



**ENGLISH STUDENTS' PERCEPTIONS OF THE USE OF
WHATSAPP IN LEARNING GRAMMAR**

THESIS

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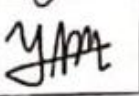
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ABSTRAK

DINDA HAYATUL JANNAH, NIM 17 301 040 16, Judul skripsi: **“ENGLISH STUDENTS’ PERCEPTION OF THE USE OF WHATSAPP IN LEARNING GRAMMAR”**. Jurusan Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri (UIN) Mahmud Yunus Batusangkar.

Penelitian ini dilatarbelakangi oleh adanya penggunaan aplikasi *WhatsApp* oleh dosen pada pembelajaran *grammar* dan menimbulkan berbagai persepsi dari mahasiswa. Tujuan dari penelitian ini adalah untuk mendeskripsikan persepsi mahasiswa terhadap pembelajaran *online* pada mata kuliah *grammar* di UIN Mahmud Yunus Batusangkar Tahun Akademik 2021/2022.

Penelitian ini adalah penelitian deskriptif kualitatif yang dilakukan di UIN Mahmud Yunus Batusangkar. Informan penelitian ini berjumlah 10 mahasiswa Tadris Bahasa Inggris yang mengambil mata kuliah *grammar* Tahun Akademik 2021/2022. Informan dipilih dengan menggunakan teknik *purposive sampling*. Pada penelitian ini, peneliti sebagai instrumen kunci. Instrumen pendukung pada penelitian ini adalah pedoman wawancara, rekaman audio, dan dokumentasi. Selanjutnya, dalam menganalisis data peneliti menggunakan teori Miles dan Huberman (2010) yaitu dengan cara mereduksi, menyajikan, memverifikasi data, dan menarik kesimpulan.

Hasil penelitian menunjukkan bahwa mahasiswa memiliki dua persepsi tentang penggunaan *WhatsApp* di pembelajaran mata kuliah *grammar* yaitu : 1) Persepsi Positif. Mahasiswa mengatakan penggunaan *Whatsapp* pada mata kuliah *grammar* membuat mahasiswa bisa membaca ulang materi yang dikirim dosen, pengiriman materi pembelajarannya cukup memuaskan karena dosen memanfaatkan fitur-fitur yang ada pada aplikasi *WhatsApp* , dan cara dosen menjelaskan materi juga menarik karena menggunakan *game* sebagai metode pembelajarannya. 2) Persepsi Negatif. Untuk persepsi negatif mahasiswa mengatakan adanya permasalahan pada jaringan, kurang maksimal atau terbatasnya penjelasan dosen di *WhatsApp*, mahasiswa kesulitan memahami materi, kurangnya partisipasi mahasiswa dalam pembelajaran, dan adanya kecurangan meniru jawaban teman di dalam diskusi pembelajaran.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

Corona virus cases in Indonesia still spread until nowadays. Education system need to be adapted to the lockdown regulations in order to break the virus infection. As one of the fields affected by the Covid-19 pandemic, as a result, the learning process must be continued from home using information communication technology. As for Indonesia, the government decided to implement online learning method in all levels of education, to minimize direct interaction that spread the virus.

Online learning has been around for a long time. However, since the Covid-19 pandemic, online learning has become one of the popular solutions for the education process in almost all educational institutions in Indonesia during this pandemic. This system is forced and hastily implemented in Indonesia to anticipate and overcome the various impacts caused by this pandemic. Starting from the safety to the health of students and teachers who can be threatened when the coronavirus begins to spread.

Online learning system is an internet-based learning system where the teacher and students work together to learn at the same time, even though they are in different locations. There are a bunch of applications that commonly used for online learning during pandemics. Whatsapp, Telegram, Zoom meeting, Google meet, Google classroom, Edmodo, and other social media platforms can all be used. According to Allen (2007:4), online learning is a method of instruction that does not require direct contact between the teacher and the learner. The essential device required to facilitate this online learning is a computer or android that is connected to the internet network.

Aboderin (2015:3) noted that e-learning is the use of information and communication technologies (ICTs) to improve and assist the teaching and learning process. It enables the efficient transfer of knowledge, regardless of subject matter, anywhere and at any time, and opens up a world of learning previously unattainable in

most parts of the world. Simultaneously, learners with the information technology understanding and abilities required to succeed in today's global knowledge.

Based on the preliminary observation, WhatsApp is one of the applications which are commonly used by lecturers for teaching in this Covid-19 pandemics. Even though the original feature of WhatsApp application itself isn't as a software which purposefully used for an education, yet it is simply a message application which has many capabilities which includes group, textual content message, audio message, video call, etc. Meanwhile, during this covid-19 pandemic, many lecturers used WhatsApp because the software for doing the teaching activity. There are a few motives why they used WhatsApp for teaching activity like : 1) easy to use, 2) consume less of package data, and 3) has many beneficial capabilities which includes group, audio message, video call, voice note, etc.

There are several arguments regarding the use of the WhatsApp application in education that researchers have collected in various publications. With an online connection, WhatsApp allows users to send and receive messages, images, videos and voice messages to others, the service has improved the way people communicate with others, and with widely open access to the digital world, people today seem to have no limits to access information from various sources, especially when it comes to learning things. The use of WhatsApp as a means of language learning is an example of this phenomenon. Study conducted by Mistar and Embi (2016:9) It turned out that the students showed a high attitude towards WhatsApp as their learning because it is easy to use, easy to learn and fast to share that helps the students to have interactions and be active in discussions.

Mussen (1973 in Nursanti, 2016:162) stated that perception is the process to receive the information that came through the sensory receptors (e.g. eyes, ears, nose, and skin) and then being transformed into an information in the brain.

Knowing a person's perceptions can be a supporting factor in efforts to enhance quality and will enable someone to consider the misunderstanding in communication (Maisarah& Yunita: 2020 & Weintraub. et al, 2015: 350). Perception is externally derived stimuli that a person receives and then process by choosing, organizing or interpreting stimuli into meaningful information. Perception is also seen as the view a person generates after responding to a stimulus or information using their senses.

As for UIN Mahmud Yunus Batusangkar, the lecturers used WhatsApp as the application in teaching English grammar. The learning process using WhatsApp start with the lecturer share the materials in WhatsApp group. Then, the students will be asked by the lecturer to make an example of the sentences about what they are learning. Some students said that learning grammar using WhatsApp really helps them understand the material because the material sent by the lecturer can be repeated again, but some of them also stated that they do not think WhatsApp is a helpful application because it did not make them felt the atmosphere of learning activity and sometimes they did not understand what the lecturer's instruction in the WhatsApp group. Based on the foregoing, it is necessary to conduct research on "English Students' Perceptions of the Use of Whatsapp In Learning Grammar" to provide scientific data regarding the use of Whatsapp In Learning Grammar.

B. Research Focus

Based on the background of the study, this research focused on English Students' Perceptions of the Use of WhatsApp In Learning Grammar.

C. Research Question

Based on the research focus above, the research question in this research is "what are Students' Perceptions of Using WhatsApp In Learning Grammar?"

D. Purpose of the Research

Based on the research question above, the purpose of this research is to find out Students' Perceptions of Using WhatsApp In Learning Grammar.

E. Definition of Key Terms

To avoid ambiguity and misunderstanding about this research, the researcher defines the key terms of this research as follows:

1. Students' Perception

Students' perception are perception refers to students' interpretation about the experience of WhatsApp application in Learning Grammar.

2. Grammar

Grammar is one of the courses conducted online through the WhatsApp application by lecturers.

3. Online Learning

In this study, online learning refers to the process of learning through internet media and using WhatsApp Application conducted in Learning grammar.

F. Significance of the Research

It is expected that this research will bring benefits to students, lecturers, and further researchers. The advantages are as follows:

1. English Students' Department

For students in the English Education Department, this research provide information about English Students' Perceptions of the Use of WhatsApp In Learning Grammar.

2. Lecturers

For the lecturers, this research provides information about students' English Students' Perceptions of the Use of WhatsApp In Learning Grammar.

3. Reseachers

This research also gives benefits for further researchers who are interested in a related topic. This research can be used as a starting point for further investigation.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Review of Related Theories

1. Perception

a. Definition of Perception

Perception was commonly defined as the view of someone towards something. In a specific way, experts explained perception as the process of analyzing the stimulus. Rao and Narayan (1998:329) emphasized that perceptions are among the "important cognitive factor of human behavior" or psychological mechanism that allows people to understand their environment. In their own language "perception is the process by which people select, organize, and interpret sensory stimuli become meaningful information about their work environment." Thus, they believed that perception is the most important determinant of human behavior.

Richard (2002:427) stated that perception is the recognition and interpretation of events, objects, and stimuli by the use of senses of sensory (including sight through the eyes, hearing through the ears, and the sense of touch). In other hand, Michotte (2017 in Agung. et al., 2020:227) defined the perception as a part of the whole action process that allows someone to adapt the activities to the reality in which he/she lives. Thus, the students' perception could be concluded as the generated view following a specific event that requires modification.

Further on, the perception is the process of attaining awareness or understanding of sensory information. Accordin to Qiong (2017: 18) The word "perception" comes from the Latin words perceptio, percipio, and means "receiving, collecting, action of taking possession, and apprehension with the mind or senses. Next, Mussen (1973 in Nursanti, 2016:162) stated that perception is the process to receive the information that came through the sensory receptors (e.g. eyes, ears, nose, and skin) and then being transformed into an information in the brain.

Perception can be defined as how someone responds to a stimulus or information using their senses. By using senses, they can get the perception about something by using feeling or statement.

Then, Sarwono (2010:86) states that: “perception are occurring when individual accept the stimuli from outside of the world that are arrested by the assist organs and that comes to the brain. In the brain there happen a process of thinking and after that will formed in an understanding. This understanding is called as perception”. Based on Sarwono's theory above, it showed us that perception is a stimuli that comes from outside and goes to human brain. In the human brain there are processes of thinking about events, objects, and stimulus that are arrested and make people understand about it. The understandable of people called as perception.

Based on the theories above, it can be concluded that perception is externally derived stimuli that a person receives and then process by choosing, organizing or interpreting stimuli into meaningful information. Perception is also seen as the view a person generates after responding to a stimulus or information using their senses.

b. Importance of Perception

Perception is crucial as it is a person's main form of cognitive interaction with the world around them. Weintraub.et al (2015:30) argues that perception is process of cognitive to help understand our experience, how receive, filter, and interpret behaviors and conversation may differ from how someone else will complete the task. Concisely, perception is the crucial meaning of human interaction with others. Thus, it has a significant impact how we communicate and how we understand the communications of others. Understanding the perception process can allow you to anticipate any misunderstandings and communicate more effectively. Likewise, perception is important. It because, understanding a person's perceptions can help in efforts to enhance quality and will enable someone to consider the misunderstanding in communication (Maisarah&Yunita: 2020 & Weintraub. et al, 2015: 350). It means perception is important because it can help us to understand every experience in conversation or communications that will enable us to consider the misunderstanding in communicate.

Then, according to Mulyana (in Sobur, 2003:446) states that perception is called the core of communication, because if someone perception are inaccurate, we might not communicate effectively. Perception will determine someone to choose a message and ignore other messages. It means that perception is important because perception can defined as core of communication with perception someone can communicate effectively.

In short, perception is very important because it is the key to how we can establish meaning in our interactions with others and hammer it we can understand others in communication effectively and can determine planning for the future.

c. Type of perception

In identifying the students' perception, according to Irwanto (2002:71) perception can divided into two categories it happened after individuals interact with perceived objects namely positive perception and negative perception. Positive perceptions are perceptions that were responded to continue to their utilization efforts, it is opposite to Negative Perception, that described as all knowledge and responses that are not in harmony with the perceived object.

Likewise, Robbins (2002:14) indicates that there are two types of perception as follow:

- 1) Positive perception, the one that comes from the individual satisfaction about particular object, and then becomes her/his source of perception, the individual knowledge, and the individual experience of the object perceived.
- 2) Negative perception, the one that comes from the individual dissatisfaction about particular object that further on becomes her/his source perception, the individual ignorant, and the lack of experience of the object perceived.

Based on the expert above, it can summarize that After a person interacts there are two types of perceptions that can be obtained, namely positive perception and negative perception. Positive perception caused by the individual's satisfaction with the object, while negative perception caused by their dissatisfaction with the object that is the source of the perception.

d. Component of Perception

According to Walgito (2004: 104) perceptions have three components. These three components of perceptions are cognitive, affective, and conative component.

1) Cognitive component

Cognitive component defined as a perceptual component that includes knowledge, opinion, and belief about something or even. In short, it is related to someone's perception about an object.

2) Affective component

Affective component commonly identified as emotional component. Affective component includes like and dislike sense about a thing or event. Like sense is classified as a positive thing and dislike sense is belong to negative thing. This component indicates direction of attitude that can be positive or negative thing.

3) Conative component

Conative component also well known as action component. This component is regarded the action tendency of someone toward the object of attitude of perception. It indicated intensity of attitude, where the intensity of that attitude can be small or big of action tendency.

In addition, Masbow (2009 in Tanjung, 2015 : 7) also states that there are three components of perception. They are cognitive component, affective component, and conative component. Cognitive component is component of perception that related to someone's knowledge, opinion, and belief toward opinion and belief toward attitude's object. Affective component is component of perception that related to like and dislike toward attitude's object. The human feeling toward something can positive and negative. Conative component is component of perception that related to action tendency toward attitude's object.

Likewise, Desmita (2009:120) state there are three component of perception. They are cognitive, affective, and conative. First, cognitive component is a filter process by sensory toward stimulus. Second, is a process of reduction organization complex information into intended pattern. Last, conative is a process of translating information or stimulus into behavior form as respond.

Based on theories above, it can be concluded that perception has three components of perception. They are cognitive component, affective component, and conative component. All of these components are internal process of human thinking that is located inside of human thought.

e. Factors Influencing Perception

There are several factor influence perception base on expert. According to Sarwono (2010:103) there are five factors that influence perception of someone such as :

1) Attention

In every moment there are hundreds, maybe thousands stimuli that catches by all our sensory system. In attention, usually someone does not catch the entire stimulus that is around at once, but s/he will focus on only one or two objects. Because everyone is different, their attention to the thing will be different and will influence their impression of the object.

2) Set

Set (mental set) is mental readiness from someone to face something that will appear with certain manner. It is also someone expectation about stimuli that would be arise. Need/Necessity Someone necessity can be in short time or long time, and it will be influence someone perception to an object or event. Because of that, the different necessity on someone will lead different perceptions to an object or event.

3) Value system

Value system that occur in one society also influencing perception. It means that value system also influence someone's perception to an object or event.

4) Feature or personality

Personality also influence someone perception. Someone personality is different each other. Because of that perception someone toward something will different with another because of their personality.

5) Mental sickness/Soul

Problem mental sickness also causes different perception. Someone perception about something can be wrong because of the problem of their soul. Perception is called by hallucinations. Different from illusions, hallucinations is individual and will only occur in people with soul problem.

While, According to Hartono (2015:122) there are five factors influence perception:

- 1) Attention usually does not discuss all the stimuli that are on us at once but focuses attention on just one or two objects.
- 2) A person's mental readiness for stimuli that will do caused.
- 3) Needs are momentary or permanent in the individual will affect the perception of the person concerned.
- 4) The value system, which is the value system that applies to society also affects perception.
- 5) Personality type.

In addition, Rahmat (2000 in Nurhayati, 2013:187) states that there are some factors influence perception They are like follows :First. Functional personal factors In this case. There are some factors influencing in perception. It consists of needs, personal type, mental, past experience, wish, notice, emotion and situation. Second, structural factors. In this case, there are factors influencing in perception. It consist intensity of stimulus, quantity of stimulus and refute of stimulus.

Based on the theories above, it concluded there are several factor influence perception like; Attention, Set, Value system, Feature or personality, Mental sickness/Soul, and A person's mental. Then there are some more factors that affect perception such as Functional personal factors and structural factors. First, functional personal factors. It consists of needs, personal type, mental, past experience, wish, notice, emotion and situation. Second, structural factors. In this case, there are factors influencing in perception. It consist intensity of stimulus, quantity of stimulus and refute of stimulus.

2. Grammar

a. Definition of grammar

Harmer (2003: 12) defined grammar as a description of the ways in which words can change their forms and can be combined into sentences in a particular language. Grammar could effects the communication flow, if grammar rules are too carelessly violated, communication may suffer, yet creating a good grammar rule is extremely difficult. Moreover, Thornbury (2004: 1) defines that grammar is a description of the rules that manage the formation of sentences in any specific language. It means that grammar is partly the study of what forms or structures are possible in a language. For native speakers, grammar is somewhere in their brains and they can use to make sentences. While for foreigner, grammar is something to present and describe the structure of language and giving rules for its use.

Ur (1991:75) believed that grammar is simply as the way of words put together to build correct sentences. Furthermore, he explains that grammar is a description of a set of rules that regulate how sentences are formed. Without the structure that organizational constraints impose on someone's communicative attempts, his/her language would simply be chaotic.

Based on the theories above, it can be concluded that grammar is the structure of language used in making the correct sentences, with the use of grammar then the resulting language sentences are not chaotic. Grammar is also a rule that governs how language sentences are formed.

b. Components of Grammar

There are several components of English grammar. Jackson (2005: 15) classifies the components of English grammar into some basic terminology as follows:

1) Morpheme

Yule (2006: 63) states that a morpheme is a minimal unit of meaning or grammatical function. Through the morpheme, it can indicate the type of a sentence, either it is a past tense or plural. For example, the word

"reopened" consists of three morphemes, a minimal unit is open, a minimal unit of meaning is re-(indicating the repetition), and a minimal unit of grammatical function is –ed (indicating past tense). In short, a morpheme is the minimal grammatical unit which carries meaning. It is the smallest unit on the grammatical rank scale.

2) Word

Word is the component of the sentence as a part of language, which made up of morphemes. Jackson (2005: 15) states that a word is a sequence of letters separated by spaces from other words. For example, "the beautiful girl", it consists of three words that are separated by space. As parts of a speech, words usually bring together some classes.

Yule (2006: 74-75) divides part of speech into eight classes. They are: nouns, pronouns, verbs, adverbs, adjectives, prepositions, conjunctions, and article. The most fundamental part of speech is nouns. Nouns are group of words that used to refer to people, objects, creatures, places, qualities, and even some phenomena including abstract ideas, as if they were all "things".

The second most important part of a speech according to Yule (2006:75) is pronouns. Pronouns are words used in place of noun phrases, typically referring to people and things already known. The third is verbs. Verbs are group of words that indicate the action. It refers to various kinds of actions and states involving people and things in events. The fourth is adverbs. Adverbs were typically uses with verbs, in order to provide more information about the actions, states and events. The fifth is adjectives. Adjectives used typically with nouns, to provide more information about the things referred to. The sixth is prepositions. Prepositions are words used with nouns in phrases providing information about time, place, and other connections involving actions and things. The next one is conjunctions. Conjunctions are words used to make connections and indicate relationships between events. The last one is articles. Articles are words used with nouns

to form noun phrases classifying those "things" or identifying them as already known.

3) Phrase

A phrase is a word or a group of words that put together to have a particular meaning grammatically. Jackson (2005:23) defined phrases as the elements that fill the slots in sentence (or clause) structure. It could be consisted of one word or more than one word. There are five kinds of phrases according to it consisted word, it could classified in to noun phrase, verb phrase, adjective phrase, adverb phrase and prepositional phrase.

4) Clause

A clause is a group of words that consists of a subject and a finite verb. If a sentence has only a subject and one verb, it called the main clause. In contrast, if a sentence contains two or more than one verb and each verb has its own subject, so it contains two clauses. For example, he said that he was ready.

5) Sentence

Ur (1991: 79) defines that sentence is a set of words standing their own as a sense unit. A sentence has to consist of a subject, verb, and object. For example, in the sentence of *I met the girl*, the word *I* is subject, *met* as a verb, and the *girl* as the object. Further on, a sentence may include a complement which refers to the subject. For example: "*She is a good doctor*".

c. Importance of Grammar

The importance of grammar cannot be ignored or neglected. This argument is also supported by some experts. Subasini and Kokilavani (2013: 57) explain that using the correct grammar is important to avoid misunderstandings and to help the listener to understand the speaker easily. Language with errors will slow down the communication and conversations. Moreover it finds harder to express the speakers ideas, thoughts clearly and concisely. In short, who wants to be able to communicate easily in spoken and written language, of course, has to master the grammar.

Then, Bastone in Lismawati (2014: 15) defines that the importance of grammar is to understand language, as it provide a framework for learner to structure their learning of the foreign language. It is necessary in language processing, as it helps learner to locate themselves in a relation to the surrounding world. In addition, it becomes more useful as learner's distance to the target language grows. Meanwhile Hinkel & Fotos in Yusuf and Nur (2019: 119) said that the teaching of grammar would help the learners to foster the skills essential for their success in using English. In addition Savage (2010: 11) said there are two important factors of the teaching grammar: (1) the function of the language functions that students will use it in their daily life activities, and (2) the surroundings in which learners use English.

In conclusion, grammar is important to learn because understanding grammar helps learners avoid misunderstandings and makes it easier for listeners to understand the speaker. Grammar also helps learners to refine their speech and writing, get information, and find them in relation to the world.

3. Online Learning

a. Definition of Online Learning

Online learning has been defined in a number of different ways in literature. According to Wagner, Hassanein & Head (2008 : 26) online learning is the expression broadly used to describe “instructional content or learning experience delivered or enabled by electronic technologies.”

Steeple and others (2002 :323) state that online learning covers a wide set of applications and processes, such as Web-based learning, computer-based learning, virtual classrooms, and digital collaboration. It includes the delivery of content via Internet, intranet/extranet.

According to Spender (2001:21), online learning is an innovative way of delivering knowledge, which in turn offers students more control over the process of learning. Homan and Macpherson (2005) defined online learning as the learning that is involved with electronic learning

materials, intranet/internet networking systems in learning, as well as those with interactive and downloadable materials. Meanwhile, Hall and Snider (2000:85) explained online learning as the learning process over electronic devices over the intranet or internet.

To sum up, online learning is a learning process that is involved electronic learning material devices and over the internet. In this process the teacher and students communicate virtually. The teacher distributed learning material by using online tools and the students can download.

b. Characteristic of Online Learning

According to Rudi and Riyana as quoted in Indrakusuma and Putri (2016:5) there are four characteristics of online learning which are explained as follows:

- 1) Students' attractiveness to learning materials does not depend on teachers/learners, because students build their knowledge through the teaching materials provided by the website interface.
- 2) Knowledge sources are everywhere, and everyone can easily obtain them. This is due to the global nature of Internet media, which can be accessed by anyone connected to it.
- 3) The student/educational institution acts as a mediator/mentor.
- 4) Obtained from the reorganization of policies, courses and management of the education system, which can best support the application of information and communication technology in education.

In summarize, the characteristic of online learning are the attractiveness of the students to learning material does not depend on the teacher learning source are everywhere and easily to reach, the students act as a mediator and obtained from the recognition of policies and courses of education system.

c. Principles of Online Learning

Cable and Cheung (2017: 3) purposes Eight Principles of Effective Online Learning:

1) Encourage Student-Faculty Contact

In general, educators found that the more frequent and significant the interaction between teachers and students, the higher the degree of participation and satisfaction of the students. Through interaction with students, teachers can understand what course content students encounter difficulties and then provide the necessary guidance to help them overcome the difficulties. Therefore, students are more likely to stay motivated and achieve better learning outcomes.

2) Encourage collaborative learning

In a collaborative learning environment, students share knowledge with each other in the process of striving to achieve common learning results. In other words, students play an active role in the process of acquiring knowledge, and knowledge is collaboratively created and shared in the process of collaborative learning. For example, students participate in group discussions, seek information, and share opinions with their peers. Therefore, through the common goal, common exploration and common meaning creation process, it is found that collaborative learning can help students develop higher-level thinking skills and achieve deeper knowledge generation.

3) Encourage active learning

Active learning is a process that involves students in activities, allowing them to reflect on what they have learned and how they apply their learning. By using active learning, students can take the initiative in their own learning. They regard teachers as partners, guide them through the learning process and inspire them to strive for future efforts. For example, to practice active learning, students can talk about what they are learning, write it down, connect it with past

experience, and apply it to their daily lives. Therefore, students must take what they have learned as part of themselves. More importantly, research shows that active learning can better retain knowledge, greater motivation to learn, a deeper understanding, and a more positive attitude towards taught subjects.

4) Give Prompt Feedback

Prompt feedback is important for students' learning outcomes because it allows them to evaluate existing knowledge, reflect on what they have learned and what they need to learn, and get suggestions to improve their future work. Therefore, students can make adjustments to improve their learning performance and achieve learning goals.

5) Emphasize time on task

To help students allocate real time to complete various learning tasks, educators must set clear time expectations for them, laying the foundation for high performance.

6) Set and communicate high expectations

Research on teacher expectations over the past 40 years has provided clear evidence that when teachers expected their students to show high standards, they did. In other words, higher expectations help produce higher student achievement. This phenomenon is called the self-fulfilling prophecy effect. Some of the methods high expectation teachers use to stimulate student learning may include setting clear grading standards, providing frequent feedback, and praising positive learning behaviors and outcomes.

7) Respect diverse talents and ways of learning

Today's education requires teachers to educate students with many characteristics such as different cultural backgrounds, learning abilities, and learning styles. To cope with this challenge, teachers must not only respect diversified talents in principle, but also introduce various teaching methods to meet the learning needs and

advantages of students. In fact, research shows that different teaching methods produce different knowledge retention rates.

8) Technology application

The application of technology is an essential element of online education, because online students need to use various online technologies to learn and interact with teachers and their peers. However, information and communication technology alone cannot make students successful. Instead, educators should use technology as a lever to promote student participation.

d. Advantages and Disadvantages of Online Learning

1. Advantages of Online Learning

According to L. Tjokro as quoted in Indrakusuma and Putri (2016:7), there are advantages from the application of online learning as follows:

- 1) It is easier to absorb, which means that you can use the multimedia facilities in the form of images, text, animation, sound and video to learn online.
- 2) More profitable, which means that you do not need a speaker or a minimum audience to learn how to learn online, it can be anywhere, etc.
- 3) It is much more concise, which means that learning Wangzhuan does not include too many class procedures, and you can directly enter a subject and choose subjects according to your needs.
- 4) It is available 24 hours a day, which means that the mastery of the materials depends on the enthusiasm and absorption of the students, it can be monitored and tested by test.

2. Disadvantages of Online Learning

According to Nursalam as quoted in Indrakusuma and Putri (2016:7), there are disadvantages from the application of online learning as follows:

- a) The lack of interaction between teachers and students and even between students
- b) This trend can ignore academic or social aspects, but also makes business or commercial aspects grow in another way.
- c) The teaching process tends to train rather than education itself.
- d) It is also required that the role of teachers be transformed from the initial mastery of traditional learning technologies to the ability to understand the use of ICT (information, communication and technology) learning technologies.
- e) Not all Internet facilities are available in all places.
- f) The use of suitable computers may be a problem for the students themselves.
- g) Students may feel frustrated if they cannot access graphics, images and videos due to inappropriate equipment (software and hardware).
- h) Availability of compliance infrastructure.
- i) The quality and accuracy of information vary, so guidance and questions about characteristics are needed.
- j) Students may feel isolated.

e. Platform in Online Learning

There are some online learning platforms than can be used in online learning classroom. They are as follows:

1) Google classroom

According to Alim (2019:242) Google Classroom is an internet-based service provided by Google as an e-learning system. The service is designed to help teachers create paperless assignments and distribute them to students. Users of this service must have a Google account. Also, only schools with Google Apps for Education can use Google Classroom. Google Classroom is used to facilitate interaction between a teacher with students and one or more students in the

virtual world. Google Classroom can be used on multiple platforms, such as computers and mobile phones. Lecturers and students can visit the website at <https://classroom.google.com> or download the app via Play Store on android or iOS app store with keywords “Google classroom”. The LMS usage is free of charge, so that utilization can be performed as needed. Google Classroom app is very useful for online teaching and learning, and can be obtained for free of charge and can be used on any device.

2) Zoom

According to Guzacheva (2020 : 458), Zoom is a cloud-based service that offers meetings and webinars, as well as video conferencing and content sharing capabilities. For example, it helps English teachers bring students together in a frictionless environment to complete more work. Zoom is a leader in the field of modern business video communications. It has a simple and reliable cloud platform that can be used for audio and video conferencing, collaborations, chats, and webinars on mobile devices, desktops, phones, and conference room systems.

Zoom grants English teachers to present the content of their lessons in various ways. Zoom screen sharing can provide English teachers with an excellent opportunity to develop students' cross-cultural skills by sharing engaging materials (such as videos, articles, and presentations). During and after class, English teachers can encourage students to use active questions to analyze and evaluate their learning. Educators can also ask students to reflect on their lessons by recording videos and sharing them

3) WhatsApp

a. Definition of WhatsApp

According to Barhoumi (2015 : 222) WhatsApp (from the English phrase "What's up?", meaning “What's new?") is an instant messaging application for smartphones. It allows users to

exchange images, videos, and audio or written messages using their Internet connection. WhatsApp has positioned itself as a superior alternative to SMS messaging, which can be very expensive when used in foreign countries due to roaming charges; WhatsApp, in contrast, relies on the active Wi-Fi network.

According to Nurazizah, Frihatin, & Sugiarto (2019: 345), WhatsApp is a tool to communicate with other people through instant messaging. People use WhatsApp can send any kind of information like text messages, documents, videos, audios, and images. Meanwhile, La Hanisi, Risdiany, Utami, & Sulisworo (2018: 31) defined that WhatsApp is a smartphone- and web-based instant message application that allows users to exchange information using a variety of media including text, image, video, and audio messages. As a free messenger application, it works across multiple platforms like iPhone and Android phones, and this app is being widely used among undergraduate students to send multimedia messages like photos, videos, audios along with simple text messages.

Based on Susilo and Sofiarini (2021:402), WhatsApp is a social media widely used in the community to support the activities of the community. WhatsApp applications can be downloaded to commonly used Android smartphones. As a platform to online learning, using WhatsApp Media to support learning systems is also based on the needs of today's education community. WhatsApp is typically used to compose messages and videos to provide messaging. You can use various features of WhatsApp social media application while learning with WhatsApp group system.

In conclusion WhatsApp is a free application for instant messaging in the form of text, document, audio, video, and teacher can using that application to learning activity.

b. Advantages and Disadvantages of WhatsApp

According to Munir et al (2021:172), there are some advantages and disadvantages of WhatsApp as media in doing online learning process during covid-19 pandemic, namely:

- 1) Advantages of WhatsApp as media in doing online learning process during covid-19 pandemic,
 - a) Effective and easy to use,
 - b) The features of WhatsApp are helpful,
 - c) Save internet quota,
 - d) The application is very light,
 - e) Easy to do communication,
 - f) Make the lecturers easy to observe the students.

- 2) Disadvantages of WhatsApp as media in doing online learning process during covid-19 pandemic,
 - a) Make the students easy to do cheating,
 - b) Old chats are easily piled up by new chats,
 - c) The upload size of file is limited,
 - d) Member capacity in the group is limited.

c. Features of WhatsApp

According to Aburezeq (2012) in La Hanisi et al (2018: 31), WhatsApp messenger has the following collaborative features:

1. Multimedia: It allows the user to exchange videos, text messages, images, and voice notes.
2. Group Chat: It supports the interaction of up to 50 group members.
3. Unlimited Messaging: The number of messages you can share on WhatsApp is unlimited. The application uses 3G / EDGE or WiFi internet data plan to ensure continuous data transmission between platforms. Interaction between

platforms: Interaction with different devices (personal digital assistants, smart phones, Galaxy tablets) can send messages to each other through various methods (text messages, pictures, videos, voice memos).

4. Offline Messaging: Messages are saved automatically when the device is off or outside the coverage area.
5. No Charges involved: there are no charges involved in using WhatsApp as it uses same internet data plan which is used for email or web browsing.
6. Pins and Users Name: WhatsApp, the user, need not remember passwords or username as it works via phone numbers and integrates with users address books.

B. Review of Relevant Studies

The researcher found a few studies that are related to the problem discussions in this study. First, a study conducted by Rekha Asmara (2020) entitle “*Teaching English in A Virtual Classroom Using WhatsApp During Covid-19 Pandemic*”. This research was adopted qualitative descriptive method with 14 students of society class as participants. The result of this study showed that there were some challenges of teaching English using WhatsApp that was not only felt by the lecturer but also by the students. Those challenges were as 1) students' attendance checking, 2) students' English language skills, and 3) internet connection. The similarity between Rekha Asmara's research and this research are discussion about using WhatsApp and also using qualitative method. The difference of this research is Rekha Asmara's focused on teaching English in A virtual Classroom using WhatsApp During Covid-19 Pandemic, while this research focus on English Students' Perceptions of the Use of Whatsapp In Learning Grammar.

Second, Syarifah Afsyah (2019) did a research entitle *WhatsApp Application in English Language Teaching (ELT) Context: Media to Describe People*”. This study was adopted a qualitative descriptive research. It was found that using

WhatsApp media applications in increasing vocabulary in students used in class. To use the WhatsApp application as a powerful tool during teaching and learning activities, material preparation is one of the main ways to make it more meaningful before applying several other ways to encourage students to become active learners. The differences between these researches with the research that done by the researcher students' WhatsApp Application in English language teaching context by adopted qualitative method, while the researcher will analyses about English Students' Perceptions of the Use of Whatsapp In Learning Grammar in a qualitative method.

Third, Nabilah (2021) did a research entitle "*the use of WhatsApp group in improving students' speaking skills at the first grade of Ma As'adiyah* " The results revealed that the use of WhatsApp groups through the student dialogue method can improve speaking skills. The similarity between the previous researches with this research is both of these two researches talk about WhatsApp Application. The difference is the previous research examined improving students' speaking skills on the use of WhatsApp. While, this research will analyze about English Students' Perceptions of the Use of Whatsapp In Learning Grammar in a qualitative method.

Fourth, Hani (2014) did a study titled "*The Impact of WhatsApp Group's Utilization of EFL Students' Vocabulary Writing Amelioration*" showed that the findings imply a significant difference between the overall writing scores of the pretest and posttest of the participants who used journaling. Additionally, test of individual item scores shows that there are statistically significant developments in vocabulary choice and voice as two pivotal writing characteristics. The study can promote a favorable educational change by assisting teachers grasp the possible merits of WhatsApp electronic dialogue journaling to develop the vocabulary word choice and voice writing skills of their students. The similarity between hani's research and this research are discussion about using WhatsApp Application. The difference of this research is Hani's research focused on Impact of WhatsApp Groups utilization EFL students' Vocabulary Writing Amelioration in quantitative method, while this research will focus on English Students' Perceptions of the Use of Whatsapp In Learning Grammar in a qualitative method.

Fifth, a study conducted by Akmal and Friends (2019) entitle: “*English Students’ Perceptions of Using WhatsApp in Paragraph Writing Class*”. The findings of this study show that the participants are familiar with many kinds of social networking services and are actively used those social networking services which not limited to WhatsApp only. Thus, the findings indicate that those social networking services potentially provide significant benefits for the students in higher education. Furthermore, all of the participants agreed that WhatsApp can be implemented to support their learning activities in language learning, especially in paragraph writing class. The similarity between the previous researches with this research is both of these two researches have qualitative method research. The difference of this research is Akmal and his friends’s research focus on paragraph writing Class, while this research will focus on Learning grammar.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

The design of this research conducted descriptive research, it is about phenomenological research. This research wants to find out students' perceptions on the use of WhatsApp in grammar online learning. According to Moleong (2006:6), qualitative research is research that intends to understand the phenomena experienced by research subjects such as motivation, perception, behavior, holistically, etc. Gay, et al. (2012: 11), state that survey research involves collecting data in order to answer questions related to people's opinions that concerning the current status of object of study. A survey used in many forms, for instance, interview, internet opinion polls, and various types of questionnaire.

Based on the theories above, this study describes about students' perception of the Use of WhatsApp In Learning Grammar at UIN Mahmud Yunus Batusangkar registered in 2020/2021 academic year.

B. Research Setting

The research setting of the research is an important thing by the researcher in doing research. This research conducted in the fourth semester of the English Teaching Department registered in the 2020/2021 academic year at UIN Mahmud Yunus Batusangkar located on St. Jenderal Sudirman, Limo Kaum, Tanah Datar Regency, West Sumatra. The reason why the researcher chose the fourth-semester students was that they are students who have using WhatsApp as media to learn grammar.

C. Research Informant

Research Informant is defined as whom the data got. In order to find the informant, the researcher used a purposive sampling technique, because the researcher wants to know what English students' perceptions of the use of WhatsApp in learning grammar. Gay (2000:138) propose that purposive sampling is judgment

sampling when the researcher select informants based on the informants' experience or group's knowledge. There are 57 students in fourth-semester students of English Teaching Department. Students who became the informant in this research were students who are related within in the standards of the informants as follows: (1) the fourth-semester students of English Teaching Department in the academic year 2020/2021. (2) the students in fourth semester who have taken grammar class. (3) students who have using WhatsApp to online learning grammar. In this research, the fourth-semester students of English Teaching Department who have taken grammar subject selected as informants.

D. Research Instrument

The research instrument is the researcher herself. Sugiyono (2008:222) states that the main tool for qualitative research is the researchers themselves. The supporting research tool is the interview guide. In this study, researchers used interviews as a method of collecting data. The researcher conducted interviews through telephone with students about their perception on using WhatsApp as a media for learning grammar.

E. Technique of Data Collection

Interviews are used to gather information. Interviews are usually conducted to gather information about how students perceive the use of WhatsApp in learning. Researchers conducted unstructured interviews for the study. According to Sugiyono (2007: 197), unstructured interviews are free interviews where researchers do not use systematic data collection interview procedures.

The interview guide is only used in the form of a summary of the issues submitted to the informant. To reduce the amount of missing data for informants, researchers use Indonesian language. The researchers also contacted the informant via WhatsApp calls. In addition, researchers used a recorder to record all conversations during the interview.

F. Checking Data Trustworthiness

In checking data trustworthiness, this study used time triangulation. Sugiyono (2013) in Alfansyur & Mariyani (2020:146) the meaning of Time Triangulation is that often time also affects the reliability of data. For example, data collected in the morning by informants using fresh, less problematic interviewing techniques at the time is more reliable because it provides more useful data. Therefore, the authenticity of your data can be verified by performing interviews, observations, or other techniques at different times and situations.

The researcher did interview in two times. In the first interview, the researcher contacted the informant via a WhatsApp call while recording a conversation with the recorder. Researchers asked questions based on the interview guide and collected as much data as possible. In the second interview, the researcher contacted the informant and in the previous interview she confirmed what she / he said.

G. Technique of Data Analysis

Data analyzed by using Miles and Huberman's method. Miles and Huberman (1994:10) describe three steps for analyzing data, as follows:

1. Data Reduction

Data reduction is defined as the process of selecting, concentrating, simplifying, abstracting, and modifying existing data from field records. Data was reduced during the interview. That is, once the data is collected, codifying, examining themes, categorizing, and composing memorandums continue.

Researchers have engaged in a series of tasks to reduce data. She began transcribing the interview. Then she reduced the data. Then do the following code transcription for each informant: I.1, I.2, I.3, I.4, and I.5. It was about perception such as P.1 of perception 1 and P.2 of perception 2.

2. Data Display

Data display is a collection of information compiled and given the possibility to conclude. In this step, researchers examine students' perceptions of

using WhatsApp in learning grammar. To find out and show to others, the researcher displayed data in tabular form.

3. Data Verification and Conclusion

The final step is to draw conclusions and validate the data after it has been reduced and displayed. The conclusions were supported by the research conducted. In this activity, the researcher drew conclusions and verify data by concluding students' perception of the use of WhatsApp in learning grammar.

CHAPTER IV RESEARCH FINDING AND DISCUSSION

A. Research Finding

This chapter discusses about the finding of the research entitle students' perception of the use of WhatsApp in learning grammar. In doing analysis the researcher started firstly, interviewed the informants; secondly, transcribed the recording; thirdly, reduced the data and coded the data as follows: I-1 is the first informant, I-2 as the second informant and so on. Then, the researcher coded the perceptions as follows: P.1 for the first perception, P.2 for the second perception and so on. The researcher used unstructured interview and time triangulation to get the data, it useful to check validity of data.

According to Robbins (2002:14) there are two types of perception as follow:

- 1) Positive perception, the one that comes from the individual satisfaction about particular object, and then becomes her/his source of perception, the individual knowledge, and the individual experience of the object perceived.
- 2) Negative perception, the one that comes from the individual dissatisfaction about particular object that further on becomes her/his source perception, the individual ignorant, and the lack of experience of the object perceived.

Based on the data analysis, the researcher found 2 (two) students' perception of the use of WhatsApp in learning grammar. They were: *1) Positive perceptions ,and 2) negative perceptions.*

The following explanation is the results of the interview gotten from those informants dealing with students' perception of the use of WhatsApp in learning grammar. The perceptions were described as followed:

1. Positive perceptions

There are several students' positive perception about grammar lecturing through WhatsApp, such as Learning materials can be repeated again , The learning materials sent by the lecturers are quite satisfying, and The way lecturer explains the material is also interesting.

a. Learning materials can be repeated again

Based on the first interviews with research informants, researchers found that students' perceptions are learning materials can be repeated again. Materials sent via WhatsApp can be reloaded at any time and saved in chat history. During face-to-face learning, the material described by the lecturer can only be heard and written into a notebook. The lecturer's explanation can only be asked on the same day that we are studying. Unlike face-to-face learning, online learning through WhatsApp we can save the material explained by the lecturer and can re-read it anytime and anywhere. This can be seen from informant 2 (I-2) and informant 3 (I-3).

The researcher did interview with informant 2 (I-2) on Tuesday, 5th July 2022 at 07.08 P.M via WhatsApp Call.

The interview result was:

“Sebaiknya dalam artian eee kan karena itu melalui media jadi bisa diulang-ulang kembali ee pembelajaran yang udah dikasih oleh dosen”

[It's better in the sense of, because it's through the media so it can be repeated again and again the lessons that have been given by the lecturer.]

“jadi untuk ee proses pengetahuannya itu karena menggunakan ee vn atau yang diketik oleh dosen itu sebenarnya lebih jadi ee kalau seandainya mau diulang – ulang gitu bisa kapanpun gitu kak.”

[So for the knowledge process is because it uses voice note or what is typed by the lecturer, it was easier to be repeated, you can do that at any time.]

Next, the researcher did interview with informant 3 (I-3) on Tuesday, 5th July 2022 at 07.23 P.M via WhatsApp Call.

The interview result was:

“perkuliahan grammar melalui media whatsapp itu cukup memuaskan karena kalau kita lupa materi kita bisa melihat riwayat chat yang sudah berlalu.”

[Grammar class through WhatsApp is quite satisfying because if we're forget the materials we can see the chat history]

The results of the interviews above, it was found that the materials sent during learning using whatsapp can be re-read by students by looking at the chat history that has passed.

b. The learning materials sent by the lecturers are quite satisfying

Based on the first interview with the research informants, the researcher found that the informants perception about using WhatsApp in learning grammar is quite satisfying. They stated that learning via whatsapp is quite satisfying because the lecturers don't just send material in the form of documents or texts. But also using voice notes, where students can later listen to the lecturer's explanation.

The researcher did interview with informant 3 (1-3) on Tuesday, 5th July 2022 at 07.23 P.M via WhatsApp Call.

The interview result was:

“Eee menurut saya eee sudah cukup memuaskan karena dosen disini ee mengirim materi dan juga mengirim voice note untuk penjelasannya.”

[In my opinion, it is quite satisfying because the lecturer sent the material and share voice note to explain it.]

The results of the interviews above, it was found that students felt that learning via whatsapp was quite satisfying with material sent by the lecturer in the form of documents, texts, and also voice notes. So, the lecturer has used the features in the WhatsApp application.

c. The way lecturer explains the material is also interesting.

Based on the first interview with the research informants, the researcher found that informant perception about using whatsapp in learning grammar is Interested.

The researcher did interview with informant 8 (1-8) on Wednesday, 6th July 2022 at 05.43 P.M. via WhatsApp Call.

The interview result was:

“Hmmm menurut saya cukup menarik karena pembawaan dosen yang ngajar grammar nya jugak menurut saya bagus,”

[Hmm I think quite interesting, because the vibes of the grammar lecturer is also good.]

The results of the interviews above, it was found that students felt that learning via WhatsApp was interesting because lecturers who teach grammar learning can bring learning to be interesting by using WhatsApp.

2. Negative Perceptions

There are several students' negative perception about grammar lecturing through WhatsApp, such as difficulty to have a stable internet, lack of maximum or limited explanations of lecturers, students have difficulty understanding the material, lack of student participation in learning, and cheating to imitate friends' answers in learning discussions.

a. Difficulty to have a stable internet,

Based on the first interview with the research informants, the researcher found that the informants perception about proses transfer knowledge in learning grammar using WhatsApp is not maximal. Network problems sometimes make the learning process less maximal. There are often problems with the internet network causing students to not be able to follow discussions conducted by lecturers and students via WhatsApp.

The researcher did interview with informant 1 (1-1) on Tuesday, 5th July 2022 at 11.32 A.M. via WhatsApp Call.

The interview result was:

“Ee perkuliahannya itu kurang efektif soalnya kadang ee ada yang terkendala sama jaringan.”

[The lectures are not effective because sometimes there are problems with the network]

Next, researcher did interview with informant 10 (2-10) on Friday, 8th July 2022 at 07.50 P.M by using WhatsApp Call.

“...didalam kelas karena guru e kita juga bisa langsung bertanya, gak ada hambatan, tapi kalau melalui whatsapp jaringannya susah atau banyak lagi halangannya gitu kak”

[In the classroom, our teacher can also directly ask questions, there are no obstacles, but if through whatsapp the network is difficult or there are many more obstacles.]

The results of the interviews above, it was found that students felt that learning via WhatsApp was not maximal. There are several things that make learning using WhatsApp not maximal, such as difficult networks.

b. Lack of maximum or limited explanations of lecturers,

Based on the first interview with the research informants, the researcher found that the informants perception about using WhatsApp in learning grammar is lack of maximum or limited explanations of lecturers. Students feel that the lecturer's explanation of the learning material is very limited if they use WhatsApp.

The researcher did interview with informant 1 (1-1) on 5th July 2022 at 07.08 P.M via WhatsApp Call.

The interview result was:

“soalnya kalau di whatsapp dosennya tu gak leluasa jelasin ke kita paling dosennya tu ngirim pdf materi .”

[if on whatsapp the lecturer is not free to explain to us most lecturers tu send pdf material]

Next, the researcher did interview with informant 2 (1-2) on 5th July 2022 at 07.08 P.M via WhatsApp Call.

“penjelasan dosennya kurang maksimal dibandingkan dengan eee belajar secara langsung dikelas..”

[the explanation of the lecturer is less than optimal compared to studying directly in class..]

Next, the researcher did interview with informant 4 (1-4) on Thursday, 7th July 2022 at 09.40 A.M by using WhatsApp' Call.

“Penggunaan media whatsapp itu mungkin kurang optimal ya kak ya. Soalnya transfer ilmunya itu agak eee terbatas gitu kak.”

[The use of whatsapp media it may be less than optimal. because the transfer of knowledge is a bit limited.]

Next, The researcher did interview with informant 5 (1-5) on Tuesday, 5th July 2022 at 04.24 A.M by using WhatsApp' Call.

“kalau offline itu kan masih tetap dijelaskan tapi ee yg online itu tidak sedetail ee ada titik-titik gak detailnya kak.”

[if it's offline, it's still being explained but the online one is not detailed]

Next, the researcher did interview with informant 7 (1-7) on Wednesday, 6th July 2022 at 05.19 P.M by using WhatsApp' Call.

“kurang optimal karena eee hanya menggunakan media whatsapp kak, jadi eee tidak bisa tersampaikan materinya dengan baik”

[less of optimum because only using whatsapp, so, can't convey the material well]

Then, the researcher did interview with informant 9 (2-9) on Saturday, 9th July 2022 at 11.03 A.M by using WhatsApp' Call.

“Kurang optimal kak, soalnya dari dosen pun menjelaskan enggk terlalu kek gak ada digituin kak..”

[Less than optimal, because even from lecturers explaining in the limited]

Last, the researcher did interview with informant 10 (1-10) on Wednesday, 6th July 2022 at 07.13 P.M by using WhatsApp' Call.

“Tapi kalau di whatsapp grup itu eee ilmu yang disampaikan emang sebatas yang ada di silabus saja gitu “

[But if in whatsapp group is a science that delivered to the extent that it is in just syllabus.]

The results of the interviews above, it was found that students feel that the knowledge transfer process carried out by lecturers through WhatsApp is less than optimal because of the limited explanation of lecturers. Students prefer face-to-face learning over learning done via WhatsApp.

c. Students have difficulty understanding the material

Based on the first interview with the research informants, the researcher found that the informants perception about using WhatsApp in learning grammar is students have difficulty understanding the material. Some students find it difficult to understand the material provided by lecturers when learning online. Students feel that the material described on WhatsApp is limited. When face-to-face learning, the material explained by the lecturers is more and students can also understand the material well.

The researcher did interview with informant 2 (1-2) on 5th July 2022 at 07.08 P.M via WhatsApp Call.

The interview result was:

“gak semua yang di vn atau yang diketik oleh dosen itu mudah dimengerti, ee ada yang sebagiannya lebih dimengeti saat tatap muka gitu kak..”

[not everything that is voice notes or typed by the lecturer is easy to understand, some of them are more used when face-to-face.]

Next, the researcher did interview with informant 6 (1-6) on Wednesday, 6th July 2022 at 04.34 P.M via WhatsApp Call.

“karena banyak dari teman-teman termasuk saya sulit yg sulit untuk memahami materi yang diberikan oleh dosen jika melalui whatsapp kak”

[because many of my friends including me are difficult to the material provided by the lecturer if via whatsapp]

Next, the researcher did interview with informant 7 (1-7) on Wednesday, 6th July 2022 at 05.19 P.M via WhatsApp Call.

“kurang optimal karena eee hanya menggunakan media whatsapp kak, jadi eee tidak bisa tersampaikan materinya dengan baik”

[less than optimal because it's just using whatsapp media, so can't understand the explanation of the material]

Next, the researcher did interview with informant 10 (1-10) on Wednesday, 6th July 2022 at 07.13 P.M. via WhatsApp Call.

“itu kurang efektif karena eee materi yang disampaikan kami kurang paham kak.”

[it is less effective because the material presented we do not understand]

The results of the interviews above, it was found that students said the use of WhatsApp on grammar learning is less effective because students have difficulty understanding the material sent by lecturers. Even though the lecturer has given an explanation, students still find it difficult to understand the learning material.

d. Lack of student participation in learning

Based on the first interview with the research informants, the researcher found that the informants perception about using WhatsApp in learning grammar is lack of student participation. When the lecturer gives material and questions about the material, the student who answers or responds is always the same person. Then there is also the learning process that takes place only a few students respond to their lecturers.

The researcher did interview with informant 4 (1-4) on Thursday, 7th July 2022 at 09.40 A.M by using WhatsApp' Call.

The interview result was:

“Dosen juga sudah memberikan eee file-file yang dibutuhkan untuk ee pembelajaran ee dilangsungkan. Tetapi kadang mahasiswanya itu ee mengacuhkannya saja kak.”

[The lecturer has also provided the files which is needed for learning . But sometimes the students were ignorant.]

Next, The researcher did interview with informant 5 (1-5) on Tuesday, 5th July 2022 at 04.24 A.M by using WhatsApp' Call.

“Eee mahasiswa itu aktifnya Cuma sebahagian aja kak, nanti kan kalau sudah aktif trus respon mahasiswa nya sudah banyak trus lanjut gitu kak”

[students who are active only just a few, if you have active students then the student response has been many, new learning can be continued.]

Next, the researcher did interview with informant 6 (1-6) on Wednesday, 6th July 2022 at 04.34 P.M via WhatsApp Call.

“Tergantung kak, ada yang aktif ada yang enggak, kdang Cuma di read doang tapi gak dibalas gitu.”

[some are active and some are inactive, sometimes Just read it but not replied to it.]

The results of the interviews above, it was found that Lack of student participation in learning. Only some students are active during the learning process via whatsapp.

e. Cheating to imitate friends' answers in learning discussions.

Based on the first interview with the research informants, the researcher found that the informants perception about using WhatsApp in learning grammar is possibility of cheating. The informant stated that cheating while studying online occurred when other students only copied friends' answers when the material discussion process was running. Most of the students copy-paste the answers of friends who have sent it first.

The researcher did interview with informant 5 (2-5) on Thursday, 7th July 2022 at 08.20 P.M via WhatsApp Call.

The interview result was:

“tu nanti jadi kayak belajarnya itu ee teman ini aja jawabnya semua kan kak. Tu dah niru aja gitu kak, jadi gak mikir lagi kak..”

[during the study, later the friend answers the question, the other friend just imitates the previous answer]

Next, The researcher did interview with informant 9 (1-9) on Wednesday, 6th July 2022 at 06.15 P.M. via WhatsApp Call.

“Eee persepsiiii saya pribadi kak kalau menggunakan whatsapp grup itu ada ada curang nya gitu kak.”

[My personal perception is that if you use the WhatsApp group there is a cheat, like that.]

Next, The interview between the researcher with informant 9 (2-9) on Thursday, 7th July 2022 at 08.31 P.M via WhatsApp Call.

“okay kak, eee maksud dari kecurangan nya itu ada dari beberapa mahasiswa yang Cuma modal copy-paste saja ajwaban dari kawan-kawan, atau ada mungkin yang ambil dari internet gitu kak.”

[okay, the point of the cheating is that there are some students who just copy-paste the answers from their friends, or maybe someone took it from the internet.]

The results of the interviews above, it was found that students felt that learning via WhatsApp was possibility of cheating. The cheating committed by students is copy-pasting friends` answers.

B. Discussion

From the finding, it was found that there are two students' perception of the use of whatsapp in learning grammar. They are : 1) positive Perceptions and 2) negative perceptions. For the positive perceptions, Students said that the use of WhatsApp in learning grammar allows students to re-read the material sent by the lecturer, the learning materials sent are quite satisfying, and the way the lecturer explains the material is also interesting. For the negative perceptions, Students said that there are problems with the network, lack of maximum or limited explanations of lecturers, students have difficulty understanding the material, lack of student participation in learning, and cheating to imitate friends' answers in learning discussions. It was relevant with Dhiana and Meiga (2021) which showed there are positive perception and negative perception from students. Students who have negative perceptions about the speaking class process using the WhatsApp group argue that the process is complicated, not satisfactory, and ineffective because learning is done indirectly.

The other finding is for some students, using WhatsApp in learning grammar is students said the learning materials sent by the lecturers were quite satisfactory. the lecturer sends the learning material in the form of a document, then provides an explanation of the material using a voice note. It supported by hanif afrinursalim (2021) who stated that the students have a good opinion about WhatsApp as a media to do the group discussion related to learning process. The students who agreed that WhatsApp is a good media to do group discussion stated the following reasons: the features of WhatsApp such as Group, Voice Note, Voice Call, and Video Call support the students to do online discussion, make it easier for students to have discussions between students and between students and lecturers, consumed less internet quota, and the information related to learning material spread quickly.

However, most of the participants also stated that using of WhatsApp in learning grammar is feel bored. Students often find themselves bored because they need to read the materials on WhatsApp. Explaining the material directly will make the students feel better. If students use Whatsapp, they need to inform themselves about the lesson. Learning through WhatsApp is also difficult to understand. The Lecturer only sends the

material and then provides some example sentences for the student to complete. Students had a hard time understanding the materials sent due to the lack of explanations from the instructor via WhatsApp. It is relevant with Amalia Adiba (2021), They feel bored and less interested when using this application for online learning. Most of the students are difficult for understanding the material because teachers sometimes do not explain more detail and just focus on the point of the material and finally giving an assignment to evaluate students. The teacher only focuses on the main material that the teacher wants to explain, so the students with low academic are difficult to understand the content without clear explanation.

The other finding is students' perception of the use of WhatsApp in learning grammar not maximal. They stated that not maximal because low comprehension. Students feel that grammar lectures carried out in class are more optimal than if they were only done via WhatsApp. The lecture material given by the lecturer is more maximal if it is explained during face-to-face lectures. It relevant with Sihatul Mardiah (2020)) which show the students' who think that learning English through WhatsApp application does not give maximum results, because it is difficult for students to understand the teaching materials given by the teacher.

The next finding is difficult for students to use WhatsApp for online learning due to poor internet connectivity. The most common thing for students living in the village is that it is difficult to establish a stable internet connection. This finding is related to the previous study by Nurlia (2018) who found that rural area with a poor internet connection are difficult to use whatsapp for learning. This obstacle can be avoided if the students have stable internet connection. They are also difficult to understand the material due to limited Interaction space. Student and teacher do not feel free in learning activity because online learning lack of option to interact with others, limited interaction for explaining the material to the teacher, limited time and situation for studying causes students difficulties understanding the material. Online learning has to support with a good internet connection to access learning content and activity which causes the package to run out very quickly.

It can be concluded that there are two students' perceptions of the use of WhatsApp in learning grammar, namely positive perceptions and negative perceptions. Researchers also get student advice on how to optimize the learning process using WhatsApp in grammar learning. Many students say that lecturers need to pay more attention to student activity in responding to questions / explanations of learning materials from lecturers. Lecturers should always see active or inactive students during the learning process. Some of them also said that lecturers are advised to send learning materials the day before the learning process begins and lecturers should also give more assignments. Most of them prefer to do learning offline or face-to-face. Face-to-face learning is easier to understand because the lecturer provides a more detailed explanation of the material. If there are students who don't understand, they can be asked and responded directly by the lecturer. If you use WhatsApp, the lecturer's explanation is less effective or less maximal. That's why students prefer grammar learning to be done face-to-face. Students also said that when online learning via WhatsApp is carried out, lecturers are expected to be more assertive and careful in paying attention to students who participate in learning.

BAB V

CONCLUSION AND SUGGESTION

A. Conclusion

According to the study that had been conducted, it can be concluded that there were two students' perception of the use of WhatsApp in learning grammar. The researcher found two students' perception of the use of WhatsApp in learning grammar. The perception were : 1) positive perceptions, 2) negative perceptons. To be more detail, are follows:

1. Positive perceptions
 - a. Learning materials can be repeated again.
 - b. The learning materials sent by the lecturers are quite satisfying
 - c. The way lecturer explains the material is also interesting.
2. Negative perceptions
 - a. Difficulty to have a stable internet,
 - b. Lack of maximum or limited explanations of lecturers,
 - c. Students have difficulty understanding the material,
 - d. Lack of student participation in learning,
 - e. Cheating to imitate friends' answers in learning discussions.

B. Suggestion

Based on the results of this research, the researcher would like to give some suggestions. They are:

1. English Students

For the students, the result of this research hopefully can give information to the students of English Department of UIN Mahmud Yunus Batusangkar about used WhatsApp in learning grammar . Students can discuss with the lecturer about the best way to teach and learn grammar through WhatsApp application.

2. Lecturers

Based on the research finding, the lecturer hopefully can get valuable information, especially to lecturer of Grammar which related to students'

perception of the use of WhatsApp in learning grammar, so that the lecturer gets the reflections and know the English students' perception of the use of WhatsApp in learning grammar.

3. Next Reseachers

For future researchers who want to do a research related to this topic, there are several related things that can be developed from this research. At the very least, this search could be the reference of the next researcher doing the study in this case. The future researchers also can do a research about the problem faced by the students in learning grammar by using WhatsApp .

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