting for me” got score 80, the classification score was very good (A). The statement of number 6 “By learning via WA, I don't get vocabulary” got score 83, the classification score was very good (A). The statement of number 7 “By studying via WA I have a lot of time to repeat the material at home” got the highest score 97, the classification score was very good (A). The statement of number 8 “By learning via WA a lot of time is wasted, because no one is directly watching” got score 80, the classification score was very good (A). The statement of number 9 “By learning via WA, it makes me more confident in speaking English” got score 82, the classification score was very good (A). The statement of number 10 “By studying via WA I spent more funds” got score 71, the classification score was good (B).



The statement of number 11 “Learning via WA makes learning more relaxed” got score 93, the classification score was very good (A). The statement of number 12 “Learning via WA makes me less focused” got score 79, the classification score was good (B). The statement of number 13 “Learning via WA saves more costs” got score 70, the classification score was good (B). The statement of number 14 “Learning via WA is confusing” got score 78, the classification score was good (B). The statement of number 15 “Learning via WA makes the spirit of learning” got score 74, the classification score was good (B).

The statement of number 16 “Learning via WA is boring” got score 70, the classification score was good (B). The statement of number 17 “Learning via WA is better because you don't have to get stuck in traffic” got score 78, the classification score was good (B). The statement of number 18 “Studying via WA rarely meets classmates” got score 96, the classification score was very good (A). The statement of number 19 “Learning via WA is very easy” got score 77, the classification score was good (B). The statement of number 20 “Learning via WA makes learning lazy” got score 68, the classification score was good (B).

Therefore the result in using WhatsApp application is affective to make the students to be more relaxed in learning speaking because they have many times to repeat the material at home.

In this part the researcher shared the previous research have been done. WhatsApp application was given by several researcher. The first previous research is conducted by (Ali & Bin Hady, 2019). This consider pointed to investigate the affect of WhatsApp on improving Saudi EFL students' language skills and areas.

They conducted WhatsApp as an online learning on motivating students to use the language and develop their skills. The current study found that WhatsApp had a positive effect on learning English skills and areas (listening, speaking, reading, writing, vocabulary, spelling, and grammar).

Another research is conducted by (Nurazizah, et al., 2019). This consider bargains with the utilize of WhatsApp voice note in talking lesson. This study aimed at figuring out the teacher's way in implementing WhatsApp voice note in teaching talking on account text and investigating the perspective on WhatsApp voice note to make strides speaking ability on narrative text. They concluded that learning to talk English language utilized WhatsApp voice note is an attractive learning action, positive activities, and WhatsApp voice note was simple to be utilized. By utilizing WhatsApp voice note, it can be shared information simple and permit the students for inquiring offer assistance in their journey to memorize English at any time and any place.

The next study from (Cicuh & Nurmalia, 2020), the title is Utilizing WhatsApp Application in English Language Learning Classroom. in their research, This investigate is pointed at observing WhatsApp, which is custom fitted to support English Language Learning (ELL) exercises. This study aimed at observing how WhatsApp can support English Language Learning (ELL) activities. To achieve these objectives, the quantitative results will be presented. A case thinks about is drawn from members of fifth semester understudies at English Division Universitas Bina Sarana Informatika. The instrument used for this study is a questionnaire based on the students' perception of the use of WhatsApp in

English Language Learning (ELL). Based on the quantitative comes about of this ponder, it uncovered that WhatsApp given less demanding and speedier communication between teachers and understudies for scholarly purposes. It permitted understudies to share and trade data through the highlights of WhatsApp, for example, images, audios, recordings, and numerous more.

The next research is conducted by (Marleni & Asilestari, 2018). This study aims to decide the impact of social media: WhatsApp on students' talking aptitudes. The test of this consider is the second semester class A as the exploratory course and the second semester class B as the control course. The inquire about plan utilized is quasi-experimental with purposive testing method. The instruments used to gather information are pre-posttest and survey and photo documentation. Based on the result of information analysis and talk, it can be concluded that there's a noteworthy impact on the students' speaking aptitude after the application at the moment semester understudies of English Consider Program of College of Pahlawan Tuaku Tambusai. The students' talking ability in the test course got higher score than the control lesson.

Some previous research focus on implementing WhatsApp to support and improve the students in speaking English. In my research, focused on using WhatsApp group to know the students' perception in learning speaking. Since the onset of pandemic the students need motivation to learn English speaking, so that the students can be more relax and do not bored in learning during pandemic. By using WhatsApp group the researcher found the students' opinion in learning speaking through WhatsApp group.

Based on the result of the questionnaire, it was found that most the students agreed that WhatsApp application is effective to learn speaking. They had different perception about learning speaking by using WhatsApp group. They know the benefit and the weakness of the application, but most the students being more confident to speak English via WhatsApp, and the students have more time to repeat the material at home.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter contains the conclusion and suggestion based on the findings and discussions on the data analysis.

#### A. Conclusion

Based on the findings and discussions of the study that the writer gathered at the seventh grade of SMP IT Al-Biruni Mandiri Makassar in academic year 2020/2021, the writer concluded the students' perception in learning speaking using WhatsApp group, there are some students who disagree, because they rarely meet classmates. It shows by eighteenth question which got most strongly agree of negative questionnaire, but most students are agree that learning speaking through WhatsApp group is effective, because By using WhatsApp group the students have a lot of time to repeat the material at home. It is the seventh question which has most Strongly agree from the students. Beside that, the students more relax during joining the class. Because they do not have to get stuck in traffic. It was proved by the students' result in the questionnaire. The students gave their own perception by giving answer of the questionnaire. The classification score of the questionnaire was very good (A), number 1, 2, 3, 5, 6, 7, 8, 9, 11, and 18. The classification score of the questionnaire was good (B), number 4, 10, 12, 13, 14, 15, 16, 17, 19, and 20.

#### B. Suggestion

Considering the result of this inquire about, the researcher offers recommendation as folow :

1. For the teachers. The researcher suggests to give several applications to learn speaking, so that the students will not be bored to practice English.
2. For the students. The researcher suggests to be more active and join into the online class, and they should be more active to speak English both at home and at the class.
3. For the further writer, the researcher suggests to be more conscientious in doing the research so that the result will be more valid.
4. For the researcher. The researcher suggests to be more innovative in giving the material through WhatsApp group to make the students more enthusiastic during the class.

**BOSOWA**



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## APPENDICES

### Appendix 1 : Instrument of the Research Questionnaire

#### Questionnaires

Berilah tanda ceklis pada kolom dibawah ini !

No	Pertanyaan	Sangat Setuju (SS)	Setuju (S)	Ragu- ragu (RG)	Tidak Setuju (TS)	Sangat Tidak Setuju (STS)
1.	Belajar via WA. Meningkatkan kemampuan berbicara bahasa inggris saya (Studying via WA improves my English speaking skills).					
2.	Dengan belajar via WA sering ada masalah gangguan jaringan. ( By learning via WA, there are often network problems).					
3.	Belajar via WA efektif untuk berbicara bahasa Inggris. ( Learning via WA is effective for speaking English).					
4.	Dengan belajar via WA saya kurang komunikasi dengan guru. ( By studying via WA I lack of communication with the teacher).					
5.	Belajar via WA menarik untuk saya. (Learning via WA is interesting for me).					
6.	Dengan belajar via WA saya kurang mendapat kosakata. (By learning via WA, I don't get vocabulary).					
7.	Dengan belajar via WA saya punya banyak waktu untuk mengulang materi di					

	rumah. (By studying via WA I have a lot of time to repeat the material at home).					
8.	Dengan belajar via WA banyak waktu terbuang, karena tidak ada yang mengawasi langsung. (By learning via WA a lot of time is wasted, because no one is directly watching).					
9.	Dengan belajar via WA membuat saya lebih percaya diri berbicara bahasa Inggris. (By learning via WA, it makes me more confident in speaking English).					
10.	Dengan belajar via WA saya menghabiskan lebih banyak dana. (By studying via WA I spent more funds).					
11.	Belajar via WA membuat belajar lebih santai. (Learning via WA makes learning more relaxed).					
12.	Belajar via WA membuat saya kurang fokus. (Learning via WA makes me less focused ).					
13.	Belajar via WA lebih menghemat biaya. (Learning via WA saves more costs).					
14.	Dengan belajar via WA membingungkan. (Learning via WA is confusing).					
15	Belajar via WA membuat semangat belajar. (Learning via WA makes the spirit of learning).					
16.	Belajar via WA membosankan. (Learning via WA is boring).					

17.	Belajar via WA lebih enak karena tidak perlu kena macet. (Learning via WA is better because you don't have to get stuck in traffic).					
18.	Belajar via WA jarang bertemu teman sekelas. (Studying via WA rarely meets classmates).					
19.	Belajar via WA sangat mudah. (Learning via WA is very easy).					
20.	Belajar via WA membuat malas belajar. (Learning via WA makes learning lazy).					

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## Appendix 2 : Students' Result of the Questionnaire

Name of 24 answers

Class 7 : 24 answers

A2 : 15

A2F : 5

B1 : 4

No	Name	No. Whatsapp	Class 7
1	Isra Nurul Fadilah Qolby	+6287817685970	A2
2	Muhammad Fidel	085256272926	B1
3	Angela Keyla Benny Malik	082346504339	A2
4	Annisa Rahmi Ramadhani	082350576521	A2
5	Rios Fernaldy Zahran	082196781742	A2F
6	Aliyah Ramadhani M	081315655783	B1
7	Shiren Naurah	082112473355	A2F
8	Ahmad Aslam Pratama	0895333874792	A2F
9	Aira Zahrah Rifani	082188324019	A2
10	Muhammad Nabil Ihdar	085823871930	A2
11	Fathania Halwa	085240292051	A2F
12	A. Fajri Asykur Langit	082347023725	A2F
13	Fahriansyah Syafri	08114588199	A2
14	Nadia Fakhira	081523648780	A2
15	Afifah Nursalsabila	08114455177	B1
16	Nur nadia Izza Karimah	082193757167	A2

17	Adan	085283579614	A2
18	Tsaniyah Nurul Fadillah Ahmad	082196212820	A2
19	Athiyyah Myrilla Dianizar	+6285298032214	B1
20	Melfa Liya Araminta Akilah	087841252008	A2
21	Yusuf Gazali Setiawan	0887435703654	A2
22	Muh Naufal Ramdhani	085796727354	A2
23	Andi Devina Ma'rifat	082188026749	A2
24	Agro Sadam Farar	0895803272608	A2

Silahkan pilih jawaban yang dianggap tepat

	Sangat Setuju (SS)	Setuju (S)	Ragu-ragu (RG)	Tidak Setuju (TS)	Sangat Tidak Setuju (STS)
1. Belajar viaWA meningkatkan kemampuan berbicara bahasa Inggris saya. (Studying viaWA improves my English speaking skills).	2	12	7	2	1
2. Dengan belajar via WA sering ada masalah gangguan jaringan. ( By learning via WA, there are often network problems).	6	10	2	4	2
3. Belajar via WA efektif untuk berbicara bahasa Inggris. (Learning via WA is effective for speaking English).	1	11	7	5	0
4. Dengan belajar via WA saya kurang komunikasi dengan guru. ( By studying via WA I lack of communication with the teacher).	4	9	2	8	1
5. Belajar via WA menarik untuk saya. (Learning via WA is interesting for me).	3	8	8	4	1



6. Dengan belajar via WA saya kurang mendapat kosakata. (By learning via WA, I don't get vocabulary).	5	12	1	3	3
7. Dengan belajar via WA saya punya banyak waktu untuk mengulang materi di rumah. (By studying via WA I have a lot of time to repeat the material at home).	10	7	5	2	0
8. Dengan belajar via WA banyak waktu terbuang, karena tidak ada yang mengawasi langsung. . (By learning via WA a lot of time is wasted, because no one is directly watching).	5	7	5	5	2
9. Dengan belajar via WA membuat saya lebih percaya diri berbicara bahasa Inggris. (By learning via WA, it makes me more confident in speaking English).	5	6	8	4	1
10. Dengan belajar via WA saya menghabiskan lebih banyak dana. (By studying via WA I spent more funds).	2	3	11	8	0
11. Belajar via WA membuat belajar lebih santai. (Learning via WA makes learning more relaxed).	7	9	6	2	0
12. Belajar via WA membuat saya kurang fokus. (Learning via WA makes me less focused).	4	8	4	7	1
13. Belajar via WA lebih menghemat biaya. (Learning via WA saves more costs).	2	5	8	7	2
14. Dengan belajar via WA membingungkan. (Learning	4	7	5	7	1

via WA is confusing).					
15. Belajar via WA membuat semangat belajar. (Learning via WA makes the spirit of learning).	1	6	11	6	0
16. Belajar via WA membosankan. (Learning via WA is boring).	2	4	9	8	1
17. Belajar via WA lebih enak karena tidak perlu kena macet. (Learning via WA is better because you don't have to get stuck in traffic).	6	4	5	8	1
18. Belajar via WA jarang bertemu teman sekelas. (Studying via WA rarely meets classmates).	7	13	2	1	1
19. Belajar via WA sangat mudah. (Learning via WA is very easy).	4	6	8	3	3
20. Belajar via WA membuat malas belajar. (Learning via WA makes learning lazy).	3	3	8	7	3

WhatsApp 00.20 docs.google.com

STUDENTS'  
PERCEPTION IN  
LEARNING SPEAKING  
THROUGH  
WHATSAPP GROUP :  
A CASE STUDY AT  
THE SEVENTH GRADE  
OF SMP IT (FULLDAY  
SCHOOL) AL-BIRUNI  
MANDIRI MAKASSAR  
IN ACADEMIC YEAR  
2020/2021

this research has a purpose :  
this research has a purpose to know the students'  
perceptions in learning speaking through  
whatsApp group at the first grade of SMP IT Al  
Biruni Mandiri Makassar.

WhatsApp 00.04 docs.google.com

Silahkan melengkapi data berikut :

Nama \*  
Fathania halwa

No Whatsapp \*  
085240292051

Kelas 7 \*  
A2F

Silahkan pilih jawaban yang dianggap tepat

\*

WhatsApp 00.08 docs.google.com

	Sangat Setuju (SS)	Setuju (S)	Ragu-ragu (RG)	Tidak Setuju (TS)
1. Belajar via WA meningkatkan kemampuan berbicara bahasa Inggris saya.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Dengan belajar via WA sering ada masalah gangguan jaringan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3. Belajar via WA efektif untuk berbicara bahasa Inggris.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Dengan belajar via WA saya kurang komunikasi dengan guru.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
5. Belajar via WA menarik untuk saya.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

WhatsApp 00.08 docs.google.com

6. Dengan belajar via WA saya kurang mendapat kosakata

7. Dengan belajar via WA saya punya banyak waktu untuk mengulang materi di rumah.

8. Dengan belajar via WA banyak waktu terbang, karena tidak ada yang mengawasi langsung.

9. Dengan belajar via WA membuat saya lebih percaya diri berbicara bahasa Inggris.

10. Dengan belajar via WA saya menghabiskan

WhatsApp 00.10 docs.google.com

10. Dengan belajar via WA saya menghabiskan lebih banyak dana.

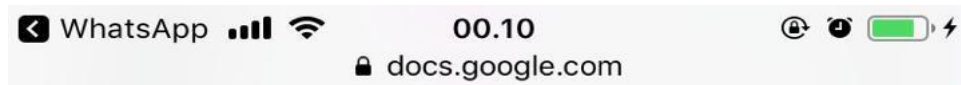
11. Belajar via WA membuat belajar lebih santai.

12. Belajar via WA membuat saya kurang fokus.

13. Belajar via WA lebih menghemat biaya.

14. Dengan belajar via WA membingungkan.

15. Belajar via WA membuat semangat belajar.

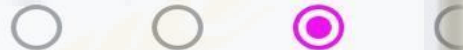


16. Belajar via  
WA



membosankan

17. Belajar via  
WA lebih enak



karena tidak  
perlu kena macet

18. Belajar via  
WA jarang



bertemu teman  
sekelas.

19. Belajar via  
WA sangat  
mudah.



20. Belajar via  
WA membuat  
malas belajar.



Pastikan semua Quisioner telah dijawab, tekan  
tombol kirim dan jawaban anda akan tersimpan.  
Terimakasih



WhatsApp 00.12 docs.google.com

Silahkan melengkapi data berikut :

Nama \*  
Muhammad Fidel

No Whatsapp \*  
085256272926

Kelas 7 \*  
B1

Silahkan pilih jawaban yang dianggap tepat

\*

WhatsApp 00.12 docs.google.com

	Sangat Setuju (SS)	Setuju (S)	Ragu-ragu (RG)	Tidak Setuju (TS)
1. Belajar via WA meningkatkan kemampuan berbicara bahasa Inggris saya.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
2. Dengan belajar via WA sering ada masalah gangguan jaringan.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
3. Belajar via WA efektif untuk berbicara bahasa Inggris.	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
4. Dengan belajar via WA saya kurang komunikasi dengan guru.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Belajar via WA menarik untuk saya.	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

WhatsApp 00.13 docs.google.com

6. Dengan belajar via WA saya kurang mendapat kosakata

7. Dengan belajar via WA saya punya banyak waktu untuk mengulang materi di rumah.

8. Dengan belajar via WA banyak waktu terbuang, karena tidak ada yang mengawasi langsung.

9. Dengan belajar via WA membuat saya lebih percaya diri berbicara bahasa Inggris.

10. Dengan belajar via WA saya

meningkatkan

WhatsApp 00.13 docs.google.com

10. Dengan belajar via WA saya menghabiskan lebih banyak dana.

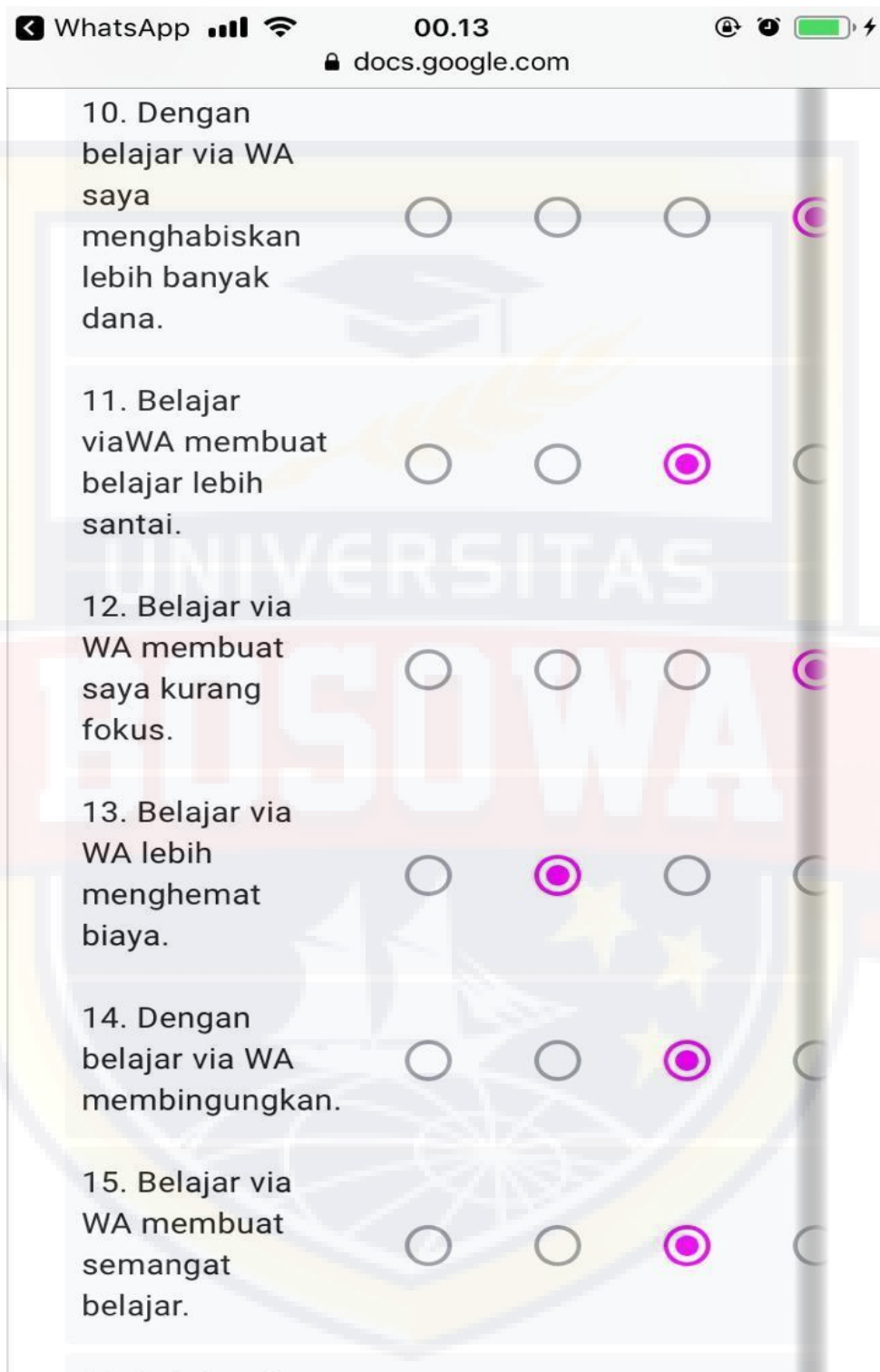
11. Belajar via WA membuat belajar lebih santai.

12. Belajar via WA membuat saya kurang fokus.

13. Belajar via WA lebih menghemat biaya.

14. Dengan belajar via WA membingungkan.

15. Belajar via WA membuat semangat belajar.



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16. Belajar via WA membosankan

17. Belajar via WA lebih enak karena tidak perlu kena macet

18. Belajar via WA jarang bertemu teman sekelas.

19. Belajar via WA sangat mudah.

20. Belajar via WA membuat malas belajar.

Pastikan semua Quisioner telah dijawab, tekan tombol kirim dan jawaban anda akan tersimpan.  
Terimakasih

### Appendix 3 : Administration

  
PEMERINTAH PROVINSI SULAWESI SELATAN  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN

  
1 2 0 2 1 1 9 3 0 0 4 2 6 4

Nomor : 13871/S.01/PTSP/2021  
Lampiran :  
Perihal : Izin Penelitian

KepadaYth.  
Ketua yayasan Al Biruni Makassar

di-  
**Tempat**

Berdasarkan surat Dekan FKIP Univ. Bosowa Makassar Nomor : A.138/FKIP/UNIBOS/IV/2021 tanggal 21 April 2021 perihal tersebut diatas, mahasiswa/peneliti dibawah ini:

Nama : **NUR"AINI KHOMSATUN**  
Nomor Pokok : 4518101025  
Program Studi : Pend. Bahasa Inggris  
Pekerjaan/Lembaga : Mahasiswa(S1)  
Alamat : Jl. Urip Sumoharjo Km. 04, Makassar


Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul:  
**" STUDENTS' PERCEPTION IN LEARNING SPEAKING THROUGH WHATSAPP GROUP : A CASE STUDY AT THE SEVENTH GRADE OF SMP IT (FULLDAY SCHOOL) AL-BIRUNI MANDIRI MAKASSAR IN ACADEMIC YEAR 2020/2021 "**

Yang akan dilaksanakan dari : Tgl. **26 April s/d 31 Mei 2021**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami **menyetujui** kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.  
Dokumen ini ditandatangani secara elektronik dan Surat ini dapat dibuktikan keasliannya dengan menggunakan **barcode**.  
Demikian surat izin penelitian ini diberikan agar dipergunakan sebagaimana mestinya.

Diterbitkan di Makassar  
Pada tanggal : 26 April 2021

**A.n. GUBERNUR SULAWESI SELATAN**  
**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU**  
**SATU PINTU PROVINSI SULAWESI SELATAN**  
Selaku Administrator Pelayanan Perizinan Terpadu

  
**Dr. JAYADINAN, S.Sos., M.Si**  
Pangkat : Pembina Tk.I  
Nip : 19710501 199803 1 004

Tembusan Yth  
1. Dekan FKIP Univ. Bosowa Makassar di Makassar;  
2. Partinggal.



# UNIVERSITAS BOSOWA

## FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Urip Sumoharjo Km. 4 Gd. 2 Lt. 4, Makassar-Sulawesi Selatan 90231

Telp. 0411 452 901 – 452 789 Ext. 117, Faks. 0411 424 568

<http://www.universitasbosowa.ac.id>

Nomor : A.138/FKIP/Unibos/IV /2021

Lampiran : -

Perihal : **Permohonan Izin Penelitian**

Kepada Yth,  
Kepala Sekolah SMP IT Al-Biruni Mandiri Makassar  
di –  
Makassar

Dengan hormat disampaikan bahwa mahasiswa yang tersebut namanya di bawah ini akan melaksanakan penelitian dalam rangka penyelesaian studi Program S1.

Nama : Nur'aini Khomsatun  
NIM : 4518101025  
Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan (FKIP)  
Universitas Bosowa

Judul Penelitian :

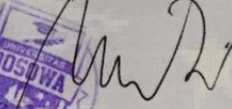
**Students' Perception in Learning Speaking Through WhatsApp Group : A Case Study at the Seventh Grade of SMP IT ( Fullday School ) Al-Biruni Mandiri Makassar in Academic Year 2020/2021**

Sehubungan dengan hal tersebut di atas, dimohon kiranya yang bersangkutan dapat diberikan izin untuk melaksanakan penelitian.

Atas bantuan dan kerja sama yang baik, kami sampaikan banyak terima kasih.

Makassar, 21 April 2021

Dekan,

  
Dr. Asdar, S.Pd., M.Pd.  
NIDN : 0922097001

**Tembusan:**

1. Rektor Universitas Bosowa
2. Arsip.

#### Appendix 4 : Documentation of the Research



Pic 4.1 Signature of MOU Between the Dean of Bosowa University and the Headmaster of SMP IT Al-Biruni Mandiri



Pic 4.2 Signature of MOU



Pic 4.3 The Dean of Bosowa University and the Headmaster of SMP IT Al-Biruni Mandiri Makassar





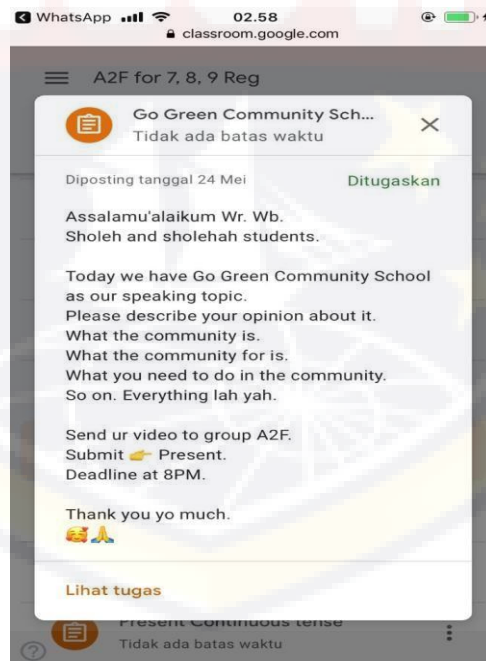
Pic 4. 4 Giving Placard of Bosowa University to SMP IT Al-Biruni Mandiri Makassar



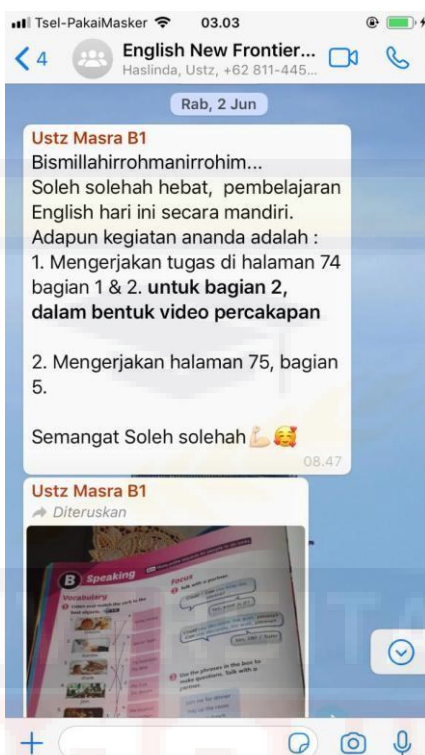
Pic 4.5 Organizational Structure of SMP IT Al-Biruni Mandiri



4.6. Temperature Check before entry at SMP IT Al-Biruni Mandiri



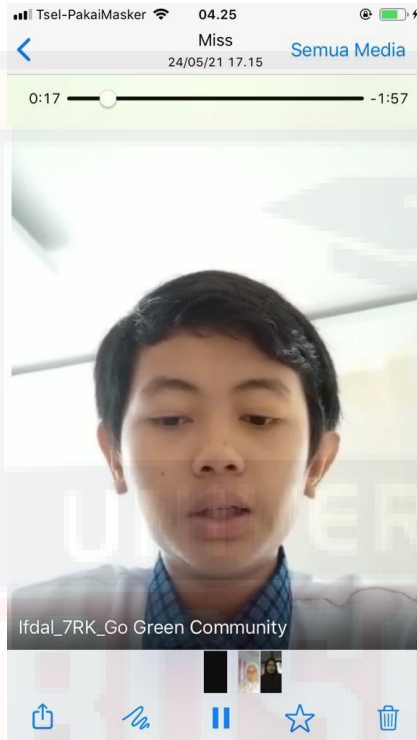
Pic 4. 7 Go Green Community material by the English Teacher of A2



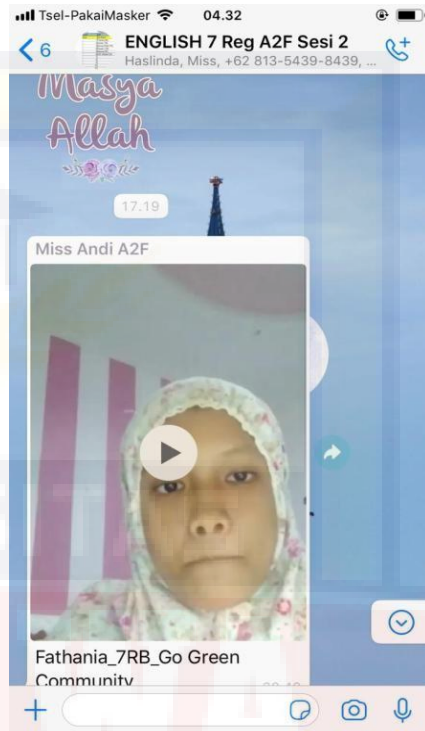
Pic 4. 8 Making Conversation by the English Teacher of B1



Pic 4. 9 Ustadz Ali, the English Teacher of A2



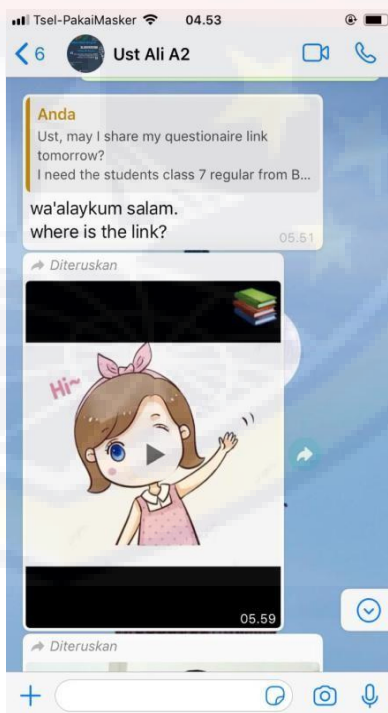
pic 4. 10 Student's Speaking Video



Pic. 4. 11 Student's Speaking Video



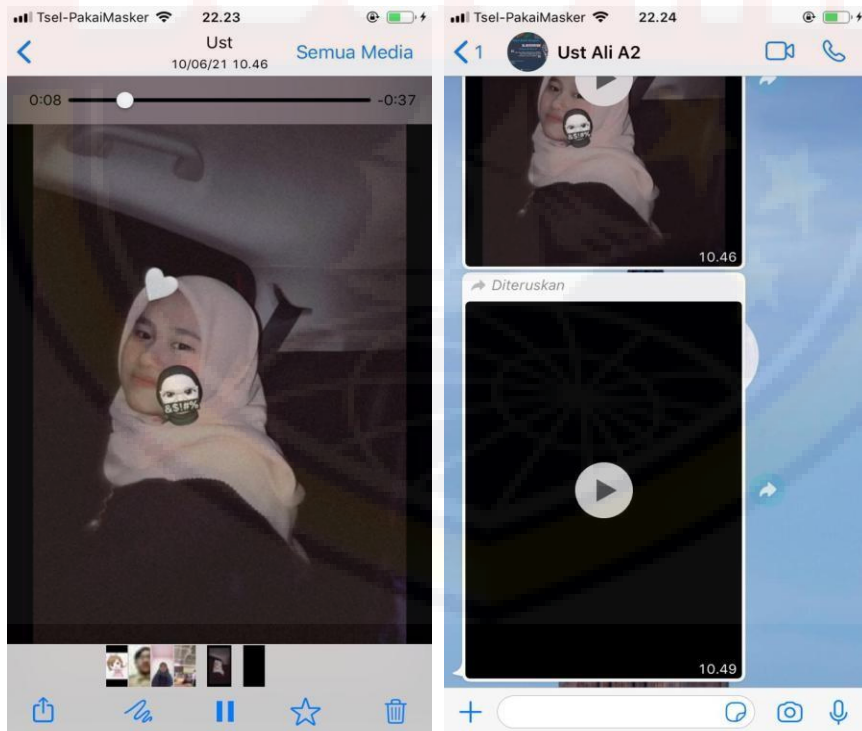
Pic 4. 12 Student's Speaking Video



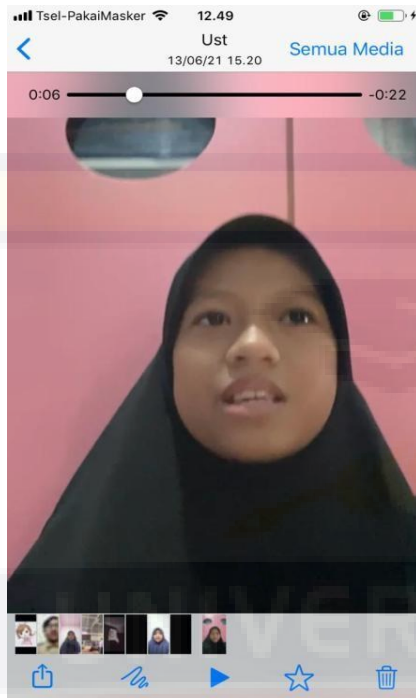
Pic. 4. 13 Student's Speaking Video



Pic 4. 14 Student's Speaking Video Pic 4. 15 Student's Speaking Video



Pic 4. 16 Student's Speaking Video Pic 4. 17 Student's Speaking Video



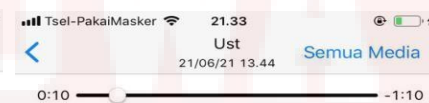
Pic 4. 18 Student's Speaking Video



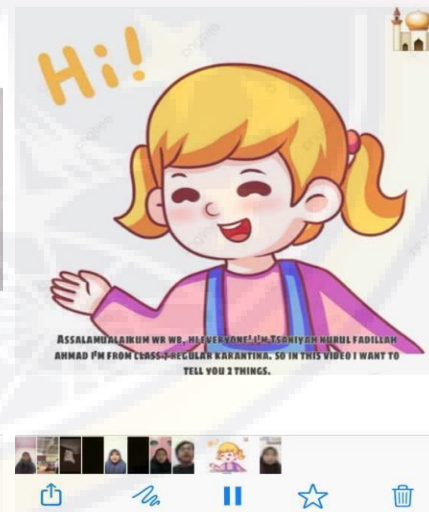
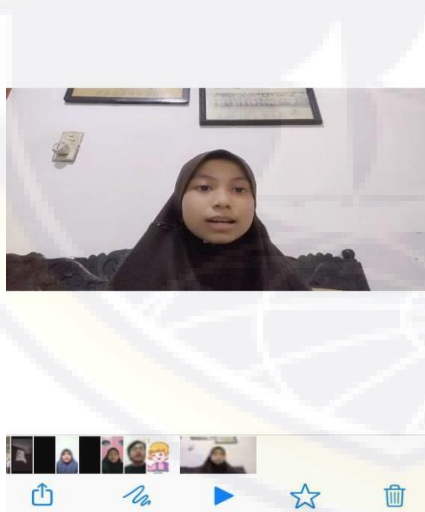
Pic 4. 19 Student's Speaking Video



Pic 4. 20 Student's Speaking Video



Pic 4.21 Student's Speaking Video

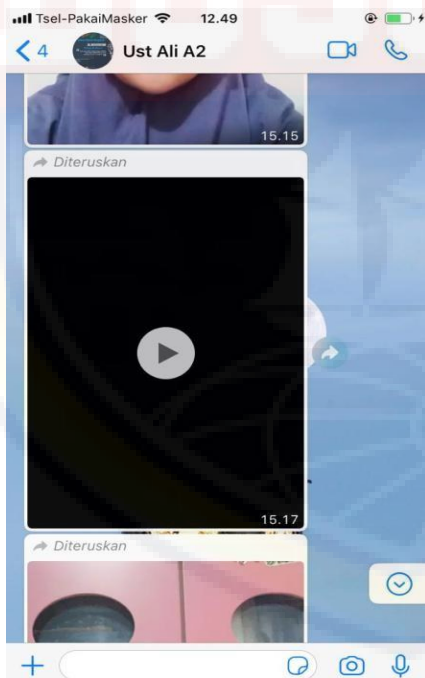




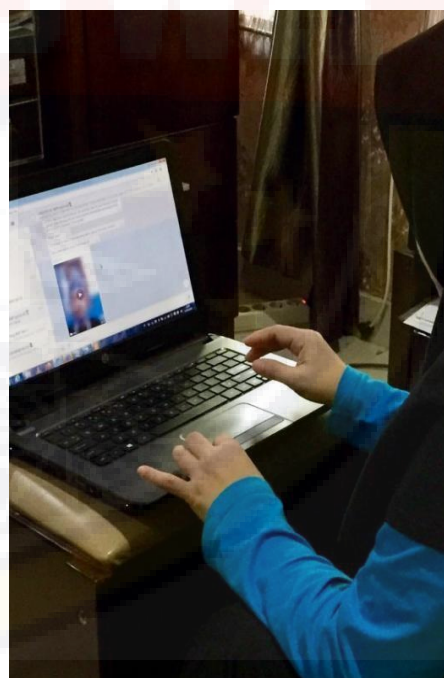
Pic 4. 22 Student's Speaking Video



Pic 4. 23 Student's Speaking Video



Pic 4. 24 Student's Speaking Video



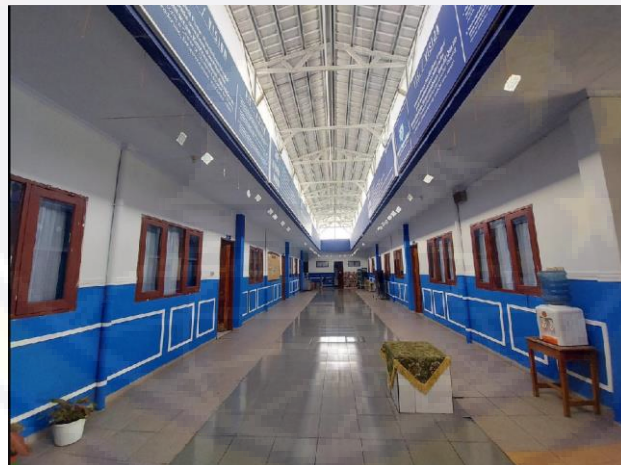
Pic 4. 25 Doing the Research



Pic 4. 26 The Writer Introduced Herself by Video



Pic 4. 27 In Front of SMP IT Al- Biruni Mandiri



Pic 4. 28 Lobby of SMP IT Al-Biruni Mandiri

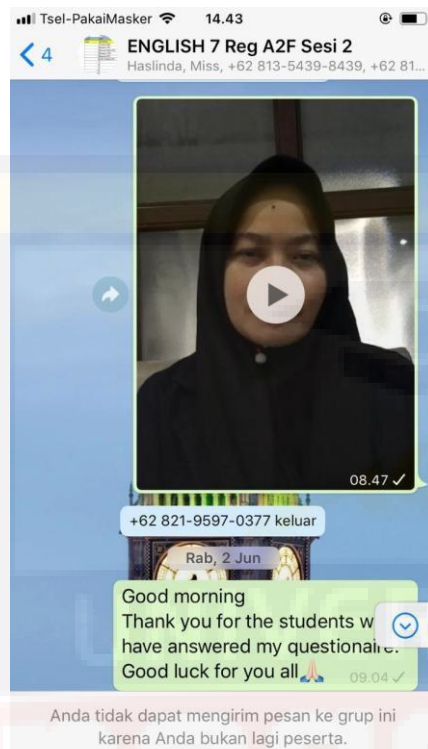




Pic 4. 29 Asking for Leaving with the Headmaster after Doing Research



Pic 4. 30 The writer and the Headmaster of SMP IT Al-Biruni Mandiri



Pic 4. 31 Asking for Leaving  
Video



Pic 4. 32 The Writer and  
Friends

## BIOGRAPHY



**Nur'aini Khomsatun** was born in Kulon Progo, Yogyakarta, on October 20, 1980 from marriage of her parents (Alm) Zukanan and Sunartiasih. Her first education started at TK Pamardi Putra Kulon Progo in 1987. Then, she continued her study to SD Negeri Kepek, Kulon Progo in 1988 and finished in 1993. She continued her study to SMP Negeri Kedungsari Pengasih in 1993 and graduated in 1996. She continued her study at SMK Negeri 2 Pengasih and graduated in 1999. After graduating from the senior high school, she decided to continue her study in Tanjungpura University Pontianak and chose English Education Department in 2015, then she moved in Mercu Buana University Yogyakarta on February 2018, then she moved in Bosowa University Makassar on September 2018. She graduated in 2021.