

CHAPTER II

LITERATURE REVIEW

This chapter presents: (1) Perception, (2) WhatsApp, (3) Writing, and (4) Previous Related Studies.

2.1 Perception

2.1.1 The Definition of Perception

According to Walgito (2003), perception is the process of a human thinking about a specific event perception begins with the sense of organ. Moreover, perception is the impression of a person to a particular object which is influenced by internal factors, such as behavior under the control of personal and external factors, such as behavior influenced by circumstances outside (Depdiknas 2003). According to Noe (2003), perception is a casual notion that is dependent on both how things are and what people do, since it is not only a casual concept but also a type of activity. Apart from the way things are, what is kept track of when a person perceives is how their relationship with others changes.

After describing the word perception, it can be concluded that perception is the process of a human thinking about a phenomenon after acquiring a sensation from the environment through their sense organs.

2.1.2 Students' Perceptions

Students' perceptions are the main and the most important resource teaching and learning, and the process of preferential treatment of students toward information they get from an object. Perception is important because every person sees or understanding problems in the world differently especially in understanding in human behavior people can perceive in different situations. People perceive information based on their reality or their experiences. So that's why the researcher want to know the students' perception because in knowing the perception of students the teachers and lecturers can evaluate after knowing the result of perceptions from the students. After read and knowing the students' perception, the lecturer or teacher can know what the student likes or not. It can be reference for the teacher or lecturer to prepare the best strategies and make the teaching and learning process will be interested. According to Lele (2019) there are factors that influence in perception, they are as follow:

1. Needs and Desires

Lele (2019) states that the needs and desires play an important role in perception because people with different levels of needs and desires will perceive in differently. For example students and teacher, they have different levels and their needs and desire will totally different.

2. Personality

Lele (2019) claims that Personality is the factor that influences someone's perception. Personality means that the individual

characteristics, what people perceive about that individual. It need not be mentioned here that optimistic beings perceive the things in favorable terms, whereas pessimistic individual view it in negative terms. Research on the effects of individual personally on perception reveals many facts.

3. Experience

Lele (2019) also states that experience is one of the best factor that affect in perception because people can perceive their information or idea based on their experience, it means that people can easily to interpret their idea because it happens to them.

In addition students' perception is their opinion about their respond, from their respond the researcher get the information.

2.2 WhatsApp

2.2.1 Features of WhatsApp for Writing Activities

According to Speroff (2016), WhatsApp is a cross-platform instant messaging app that uses the internet to send messages. It would allow users to connect more effectively with others by saving different users a mobile quantity that has proved to be their WhatsApp account in their internal smartphone memory. This application presents users with beneficial facets can aid instructing and mastering English language. Alshammari, Parkes, and Adlington (2017) states that, WhatsApp approves teachers to take on a higher facilitation position in their teaching, as follows:

1. Message feature in WhatsApp are reliable and simple messages. Users can communicate with their friend and their teacher for free. WhatsApp uses the

Internet connection to communicate with others and users can send a message to their friends.

2. WhatsApp Voice Call and Video which allow people to make voice calls and video calls using WhatsApp. Users, even though they are in another world, are free to speak with their friends and families. And with free video calls, when voice or text isn't enough, people may have face-to-face chats.

3. Using the picture and video functionality, users can share their important moments instantly by sending images and videos to WhatsApp. With an embedded camera, they can also catch moments that are important to you.

4. The document can be easily shared by users. Without the hassle of using email or file sharing applications, they can share PDFs, notes, spreadsheets, slideshows and more.

5. Group Chat. 153 People can use group chat to connect to groups. They communicate with individuals who, including family or co-workers, are important to themselves.

6. WhatsApp on the Phone and Server WhatsApp on the mobile and desktops will run WhatsApp conversations. Users can immediately synchronize all interactions with their computers so that they can connect on whichever screen is most convenient for them.

7. For end-to-end encryption, the default security is security. Users will share moments with their personal WhatsApp. Just users and people who connect with

users will read messages or hear a call, and there is no one in between, except WhatsApp. Messages from users and calls from users are protected when encrypted end-to-end.

8. Voicemail is a feature that can be used by WhatsApp users by clicking a voicemail object in a chat room to tell what is in their mind.

2.2.2 Advantages of using WhatsApp in Writing Activities

Ma'ruf, Basof, Fadilah and Akmal (2019), purposed four benefits of using WhatsApp in writing activities, as follows:

1. Offering Possibility of Peer Review

The first gain of the learners is the prospect of peer review with regard to the incorporation of WhatsApp into the paragraph writing class used by their instructor. Peer review refers to sharing information in paragraphs written to support learning practice.

2. Independence from Time and Location

In this study, the second benefit of the interview is the freedom of time and place. WhatsApp makes participants free to carry out activities anywhere.. Students prefers doing the assignments of paragraph writing in WhatsApp.

3. Perceived Progress of Vocabulary

By using WhatsApp, they can view the paragraphs of their friends as well as their vocabulary and enrich their vocabulary. If they have a broad choice of words, they think the paragraphs are fun to read.

4. Grammatical Improvement

The students can build discussions among the students by using WhatsApp in the paragraph writing class. especially, in grammatical improvement.

2.2.3 Limitations on the Use of WhatsApp in Writing Activities

Ma'ruf, Basof, Fadilah and Akmal (2019) purposed two limitations on the use WhatsApp in writing activities, as follows:

1. Internet Connection

There is no denying that all the respondents decided that they had the same problem: linking to the Internet. Online connectivity is an important element in the use of social networking sites of some kind.

2. Costly to Use

A good-expensive operator that is only used for paragraph writing class purposes must be planned by the participants.

2.3 Writing

2.3.1 The Definition of Writing

According to Celce-Murcia (2001), writing ability in a language of lifelike precision and coherence is the potential to define one's notion in written type. In

the meantime, writing is an instrument for presenting ideas and consolidating the linguistic gadget by using it in an engaging way for conversation objectives.

Writing is one of the methods for multiple individuals that we translate our philosophy. When they read what they have to say instead of listening to them speak, certain human beings are better at communicating translation. According to Liu and Brantmeier (2019), writing also helps them in other activities in the language. Writing makes them learn how vocabulary can be shaped, how to spell, how to bring a story together. They learn how, usually by prose, to make a rational statement or how to convince.

When we learn of nonverbal media and digital records, writing as a medium extends further. Many college students now type of assignment and talk on pc and e-mail in writing studios; images, animation, hypertext and sound will be used in computerizing textual material in the future. Teachers teach document architecture in advanced courses, integrating tables, maps, diagrams, different fonts, and other classic characteristics into scholarly documents. Writing is a device that can be used to improve the understanding and learning of problem matters by students in a number of ways. Students have seen an increase in the amount of homework they have generated and the amount of writing guidance they have been given.

2.3.2 The Stages of Writing

Process of writing can help the writer in managing the writing work and improving their skill. Richard and Renandya (2002) affirmed that the writing

process incorporates four basic phases of writing, such as: planning, drafting (writing), revising (redrafting) and editing, as follows:

1. Planning (pre-writing)

Pre-writing can stimulate the thought of getting started. This keeps students from having blank pages to produce unknown ideas and collect data for writing. According to Oshima and Hogue (2006), The first step is often called prewriting because it is one way of warming up the students' brain before start writing. In here you can select a topic that interest or select a topic according to the lecturers' given and you can read a newspaper or magazines articles to build your ideas. After you have chosen a topic to collect information and develop ideas we need to prewriting.

2. Drafting

The writer focuses on the fluency of writing at the drafting stage and is not worried with grammatical precision or the neatness of the draft. It will be important to sort and emphasize the first draft, but it should be more focused than free-writing. The writer focuses on the fluency of writing at the drafting stage and is not obsessed with grammatical accuracy or the neatness of the draft.

3. Revising

As students rewrite their texts, they re-write their texts on the basis of feedback from the respondent stage. Revising is not just checking for mistakes in language (editing). It is applied to improve the global content and organization of ideas so that the intent of the writer is made clearer to the reader. The students

will crosscheck what was written to see how easily they communicate their thoughts to.

4. Editing

At this point, they prepare the final draft for review from teacher, students are engaged in tidying up their texts. Method writing editing is important so students can see the connection between such an activity and their own writing and that correction is not done for their own sake, but as part of the correspondence process and is as transparent and unambiguous as possible. For grammar, spelling, punctuation, syntax, sentence construction and consistency of supporting textual content such as quotes, students edit their own assignment.

2.3.3 The Components of Writing

Jacobs (1981) as cited in weigle (2002) points out four kinds of components in writing. They are content, organization, vocabulary, and mechanics.

a. Content

Content of writing should be understandable. Therefore, the readers can understand the message in the text and get information from it. There is a thinking that can be measured in connecting with component. The composition should contain one central purpose, should have unity, should have coherence and continuity, and should be adequately developed.

b. Organization

Organization is the overall structure of piece of writing. The most workable method to organized essay is to state the main idea of the paper in an opening

paragraph and devote a separate paragraph in the body to each major division of thought.

Organization concerns with the way of how the writer arranges and organizes their idea and their message in writing from which consist of some partial order. In writing, the writer should know about what kinds of paragraph that they want to write and what topic that they want to tell to the readers. It must be supported by cohesion.

c. Vocabulary

Vocabulary is the list of words and sometimes plus usually arranged in alphabetical order that expired at distally, grouchy. Vocabulary is an area which gives the students various kinds of learning problems, including spelling. It is also an area where it can be useful for them to have reference lists, in the form of lexical sets, such as clothes, furniture, food, etc.

d. Mechanics

The use of mechanics is due to capitalization, punctuation, and spelling appropriately. These aspects are very important, it leads the readers to understand, to recognize immediately. The use of favorable mechanics in writing will make readers easy to group the conveying ideas or the message to the written materials.

4. Previous Related Studies

Some previous studies that are related to in the writer's present study were presented.

Firstly, a study conducted by Ma'ruf, Basof, Fadilah and Akmal (2019) which entitled "English students' perceptions of using WhatsApp in paragraph

writing class”. This study is to describe qualitative studies with a case study methodology that explores the assumptions of English learners about the benefits and drawbacks of using WhatsApp during their learning activities. The result of this study indicated that those social networking services potentially provide significant benefits for the students in higher education. Furthermore, all of the participants agreed that WhatsApp can be implemented to support their learning activities in language learning, especially in paragraph writing class. There is a certain similarities and distinction between this previous analysis and the writer’s present study. Similarity is the comprehension of learners in writing teaching using WhatsApp. And the distinction will be that the previous approach to research emphasis examines the perspective of English students regarding the benefits and drawbacks of using WhatsApp in paragraph writing classes to facilitate the teaching and learning process, while the author reflects on the attitudes of students about using WhatsApp in learning writing.

Secondly, a study conducted by Izyani and Embi (2016) which entitled “Students’ Perception on the use of WhatsApp as a Learning Tool in ESL Classroom”. The goal of this study is to discuss the use of WhatsApp as a learning platform and how it can help students enhance their learning of languages. It also addresses the importance of the tools use and describes its use as relevant to the lifestyle of recent young generations on the basis of student expectations. This research used the obtained quantitative data and accumulated the overall size of the survey along with the percentages of returns. To define the value of the learning tool for pupils, the material is summarized. The results of the study

showed that the use of WhatsApp is essential to help students better understand the language and develop their ability to use the English language. This study shows that the use of WhatsApp should be promoted to include internet services for students and universities as a top priority in today's education. There is a certain resemblance and contrast between this previous research and the current study of the authors. The similarity is the interpretation of students using WhatsApp for research. And the distinction is that the purpose of the previous research was to examine the use of WhatsApp as a learning platform and how it could help students improve their language learning. In addition, it also examines the significance of using the tool and defines its use based on students' perceptions as it suits with recent young generations' lifestyle, while the writer's focus on students' perception using WhatsApp in learning writing.

Thirdly, a study conducted by Linda and Ri'aeni (2018) which entitled "WhatsApp Messenger as a mobile media to learn writing in EFL classes". The goal of this study is to figure out how to use WhatsApp Messenger as a mobile platform to learn to write in EFL classes. The study sample consisted of three classes of first-grade students from of the Unswagati Department of English. The tool of this analysis was the questionnaire sheet. The details from the questionnaire sheet was analyzed on the basis of the participants' frequency expectations and then measured and translated in percentages. The result shows that WhatsApp Messenger draws attention from students and that students often have favorable reactions to the use of WhatsApp Messenger. There is a certain resemblance and contrast between this previous research and the current study of

the authors. The similarity is the use of WhatsApp for writing learning. And the distinction is the previous research to figure out how to use WhatsApp Messenger as a mobile media to learn to write in EFL schools, while the researcher reflects on the perception of learners in learning to write using WhatsApp.

Fourth, a study conducted by Wijaya (2018) which entitled "Students' Responses Toward The Use Of WhatsApp In Learning". This paper aims to see the reactions of students to the use of WhatsApp in English learning as this smart phone technology has been used in some courses by students at Muhammadiyah University of Surabaya majoring in English at some stages. For data collection, the survey process, along with the use of the questionnaire, was used. WhatsApp was also used to administer the questionnaire. In the population, there were 100 students who were educated using WhatsApp. By basic random sampling, the sample picked males and 50 students. This study shared a lecturer's perspective of using WhatsApp, free text messaging, in student studying. As this application was commonly used by students at the Muhammadiyah University of Surabaya Department of English, it was then part of learning. Implementation has proven that, while some challenges have arisen, most learners enjoy learning. The biggest disruption was the internet access that the students wanted to make their own attempts. The distinct characteristics make it possible for learners to learn the English skills can be strengthened. There is a certain similarities and distinction between this past research and the new research by the researcher. The resemblance is the experiences of students using WhatsApp in studying. And the distinction is that the previous research aims to see the answers of students to the

use of WhatsApp in English learning, as this smartphone technology was used in some of the courses at some stage of students with a major in English at Muhammadiyah University of Surabaya. While the writer's focused on students' perceptions on the use WhatsApp in writing activities.

And last, a study conducted by Wahyuni and Febianti (2019) which entitled "The use of WhatsApp group discussion to improve students' writing achievement". The goal of this study was to figure out if the use of the WhatsApp community could boost the ability of students to write in English. The population of the study covered all of the second semester students of English study program in STKIP Muhammadiyah Pagaralam. Fourty students were deliberately chosen out of all the population. The investigator used Quasi-experimental as the research approach. The written exam was used to gather the data to measure the students' achievement in English writing. Using a composite t-test questionnaire and a different t-test sample, the information was analyzed. The outcome of data analysis showed that the students achieved greater progress in English writing skills after being treated by using WhatsApp community subject conversation. There is a certain similarities and distinction between this previous research and the current study by the writer. The correlation is the use of WhatsApp for writing learning, and the distinctions are the previous research to figure out how the use of the WhatsApp community will boost students' abilities to write in English, whilst the author focused on students' expectations of using WhatsApp in writing learning.

