

**Teachers' Perceptions towards Using WhatsApp in Teaching Writing at**

**SMA Ethika Palembang**



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**FATAH**

## **DEDICATION AND MOTTO**

This thesis is dedicated to:

1. My Wonderful God (Allah SWT), I am so much grateful for all the blessings that you have given to me so that it can make me strong and keep on my track.
2. My big family especially my beloved parents, father and mother, my beloved wife and son thanks a lot for your love, time, pray, care, support, motivation, and other amazing unrequited sacrifices to me so that I can finish this thesis.
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6. My beloved department, almamater, and campus.

**MOTTO**

**“Man Saaro Alaa Darbi Wasola”**

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## ABSTRACT

This study was aimed at finding out the teacher's perceptions on the use of WhatsApp in teaching writing at SMA Ethika Palembang. The design of this study was qualitative research in the form of a case study design. This study was conducted at SMA Ethika Palembang. In order for the research problem in this study, the researcher utilized one-on-one interviews through open-ended questions to collect the data about the teacher's perceptions on the use of WhatsApp in teaching writing through 23 questions adapted from William (2014), Ma'ruf et al. (2019), and Riaeni (2018). In the data analysis, the thematic analysis in the form of a coding system was used to find out the teacher's perceptions on the use of WhatsApp in teaching writing. The result of this study showed that the teacher's perceptions on the use of WhatsApp in teaching writing at SMA Ethika Palembang were of some points, namely: (1) helping the teacher to measure the students' progress, (2) building the students' disciplines, (3) increasing the students' comprehension about grammars, (4) and making chances for students to opine on team. After that, the teacher's perceptions towards the weaknesses consisted of some aspects, namely: (1) hampering communication in learning and (2) the students could not convey messages into written form well.

**Keywords:** Teacher's Perception, WhatsApp, and Writing.

# **CHAPTER I**

## **INTRODUCTION**

This chapter presents: (1) background, (2) researcher problems, (3) researcher objective, and (4) significance of the study.

### **I.1 Background**

The spread of COVID-19 pandemic since early 2020 has been affecting all the aspects of human life. According to Nadeem (2020), the first time of corona virus emergence came from Wuhan, Hubei Province, China, and increased in January 2020 and has infected almost countries in the world. According to Haleem et al. (2020), the emergence of COVID-19 has impacted all aspects of human life such as health, economy, and society. Based on the data from World Health Organization (WHO) and Johns Hopkins University (2020), there have been millions cases in the world affected by the spread of COVID-19 even cause nearly 500.000 deaths in 215 countries (as cited in Zou et al., 2020). Thus, the spread of COVID-19 has impacted various aspects of human life globally.

One of impacts of the Covid-19 pandemic is education. Chandasiri (2020) claimed that pandemic has affected learning activities in which engenders negative effect on students' learning activity. In addition, Onyema et al. (2020) argued that the spread of COVID-19 has negatively hampered educational activities because of the lockdown. In the sense that the spread of COVID-19 has ruined all aspects of human life such as educational field.

This condition obligates to move the process of education including learning and teaching activity at home. According to Bhamani et al. (2020), interactive online classes from home provides opportunity to have learning interaction for education during COVID-19 spread. A study conducted by Susanti et al. (2020) discovered that the spread of COVID-19 generates a great change in education process in Indonesia such as in West Sumatera. That is moving face to face learning system to be online learning done from home. In short, the condition of COVID-19 spread demands the enforcement of education such as learning and teaching activity at home.

Due to the learning at home policy, people utilize technology to run the process of teaching and learning activity via online. According to Hastomo (2016), technology as a tool can help teacher to explaining, delivering and transferring material for teaching and learning process, and make the teaching and learning process more effective and efficient. In line with a research conducted by Ahmadi (2018) which claimed that technology enables teachers to adapt classroom activities, improve language learning, and it continues to grow in importance as a tool to help teachers and students facilitate language learning. Thus, technology is the most effective solution to be used to run educational process during Covid-19 pandemic via online.

In relation to teaching writing in English class, one of the application used via online is utilizing WhatsApp because it enables English teachers to teach writing in the form of texting messages practice to increase students' writing skills. According to Ma'ruf et al. (2019), the use of WhatsApp in teaching English writing is in the form of giving teacher and students a chance to communicate through

texting messages practice. In addition, a study conducted by Noyan and Kocoglu (2019) revealed that developing students' English writing skills through WhatsApp is an effective solution because it can be done through dialogue writing via online. In brief, WhatsApp provides chance for teachers to enhance students' writing skills through texting message.

Teaching writing via WhatsApp is proposed due to some advantages. According to Ma'ruf et al. (2019), the use of WhatsApp in teaching English writing is in the form of giving teacher and students a chance to communicate through texting messages practice. Kocoglu (2019) revealed that developing students' English writing skills through WhatsApp is an effective solution because it can be done through dialogue writing via online. In summary, teaching writing via WhatsApp contains benefits.

However, teaching writing by using WhatsApp has some limitations. According to Linda and Ria'aeni (2018), teaching English skills via WhatsApp is effective and it can also be in trouble because of some problem such as internet connection and it can spend more cost to have good acceleration in using it. A study conducted by Nuraeni and Nurmalia (2020) showed that the weaknesses of teaching English skills via WhatsApp might be material preparation, inactive students, dishonest, limited attention, and uncontrollability. Ultimately, teaching writing via WhatsApp has also disadvantages.

The excellence of writing is to improve the learners' abilities in communication. Crystal (2006) mentions that mastering writing skills is the form of increasing the excellence of learning English because it is concerned with how people communicate in written form. Walsh (2010) states that writing is an eminent

skills to be mastered by EFL learners because it is related to all components used in communication. This indicates that the excellence of writing is beneficial to improve the learners' communication ability.

This argument is in line with a preliminary study conducted by the researcher at SMA Ethika through a semi structured interview with one of the English teachers. It revealed that WhatsApp is one of the platforms used by English teachers to run the process of teaching and learning activity via online during this pandemic including to run English class at SMA Ethika because most of the students and teachers have been familiar with operating it. Therefore, the English teacher and students agreed to use WhatsApp to enforce English classroom activity including in English writing activity because English teacher can provide chance for students to communicate and discuss materials learnt in English writing activities. In the process of writing activities, the teachers gave materials based on the basic competences (KD) to be achieved including writing activities by teaching writing materials provided in the used syllabus of the 2013 curriculum for class twelve 2<sup>nd</sup> namely writing application letters, making sentences of English grammars which cover modals, past tense, present perfect tense, future tense, writing information on videos, audios or objects related to materials discussed, and making imperative, positive-negative sentences (Personal Communication with Y.A, March 08<sup>th</sup>, 2020).

Then, there have been various related studies conducted by researchers about the use of WhatsApp in teaching writing as presented in this part. The first was conducted by Ma'ruf et al. (2019) which revealed that the students agree that WhatsApp is useful to implement in paragraph writing class because students can

feel comfortable and students mostly have been familiar with networking service. The second was a study conducted by Noyan and Kocoglu (2019) which revealed that developing students' English writing skills through WhatsApp is an effective solution because it can be done through dialogue writing via online. In conclusion, there have been many previous related researches conducted by experts about the use of WhatsApp for teaching writing.

As the result, this phenomenon encouraged the researcher to conduct the same research about the use of WhatsApp in English class. Then, this study was specified in the context of teaching writing activity. This research aimed to discover the teacher's perceptions on the use of WhatsApp in teaching writing. Besides, this research was conducted at SMA Ethika Palembang because based on the information gotten from one of students at SMA Ethika Palembang and preliminary conducted by the researcher that WhatsApp was really used to run teaching writing activity at that school. Therefore, this research was entitled **“Teacher's Perceptions on the Use of WhatsApp in Teaching Writing at SMA Ethika Palembang”**

## **I.2 Research Problem**

Based on the background above the research problem was formulated in the following question: How were the teacher's perceptions on the use of WhatsApp in teaching writing at SMA Ethika Palembang?

## **I.3 Research Objective**

Based on the research problem of the study above, the objective of this study was to find out the teacher's perceptions on the use of WhatsApp in teaching writing at SMA Ethika Palembang

#### **1.4 Significance of the Study**

The results of this study are expected to give beneficial contributions to some elements namely English teachers, students and the researcher.

The first English teacher will know the benefits of teaching writing in English classroom by using WhatsApp and the English teachers will know the weakness of teaching writing in English classroom by using WhatsApp. Then, English teachers can figure out how to create effective learning activity via online through WhatsApp in order to increase students' writing skills.

The second the students will know the benefits of learning writing in English class by using WhatsApp and the students will understand the weakness of learning writing in English classroom by using WhatsApp so that it is expectedly students can think about the solution to cope with the weaknesses of learning English writing via online through WhatsApp by themselves.

The third is this research is also expected to give beneficial information for other next researchers who are interested to conduct a research about teaching English writing skills via online by using WhatsApp so that the result of this study can be used by them as a supplementary source in the purpose of investigating a case in the same field.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter presents some sub-topics, namely: (1) concept of perception, (2) ICT for Learning, (3) WhatsApp, (4) teaching English writing, (5) process of writing, (6) Benefits and weaknesses of teaching English writing by using WhatsApp, (7) previous related studies.

#### **2.1 The Concept of Perception**

Perception is the process of identifying, viewing, judging, and summarizing something encountered in life. Pashko (2016) stated that perception is an activity concerned with the sensory for arranging, analysing, and viewing an object found in life. In addition, Odhiambo (2015) conveyed that perception is a facility used by people to observe, understand, and producing clear information about something. Furthermore, Hanna (2013) stated that the concept of perception consists of three component such as knowledge, attention, and atmosphere. Knowledge is for stimuli. Attention is stimulation comprehension process. Moreover, Qiong (2017) argued that perception is the outcome of three stages namely selection, organization, and interpretation to make a clear conclusion about an object. Atmosphere is related to stimuli for learning environment and information mobility to human brain through the system of nerve. Pointedly, perception is an activity done to process an information about an object through identification, views, and conclusion.



English teachers are professional educators whose great tasks and responsibility to transfer the knowledge of English to learners as the foreign language receivers. In relation to this, Mann (2005) mentions that a teacher is person whose obligatory tasks for students' successful achievement in learning English as foreign language. Afterwards, Ghanizadeh and Moafian (2010) opine that educating teachers maximally with good learning majors is important because it refers to the enhancement of their proficiency to satisfy learners during educational activity. Then, Day and Sammons (2013) convey that an English teacher is a person who are willing to achieve successful teaching such as in science, language, or others educational affairs. In brief, English teacher is a very influential person whose qualified teaching professionalism to transfer the knowledge of English.

Based on the explanation above can be concluded that teachers' perception is the form of activity done by educators to make a clear explanation about phenomena encountered in their lives in which this interpretation process originates from sensory and is cultivated in thoughts to produce a conclusion.

## **2.2 ICT for Learning**

ICT is a very good facility to use for learning because it accelerate people to access needed information easily. Ghavifekr and Rosdy (2015) stated that ICT in technology is a useful tool for education because it can smooth learning and instructional activity to increase learners' competence. Reid (2002) said that ICT is usable to help pupils concentrate on better conceptual quality by connecting to internet to simplify students to gaining information from outside sources independently given by their teachers. Additionally, Habib (2017) has found that

the function of ICT in higher education is a vital role to accelerate learning activity process. After that, Hussain (2018) conveys that utilizing ICT in learning activity can help learners upgrade their scores such as enriching students' vocabulary. A study conducted by Samari and Atashak (2011) discovered that utilizing ICT in learning activity has a good impact to achieve learning goals because it can be used to accelerate students' learning acquisition and to stimulate students' learning activeness. Additionally, Saxena (2017) found obtaining information about learning activity is much easier by using ICT. Therefore, this can be used to facilitate the process of increasing motivation to acquire knowledge. Ratheeswari (2018) conveys that learning with ICT is very supportive because of its distribution to communication. Thus, the use of ICT in learning can access information efficiently and effectively. In brief, ICT in learning is a beneficial medium to support learning acceleration because it can accelerate the process of accessing information easily.

### **2.3 WhatsApp**

WhatsApp is one of easy and useful platforms that can be used to accelerate communication process operated via online through internet connection. According to Irfan and Dhimmar (2019), WhatsApp is a powerful application to be medium to connect people in different places even in the world and it is also an efficient medium to access information quickly. Napratilora et al. (2020) state that WhatsApp is one of online applications used in smartphone which enables people to communicate each other and communication can also be accessed by sending message, photo, video, audio, and so on. Then, Kumar and Sharma (2017) mention that WhatsApp is a popular mobile application to provide service for message in

smartphone operated by using internet connection which enable its users to communicate in different places easily. After that, Minhas et al. (2016) assert that WhatsApp is a cross-platform operated through smartphones which enables the users to communicate through messaging systems. Clearly, WhatsApp application is a beneficial medium for communication operated via online through internet connection.

#### **2.4 Teaching English Writing**

Teaching English writing is the process of transferring the knowledge of English writing in order to supply students' writing skills. Supiani (2017) states that teaching English writing to students is one of important activity in English class because it affects the students' ability to enhance their writing skills to convey information into sentences or paragraphs. According to Rao (2019), teaching writing is an uneasy task to do because there many things to be mastered in writing such as spelling, grammars, usage, coherence, organizations, and so on. A study conducted by Cheung (2016) revealed that teaching English writing is the process of transferring the knowledge of writing skills. It is therefore important for English teachers to put into consideration about many necessary things such as socio-cognitive approach to writing, and teaching plans and organization. According to Lunenberg (2014), teaching writing is the process of guiding students to understand how to start, process, and conclude the piece of writing to have well writing mastery. In summary, teaching English writing is one of the most important aspect to be done in the purpose of transferring the knowledge of writing to students.

## **2.5 Procedures of Teaching Writing**

Teaching writing is a kind of difficult activities to do because teachers are not only dealing with vocabulary, grammars, content, and topic but also it is about the steps to pay attention in teaching writing. According to Hermawati and Yandri (2013), there are three procedures of teaching writing namely pre-writing, whilst-writing, and post-writing.

### **a. Pre-writing**

This is the first step to do in teaching writing in which a teacher has to teach how to make a brainstorming. The teacher explains about the brainstorming technique. The process of brainstorming includes memorizing things, events, and action experienced by the students before.

### **b. Whilst-writing**

In whilst writing activity, the teacher can ask the students to develop the student develop their ideas in brainstorming techniques into a paragraph. After the students generate some ideas, they can combine the sentences based on the questions, topic, vocabulary, and the picture given to them.

### **c. Post-writing**

In post-activity, the teachers can check the students' writing and respond to final writing by giving a grade and written comment about spelling, organizing the ideas, grammar, vocabulary, and punctuation so that the students can check and improve it.

## 2.6 Stages of Writing

Writing is a difficult activity to do because there many aspect to be concerned in order for best writing results. Therefore writers have pay more attention on the writing process so that the perfect result of writing can be achieved well. According to William (2014) there are eight steps of writing process as described in followings:

### a. Prewriting

Prewriting activity is done before starting the first draft of a paper. The activity in prewriting called as discussion, outlining, journaling, task-writing, and metaphor.

### b. Planning

Planning is the process of considering the writer's rhetorical stance, rhetorical purpose which must be interconnected to the information resulted from prewriting. Planning is also concerned with discovering additional information to support the writers' ideas.

### c. Drafting

This process is also called as choosing words to be used in the written passage in which this process is done by the writers to make sure whether the words are appropriate or not with the discussed context written.

### d. Pausing

This process takes action when writers stop writing to figure out whether what is written has been in line with the plan and organization designed because it will measure whether writers can have successful writings or not.

e. Reading

Reading is the next activity of pausing because it is done to reflect whether what writers have written is relevant with plan and organization for successful writing outcome.

f. Revising

Revising takes place after students have finished writing and it enables to get some supporting suggestion or inputs from other people for the perfection of writing outcomes.

g. Editing

Editing is the process of rechecking the quality of sentences used in the written passages in which this section is related to punctuation, sentence length, spelling, subject agreement, and styles after revising.

h. Publishing

Publishing is the last process done to serve the result of writing for evaluation or the outcome of writing is ready to be printed.

## **2.9 Teaching English Writing for Students of Senior High School Via WhatsApp**

Teaching English writing is the process of transferring the knowledge of English writing in order to supply students' writing skills. Supiani (2017) states that teaching English writing to students is one of important activity in English class because it affects the students' ability to enhance their writing skills to convey information into sentences or paragraphs. According to Rao (2019), teaching writing is an uneasy task to do because there many things to be mastered in writing such as spelling, grammars, usage, coherence, organizations, and so on. In relation

to this, WhatsApp is one of popular social media used in technological tools such as a smartphone to accelerate the process of communication accessed via internet connection. This means that teaching writing for Students of Senior High School Via WhatsApp is infusing the ability of writing via WhatsApp to the students of senior high school.

In order to do this, this application is easy to use because it provides comprehensible features so that there have been a lot of people who use it for effective communication in the world. In accordance with this case, Afolaranmi (2020) mentions that there are nine features provided in WhatsApp application as described below:

a. Sending and receiving textual messages

This feature is used to send and receive information in WhatsApp application or even the people can also send the same messages to the different or the same receivers.

b. Profile name, picture and status

This features can be used to inform other users about a certain account user. Finally, the profile status is used to say what someone wants to say.

c. Status message

This feature enables the users' to post statuses in twenty-four hours. Then, other users get involved in the statuses by commenting on posts while reading it.

d. Group chat

This feature is used to communicate with all the members of WhatsApp group through involving other users to be the members of a certain group.

Then, this feature enables all the group's members to get involved in the group's discussion. Besides, a group administrator can appoint other people to be administrators to have similar works.

e. Permission of adding to groups/group blocking

This feature is usable to invite people on a WhatsApp group. It enables all the members of WhatsApp group to comprehend the importance of their roles in the group so that they can figure out whether they can be permanent members of the group or not.

f. Broadcast lists

Broadcast lists is for communication with inter-personal individuals not in group. Therefore, it can be used to communicate individually.

g. Voice and video calls

This feature is used to communicate with other users through voice note or direct video calls in which the users have select someone's contact on broadcast lists to make voice or video call individually and directly.

h. Group video and voice Calling

This feature can be used to make video and voice calls with more than one person by inviting other users in group calling in the forms of split video screen along with voice call.

i. Hearing Voice Messages Privately via Earpiece

The feature is used to send and hear voice messages received in WhatsApp application via earpiece.



## **2.8 Benefits and Weaknesses of Teaching English Writing by Using WhatsApp**

The purpose of teaching writing in English classroom is to supply students with good writing skills. In relation to this, there are various strategies that can be used to teach writing skills to students. In the process of online learning activity, teaching writing can be done by using applications operated on smartphone such as WhatsApp because it enables the users to practice communication through writing messages. In line with it, Ma'ruf et al. (2019) and Linda and Ri'aeni (2018) conclude that teaching writing by using WhatsApp has benefits and weaknesses as described below.

### **1. The Benefits.**

#### **a) Offering possibility of peer review**

Peer review is related giving and receiving information in the form of texting some comments, suggestions, corrections in the form of paragraphs and other students can reply their mates' messages in different or the same ways so that this activity can be used to improve students' writing skills because students can know the punctuations, incorrect grammars, the information in the messages, and so on.

#### **b) Independence from time and location**

WhatsApp can be used to encourage students to learn independently and teaching writing through WhatsApp can make chances for students to study everywhere. Centikaya (2017) mentions that teaching English via WhatsApp is actually effective to discipline students such as being on time during learning process. According to a study conducted by Mukhasin and Andriani (2021), running learning activities via online through WhatsApp is effective because it can

be used to form the students' learning disciplines. After that, students can also search for some things necessary in learning activity everywhere easily because students are always with their smartphones so that time and location enable to create learning and teaching atmosphere effectively.

c) Perceived progress of vocabulary

Teaching writing by using WhatsApp is beneficial for progress of vocabulary. Napratilora et al. (2020) states that WhatsApp is one of effective platforms to accelerate communication via online in the form of oral and written communication used by people. A study conducted by Nurazizah et al. (2019) has revealed that WhatsApp is a usable platform used in the process of teaching speaking because it provides voice note feature for oral communication.

d) Grammatical improvement

Teaching writing skills is very effective to improve students' knowledge of English structures because they can know how to construct correct sentences in English through sharing knowledge about grammar, words, and so on related to how to make sentences or paragraphs in English during writing class on WhatsApp. According to Dwee and Nurhidayah (2016), teaching writing via WhatsApp might be a solution to improve students' writing skills in the form of correcting how to structure sentences on the application even though it is occasionally confusing students to understand what is explained. Ahmed (2019) found that teaching English via WhatsApp is one of effective solutions in teaching writing because it is so helpful for improving students' grammars to increase their English proficiency.

e) Teachers' facility for students' cooperative learning, assignment, and evaluation

Teaching writing by using Whatsapp promotes students' opportunity to cooperate in group work activity even teach them to evaluate their mates' work. Albert et al. (2020) states that teaching English via WhatsApp enables students to practice how to opine and to find efforts in solving problems. Afsyah (2015) argues that teaching English via WhatsApp is a beneficial effort because it is useful to help students demonstrate such as giving opinion and strategies to improve their English.

2. The weaknesses.

And according to Linda and Ri'aeni (2018) conclude that teaching writing by using WhatsApp has weaknesses as described below.

a) Internet connection

It is obvious that teaching writing by using WhatsApp contains various kinds of advantages to accelerate the process of transferring the knowledge of writing mastery to students in teaching and learning activity. However, it has also a weakness such as internet connection because when something goes wrong on internet connection, WhatsApp cannot be operated which enables to trouble the acceleration of teaching writing activity. According to Ma'ruf et al. (2019), when something goes wrong on internet connection, WhatsApp cannot be operated which enables to trouble the acceleration of teaching writing activity. Linda and Ri'aeni (2018) support that teaching the skills of English can be in a troubles without good internet connection. Therefore, preparing adequate internet connection is a must to use WhatsApp.

#### b) Costly to use

Teaching writing by using WhatsApp is very costly because students and teachers have to use expensive operators in running learning activity so that students actively during writing classroom in the form of texting messages and sending exercises about what is being discussed. According to Yilmazsoy et al. (2020), running instruction in Education through WhatsApp is seemingly less effective because of avoiding learners from what structures to follow and enabling difficulty comprehending about what is explained by teachers. Dwee and Nurhidayah (2016) add that teaching writing via WhatsApp might be a solution to improve students' writing skills in the form of correcting how to structure sentences on the application even though it is occasionally confusing students to understand what is explained. Consequently, this problems can trouble the acceleration of teaching and learning activity in writing lesson.

### **2.9 Previous Related Studies**

In this part, previous related studies are presented to support this research. The first was conducted by Ma'ruf et al. (2019) about the students' perception of using WhatsApp in paragraph writing class. The purpose was to find out students' perception on using WhatsApp in paragraph writing class. The result of this research indicated that the benefits of using WhatsApp in paragraph writing class consisted of offering possibility of peer review, independence from time and location, perceived progress of vocabulary, and grammatical improvement. The similarity between previous study and the writers present is conducting research with the same research kind -qualitative and the same discussion. However, a study conducted by Ma'ruf et al. (2019) aimed to discover students' perception in learning

writing by using WhatsApp. Then, the present study will focus on finding teachers' perceptions in teaching writing by using WhatsApp.

The second was conducted by Linda and Ri'aeni (2018) about WhatsApp messenger as a mobile media to learn writing for EFL students. The purpose of this study was to encounter the utilization of WhatsApp messenger as a mobile media to learn writing for EFL students. The outcome of this study revealed that learning writing with WhatsApp is an effective strategy because it is useful to develop students' creativity in writing. The similarity of this study and the writers present is conducting a research about the use of WhatsApp in teaching and learning activity in English writing class. The difference is previous study was conducted at a university level and present study will be conducted at a senior high school.

The third was conducted by Handayani and Aminatun (2020) about students' points of view on the use of WhatsApp to elevate writing ability. This research aimed to uncover students' perspectives towards the use of WhatsApp group in improving students writing ability. This research resulted that teaching writing by utilizing WhatsApp group has good distribution to upgrade students writing ability. The similarity between previous study and writers present is conducting research with the same research kind - qualitative and the same discussion. However, a study conducted by Handayani and Aminatun (2020) aimed to discover the students' perspectives towards the use of WhatsApp group in improving students writing ability and the present study will focus on finding teacher's perceptions in teaching writing by using WhatsApp.

The last was conducted by Muthmainnah and Azminah (2020) about EFL writing activities using WhatsApp group: students' perceptions during study from home. This investigation was oriented to discover writing activities using the WhatsApp group during the study from home because of the COVID-19 pandemic and students' perception about it. The result of this investigation showed that it is effective to use WhatsApp in learning writing and there are good numerous perceptions from students related to this case. The similarity between previous and writers present is conducted study to find out the perceptions toward the utilization of WhatsApp for teaching and learning writing. Meanwhile, the difference is previous study was conducted at a university level and present study will be conducted at a senior high school.

## **CHAPTER III**

### **METHODS AND PROCEDURE**

This research presents: (1) research design, (2) operational definition, (3) participant of the study, (4) data collection, (5) data analysis, and (6) trustworthiness.

#### **3.1 Research Design**

The researcher applied a qualitative research in the form of case study design. Case study is a form of qualitative research which allows the researchers to explore and understand more difficult phenomena. Creswell (2012) states that the use of case study in qualitative research is to get deep understanding about a case by finding it through understanding a phenomenon, activity, process, or individuals. Then, the function of qualitative research in case study is to hasten a phenomenal investigation in its discourse through various references of information (Baxtar and Jack, 2010). Additionally, Creswell (2012) states that we identify different major purposes of research process level in qualitative research namely exploring a case and maximizing an adequate understanding about a phenomenal and central problem. In summary, a qualitative research with a case study design was utilized in this study.

#### **3.2 Operational Definitions**

**Teachers' Perceptions** is in the forms of teachers' reactions or responses to arrange, recognize, and interpret an information through sensory to give portrayal and understanding about WhatsApp.

**WhatsApp** is a social medium used to give and receive message and operated through internet connection to run the process of teaching writing at SMA Ethika Palembang.

**Teaching writing** is the teaching of application letters to the writing students of grade 12 of SMA Ethika Palembang.

### **3.3 Participants of the Study**

The participant of this research was selected from one of the English teachers at SMA Ethika Palembang by using total sampling. According Sugiyono (2007), total sampling is a kind sampling technique in which the quantity of individuals are the same as population and the number of population can be involved as participants as long as the individuals' quantity are under 100 people. Additionally, Murnane and Willett (2011) stated that total sampling is one of techniques done by researcher to choose participants based on the possible available individuals. Therefore, total sampling technique was applied to choose individuals as the participants in this research.

In line with the participant of this research, there was only one English teacher who taught English by using WhatsApp at SMA Ethika Palembang. Then, the teacher was selected as the participant to collect the data about the teacher's perceptions on the use of WhatsApp in teaching writing at SMA Ethika Palembang. Therefore, the English teacher who taught English by using WhatsApp in writing activity at SMA Ethika Palembang was selected as the participant in this study.



### **3.4 Data Collection**

In order to collect the data, teacher's interview was utilized as an instrument find the answer of research problem. O'Keefe et al. (2015) claim that an interview in a conversation between an interviewer and an interviewee can be used to explore issue because it provides speaking opportunity freely to ask and answer about the discussed problems. Then, Ryan et al. (2016) state that interview is flexible and beneficial to use in qualitative research for data collection about what the participants have experienced, believed, and done. Essentially, teacher's interview was used to collect the data in this research to find out what the teacher's perceptions on the use of WhatsApp in teaching writing at SMA Ethika Palembang.

In accordance with it, semi-structure interview through face to face interview was utilized with a selected English teacher. Albalushi (2016) indicates that semi-structure interview is considered as a useful tool to get the data about participants' perception deeply and make their experience and life story depends on the reality. Furthermore, the participant was interviewed with items related to teacher's perceptions on the use of WhatsApp in teaching writing at SMA Ethika Palembang. Therefore, the teacher's interview in the form of face to face interview was conducted to find the answer of research problem in this study with 23 items provided in the interview guideline adapted from William (2014), Ma'ruf et al. (2019), and Riaeni (2018).

### **3.5 Data Analysis**

In the data analysis, the researcher apply a thematic analysis through following the six steps of data analysis recommended by Cresswell (2014). Firstly, the researcher was collected the complete data from the teachers' interview (e.g., transcriptions). The researcher filed the data into computer and file folder after putting the data into transcription. Secondly, the researcher began to code the data by reading and scrutinizing all the transcriptions and coding the data to determine the answers of the research questions of this study. Lastly, the researcher designed an interpretation as the final conclusion about this research.

In analyzing the the teacher's perceptions on the use of WhatsApp in teaching writing at SMA Ethika Palembang, the researcher analyzed the data obtained from the interview by using a theme code system in the form of table codes by matching the data with the aspects and items prevailed in the interview protocol. Then, the recorded data from the interview was provided after conducting the interview with the participant. Then, the researcher changed the recorded data of the teacher's interview into transcripts. Afterwards, the researcher made an explanation about the result of the interviews in relation to the teachers' perceptions on the use of WhatsApp in teaching writing at SMA Ethika Palembang.

### **3.6 Establishment of Trustworthiness**

In this study, the researcher utilized a member checking technique to enhance the data validity. Member checking is a process to assure the data obtained by asking back the selected participants of the study to check the data accuracy (Creswell, 2012). Bert et al. (2016) states that it is promoted to use a member

checking in order to increase the accuracy of data collected from participants in research trustworthiness. Then, Cohen et al. (2007) asserts member checking technique can be used to check data collected in a study which enables participants to give supplementary related information about the collected data. Therefore, the researcher applied the member checking method as an information source in this study. If the theme established was based on the converging several sources of data or perspectives from participants, this process was called as checking the validity of this study.

## CHAPER IV

### FINDINGS AND DISCUSSION

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

#### 4.1 Findings

There are some findings presented in this chapter. The research findings were related to the teacher's perceptions on the use of WhatsApp in teaching writing at SMA Ethika Palembang. The data obtained from the teacher used as the main source were analyzed by using thematic analysis are described as follows.

##### 4.1.1 Analyzing teacher's perceptions on the use of WhatsApp in teaching writing at SMA Ethika Palembang

Themes	Codes
Helping the teacher to measure the students' progress	<ul style="list-style-type: none"><li>- The teacher said that the WhatsApp was used to recheck what to improve through review</li><li>- The confirmed that the WhatsApp was used to avoid students from copying.</li></ul>
Building the students' disciplines	<ul style="list-style-type: none"><li>- The teacher stated that WhatsApp was used to encourage the students in the form of learning by doing independently.</li><li>- The teacher mentioned that WhatsApp was used to be on time.</li></ul>
Increasing the students' comprehension about grammars	<ul style="list-style-type: none"><li>- The teacher admitted that teaching writing via WhatsApp was used to improve the students' grammars indirectly.</li></ul>
Making chances for students to opine on team	<ul style="list-style-type: none"><li>- The teacher said that WhassApp was utilized to establish students' cooperation.</li></ul>

The themes and codes formulated from the qualitative data as listed in the Table 4.1.1 are described to know the teacher's perceptions on the use of WhatsApp in teaching writing. The teacher's perceptions on the use of WhatsApp in teaching writing encompassed some points namely helping the teacher to measure the students' progress, building the students' disciplines, helping students speak easily, increasing the students' comprehension about grammars, and making chances for students to opine on team.

#### **4.1.1.1 Helping the teacher to measure the students' progress**

Based on the result of the data analysis, the researcher got information about the teacher's perceptions on the use of WhatsApp in teaching writing related to help the teacher to measure the students' progress that WhatsApp was used to recheck what to improve through review and to avoid students from copying. This was stated by the participant in the interview that *"We conducted a review with the principal. What problems faced by the students, for example? Every month, or even every week, the teacher teaches not from home, the teacher comes to the school according to the schedule. We tried to find what the problem is. So, that will all be reviewed later with the principal in the review, not only the student but also the teachers. So we will discuss it together. In WhatsApp, sometimes the explanation is recorded. They will send photos to me later. They sent the pictures as is it. I have never used the WhatsApp group to submit the assignments, but for the result I ask them to send a personal message to me. Yes. The result is like that I minimize plagiarism."*

#### **4.1.1.2 Building the students' disciplines**

Based on the result of the data analysis, the researcher got information about the teacher's perceptions on the use of WhatsApp in teaching writing related to building the students' disciplines that WhatsApp was used to encourage the students in the form of learning by doing independently and to encourage to be on time. This was stated by the participant in the interview that *"This is based on their own interests, so for example, sometimes if I say "ooh, this is from Google, you don't have to send it" even though I get 1 or 2 wrong sentences. Next, making an essay. Such as writing letters or announcements. Usually they will find the photos that are near from their home, especially for the 10 grade students, then they send a personal message to me. For the 11 grade, they tend to look for an English brochure. Then, I ask them to copy and imitate the brochure. It's the same as the writing letter in this class, I ordered it to be sent to the post office so the students practice writing letter directly at the post office, than the letter will be sent here, so it's learning by doing. This is what you send to the post office. I also gave a time limit of one month. Please make a caption based on the job vacancy on the newspaper they cut and they put on the book, so they make the application letter based on their job vacancy, so they can learn or discuss from their friends. So there is no plagiarism here."*

#### **4.1.1.3 Increasing the students' comprehension about grammars**

Based on the result of the data analysis, the researcher got information about the teacher's perceptions on the use of WhatsApp in teaching writing related to increasing the students' comprehension about grammars that teaching writing via WhatsApp was used to improve the students' grammars indirectly. This was stated

by the participant in the interview that *“I’ve never taught grammar especially, I have been teaching pattern expression for example offering help, giving compliments, and congratulating a friend. I give an example in their own class, for example, your friend’s birthday, what does it include? Congratulations they say. So I give examples based on their daily life, yes, their activities in the classroom at home or when they go out with their friends”*.

#### **4.1.1.4 Making chances for students to opine on team**

Based on the result of the data analysis, the researcher got information about the teacher’s perceptions on the use of WhatsApp in teaching writing related to making chances for students to opine on team that WhatsApp was utilized to establish students’ cooperation. This was stated by the participant in the interview that *“Very often, they made greeting cards together, there was also a family tree. After that, they posted on the classroom wall”*.

#### **4.1.2 Analyzing teacher’s perceptions on the use of WhatsApp in teaching writing at SMA Ethika Palembang**

Themes	Codes
Hampering communication in learning	- Teaching writing via WhatsApp was less effective because of unstable internet connection.
The students could not convey messages into written form well	- The teacher asserted that the students did not understand the process of writing on WhatsApp even though it had been explained.

The themes and codes formulated from the qualitative data as listed in the Table 4.1.2 are described to know the teachers' perceptions towards the weaknesses of using WhatsApp Application in teaching writing. The teachers' perceptions towards weaknesses of using WhatsApp in teaching writing encompassed some points namely hampering communication in learning and the students could not convey messages into written form well.

#### **4.1.2.1 Hampering communication in learning**

Based on the result of the data analysis, the researcher got information about the teacher's perceptions on the use of WhatsApp in teaching writing related to hampering communication in learning that teaching writing via WhatsApp was less effective because of unstable internet connection. This was stated by the participants in the interview that *"Yes, because most of the students here are from urban areas, so there are often problems in learning because of the internet connection."*

#### **4.1.2.2 The students could not convey messages into written form well**

Based on the result of the data analysis, the researcher got information about the teacher's perceptions on the use of WhatsApp in teaching writing related to the students could not convey messages into written form well that the students did not understand the process of writing on WhatsApp even though it has been explained. This was stated by the participant in the interview that *"Yes, I explained, but they didn't understand. So they said mam, you don't have to explain, we will make it according to what is in the book. So I just explained the process but they still don't understand the writing process"*.



## 4.2 Discussions

After analyzing the data by using thematic analysis about the teacher's perceptions on the use WhatsApp in teaching writing at SMA Ethika Palembang, the researcher has encountered that the teacher's perceptions towards benefits consisted of some aspects such as helping the teacher to measure the students' progress, building the students' disciplines, increasing the students' comprehension about grammars, and making chances for students to opine on team.

The first teacher's perception on the use of WhatsApp in teaching writing was to help the teacher measure the students' progress because the teachers used the WhatsApp for rechecking what to improve through review and to avoid students from copying, for instance, the teacher could see the similarity between one student to another when the teacher gave an assignment by opening the students' works sent via WhatsApp. Burgess-Proctol et al. (2014) state that collective efforts to improve writing skills is one of effective strategies in writing to help learners improve their writing skills. According to Inayah and Nanda (2016), learning efforts to improve students writing skills are very compulsory necessity because it can be used to help students solve their problems in writing. In brief, WhatsApp in teaching writing was to help the teacher measure the students' progress.

The second teacher's perceptions on the use of WhatsApp in teaching writing was to build the students' disciplines because the teachers used the WhatsApp to encourage the students in the form of learning by doing independently and to be on time. This was done by observing the students' activities on WhatsApp group in the form of checking how long the students could submit their works. Centikaya (2017) mentions that teaching English via WhatsApp is actually effective to discipline

students such as being on time during learning process. According to a study conducted by Mukhasin and Andriani (2021), running learning activities via online through WhatsApp is effective because it can be used to form the students' learning disciplines. Thus, using WhatsApp in teaching writing was to build the students' disciplines.

The third teacher's perceptions on the use of WhatsApp in teaching writing was to increase the students' comprehension about grammars because the teachers used the WhatsApp to improve the students' grammars indirectly. This could be seen when the teacher checked the students' works and also the students' activeness on asking questions in English via WhatsApp so that the teacher could improve the students' grammar as mistakes found. According to Dwee and Nurhidayah (2016), teaching writing via WhatsApp might be a solution to improve students' writing skills in the form of correcting how to structure sentences on the application even though it is occasionally confusing students to understand what is explained. Ahmed (2019) has found that teaching English via WhatsApp is one of effective solutions in teaching writing because it is so helpful for improving students' grammars to increase their English proficiency. In the sense that, using a WhatsApp in teaching writing was to increase the students' comprehension.

The last teacher's perceptions on the use of WhatsApp in teaching writing was to make chances for students to opine on team because the teachers used the WhatsApp to establish students' cooperation. This was done in the form of group discussion about certain topics and the teacher scored the active students. Albert et al. (2020) states that teaching English via WhatsApp enables students to practice how to opine and to find efforts in solving problems. Afsyah (2015) argues that

teaching English via WhatsApp is a beneficial effort because it is useful to help students demonstrate such as giving opinion and strategies to improve their English. In conclusion, using WhatsApp in teaching writing was to make chances for students to opine on team.

After analyzing the data by using thematic analysis about the teacher's perceptions on the use of WhatsApp in teaching writing at SMA Ethika Palembang, the researcher has encountered that the teacher's perceptions towards the weaknesses consisted of some aspects namely hampering communication in learning and the students could not convey messages into written form well.

The first teacher's perceptions on the use of WhatsApp in teaching writing was hampering communication in learning because of unstable internet connection. According to Ma'ruf et al. (2019), when something goes wrong on internet connection, WhatsApp cannot be operated which enables to trouble the acceleration of teaching writing activity. Linda and Ri'aeni (2018) support that teaching the skills of English can be in a troubles without good internet connection. So, weaknesses of using WhatsApp in teaching writing was hampering communication in learning because of unstable internet connection.

The last teacher's perceptions on the use of WhatsApp in teaching writing was the students could not convey messages into written form well because of not understanding the process of writing on WhatsApp even though it had been explained. This happened when the teacher explained the materials via voice note so that the students could not record what the teacher meant maximally because the recordings were not full and the students were also difficult to understand when the teacher explained in full-recording because the students could not catch what the

teacher meant. According to Yilmazsoy et al. (2020), running instruction in Education through WhatsApp is seemingly less effective because of avoiding learners from what structures to follow and enabling difficulty comprehending about what is explained by teachers. Dwee and Nurhidayah (2016) add that teaching writing via WhatsApp might be a solution to improve students' writing skills in the form of correcting how to structure sentences on the application even though it is occasionally confusing students to understand what is explained. Briefly, weaknesses of using WhatsApp in teaching writing was the students could not convey messages into written form well because of the students fail to understand the material.

As the result, the teacher's perceptions on the use of WhatsApp in teaching writing at SMA Ethika Palembang encompassed some benefit and weakness points namely helping the teacher to measure the students' progress, building the students' discipline, increasing the students' comprehension about grammars, making chances for students' to opine on team, hampering communication in learning and the students' could not convey messages into well written form.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion of all the results generated from the findings. Then, this chapter also presented the researcher's suggestions oriented to the students, lecturer, the researcher, and other future researchers.

#### **5.1 Conclusion**

Based on the result of data analyzed by using thematic analysis above, the researcher found that the teacher's perceptions toward the benefits on the use of WhatsApp in teaching writing encompassed some points namely (1) helping the teacher to measure the students' progress, (2) building the students' disciplines, (3) increasing the students' comprehension about grammars, (4) and making chances for students to opine on team. After that, the teacher's perceptions towards the weaknesses consisted of some aspects namely (1) hampering communication in learning and (2) the students could not convey messages into written form well.

#### **5.2 Suggestions**

According to the conclusion above, the researcher would like to convey some suggestions that it is important to criticize and pay much attention on the benefits and weaknesses in teaching writing via WhatsApp. In this context, the researcher's suggestions are oriented to the students, the lecturers, the researcher, and other future researchers.

By knowing the teacher's perceptions on the use of WhatsApp in teaching writing, the researcher hopes that the students can know what to improve and what they lack in writing via WhatsApp so that they can find good solution for the problems.

Next, the researcher expects that the present study can give the teachers beneficial information about the benefits and weaknesses of using WhatsApp in teaching writing. By knowing the information about the benefits and weaknesses of using WhatsApp in teaching writing, the teacher can teach English more creatively in teaching writing via WhatsApp.

The fourth is the researcher expect that the result of this study can give much information about the benefits and weaknesses of using WhatsApp in teaching writing. Consequently, the researcher hopes that it can help the researcher to encourage her students to be more active in thinking about facing the challenges faced in teaching and learning writing via WhatsApp..

Finally, the researcher hopes that the result of the present study can be a useful source for the next future researchers who are interested to excavate more information the benefits and weaknesses of using WhatsApp in teaching writing. It is suggested that other researchers are interested to do a research in the same field. After that, the researcher expects that the next future researchers can expand the scope of studies about this case not only in writing activities but also in listening, writing, reading, participation, and so on to enrich the knowledge scopes of teaching English through WhatsApp.

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### VALIDATION SHEET OF RESEARCH INSTRUMENTS (INTERVIEW)

Name of Expert : Winny Agustia Riznanda, M.Pd.

Institution : UIN Raden Fatah Palembang

Occupation : Lecturer

Date :

Title : Teacher's Perceptions On the Use of WhatsApp in Teaching Writing at SMA Ethika Palembang.

The scale of response is categorized as follows:

Scale	Categorization
1	Absolutely Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	absolutely Appropriate

Direction: For each of the items below, please indicate the extent of its real condition by placing a tick (√) in the appropriate box.

ASPECTS	INDICATORS	No.	Item	Level of appropriateness					Categorization
				1	2	3	4	5	
Benefits	- Offering possibility of peer review	1.	In relation to the condition of COVID-19 pandemic, what do you use to teach writing in English class? Why do you choose it?				✓		
		2.	Do you think it is possible for the teacher to do review? How about peer review? How is it possible? Can you tell me the procedure of peer review?  Do you think that teaching English writing via WhatsApp can offer students' review? How?				✓		
	- Independence from time and location	3.	Do you think that teaching writing activities via WhatsApp is effective to make students' able to learn independently? Why?  Is there any problem for time in collecting the assignment?				✓		
		4.	- Do you think that writing activities via WhatsApp is accessible everywhere?				✓		
	- Perceived progress of vocabulary	5.	In your opinion is it possible to improve the students vocabulary in teaching writing through WhatsApp? Why?  Do you think that writing activities via				✓		



			students' vocabulary? Why?						
		6.	How do you improve your students vocabulary by using WhatsApp? How is the students responses to the method?				✓		
	- Grammatical improvement	7.	Do you think that writing activities English writing skills via WhatsApp is beneficial to improve students' grammatical weaknesses? Why?				✓		
		8.	How do you improve your students' grammar via WhatsApp? Why?				✓		
	- Teachers' facility for students' cooperative learning, assignment, and evaluation	9.	In your opinion, does WhatsApp promote students to cooperate in group work activity?  -Do you think that WhatsApp provide students with opportunity to evaluate their classmates work?  - In your opinion, does WhatsApp provide opportunity for the students to exercise and collect the lesson easily?				✓		
Weaknesses	- Internet connection	10.	Have you ever encountered any problems which trouble the acceleration of teaching writing via WhatsApp because of the internet connection? Why?				✓		

Process of Writing		11.	<p>Do all of your students have good internet connection during the activity of writing instruction via WhatsApp? How are you sure?</p> <p>Do you think that is it important to have good internet connection to create effective teaching activity? Why?</p>				✓	
		12.	<p>Does teaching English with good internet connection spend more expenditure for teachers and students via WhatsApp in teaching writing? Why?</p> <p>Does it burden students or not? Please explain your answer?</p>				✓	
	- Prewriting	13.	<p>Do you explain to the students about the process of writing?</p> <p>What do you think about teaching outlining before writing activity via WhatssApp? Why?</p>				✓	
		14.	<p>How do you think about prewriting impact on the students' writing outcome? Why?</p>				✓	
	- Planning	15.	<p>How about planning, do you teach what planning in writing is?</p> <p>How do you find the supplementary materials to support their writing result in teaching writing via WhatsApp?</p>				✓	



		16.	Can you tell me about planning is influence to students' writing development? Why?				✓		
- Drafting		17.	Do you teach your students how to drafting?  What do you think about directing students to choose appropriate words to be used while writing via WhatsApp? Why?				✓		
		18.	Does drafting work to increase students' writing performance via WhatsApp? Why?				✓		
	- Pausing (stop writing)	19.	Do you teach your students how to pause when they writing?  How do you inform your students to stop writing to figure out whether what is written has been in line with the plan and organization?  - Can your students' understand it well? Why?  - What do you think about pausing influence on students writing result? Why?				✓		
- Reading		20.	Do you explain to your students about the reading in writing?  How do you pause the student to reflect whether what they have written				✓		

		is relevant with plan and organization?						
- Revising	21.	<p>Do you teach to your students about revising in writing?</p> <p>Have you ever given feedback to your students writings? What kind of feedback ?</p> <p>Do you asked your students to check their friends work?</p> <p>How can you have your students revised to think about the perfection of what they have written during teaching writing via WhatsApp? Why?</p>				✓		
- Editing	22	<p>Do you teach your students about editing in writing?</p> <p>How do you recheck your students' punctuation, sentence length, spelling, and the others in teaching writing via WhatssApp?</p>				✓		
- Publishing	23	<p>Do you teach your students how to publishing their result of writing?</p> <p>How do you evaluate the result of students' writing outcome via Online?-</p> <p>Is it effective to do? Why?</p>				✓		

Palembang,  
Validasi:

2021



Winny Agustia Riznanda, M.Pd  
NIDN. 2018083102

VALIDATION SHEET OF RESEARCH INSTRUMENTS (INTERVIEW)

Name of Expert : Deta Desvitasari, M.Pd.  
Institution : UIN Raden Fatah Palembang  
Occupation : Lecturer  
Date :  
Title : Teacher's Perceptions On the Use of WhatsApp in Teaching Writing at SMA Ethika Palembang.

The scale of response is categorized as follows:

Scale	Categorization
1	Absolutely Inappropriate
2	Inappropriate
3	Moderate
4	Appropriate
5	absolutely Appropriate

**Direction:** For each of the items below, please indicate the extent of its real condition by placing a tick (√) in the appropriate box.

ASPECTS	INDICATORS	No.	Item	Level of appropriateness					Categorization
				1	2	3	4	5	
Benefits	- Offering possibility of peer review	1.	In relation to the condition of COVID-19 pandemic, what do you use to teach writing in English class? Why do you choose it?				✓		WA Group GOOGLE CLASSROOM
		2.	Do you think it is possible for the teacher to do review? How about peer review? How is it possible? Can you tell me the procedure of peer review?  Do you think that teaching English writing via WhatsApp can offer students' review? How?				✓		
	- Independence from time and location	3.	Do you think that teaching writing activities via WhatsApp is effective to make students able to learn independently? Why?  Is there any problem for time in collecting the assignment?				✓		
		4.	- Do you think that writing activities via WhatsApp are accessible everywhere?				✓		
	- Perceived progress of vocabulary	5.	In your opinion is it possible to improve the students vocabulary in teaching writing through WhatsApp? Why?  Do you think that writing activities via WhatsApp is effective to enrich				✓		

			students' vocabulary? Why?						
		6.	How do you improve your students vocabulary by using WhatsApp? How is the students responses to the method?				✓		
	- Grammatical improvement	7.	Do you think that writing activities English writing skills via WhatsApp is beneficial to improve students' grammatical weaknesses? Why?				✓		
		8.	How do you improve your students' grammar via WhatsApp? Why?				✓		
	- Teachers' facility for students' cooperative learning, assignment, and evaluation	9.	In your opinion, does WhatsApp promote students to cooperate in group work activity?  -Do you think that WhatsApp provide students with opportunity to evaluate their classmates work?  - In your opinion, does WhatsApp provide opportunity for the students to exercise and collect the lesson easily?				✓		
Weaknesses	- Internet connection	10.	Have you ever encountered any problems which trouble the acceleration of teaching writing via WhatsApp because of the internet connection? Why?				✓		



Process of Writing		11.	<p>Do all of your students have good internet connection during the activity of writing instruction via WhatsApp? How are you sure?</p> <p>Do you think that is it important to have good internet connection to create effective teaching activity? Why?</p>				✓	
		12.	<p>Does teaching English with good internet connection spend more expenditure for teachers and students via WhatsApp in teaching writing? Why?</p> <p>Does it burden students or not? Please explain your answer?</p>				✓	
		13.	<p>Do you explain to the students about the process of writing?</p> <p>What do you think about teaching outlining before writing activity via WhatssApp? Why?</p>				✓	
		14.	<p>How do you think about prewriting impact on the students' writing outcome? Why?</p>				✓	
	- Planning	15.	<p>How about planning, do you teach what planning in writing is?</p> <p>How do you find the supplementary materials to support their writing result in teaching writing via WhatsApp?</p>				✓	

	16.	Can you tell me about planning is influence to students' writing development? Why?				✓		
- Drafting	17.	Do you teach your students how to drafting?  What do you think about directing students to choose appropriate words to be used while writing via WhatsApp? Why?				✓		
	18.	Does drafting work to increase students' writing performance via WhatsApp? Why?				✓		
- Pausing (stop writing)	19.	Do you teach your students how to pause when they writing?  How do you inform your students to stop writing to figure out whether what is written has been in line with the plan and organization?  - Can your students' understand it well? Why?  - What do you think about pausing influence on students writing result? Why?				✓		
- Reading	20.	Do you explain to your students about the reading in writing?  How do you pause the student to reflect whether what they have written				✓		



		is relevant with plan and organization?						
- Revising	21.	<p>Do you teach to your students about revising in writing?</p> <p>Have you ever given feedback to your students writings? What kind of feedback?</p> <p>Do you asked your students to check their friends work?</p> <p>How can you have your students revised to think about the perfection of what they have written during teaching writing via WhatsApp? Why?</p>				✓		
- Editing	22.	<p>Do you teach your students about editing in writing?</p> <p>How do you recheck your students' punctuation, sentence length, spelling, and the others in teaching writing via WhatsApp?</p>				✓		
- Publishing	23.	<p>Do you teach your students how to publishing their result of writing?</p> <p>How do you evaluate the result of students' writing outcome via Online?-</p> <p>Is it effective to do? Why?</p>				✓		

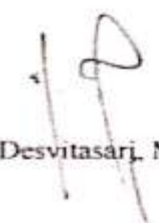
**Conclusion:**

It is further eligible to be used as a research instrument without revision	✓
It is further eligible to be used as a research instrument with revision as suggestions	
It is ineligible to be used as a research instrument	

**Critiques and suggestions regarding the research instrument:**

ok for data collection!

Palembang, 22/10/ 2021  
Validator

  
Deta Desvitasari, M.Pd

Name: Yunia Tri Erliana

NIM : 1632500151

Title : Teacher's Perceptions On the Use of WhatsApp in Teaching Writing at SMA Ethika Palembang

Research: Assalamualaikum mam, thank you for the time to help me in doing this research.

Participant: Waalaikumsalam.

Researcher: Mam, I am Yunia I would like to do an interview and ask some questions related to "Teacher's Perceptions On the Use of WhatsApp in Teaching Writing at SMA Ethika Palembang".

Participant: OK

Researcher: Mam, in relation to the condition of COVID-19 pandemic and teaching and learning via online. What application do you use to teach writing?

Participants: In our school almost all students come from urban areas. So, 75% of students here come from there. So if we want to use Google meet or zoom yaa it is really difficult because they already said "mam there is no signal in our village". Ehh like that huh. So here we often use the WhatsApp Group. Only certain students can use Google Classroom, but most of those use the WhatsApp group. In WhatsApp, sometimes the explanation is recorded. For example we explain in the book page 4 so we record the terms we should explain to them.

Researcher: How do you do a review?

Participant: We conducted a review with the principal. What are the problems with the students, for example? Every month, not even 1 month but per week, the teacher teaches not from home, the teacher comes to the school according to the schedule. For example, I teach for 3 days, so I come here for 3 days.

Have, we discuss the problems with other teachers, for example student A has the problem about the signal or some students have never been absent or presence in WhatsApp, we tried to find what the problem is. So, that will all be reviewed later with the principal in the review, not per individual, not per teacher, so we will discuss it together.

They will send photos to me later. They sent their what is it. OK, do task 9. You should send a personal message to mam nah. Later they will answer the results to me. I have never used the WhatsApp group to submit assignments, but for the result I ask them to send a personal message to me. Yes. The result is like that I minimize copying.

Researcher: Do you think teaching writing using WhatsApp is effective for students able to learn independently?

Participant: This is based on their own interests, so for example, sometimes If I say "ooh, this is from Google, you don't have to send it" even though I get 1 or 2 sentences wrong. For example, make an essay. Such as writing letters or announcements. Usually they will find the photos that are near their home, especially for the 10 grade students, then they send a personal message to me. For the 11 grade, they tend to look for an English brochure. Then, I ask them to copy and imitate the brochure. It's the same as the writing letter in this class, I ordered it to be sent to the post office, so they practice directly at the post office, later the letter will be sent here, so it's learning by doing. So the results have arrived here, and I'll correct them and then share it with them. So they know what to fix. It shows that different grades will have different interests.

So writing online they sent their letter to the post office to school, so yesterday at PTMT I shared their letter again. This is what you send to the post office. I also gave a time limit of one month.

For the announcements in 10 grade they should find in their surroundings, yaa. Which one are the announcements? When PTMT I will review their duties again. There should be evidence.

For grade 12 yesterday, look for the application letter in the newspaper with the caption. So the captions in the newspapers would be chosen they cut and paste based on their personal information. Please make a caption based on the job vacancy on the newspaper they cut and they put on the book, so they make the application letter based on their job vacancy, so they can imitate their friends. So there is no plagiarism here.

Researcher: Was there a problem with the time of submitting the assignment?

Participant: Many, some are still late. My principle is better late than never, because I hope you understand that it's from the hamlet, so a week or two is important for them to get together. The important thing is that they have effort and struggle in submitting assignments.

Researcher: Can writing activities via WhatsApp be accessed anywhere?

Participant: Yes, of course we can, just like now the pandemic, teaching and learning process is done online so it can be done anywhere.

Researcher: In your opinion, is it possible to increase students' vocabulary in teaching writing via WhatsApp?

Participant: Yes we can, as I said earlier, for example, there is text about introductions, yes, there is an example in a book about the email from a friend from America, so I said "Try it, you find difficult words." Yes, just search for about ten words. Then apply it to your letter. So, I asked them to underline, and colored the words that you have already written in their letter.

Researcher: What do you think, are writing activities through WhatsApp useful for improving students' grammar?

Participant: I've never taught grammar, especially for pattern expressing. I usually teach expressing for example offering help, compliments, and congratulations. I give an example in their own class, for example, your friend's birthday, what does it include? Congratulations they say. So I give examples based on their daily life, yes, I give them examples on their daily life, their activities in the classroom at home or when they go out with their friends. So I'll give them an example.

Researcher: In your opinion, does WhatsApp encourage students to work together in group activities?

Participant: Very often, they made greeting cards together, there was also a family tree, and they also made announcements in groups of 5, after that they posted on the classroom wall.

Researcher: Have you ever encountered any problems in teaching writing via WhatsApp because of the internet connection?

Participant: Yes, because most of the students here are from urban areas, so there are often problems in learning because of the internet connection.

Researcher: In your opinion, is it important to have a good internet connection to create effective teaching activities?

Participant: Yes, of course, so that there are no problems in the learning process, both teachers and students should have good internet connections.

Researcher: Do teachers and students spend much money on the use of WhatsApp?

Participant: No, because both teachers and students got help from the ministry of religious affairs several times.

Researcher: Did you explain the process of writing?

Participant: Yes, I explained, but they didn't understand. So they said mam, you don't have to explain, we will make it according to what is in the book. So I just explained the process but they didn't understand.

Researcher: Ok mam, thank you very much for taking the time.

Participant: You are welcome.

Name: Yunia Tri Erliana

NIM : 1632500151

Title : Teacher's Perceptions On the Use of WhatsApp in Teaching Writing at SMA Ethika Palembang

Penelitian: Assalamualaikum mam, terimakasih sudah meluangkan waktu untuk membantu Yunia dalam melakukan penelitian.

Partisipan: Waalaikumsalam

Peneliti: Mam, disini Yunia ingin melakukan interview dan menanyakan beberapa pertanyaan yang berkaitan dengan "Teacher's Perceptions On the Use of WhatsApp in Teaching Writing at SMA Ethika Palembang"

Partisipan: OK

Peneliti: Mam, sekarang kan lagi pandemi COVID-19 dan belajar mengajar dilakukan secara daring, Aplikasi apa yang mam gunakan untuk mengajar writing?

Partisipan: Here, in our school because almost students here come from urban area. So, 75% students here come from there. So if we want to use Google meet or zoom yaa is really difficult because they already said "mam there is no signal in our village". Eeh seperti itu yaa

Jadi disini menggunakan WhatsApp Group yang paling sering. Google Classroom tu hanya siswa-siswa tertentu yang bisa tapi yang paling sering gunakan WhatsApp grupnya. Di WhatsApp itu kadang explanation nya di record. Jadi kita jelasin Oke Open your book page 4. So, we record about the term we should explain to them.

Peneliti: Bagaimana mam mengadakan review?

Partisipan: Kami mengadakan review dengan kepala sekolah. Apa kendalanya siswanya misalkan. Setiap 1 bulan malah bukan 1 bulan tapi per minggu kan kalau guru ngajarin kan bukan dari rumah, gurunya datang ke sini yang sesuai dengan jam. Misalnya saya disini ngajar 3 hari jadi disini saya datang 3 hari.

Di sini yang kita bahas dengan guru guru misalnya si A misalnya kendalanya di sinyal oh yang ini enggak pernah ngabsen di WhatsApp misalnya kendalanya di apa. Nah itu nanti semua di review terus dengan kepala sekolah di review nya bukan nya per individu bukan per guru jadi sama sama.

Mereka nanti kirim foto ke saya. They sent their what is it. OK do task 9 you should Japri to mam nah. Nanti mereka Japri hasilnya ke saya. Tidak pernah saya menggunakan WhatsApp group untuk mengumpulkan tugas, tapi Kalo Japri Iya. Hasilnya seperti itu yaa saya meminimalisir nyontoh.

Peneliti: Apakah Menurut mam mengajar writing dengan menggunakan WhatsApp efektif untuk siswa mampu belajar secara mandiri?

Partisipan: Ini kan berdasarkan minat mereka sendiri, jadi kalo misalkan kadang kadang Kalo saya "ooh ini dari Google yaa ga usah di kirim" walaupun salah dapat 1 2 kalimat Kalo misalnya bikin karangan kan Kalo yang SMA dari letter sama announcement nah announcement itu mereka cari yang deket deket rumah misalnya nanti di foto yang kelas 10 kan nanti mereka kirim Japri ke saya hasilnya itu nah yang kelas 11 brosur mereka cari yang pake bahasa inggris nah jadi antara teman 1 sama temen yang lainnya ga sama. Nanti setelah dapet brosur "OK kamu boleh imitate this" nah boleh tapi di change name nya. Sama dengan letter kalo yang kelas ini saya suruh kirim ke Kantor pos jadi praktek langsung ke Kantor pos nanti surat nya di kirim kesini jadi learning by doing. Jadi hasilnya sudah sampai kesini nah nanti saya koreksi terus saya bagiin lagi ke mereka. Jadi mereka tau apa yang harus diperbaiki.

Jadi writing secara daring they sent their letter to the post office to school jadi waktu PTMT kemarin saya bagikan lagi surat mereka. Ini loh yang kamu kirim ke kantor pos. Yang dari dusun juga saya kasih limit waktu nya satu bulan.

Kelas 10 announcements they should find in their surrounding yaa. Which one the announcement? Ketika PTMT nanti saya review lagi tugas mereka. Itu ada bukti bukti fisik semua.

Untuk kelas 12 kemarin applications letter cari di koran sama caption ya. Jadi caption itu di koran digunting terus tempel mereka cari yang berdasarkan informasi pribadi mereka, silakan bikin caption berdasarkan job vacancy on newspaper they cut, and they put on the book, so their make the application letter based on their job vacancy, so they can imitate their friends. So there is no plagiarism here.

Peneliti: Apakah ada masalah dalam waktu pengumpulan tugas?

Partisipan: Banyak, masih ada yang telat. Kalo prinsip saya better late than Never, soalnya saya harap maklum soalnya kan dari dusun yaa jadi seminggu dua minggu yang penting mereka itu kumpul. Yang penting mereka ada usaha dan perjuangan dalam mengumpulkan tugas.

Peneliti: Apakah aktivitas writing melalui WhatsApp dapat di akses dimana mana?

Partisipasi: Iya tentu bisa, seperti sekarang lagi pandemi belajar mengajar dilakukan secara daring jadi bisa dilakukan dimana mana.

Peneliti: Menurut mam, apakah mungkin untuk meningkatkan kosakata siswa dalam mengajar writing melalui WhatsApp?

Partisipasi: Iya bisa, seperti yang tadi saya katakan misalnya ada teks tentang introductions ya ada contoh di buku email dari teman nya dari Amerika jadi saya ini "Coba, you find difficult word"

Iya cari saja sekitar sepuluh. Nanti terapkan ke surat kamu. Nah jadi saya bilang ke mereka di underline yaa Kalo nggak di kasih warna kata kata yang suruh tadi di surat kamu tadi.

Peneliti: Bagaimana Menurut mam, apakah kegiatan writing melalui WhatsApp bermanfaat untuk memperbaiki grammar siswa?

Partisipan: saya tidak pernah mengajar grammar, expressing paling karena seperti pattern sudah tidak ada lagi. Kaya expressing offering help, compliment, congratulations. Saya ngasih contohnya di kelas mereka sendiri misalnya teman kamu ulang tahun misalnya saya kasih contoh itu termasuk apa? Congratulations kata mereka. Jadi saya kasih contoh ya berdasarkan their daily life ya, I give them examples on their daily life their activities in classroom at home or when they go out with their friends yaa. Jadi saya kasih contoh nya kaya gitu.

Peneliti: Menurut mam, apakah WhatsApp mendorong siswa untuk bekerjasama dalam kegiatan kelompok?

Partisipan: Sering, kemarin biking kartu ucapan dijadikan satu, ada juga family tree ada juga bikin announcements berkelompok 5 orang jadi bikinlah announcements yang bagus tentang apa saja nanti ditempel di kelas.

Peneliti: Apa pernah mam mengalami kendala yang menghambat dalam pembelajaran melalui WhatsApp karena koneksi internet?

Partisipan: Iya karena kebanyakan siswa disini bersalah dari urban area, jadi sering ada ya kendala dalam pembelajaran karena koneksi internet.

Peneliti: Menurut mam, apakah penting untuk memiliki koneksi internet yang baik untuk menciptakan kegiatan mengajar yang efektif?

Partisipan: Iya tentu, agar tidak ada kendala dalam proses pembelajaran seharusnya guru maupun siswa memiliki koneksi internet yang baik.

Peneliti: Apakah mengajar writing menghabiskan banyak Pengeluaran untuk guru dan siswa dengan menggunakan WhatsApp?

Partisipan: Tidak, karena dapat bantuan dari kementrian beberapa kali, jadi siswa mengambil ke sekolah.

Peneliti: Apakah mam menjelaskan proses dari writing?

Partisipan: Iya saya jelasin, tapi mereka tidak mengerti. Jadi mereka bilang mam ga usah dijelasin kami buat sesuai yang di buku. Jadi saya jelasin proses nya tapi mereka tidak mengerti.

Peneliti: Baik mam, terimakasih banyak sudah meluangkan waktu.

Partisipan: Iya sama sama



