CHAPTER 1

INTRODUCTION

This chapter presents : (1) background of the study, (2) research problem, (3) research objective, and (4) significance of the study

1.1 Background of the Study

Reading is one of those skills which is very important for teaching and learning in English. According to Ur (1996), in ASEAN Economic Community (AEC) era, people have implemented reading as one of the skills that must be learned to understand the meaning of words in a sentence, from the other four skills, including (listening, speaking, and writing). According to Anderson, Hiebert, Scott, and Wilkinson (1985), reading is a process in which the reader's knowledge and the information from the text combine to make meaning. In addition, reading is a skill that involves extracting knowledge and information from written language, such as words, symbols, and images (Napratilora, Lisa, & Bangsawan, 2020). Briefly, reading is defined as the dynamic, reciprocal interactions between the reader, the text, and the reader's prior literacy context. In academia, reading is a very important activity. Reading provides benefits for academics such as students because it can improve critical thinking. According to Goertel (2018), reading is a source of information, a means of consolidating, enriching vocabulary, developing ideas, developing mindsets, increasing student knowledge and developing this knowledge into a

projection or tangible result that is useful for the lives of others if applied. In conclusion, reading involves predicting skills, checking, in-depth analysis, developing ideas (forming ideas), and two-way communication between readers and reading.

In this digital era, while technologies are rapidly developing, people get benefit from many conveniences that the technologies have provided. Communication and interaction have become easier due to the invention of Internet technology and communication devices. According to Tinio (2002), technology has the potential to increase access to education and improve its relevance and quality, also tecnology has a tremendous impact on education in terms of acquisition and absorption of knowledge to both teachers and students. According to Livingstone (2012), the potential of technology is that it may liberate teachers and pupils from the rigid hierarchies which have locked them to their desks, curricula and assessment straight jacket, mobilising multiple activities as mediators of learning – not only reading and writing but also creating, designing, performing, searching and playing. Technology also has a significant impact on education in terms of knowledge acquisition and absorption and skills for foreign learner.

In this pandemic era, online learning became alternative form of distance learning that could be implemented during COVID-19 emergency. One example of an easy social media application that is easy to apply, and widely used today in the world of education is the WhatsApp. According to Susanti (2020), WhatsApp is a smartphones application intended for sending instant messages. Messages can be sent

both personally and in group form such that it is possible to communicate with several people simultaneously. In addition, Cetinkaya (2017), claims that WhatsApp adds to peer support, which entails being informed of assignments and duties, as well as receiving messages for the purpose of solving difficulties and feeling of belonging through mutual connections. So, WhatsApp is an application that takes advantages of the internet network during the corona virus pandemic.

WhatsApp provides users with useful features that can support reading activities. Alshammari, Parkes, and Adlington (2017) stated that WhatsApp allows teachers to take on a greater facilitation role in their teaching. Furthermore, Alshammari, Parkes, and Adlington (2017) proposed some features of WhatsApp for reading activities, such as ; message, photos and videos, document, chat group, and voice message.

WhatsApp is used to enhance reading activities for some reason. According to Mistar and Embi (2016), WhatsApp has many benefits to the student, it also allows enhancement to the students' learning performance in the way promoting an active learning development in WhatsApp conversation or discussion. WhatsApp messenger is very useful in teaching and learning activities, especially in teaching reading. The teachers are able to send the materials to the students whenever and wherever. Besides that, the teachers are also easy to inform the students about schedule changed or giving a reading task, additional task, homework, and assignment before starting the class. Justina, (2016), proposed that they are easy to give information to the teacher when they cannot attend the class and easy to follow the materials and tasks

on the WhatsApp messenger group. Therefore, WhatsApp is a very important tool to assist and facilitate teaching and learning process during pandemic era.

Despite its advantages, WhatsApp has same limitations. According to Hendro and Eko (2016), there are four limitations on the use WhatsApp in reading activities, such as ; not all students became active users of WhatsApp, miscommunication often occurred in receiving information, not all students were active in discussion activities in WhatsApp discussion, network disruptions often occurred on the use of WhatsApp social media. It is challenging for the teacher and students to make sure that all of obstacles during online learning could handle both of them. It needs awareness to make the online learning is well.

Based on the preliminary study which the researcher conducted at SMP Negeri 46 Palembang through an online observation, the researcher found that the teachers who taught the eighth grade students used WhatsApp for teaching and learning reading during pandemic. In addition, the teachers assumed that using WhatsApp was easier to operate than other application. In addition, the teacher also assumed that today was sophisticated era and definetely every student had a smartphone and using WhatsApp as a simple application to communicate and it could be tool or media for teaching and learning reading process. Therefore, the teacher chose WhatsApp for teaching reading (SM, personal communication, December 25th , 2020).

Previous studies showed the use of WhatsApp in reading activities, Firstly a study conducted by Jasrial (2017), the result of this study claimed that teaching reading by using WhatsApp could be done by teachers in the classroom as classwork and also in the outside classroom as homework. Secondly, a study conducted by Napratilora, Lisa, and Bangsawan, (2020), the result of this study showed that WhatsApp Messenger was quite beneficial in teaching and learning activities, particularly in the area of reading instruction. Thirdly, a study conducted by Warman (2018), the result of this study claimed that majority of the participants had positive perception towards the using Whatsapp in blended learning on reading comprehension.

From the explanation above, the researcher chose "the students' perceptions on the use WhatsApp in reading activities: A case study at SMP Negeri 46 Palembang as a current research". The current research investigated the students' perceptions on the use of WhatsApp in reading activities at SMP Negeri 46 Palembang.

1.2. Research Problem

Based on the background of the study the main problem is formulated in the following questions : How were the students' perceptions on the use of WhatsApp in reading activities at SMP Negeri 46 Palembang ?

1.3 Research Objective

In according with the formulated problem above, the objective of this study was to find out the students' perceptions on the use of WhatsApp in reading activities at SMP Negeri 46 Palembang.

1.4 Significance of the Study

This research is expected to be usefull for following parties :

1. For the teachers

    This research brought the new innovative learning for teachers, Because with this research, teachers could know the perceptions from the students' in doing the online learning using WhatsApp when they were in teaching and learning. After knowing everything, teachers could improve on the shortcomings of what has happened during applying WhatsApp especially online assessment in WhatsApp in reading activities.

2. For the researcher

    In this case, this research was also oriented to give information for the researcher about students' perceptions on the use of WhatsApp in reading activities that is faced by the students and to expand information to help other researchers as the guidance in developing their research in the same field.

3. For the students

Hopefully student knew the benefit of the use of WhatsApp in reading activities through this research. This could also improve students' ability in learning process technology by accessing an application or other digital tools.

4. For other researchers

This research was also expected to give information for others researcher about the use of WhatsApp in reading activities. The next researchers could use this research as a reference and expand the general information knowledge to help the other researcher as guidance in developing their research in the same field.

CHAPTER II

LITERATURE REVIEW

This chapter presents : (1) ICT in education, (2) Perception, (3) WhatsApp, (4) reading, and (5) previous related study

2.1 ICT in Education

Information and Communication Technologies (ICT) is a general term for science and technology related to information and communication. According to Bindu (2016), Information and Communication Technologies (ICT) gives significant flexibility in education, allowing learners to access knowledge at any time and from any location, as well as influencing how knowledge is given and pupils learn. In addition, Sunggiardi (2006), stated that the learning process becomes more interactive because ICT is able to produce up to date teaching materials, attractive methods and relevant media. In conclusion, ICT is a technology that can reduce space limitations and time to retrieve, move, analyze, presents and convey data information.

There are some benefits of ICT given for both teachers and students in teaching and learning process. According to Ali et al. (2015), ICT enhances active learning and students feel self-responsibility in the teaching learning process both inside and outside the classroom, not only the teacher can easily plan and prepare his lesson, as well as design the procedure and materials such as contents, delivery, but also facilitate the sharing of resources with students, based on his experience and knowledge. According to Prasojo et al., (2018), through the use of crucial tools to enhance learning, technology has the ability to promote educational innovation. It

means that ICT also has benefits in teaching reading, easy to operate, flexible and very useful to support media in education.

2.2 Perception

Perception is defined as a) the way you think about something and your understanding of what it is like; b) the way you notice things using your senses of sight, hearing, and touch; and c) the inherent ability to understand or notice things quickly, according to the Longman Dictionary of Contemporary English. In philosophy, psychology, and cognitive science, perception is the process of attaining awareness or understanding of sensory information. The word perception comes from the Latin words *perception, percipio*, and means receiving, collecting, action of taking possession, and apprehension with the mind or senses (Qiong, 2017).

According to Walgito (2003), perceptions were influenced by two elements. External factors, also known as stimuli and characteristics, come first. It establishes social and environmental determination or oneness, among other things. Second, there are internal issues to consider. It is linked to self-ability, which is drawn from the emotional, intellectual, and physical components.

Perception is described as a person's conscious act of observing their surroundings through physical sensations, demonstrating their ability to comprehend their surroundings. According to Wang (2007), perception is a fundamental cognitive skill that determines personality at the subconscious layers. In addition Adediwura and Tayo (2007), perception is the reaction induced when an external impression is perceived after connecting with other materials in the consciousness (memory). In

conclusion, as a result of individual variances in the ability to interpret information, a person or a group may reach various conclusions.

2.2.1 Students' Perceptions

Students' perceptions are the process of preferential treatment of students toward information they get from an object. According to McGoldrick and Caffrey, (2009) as cited in Irmayani and Sofeni, D, (2017), students' perception can be understood as the students' ability to justify their own opinions and distingish it from research heing presented in the class. 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. 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.

2.3 WhatsApp

Today, WhatsApp is a widely used technology application in daily life, with millions of users worldwide. According to Napratilora et al,.(2020), WhatsApp can assist students in interacting with one another using English whenever and wherever they are in the teaching and learning process. In addition, Suadi (2021) mentioned that WhatsApp is applied to accommodate learners' participation, feedback and achievement through giving comments, questions and discussion. So, WhatsApp makes easy for students and teachers in teaching and learning process.

2.2.1 Features of WhatsApp for Reading Activities

According to Alshammari, Parkes, and Adlington (2017), WhatsApp allows teachers to take on a greater facilitation role in their teaching. The teachers can

facilitate all features to support their English teaching. The features of WhatsApp are as follows:

1. Message

The Message feature in WhatsApp is reliable and simple message. The teacher can send the material and give assignments to the students and also the students can submit the assignment to the teacher for free. WhatsApp uses the phone's internet phone connection to send messages so users can avoid the cost of SMS.

2. Photos and Videos

Through photos and videos feature, the teacher can share photos related to the material and give the video to support the students understand.

3. Document

The teacher and the students can share the material or assignments easily. They can send PDFs, documents, spreadsheets, slideshows and more, without the hassle of using email or file sharing apps

4. Chat Group

The teacher and students can use this feature to discuss about the material during online learning to make sure that the students understand who was delivered by the teacher.

5. WhatsApp on Web and Desktop

WhatsApp can make conversations run with WhatsApp on the web and on desktops. The teacher and students can using it to. They can download the desktop app or visit web.whatsapp.com to get started.

6. Voice Message

The teacher can use this features to explain the material to the students by voice note. It makes easy for the students to understand the meaning of words than give the material only.

In conclusion, the students and teachers can use all the features of WhatsApp depends on their need and easy to operate it.

2.2.2 Advantages and Disadvantages of WhatsApp for Reading Activities

According to Pangestika (2018), there are 4 advantages of using the WhatsApp related to reading activities , namely:

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

    The communication among people is running smoothly. Baisya and Maheswari (2019) discovered that the presence of teacher in the group help in direct communication. Students can directly ask help from the teacher and the teacher also can send materials in the group. In addition, Chan (2005) revealed that mobile instant messaging through WhatsApp for academic purposes provides students with their opportunities to interact together, to construct, and to share knowledge. In brief, teaching and learning reading by using WhatsApp was easier and faster in learning reading.

2. WhatsApp promotes good interaction between teachers and students

    The students feel easy to ask or discuss the material with the teacher through WhatsApp. Ibtehal and Fawzi (2013) revealed that WhatsApp platform

provided participants an open and flexible space for communicating, expressing ideas and exchanging information. In addition, the analyses support the notion that WhatsApp is not just another platform with which students communicate with teachers; considering its affordances, using it for this purpose demonstrate students' need to make student-teacher relationship close and meaningful, probably in order to increase their sense of belonging to school, which is vital for their personal growth (De Wit, David, Karioja, & Rye, 2010). In conclusion, the interaction between teacher and students are interesting.

3. WhatsApp promotes easily monitored class

Students are easily monitored by the teacher during the learning process by using WhatsApp. Kaieski, Grings & Fetter (2015), showed that the use of WhatsApp promoted a greater engagement, participation and collaboration of the students in the process of teaching and learning significant beyond of the physical limits of the classroom. In addition, Bouhink and Deshen (2014) said that students can access the material anytime, they are assisted as the teacher is available so that the learning can be continued outside class. In conclusion, students and teachers have innovative tool to support education by online learning.

4. WhatsApp allowes the students to study anywhere and anytime

The students are able to access or to submit the material of the study more flexibly by using WhatsApp. According to Jackson (2020), the use of WhatsApp has become common in this direction, with its easy and flexible means of

embedding both audio and video contents of teaching resources to capacitate students understanding of concepts. In addition, Prabowo, Rahmawati, & Puput (2019) claimed that a mobile phone that is used as a learning resource will provide learning convenience for students. They can learn by opening an application on their cell phones when they are at school, on the bus, in the canteen, at home, in other public places. In conclusion, WhatsApp make students flexible to do assignments anywhere and anytime.

According to Hendro and Eko (2016), there are 4 disadvantages using the WhatsApp in reading activities, namely .

a. Not all students become active users of WhatsApp

Some students are lack of attention to the material because they do not understand what the teacher explanation is. Zan (2019) stated that activating WhatsApp use during educational processes requires high-level responsibility to follow all correspondence among students and checking possible errors and giving feedback for correction in the whole messages send or received by each student. This means the students have to respond in teacher explain but they felt scared to explain because of the wrong explain, the students decide to be silent in the group. In addition, Baguma et al. (2019) said that all students are not likely to have smartphones at a similar technologies level, and WhatsApp groups always have the potential to produce an untraceable volume of data including also non-mandatory useful information at the individual level. This led to the smartphone of the students because the capacity of their memory of the smartphone is small,

which makes them hard to download the material. In brief, not all students stay on during the learning process.

b. Miscommunication often occures in receiving information

The students are lack in understanding information provided by the teacher. This cause the students misunderstood received the information on the material presented and the assignments submission. Kim, Liu, and Bonk (2005) claimed that the difficulties communicating with others in online classes can happened because of time zone variations, the absence of a sense of emotional connection with each other, or the lack of the kind of real time feedback that happens in an in-person classroom. In addition, Keegan (1986) revealed that a critical link in communication in distance education was missing, caused by the geographic separation between students and teachers. In conclusion, miscommunication sometimes occurres when the teacher explain in submitting the assignments along with them.

c. Not all students are active in discussion activities in WhatsApp group

The students or the participants act as silent readers when the teacher starts discussion of the material in the group. It makes the teacher must be extra to teach them. Hamad (2017) showed that some students did not participate in the discussion, it was not certain that all students could learn from the same material, and that WhatsApp caused some students to tend to participate in the course by just copying and pasting ready text. In addition, Gon and Rawekar (2017), mentioned that intensive messages by using WhatsApp causing chaos in

teaching/ learning processes, time consuming interaction features that as return as negative effects and eye fatigue as a result of long time use over mobile phones. In conclusion, not all students are active because many obstacles that they faced in teaching and learning process.

d. Network disruptions often occures on the use of WhatsApp social media

Good network needs to use on the use of WhatsApp social media. Gurusinga (2018) revealed that instant messages have the possibility to be read by other people and a stable, active internet is always needed for active use of the application. In addition, Ma'ruf et al (2019) said that internet connection is an important factor to use any kind of social networking service and the challenging for participants to have a good connection. In conclusion, the students have to make sure in good connection during the teaching and learning process.

2.4 Reading

2.4.1 The Definition of Reading

Reading is a skill that can understand the meaning of words. According to Alyousef (2006), reading can be seen of as a two-way conversation between a reader and a text that leads to automicity or fluency in reading. Mikulecky (2008) added that reading is a complex conscious and unconscious mental process in which the reader employs a range of tactics to reconstruct the meaning intended by the author based on evidence from the text and past knowledge. So, the aim of reading, as we all know, is

to deduce meaning from a written symbol. Finding out what the writer said is one of the most crucial duties for the reader.

2.4.2 Aspects of Reading

There are five aspects of reading. According to Brown (2004), which the students should understand to comprehend a text well, such determining main idea, finding specific information, making inference, identifying reference, and understanding meaning of words.

a. Determining main idea

The main idea of a paragraph is the major message that the author intends to convey to the readers about the issue. Olviyanti, Marbun, and Arifin (2015) argue that the main idea of a paragraph is a central notion of the text. To put it another way, the author's core point is what he or she will develop throughout the paragraph. The entire paragraph's purpose is to explain, develop, and support the core topic. The paragraph's main concept explains what the author wants readers to know about the subject. The main point is frequently stated explicitly by the writer in one or more sentences inside the paragraph. People are ready to find the primary idea once they have found the topic. The purpose of the paragraph is the major concept. It is the most crucial thought on the subject.

b. Finding specific information (Scanning)

According to Brown (2004), scanning is a technique that all readers employ to locate relevant information in a text. Scanning is assessed by giving test-takers a text

(prose or something in a chart or graph format) and asking them to quickly identify relevant bits of information.

c. Making inference

 Inference is the process of drawing personal meaning from the text. In making of inference, the students try to comperehend and understand the reading text and find the conclusion of the statement in the text. Kopitski (2007), also said that in order to make conclusions, readers must practice combining cues from the text with their prior knowledge. As a result, it can be difficult for pupils to locate the text's conclusion because the meaning of the sentence is not indicated on the text.

d. Identifying references

References is one of the cohesive devices that connect words and sentences in text through grammatical means (Halim and Rashid, 2011). Students are expected to comprehend what the pronouns in the sentences are used for, such as pronouns that show individuals, places, or situations, when identifying reference.

e. Understanding the meaning of word

In understanding the meaning of words, the students have to find the meaning of difficult word on the text context by comprehending the meaning of the sentence or the text, and they will find the suitable meaning of the word. Anjomshoa (2014), noticed that vocabulary knowledge is another major prerequisite and causal factor in comprehension the reading text.

The conclusion is unfamiliar vocabularies about the text to be taught to students before reading the material so that they can understand the material.

The students felt by using WhatsApp in reading activities did not help them to understand the material which was delivered by the teacher. According to Iqbal and Sohail (2021), in the implementation of distance learning during the Covid-19 pandemic, many teachers only assign assignments to students to work on questions, summarizing, and the like. Therefore, the student felt hard to understand the material without explaining clearly. In addition, according to Arkorful and Abaidoo (2015),in online learning, assesements are often carried online whereby intructors are limited to proxy supervision of learners are making it impossible to regulate and to control cheating. It means that the students felt during online learning, there is no significant goal in teaching and learning process by using WhatsApp.

The students able to increase their vocabularies during online learning by using WhatsApp in reading activities. According to Stockwell (2007), the potential use of mobile application was great and the learners' vocabulary knowledge increased due to using the mobile-based intelligent vocabulary application. In addition, Gooniband, Jalilifar, and Khazaei (2011) investigated the effect of application of mobile devices on teaching English vocabulary items and found that the use of application was successful in the performance of the semi-illiterates. It means that using WhatsApp could increase their vocabularies than direct application in the class.

2.5. Teaching Reading Using WhatsApp

According to Santarossa and Castillo (2017), the ways to make WhatsApp work as a learning media as follows:

A . Rules making

The first step to use WhatsApp messenger is mentioning the guideline to the students, therefore they know what the teachers' hope to them. The vital thing is the students know what they do and how the teacher assesses them. Clear instruction about how to do the task is so essential to avoid students' confusing. The rules example:
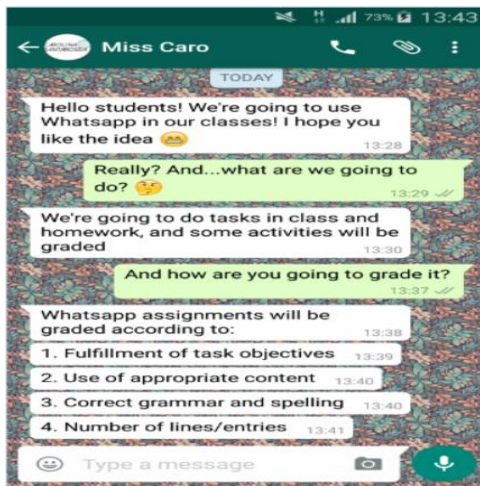
Screenshot 1 : Rules   **Screenshot 2 : Assessment**


B . Group creating

At the first meeting, the teacher and the students create a WhatsApp group with all students and the teacher as its members. The teachers need a "trial" how to use WhatsApp in the group to help the students understand with the process well. Besides that, the teachers are able to create a small group that consists of 4 until 5 students only and still include in the class of WhatsApp group. It for getting more personal assessment and improvement to the students and then change the members with other students.

C . Applying reading activities

The teacher can give different activities to the students like homework, extra activities for smartest students in the class, entertaining activities like funny text and so on. In this process, clear instruction is very necessary for the students in comprehending the task well. The reading activities instruction can be seen as bellows.

Screenshot 3 : Example of the activity
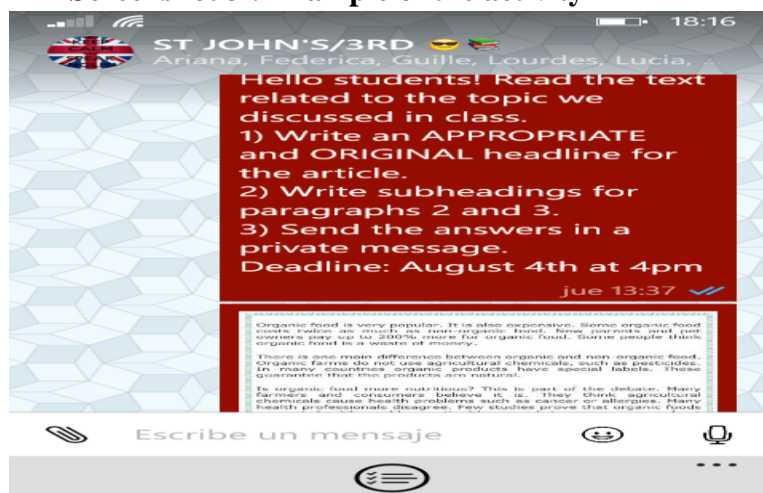
D . Designing reading activities

The reading activities can be in the form of a document or reading text, electronic source, audio, video, and picture. It means that the reading activities can be provided to the students in some forms through a mobile phone. The reading text may not longer, so the students can read it easily. Reading activities on WhatsApp group are used for improving students' reading comprehension which is already learned in the class, give real-life materials to the students like a joke, short article, video, audio, and photo. In addition, this activity does not change extensive reading in the

classroom into WhatsApp group activities. Other utilizations of these activities are it is able to be accessed anytime and anywhere.

2.6 Previous Related Studies

In this part the previous related study also described. Firstly,a study conducted by Jasrial (2017) under the title "Utilizing WhatsApp Application For Teaching English Language: Why And How?". The result of this study claimed that WhatsApp application is a useful tool for teaching English language. It provides students with: a) opportunities for practicing English language skills and components for free, b) more personal and comprehensive relationship between students and teachers, c) students will be more sociable person and also to be better, and d) staying connected to the learners and making the students available for help and support in their quest to learning English. Then, Students will feel confident, independence, enthusiasm, and had a positive attitude to learn English language. In addition, students do not only access the WhatsApp in the classroom but also outside the classroom. It helps students to learn English in 24 hours. They can read and write the materials times that is given by their teachers more than one time whenever they wants. Students are free to ask their classmates and their teachers through WhatsApp when she/he gets difficulties or there is something not clear enough about the learning material given.The similarity of the previous journal is the comprehension of learners in reading 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 reading classes to facilitate the teaching and learning process, while the author reflects on the attitudes of students about using WhatsApp in learning reading.

Secondly, a study conducted by Warman (2018), under the title "Students' perception of using WhatsApp in blended learning on reading comprehension". Students believed that using WhatsApp in blended learning for reading comprehension was beneficial, helpful, and effective in learning English anytime and anywhere. They also feel that using WhatsApp in blended learning not only could improve their reading comprehension, but also improve their writing and speaking ability. Furthermore, the findings indicate that students have positive attitude towards the use mobile learning via WhatsApp The similarity of the previous' journal article and the present study is to find out the students perception in learning process and the the diferences are the participants of the study and strategy of data analysis.

Third, a study conducted by Ahmed (2019), with the title "WhatsApp and Learn English: A Study of the Effectiveness of WhatsApp in Developing Reading and Writing Skills in English". The result of the study indicated that WhatsApp was very effective in developing their reading and writing skills. It helped them a lot in developing their vocabulary, grammar, reading comprehension and writing skills. The similarity of the study indicate that both of this study discuss about learning reading in WhatsApp and the differences of this research are data collection and method of the study.

Fourth, finding from Napratilora et al. (2020) under the title "Using WhatsApp as a Learning Media in Teaching Reading". The result of the study indicated that WhatsApp messenger can be used as a learning media besides as a communication tool. It makes the teacher and the students are easy to communicate and discuss reading material before going to the class to improve students reading comprehension. WhatsApp is very easy and cheap to apply in teaching reading comprehension because the students have been familiar with WhatsApp. The steps using WhatsApp in teaching reading comprehension are setting the rules, creating a unique name for WhatsApp group, star the reading comprehension activity, and give them feedback.The similarity of the study indicate that both of this study discuss about benefit of WhatsApp in learning process and the differences are location of this study and research problem of the study.

Fifth, Wahyuni, N. R., Nurpahmi, S. & Awaliah, (2020), in the title "The Students' Perception Toward Using WhatsApp In Learning Reading". The result of the study indicated that they have a motive, namely to keep up with the times and they also use WhatsApp as a place to share information , news, or the organizations they are doing. The similarity of the study indicate that that both of this study discuss about benefit of WhatsApp in learning process and the differences is this research was conducted for SMP Negeri 46 Palembang meanwhile Wahyuni et al., (2020) took some students from second semester of English education at Alauddin State Islamic University of Makassar.

CHAPTER III

METHOD AND PROCEDURES

This chapter presents (1) method of the study, (2) operational definition, (3) subject of the study, (4) technique for collecting data, (5) technique for analyzing data, and (6) establishment of trustworthiness

3.1 Research Methodology

In this research, the researcher used qualitative as research method. This method gave valuable results to study on students' perception and it has been very famous method used in studies on perception. It relies on the analysis of interview which was addressed to student to give perceptions towards teacher's strategy. Qualitative research involves the studies which used and collect a variety of empirical materials such as case study, personal experience, introspective, life story, interview, observational, historical, interactional, and visual texts that describe routine and problematic moments and meaning in individuals life (Creswell, 2013). According to Creswell, (2012), a case study is a problematic study that focuses on an exploration of the deeper understanding of a phenomenon activity process or individuals.

Descriptive qualitative analysis, with a case study approach, was chosen since this study focuses on the phenomenon of the perceptions of junior high school students on the use of WhatsApp for reading activities. The results of this analysis were defined descriptively. The data for this research were obtained by having an interview with the students.

3.2 Operational Definition

To avoid the possibility of misunderstanding about some terms in this research, especially those used in the title, the definitions are provided.

Students' perceptions

Students' perceptions refer gave their opinions on reading activities.

WhatsApp

WhatsApp is the tool for learning English. In this case, WhatsaApp is used as a tool in enhancing reading for students.

Reading

Reading is a process in which readers use their knowledge to build, to create, and to construct meaning in comprehending the text, in this case to the eighth grade students of SMP Negeri 46 Palembang.

3.3. Research Participants

The participants of this study were obtained from SMP Negeri 46 Palembang by using purposeful sampling technique. In purposeful sampling, the researcher intentionally selected individuals and sites to learn or understand the central phenomenon Creswell (2012). Specifically, maximal variation sampling technique. Creswell (2012) stated that maximal variation sampling was purposeful sampling strategy in which the researcher samples cases or individuals that differ on some characteristic or trait.

Moreover, the participants were taken from the eighth grade at SMP Negeri 46 Palembang. Specifically, 6 representative from 1 class involved as the participants.

Therefore, the researcher chose six the students to be participants based on some considerations. Firstly, the researcher chose 2 students who got highest score, 2 students who got medium score, and 2 students who got lower score in the classroom. It was decided based on the information from the teacher.Secondly, they were accessible.

3.3. Data Collection

In data collection, there is one instrument which was used in this research namely students' interview.

3.3.1 Interview

In this research, the interview was supported the data to know students' perceptions on the use of WhatsApp in reading activities at SMP Negeri 46 Palembang. It was given to 6 students from the class on the VIII[2] at SMP Negeri 46 Palembang. The researcher made an appointment with the students to to take the data from the interviews. The interview consisted of 3 categories, a) aspects of reading b) advantages of WhatsApp in teaching and learning process c) disadvantages of WhatsApp in teaching and learning process. The researcher used WhatsApp call to call the students one by one of the students which took between on 7-10 minutes. The interview was helped by friend using recorder to record it. The interview consisted of 15 questions proposed by Brown (2004) with several indicators such as, determining main idea, finding specific information, making inference, identifying reference, understanding meaning of word. The next interview items were adopted from Hendro

and Eko (2016) with several indicators such as, the exchange information was faster and easier between teachers and student, WhatsApp encouraged communication patterns between teachers, WhatsApp promoted easily monitored class, WhatsApp allowed the students to study anywhere and anytime. Then, interview items proposed by Nur (2018) with several indicators such as, not all students became active users of WhatsApp, miscommunication often occured in receiving information, not all students were active in discussion activities in WhatsApp group, network disruption often occured in the use WhatsApp social media were also used.

Interview is a qualitative data collection strategy in which the researchers ask one or more participants by using open-ended questions and record their answers Creswell (2012). The interview can provide information that can not be obtained through observation (Ary, Jacobs, Sorensen, & Razavieh, 2010). Therefore, open ended interview was conducted to get deeper information from the participants.

To obtain in depth information, semi-structured interview was used in this research with six students to know how is their perceptions of WhatsApp in reading activities. Creswell (2012), stated that one-on-one interview is a data collection process in which the researcher asks questions and records answers from only one participant in the study at a time. All of the interviews was recorded and later transcribed into English. Before conducting each interview, the researcher explained the purpose of the interview and the use of audio recorded. In brief, semi-structured interview was conducted to know more information related to students' perceptions on the use of WhatsApp in reading activities.

3.4 Data Analysis

    The researcher used thematic analysis in analyzing the data to gain the students'
perceptions on the use of WhatsApp in reading activities at SMP Negeri 46
Palembang. According to Braun and Clarke (2006), a method for methodically
detecting, categorizing, and providing insight into patterns of meaning (themes)
across a data set is thematic analysis. In this research, the researcher applied thematic
analysis through following the six step of data analysis from (Creswell, 2012).
Firstly, the data from interview was collected. Then, the data was made into a
transcription. Next, the researcher read the data. Fourth, the data coded. Fifth, the
researcher made a personal interpretation and made themes the codes as final
summary about this research. Finally, the findings of the research were validated to
check the accuracy.

3.5 Establishment Trustworthiness

    In this part, when the process of collecting and analyzing data, the accuracy of
findings and interpretation must be ensured. Validating findings means that the
researcher determines the accuracy or credibility of the findings through strategies
such as member checking or triangulation (Creswell , 2012). According to Elo et al.,
(2014), the trustworthiness of qualitative content analysis is often presented by using
terms such as *credibility, dependability, conformability, transferability*, and
authenticity. According to Lincoln and Guba (1985), trustworthiness is how the
researcher can inquire persuades his or her audiences (including self) that the findings

of an inquiry are worth paying attention. From those explanations, the researcher conducted trustworthiness in this study.

The researcher used member checking to check finding with participants in the study to determine if findings were accurate. According to Creswell (2012), member checking is a process in which the researcher asks one or more participants in the study to check the accuracy of the account. In checking the accuracy of interview result, the researcher asked my interviews to recheck about transcripts of interview as conformity about information which have been given by them in the interview. The researcher asked them about the transcript that has been made, such as whether it is complete and appropriate based on their answer or not. If their answer is not accordance with what they mean, the researcher asked them again about what they mean. It was applicant to validating the data and check the correctness of trustworthiness of the data. In short, member checking was used to recheck the credibility of the data.

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents: (1) research findings, and (2) discussion

4.1 Research Finding

There are some findings presented in this chapter. The research findings were related to the students' perceptions on the use of WhatsApp in reading activities. The data were obtained from the interview by using thematic analysis with six students in school.

The interview was done by using the Indonesian language, as it was more convenient for six participants involved in the interview. In this study, the researcher described the below:

Table 4.1.1 : Themes and codes for perceptions in reading activities

Theme	Code
WhatsApp did not help students to understand the material	Students felt that they were hard to understand the material by using WhatsApp in reading activities
WhatsApp helped students to increase their vocabulary	Students felt that they were able to increase their vocabularies in reading

	activities by using WhatsApp
The exchange of information was faster and easier between teachers and students	Students felt that they were easier and faster to access the material in reading activities given by the teacher using WhatsApp
WhatsApp promoted good interaction between teachers and students	Students stated that they were easy to interact with the teacher about the material in reading activities by using WhatsApp
WhatsApp promoted easily-monitored class	The students felt that teacher were easy to control the communication to others in reading activities by using WhatsApp
WhatsApp allowed the students to study anywhere and anytime	Students claimed that they were easy to access and submit the assignments in reading activities by using WhatsApp
Not all students became active users of WhatsApp	Some students stated that they were silent readers in the WhatsApp group
Miscommunication often occured in	Some students felt that they were

receiving information	miscommunication in submitting the assignment in reading activities by using WhatsApp
Not all students were active in discussion activities in WhatsApp group	Students claimed that they did not join the discussion because they thought the discussion was not important
Network disruptions often occured on the use of WhatsApp social media	The students claimed that the bad internet connection made the students difficult to understand in reading activities by using WhatsApp

Themes and codes formulated from the qualitative data as listed in table 4.1.1 are described to know the students' perceptions on the use of WhatsApp in reading activities. The students' perceptions on the use of WhatsApp in reading activities consisted of WhatsApp did not help students to understand the material, WhatsApp helped students to increase their vocabulary, the exchange of information was faster and easier between teachers and students, WhatsApp promoted good interaction between teachers and students, WhatsApp promoted easily- monitored class, WhatsApp allowed the students to study anywhere and anytime, not all students became active users of WhatsApp, miscommunication often occurred in receiving information, not all students were active in discussion activities in WhatsApp group,

and network disruptions often occurred on the use of WhatsApp social media. The descriptions are as follows

4.1.1.1 WhatsApp did not help students to understand the material

Based on the data obtained from the interview, the researcher got the information from the eighth-grade student. By using WhatsApp in reading activities, the students felt difficult to understand the material which had been given by the teacher. As stated by the student A confirmed that : " *I think it is so hard for me, sometimes I am getting sick in my eyes to watch the slide for long term".* In addition, student D said that : " *I think the learning process by using WhatsApp is so hard for me because the teacher could not explain clearly".* Moreover, student H claimed that : " *I am not interested about this learning process because I feel that could not understand the material when the teacher explained*". (Personal Communication, July, 30th, 2021).

4.1.1.2 WhatsApp helped students to increase their vocabulary

Based on the data obtained from the interview, the researcher got the information from the eighth-grade student. By using WhatsApp in reading activities, students felt that could increase their vocabularies. As stated by student Y: " *I think my vocabularies increase little because I always read all the material and find new vocabulary".* Moreover, student H stated that: *"of course my vocabularies increased because I read all information in a sentence while to understand the meaning of*

them". In addition, student S claimed that: "*yes I find new vocabularies every time I read all information in the text"*. (Personal Communication, July, 30th, 2021).

4.1.1.3 The exchange of information were faster and easier between teachers and students

Based on the data obtained from the interview, the researcher got the information from the eighth-grade student. By using WhatsApp in reading activities, the exchange of information was faster and easier between teachers and students because students could obtain and send the materials easily. As stated by the student BF confirmed that: "*I think it is easy and fast to get the material from the teacher during learning process"*. In addition, student A said that: "*I think using WhatsApp could make it easy and fast to complete my assignments"*. Moreover, student H claimed that:"*I think it could help me to submit the assignments ontime"*. (Personal Communication, July, 30th, 2021.

4.1.1.4 WhatsApp promoted good interaction between teachers and students

Based on the data obtained from the interview, the researcher got the information from the eighth grade student. By using WhatsApp in reading activities, students were able to maintain their attention and their focus because WhatsApp has the features such as pictures, audio to send voice note, that make communication easy and comfortable As confessed by the student A: "*my interaction is good when the teacher give and discuss the material"*. In addition, the student D claimed that: "*my*

interaction is good, I can ask the teacher directly about the material". Moreover, the student B confirmed that: *" my interaction is good with the teacher because I can ask personally about the material".* (Personal Communication, July, 30th 2021

4.1.1.5 WhatsApp promoted easily-monitored class

Based on the data obtained from the interview, the researcher got the information from the eighth-grade students by using WhatsApp in reading activities, students were monitored by the teacher because the teacher could limit the conversation appropriate to her need. As confessed by student H said that: *"my interaction with the teacher is good because the teacher can monitor the situation in WhatsApp group".* In addition, student B claimed that: *"the teacher only gives opportunity to discuss when she wants".* Moreover, student D confirmed that: *"there is the only student who was delivered her result of the lesson when she want".*(Personal Communication, July, 30th 2021)

4.1.1.6 WhatsApp allowed the students to study anywhere and anytime

Based on the data obtained from the interview, the researcher got the information from the eighth-grade student by using WhatsApp in learning reading, students were able to study anywhere and anytime because WhatsApp which used familiar by students and teachers, and it was supported by good connection As confessed by the student H said that: *"I can do assignments anytime and anywhere that I want".* In addition, student A claimed that: *"When I missed the material, I*

opened link who had been given by the teacher without asking her again. I could do assignments anywhere". Furthermore, student S confirmed that: *"In my opinion, using WhatsApp in learning reading is more effective because I ask the teacher personally when I do not understand about the material".* (Personal Communication, July, 30th 2021)

4.1.1.7 Not all students became active users of WhatsApp

Based on the data obtained from the interview, the researcher also got information from the eighth-grade students about the disadvantages of using WhatsApp in reading activities, students were lack of interested because they think that the material is not important for them. As confessed by student Y said that: *"In my opinion, sometimes I feel bored in online learning, therefore, I open the group while doing other activities".* In addition, student S confirmed that: *"I am not being an active student because the teacher focuses on who is active in the group ".* Furthermore, student A claimed that: *"I only focus on the group because other has been representative my argument ".* (Personal Communication, July, 30th 2021)

4.1.1.8 Miscommunication often occurred in receiving information

Based on the data obtained from the interview, the researcher got the information from the eighth-grade student that by using WhatsApp in reading activities, students were lack in understanding information provided by the teacher. This caused the students to misunderstood in receiving the information on the material presented and the assignments submission, As confessed by student A : *"Not*

really understand all the material. Sometimes, the teacher could not explain clearly and I must work hard to understand the material". In addition, student D confirmed that *"Sometimes miscommunication occurred because I could not submit on time when the teacher gives the limited time".* Furthermore, student Y claimed that: *"In my opinion, not only in misunderstanding the material, but also the assignments were not submitted in time"* (Personal Communication, July, 30th 2021)

4.1.1.9 Not all students were active in discussion activities in WhatsApp group

Based on the data obtained from the interview, the researcher got the information from the eighth-grade student, By using WhatsApp in reading activities, students were lack of attention in discussion. As confessed by the student Y who claimed that: *"Sometimes, I feel lazy to join in the group because I am still sleepy. Therefore, I decided to copy the material from WhatsApp group".* In addition, student H said that: *"Sometimes, I feel bored in this activity because it takes a long time to watch the slide and caused my eyes to get sick".* In addition, student S said that: *"In my opinion that it is not important for me because I am still busy helping my parents work at home".* (Personal Communication, July, 30th 2021)

4.1.1.10 Network disruptions often occured on the use of WhatsApp social media.

Based on the data obtained from the interview, the researcher got the information from the eighth-grade student by using WhatsApp in reading activities, students were difficult in accessing the WA group because of network disruptions in

their location. As confessed by student H said that: "*Yes. I have difficulty on a mobile network, sometimes the network disruption occurred during the teaching and learning process*". In addition, student Y claimed that: "*in my opinion, the teaching and learning process is good but sometimes when the network disruptions occurred although I live in a city*". Furthermore, student S confirmed that: *"Honestly, there are no difficulties but it depends on internet connection"*. (Personal Communication, July, 30th 2021)

4.2 Discussion

After analyzing the data by using thematic analysis, the researcher found the students' perceptions on the use of WhatsApp in reading activities. Those consisted of (a) WhatsApp did not help students to understand the material, (b) WhatsApp helped students to increase their vocabulary, (c) the exchange of information was faster and easier between teachers and students, (d) WhatsApp promoted good interaction between teachers and students, (e) WhatsApp promoted easily-monitored class, (f) WhatsApp allowed the students to study anywhere and anytime, (g) not all students became active users of WhatsApp, (h) miscommunication often occurred in receiving information, (i) not all students were active in discussion activities on WhatsApp group, and (j) network disruptions often occurred on the use of WhatsApp social media. Therefore, the explanation of the perceptions was described as following to know further much information about them.

The first perception from the students was that WhatsApp did not help students to understand the material. The emergence of perception was that the students felt by using WhatsApp in reading activities did not help them to understand the material which was delivered by the teacher. According to Iqbal and Sohail (2021), in the implementation of distance learning during the Covid-19 pandemic, many teachers only assign assignments to students to work on questions, summarizing, and the like. Therefore, the student felt hard to understand the material without explaining clearly. In addition, according to Arkorful and Abaidoo (2015),in online learning, assesements are often carried online whereby intructors are limited to proxy supervision of learners are making it impossible to regulate and to control cheating. It means that the students felt during online learning, there is no significant goal in teaching and learning process by using WhatsApp.

The second perception was that WhatsApp helped students to increase their vocabulary. The emergence of perception was the students able to increase their vocabularies during online learning by using WhatsApp in reading activities. According to Stockwell (2007), the potential use of mobile application was great and the learners' vocabulary knowledge increased due to using the mobile-based intelligent vocabulary application. In addition, Gooniband, Jalilifar, and Khazaei (2011) investigated the effect of application of mobile devices on teaching English vocabulary items and found that the use of application was successful in the performance of the semi-illiterates. It means that using WhatsApp could increase their vocabularies than direct application in the class.

The third perception from the students was that the exchange of information using WhatsApp was faster and easier between teachers and students. The emergence of perception was the students were easy to open WhatsApp, therefore the communication among them is running smoothly. Baisya and Maheswari (2019) discovered that the presence of teacher in the group help in direct communication. Students can directly ask help from the teacher and the teacher also can send materials in the group. In addition, Chan (2005) revealed that mobile instant messaging through WhatsApp for academic purposes provides students with their opportunities to interact together, to construct and share knowledge. In brief, teaching and learning reading by using WhatsApp was easier and faster in learning reading.

The fourth perception from the students was that WhatsApp promoted good interaction between teachers and students. The emergence of perception was that the students were easy to ask or discuss the material with the teacher through WhatsApp. Mahmoud and Fawzi (2013) revealed that WhatsApp platform was providing participants an open and flexible space for communicating, expressing ideas and exchanging information. In addition, the analyses support the notion that WhatsApp is not just another platform with which students communicate with teachers; considering its affordances, using it for this purpose demonstrate students' need to make student-teacher relationship close and meaningful, probably in order to increase their sense of belonging to school, which is vital for their personal growth (De Wit, Karioja, & Rye, 2010). In conclusion, the interaction between teacher and students are interesting.

The fifth perception from the students was that WhatsApp promoted easily-monitored classes. The emergence of perception was the students easily monitored by the teacher during the learning process by using WhatsApp. Kaieski, Grings & Fetter (2015), showed that the use of WhatsApp promoted a greater engagement, participation and collaboration of the students in the process of teaching and learning significant beyond of the physical limits of the classroom. In addition, Bouhink and Deshen (2014) said that students can access the material any time, they are assisted as the teacher is available so that the learning can be continued outside class. In conclusion, students and teachers have innovative to support education by online learning.

The sixth perception from the students was that WhatsApp allowed students to study anywhere and anytime. The emergence of perception was the students were able to access or to submit the material of the study more flexibly by using WhatsApp. According to Jackson (2019), the use of WhatsApp has become common in this direction, with its easy and flexible means of embedding both audio and video contents of teaching resources to capacitate students understanding of concepts. In addition, Prabowo, Rahmawati, & Puput (2019) claimed that a mobile phone that is used as a learning resource will provide learning convenience for students. They can learn by opening an application on their cell phones when they are at school, on the bus, in the canteen, at home, in other public places. In conclusion, WhatsApp make students flexible to do assignments anywhere and anytime.

The seventh perception from the students was that not all students became active users of WhatsApp. The emergence of the student perception was they were passive user WhatsApp in reading activities. Zan (2019) stated that activating WhatsApp use during educational processes requires high-level responsibility to follow all correspondence among students and checking possible errors and giving feedback for correction in the whole messages send or received by each student. This means the students have to respond in teacher explain but they felt scared to explain because of the wrong explain, the students decide to be silent in the group. In addition, Baguma et al. (2019) said that all students are not likely to have smartphones at a similar technologies level, and WhatsApp groups always have the potential to produce an untraceable volume of data including also non-mandatory useful information at the individual level. This led to the smartphone of the students because the capacity of their memory of the smartphone is small, which makes them hard to download the material. In brief, not all students stay on during the learning process.

The eighth perception from the students was that miscommunication often occurred in receiving information. The emergence of the perceptions was the student miscommunicated in submitting the assignments from the teacher. Kim, Liu, & Bonk (2005) claimed that the difficulties in communicating with others in online classes can happen because of time zone variations, the absence of a sense of emotional connection with each other, or the lack of the kind of real time feedback that happens

in an in-person classroom. In addition, Keegan (1986) revealed that a critical link in communication in distance education was missing, caused by the geographic separation between students and teachers. In conclusion, miscommunication sometimes occurred when the teacher explained about submitting the assignments along with them.

The ninth perception from the students was that not all students were active in discussion activities in the WhatsApp group. Hamad (2017) showed that some students did not participate in the discussion, it was not certain that all students could learn from the same material, and that WhatsApp caused some students to tend to participate in the course by just copying and pasting ready text. In addition, according to Gon and Rawekar (2017), intensive messages by using WhatsApp caused chaos in teaching and learning processes, time consuming interaction features that as return as negative effects and eye fatigue as a result of long time use over mobile phones. In conclusion, not all students were active because many obstacles that they faced in teaching and learning process.

The ten perception from the students was that network disruptions often occurred on the use of WhatsApp. Students said sometimes the internet connection was good, but sometimes it was bad. A study conducted by Ma'ruf, Basof, Fadilah and Akmal (2019) revealed that all, there is no denying that all the respondents decided that they had the same problem: linking to the Internet. In addition, Asmara (2020) revealed that internet connection was low, so that students got difficulties in

sharing the materials for learning, compiling the segmented video collaboratively with their friends through online and submitting the assignments to the teacher. In conclusion, the students have to make sure of the good connection during the teaching and learning process.

From the explanation above, the researcher concluded that the use of WhatsApp can be an option for media in the teaching and learning process, but the teacher should be ready to prepare not only the benefits but also the disadvantages of using WhatsApp in this activity.

CHAPTER V

CONCLUSIONS AND SUGGESSTIONS

This chapter presents: (1) conclusion, and (2) suggestion. In this chapter, all of the results from the finding had been concluded. The researcher's suggestions are also presented for teachers, students, and other researchers.

5.1 Conclusions

Based on the result of this study that was collected through interviewing the eighth-grade students at SMP Negeri 46 Palembang, the researcher found some perceptions discussed in the previous chapter are included. Based on findings and discussions in the previous chapter, there were some perceptions towards the use of WhatsApp discussion in teaching English, as follows: a) WhatsApp did not help students to understand the material, b)WhatsApp help students to increase their vocabulary, c) the exchange of information was faster and easier between teachers and students, d) WhatsApp promoted good interaction between teachers and students, e) WhatsApp promoted an easily monitored class, f) WhatsApp allowed the students to study anywhere and anytime, g) Not all students became active users of WhatsApp. h) miscommunication often occured in receiving information, i) not all students were active in discussion activities in the WhatsApp group, j) network disruptions often occurred on the use of WhatsApp social media.

5.2 Suggestions

According to the conclusion described above, the researcher would give elaborated suggestions. In this context, the suggestions are oriented to the teachers, students, and other next future researchers.

The first suggestion is the students are to learn English in all conditions especially, in learning reading by using WhatsApp. For the teachers, it is expected that they can motivate the students in learning reading and also can improve the students' skills by using WhatsApp.

Secondly, it is expected that the present study can give the teachers some beneficial information, so they can apply some effective strategies to students in learning reading by using WhatsApp. Besides that, the teachers must inspire the students to elicit students language skills in learning reading.

Last, for the next researchers who will conduct a study related to students' perceptions on the use of WhatsApp in reading activities. The next researcher should give more explanation, find out the new perceptions that can affect learning reading by using WhatsApp, and provide a solution to reduce or solve the problems. Thus, this study is expected to be a useful reference for the next researchers who are interested in investigating the perceptions on the use of WhatsApp in reading activities.

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