Students' Perception of Using WhatsApp in Grade 12 of SMKN 3 Tanjungpandan

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Article Info	Abstract
Keywords *Students' perception* *WhatsApp* *Learning English* *Attitudes*	The use of WhatsApp in learning is expected to motivate students in learning because WhatsApp has many features that helpful in learning. But students have different feelings, response, and perception towards the use of WhatsApp in learning. It is interesting to investigate the students' perception, because everyone has different perceptions of the same object that been caused by many factors. The aim of this research is to find out and analyze the students' feeling and response of WhatsApp that used by the teacher in learning. The researcher used quantitative research in this study. The researcher used questionnaire to collect the data. The questionnaire data in this research was analyze using SPSS version 24. The result of this research shows that the factors which influence the students' perception of using WhatsApp in 12 Grade of SMKN 3 Tanjungpandan are the perceiver which is consisting of attitudes, motives, experience, and expectation. The target which is consisting of motion, sounds, size, background, and proximity. The situation which is consisting of time, work setting and social setting. The students' attitudes of using WhatsApp in grade 12 of SMKN 3 Tanjungpandan shows the positive attitudes for the cognitive and behavioral components, but on the affective component shows negative result. **Keywords: Students' perception, WhatsApp, Learning English, Attitudes**

Introduction

Nowadays, it is impossible to avoid technology. Most people use mobile phone because it helps people easily communicate across geographical boundaries, and get knowledge and information. Along with the improvement of technology, mobile phone has been developed fast under the android operating system which is well-known as smartphones.

The use of smartphones also has an impact not only in education field. Students and teacher use smartphones as a source of information and communication in the teaching and learning process.-Messaging applications such as WhatsApp, Telegram, Messenger, and Line are used widely. Due to their features, students and teachers use those application. WhatsApp is one of the most used applications among teachers and students these days in Indonesia. According to Damar (2021) WhatsApp claims that it has over two million daily active users, with ten billion message and one billion calls sent every day.

WhatsApp is an internet - based application with some features that can be used by users such as content sharing and communicating. The features contained in WhatsApp are texts, group chat, WhatsApp voice and voice call, voice message, camera for taking picture and video, document and other. Pranajaya & Wicaksono (2018) stated WhatsApp is the most commonly used social media platform for communication. This application is popular because it is simple to use and free.

The research of using WhatsApp in leaning has been done by several researches and those are show the positive result. Based on the one of previous research that conducted by Acharya, Poojarthi, & Maiya (2019) on the students' perception towards use of WhatsApp for higher education, shows that WhatsApp was effective for learning. The use of WhatsApp in learning is expected to motivate students in learning because WhatsApp has many features that helpful in learning, but students have different feelings, response and perception towards the

use of WhatsApp in learning. Students' perception is an interesting thing, because everyone has different perceptions of the same object that been caused by many factors.

The aim of the researcher in conducting this research because the researcher wants to find out and analyze the students' feeling and response of WhatsApp that used by the teacher in learning, because the teacher has to know that if the learning media that they use are easy and attractive for students.

Literature Review

1. Learning English Using Smartphones
    Hulme, Agnes, Shield, & Lesley (2008) stated Mobile Assisted Language Learning (MALL) allows students to practice languages using their mobile devices or phones. Students used their Smartphones for learning translation and retranslation, read online books, and practice their communication skills. MALL developed from the growing use of mobile phones in the 21st century. Learning become more private and personal with MALL and it makes possible to learn in both formal and informal situations. Small (2014) stated that the use of smartphones on students have positive impact and improve their learning. Students can use smartphones to access dictionaries in order to increase their vocabulary skills by learning to recognize new words and the meaning, students also practice their English skill through chatting. Miangah & Nezarat (2012) stated smartphones substantially facilitated students' reading materials. Students can use their smartphones to search online books or reading some information in English. Smartphones also help on improve students' communication skill and speaking skill because they are habituated to listening audio or watching video in English through their smartphones. Dewi, Ratminingsih, & Santosa (2020) stated the use of Smartphones also has positive impacts on students' writing skill because can search the material on the internet and it makes students directly involved in learning. Students also can use various applications to support their writing skills such as Grammarly which can help to correct students' grammar. According to Naz, Rasheed, & Rasheed, (2019) the use of Smartphone inside classroom is better than computers due to its availability and light weight. Students agreed that they would be more excited to use their Smartphone for learning activities. Most of professors allow their students to use their smartphone for learning purposes in and outside classroom.

2. WhatsApp Application
    a. Definition of WhatsApp
        WhatsApp was founded by Jan Kuom and Brian Acton. WhatsApp has been used by two million people in over one hundred and eighty countries. Name of WhatsApp is a pun of the phrase of "What's Up?". WhatsApp is an internet - based application with some features that can be used by users such as content sharing and communicating. The features contained in WhatsApp are texts, group chat, WhatsApp voice and voice call, voice message, camera for taking picture and video, document and other (About WhatsApp, n.d.). Pranajaya & Wicaksono (2018) stated WhatsApp is the most commonly used social media platform for communication. This application is popular because it is simple to use and free.

    b. Learning English using WhatsApp Application
        Bounhik & Deshen (2014) stated both teachers and students use WhatsApp in their daily lives, so this technology facilitates communication between them. According to Afsyah (2019) the method of learning using WhatsApp is classified into three phases, pre activity, main activity, and post activity. In pre activity, teacher greets the students. In main activity, the teacher conveys the materials to students through WhatsApp. In post activity, the teacher gives assignment to students and closing the lesson.

3. Perception
    a. Perception Definition
        Robbins & Langton (2003) defined perception is the process of organizing and interpreting the meaning in something that performed by someone. According to Martin, Carlson, & Buskist (2010) perception is the process by which we recognize what is represented by the information provided by our sense organs. Rakhmat (2011) stated perception is the experience of object, event, and relationship acquired by resuming information and interpreting message. It gives a meaning towards stimulus – response in resuming information and predicting message which involves attention, hopes, and memory. Based on some of the mentioned definitions, perception is a response of information gained through our senses about someone's experience, events, and object.

    b. Perception Factors
        Robbins & Langton (2003) stated there are some factors that influence the perception. These factors can be found in the perceiver, the object or target, and the situation.
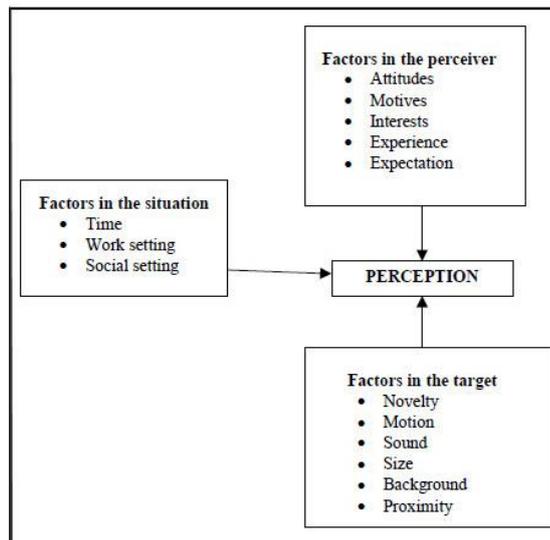
Figure 1. The Perception Factor (taken from www.wisdomjobs.com)

The explanation of perception factors as follows:

1) The Perceiver

When someone or the perceiver look at the object or the target and try to interpret what he or she sees, the interpretation is influenced by the perceiver's personal characteristics. Personal characteristics of perceiver that influence perception are attitudes, motives, interests, experience and expectations.

a) Attitudes

Malhotra (2005) stated attitude is a summary evaluation of an object or thought. The way someone interpret something will be different to each other even though they look at the same object.

b) Motives

Motives is an impulse that motivate someone to take an action in order to achieve our life's needs (Tangkudung & Mylsidayu, 2017). It might impact to someone's perception if their needs are not fulfilled.

c) Interests

Stone (1988) stated interests are known as the desire to make person more productive, creative, and clever. Self interests do not imply selfishness. Even in the same circumstance, someone's perception will be different because everyone's interests are different from each other.

d) Experience

According to Oxford Learner's Dictionary, the meaning of word experience is the things that have happen to you that influence the way you think and behave. Experience influence someone's perception, because someone who has experience will be calmer in face something than someone who has no experience.

e) Expectation

According to Oxford Learner's Dictionary, the meaning of word expectation is a hope that something good will happen. A person's expectation in observing something can affect to their perception.

2) The Target

The characteristics of the target can be affected to the someone's perception. Novelty, motion, sounds, size, background, proximity from the target formed the perception.

a) Novelty

Novelty refers to a value that is distinct from others (Masruroh, Sujadi, & Retno, 2015). Something that unique and different will attract more attention.

b) Motion

According to Oxford Learner's Dictionaries, the meaning of word motion are: 1) the act or process of moving or the way something moves; 2) a particular movement made usually with you hand or your head, especially to communicate something; 3) a formal proposal that is discussed and vote on at a meeting. Objects or target that move attract more attention.

c) Sounds
According to Oxford Learner's Dictionary, sounds means: 1) something that you can hear; 2) what you can hear coming from a television, radio, etc., or as a part of film. Noisy object or person are more easily to get attention than the quiet object or person.

d) Size
According to Oxford Learner's Dictionaries, the meaning of word size :1) how large or small a person or thing is; 2) size of something. Targets which are large receive more attention than smaller targets.

e) Background
According to KBBI Online, background is the basis (reason) of an action. The relationship between target's background and has an influence on someone's perception.

f) Proximity
According to Oxford Learner's Dictionary, proximity means the state of being near somebody or something in distance or time. A person's perception can be influenced by the proximity of an object or target.

3) The Situation
The situation also can be affected to someone's perception. Time, work setting, and social setting in the situation formed the perception.

a) Time
According to KBBI, the meaning of time are: 1) the entire timeline of events that occur while a process, action, or state; 2) duration (specific time); 3) a specific time to do a thing; 4) chance, tempo, opportunity; 5) when; 6) day (state of the day); 7) time determined based on the division of the globe. Time gives an affect to someone's perception. Example the way we perceive a message in day time and at midnight.

b) Work Setting
Work setting is the setting where people collaborate to achieve organizational goals (Awan & Tahir, 2015). A positive work setting can be created by having a team that is enthusiastic, cooperative and friendly.

c) Social Setting
Social setting is a place that have ability to influence us directly or indirectly (Tamara, 2016). Things that diverge from social norms will be easier to notice because each environment has its own rules and culture.

Method

This research used quantitative research method. Quantitative research is an empirical research that uses number to describe the data (Syahrum & Salim, 2012). From the beginning to the end of research, quantitative research is more systematic, planned and properly organized from beginning to the conclusion of the research (Siyoto & Sodik, 2015).

This research was conducted from February 24th to February 28th 2021. This research took place at SMK Negeri 3 Tanjungpandan which is located at Rumah Sakit street, Kelurahan Parit, Kecamatan Tanjungpandan, Kabupaten Belitung. SMK Negeri 3 Tanjungpandan has five departments. There are hospitality accommodation department, travel agent department, culinary department, cosmetology department, and fashion department. The researcher gave questionnaire to the students of three different department in grade 12.

Technique that used by the researcher to collect the data was questionnaire. The questionnaire used in this research is close questions. There are 27 questions that are related to the students' perception of using WhatsApp in learning. This questionnaire used Likert scale and Bahasa Indonesia.

The questionnaire data in this research was analyze using SPSS version 24. With the SPSS, the validity of the questionnaire items in the questionnaire was examined used Pearson's model's significance value. The Significance value (Sig.) is used to determine if a questionnaire item is valid or invalid. If the significance value is less than 0.05, the questionnaire item is valid. Then, If the significance value is more than 0.05, the questionnaire item is invalid. Meanwhile the reliability of the questionnaire was examined with Cronbach Alpha. According to Siregar (2013) the criteria of item that reliable if the Cronbach Alpha value > 0,6.

Results and Discussion

The Factors which Influence the Students' Perception of Using WhatsApp in 12 Grade of SMKN 3 Tanjungpandan.

Based on the theory of Robbins & Langton (2003) perception is influenced by several factors on the perceiver, target and situation. The following of findings and discussion of the factors that influence students' perception in using WhatsApp.

1. **The Perceiver**
   a. **Attitudes**
      Attitudes in this context refer to students' attitude in using WhatsApp as a communication tool between the students and the teacher. In sub – chapter b, attitudes are discussed in detail.
   b. **Motives**
      The term motives in this context refers to the reason of using WhatsApp to learn English. In this research, the motive of using WhatsApp is to communicate in the context of learning and sharing school information.
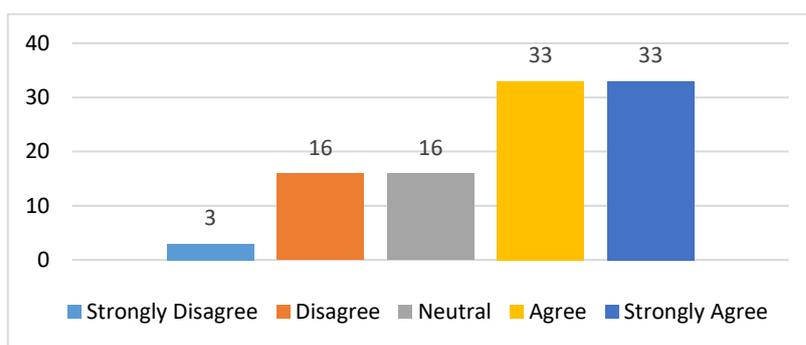
Figure 2. Questionnaire Item 33 of the Questionnaire Question

Based on Questionnaire Item 33, *Saya dapat berkomunikasi secara lancar dengan guru*, displayed 33% of respondent chose agree and strongly agree. It can be concluded that the respondents have good communication with their teacher. Teacher and students communicated actively using WhatsApp as shown in some chat screenshots:

Figure 3. The WhatsApp Chat Example

It can be seen from the figure 3, the teacher gave three kinds of information. There are, request to fill out the questionnaires, ask the students to wear sport uniform, and ask some students to prepare their speech assignment. The students responded to the information has shown in the screenshot below.

Figure 4. The WhatsApp Chat Example

As seen in the figure above, students respond to the teacher's information by kidding around about the language they will use in the speech assignment.

WhatsApp was chosen because the agreement between teachers and students.
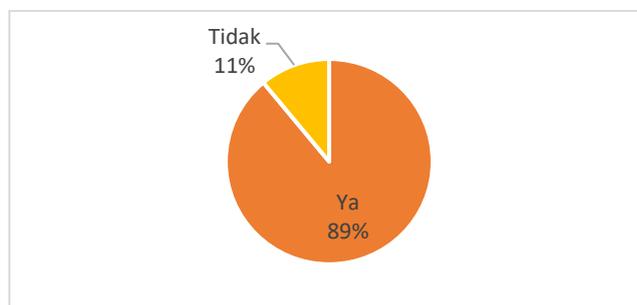

Figure 5. Questionnaire Item 20 of the Questionnaire Question

Based on Questionnaire Item 20, *Penggunaan WhatsApp untuk pembelajaran Bahasa Inggris menjadi kesepakatan antara guru dan siswa*, displayed 89% of respondents chose yes. It can be concluded that the use of WhatsApp is an interest for English lesson that has been agreed by teacher and students. According to the above description, it can be concluded that the prime motive for using WhatsApp is for learning and this has been agreed upon by both students and teacher.

Effective communication between teachers and students can make learning process in class more enjoyable for students. By choosing an appropriate communication pattern in the learning process, the learning process become an activity that can provide an interesting experience for students (Huriaty, 2010).

c. **Experience**
The term experience of this context refers to the respondents' experience in using WhatsApp for educational purposes. Respondents have experienced in using WhatsApp. From Questionnaire Item 10, it can be known that respondents knew WhatsApp between 2016 to 2018.
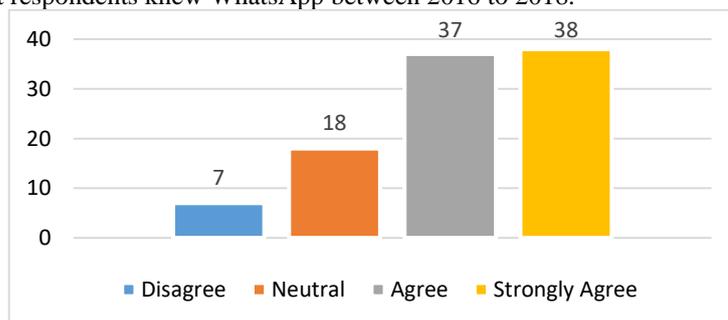

Figure 6. Questionnaire Item 11 of the Questionnaire Question

Based on Questionnaire Item 11, *Saya memahami penggunaan aplikasi WhatsApp untuk pembelajaran*, displayed 38% of respondents chose strongly agree. It can be concluded that the respondents are know and understand the use of WhatsApp for learning.

Respondents' experience of using WhatsApp is also their understanding of using WhatsApp. Information about this can be found on Questionnaire Item 12 of the Questionnaire question.
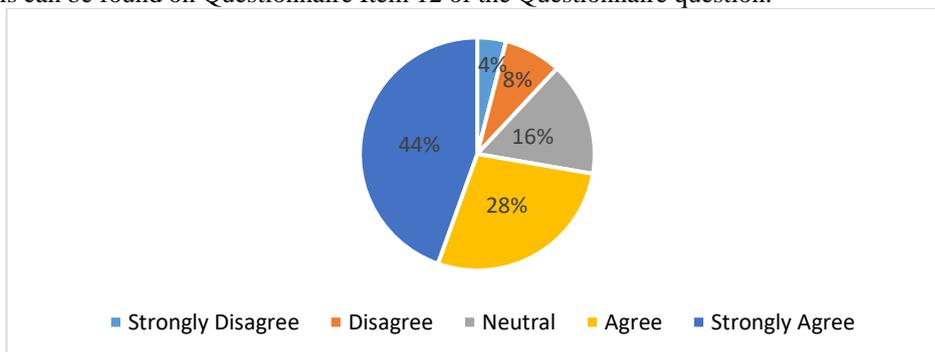

Figure 7. Questionnaire Item 12 of the Questionnaire Question

Based on Questionnaire Item 12, *Saya tidak mengalami kesulitan menggunakan WhatsApp untuk pembelajaran*, displayed 44% of respondents chose strongly agree. It can be concluded that the respondents don't feel difficulty in using WhatsApp for learning. It be concluded from the two Questionnaire items above that the respondents had sufficient experience using WhatsApp for learn English.

WhatsApp application has positive impact in learning because it facilitates students to learn and communication. Besides that, the learning process become flexible because students always carry their smartphones (Handayani & Aminatun, 2020).

d. Expectation

The term expectation of this context refers to the respondents' expectation in using WhatsApp for educational purposes.
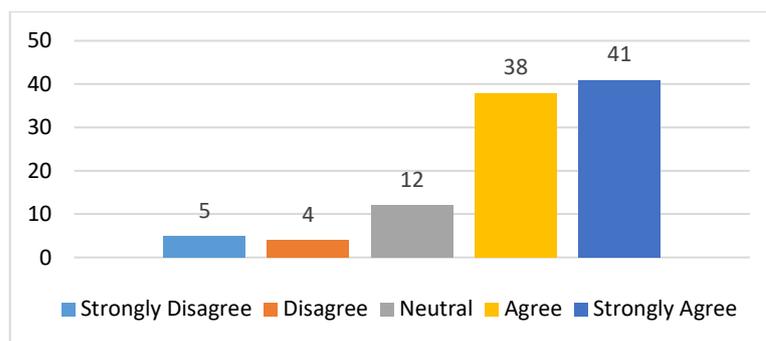

Figure 8. Questionnaire Item 13 of the Questionnaire Question

Based on Questionnaire Item 13, *Saya berharap penggunaan WhatsApp dapat membantu saya memahami materi Bahasa Inggris*, 41% of respondents chose strongly agree. It can be concluded that the respondents hope using WhatsApp can help them to understand the English material.
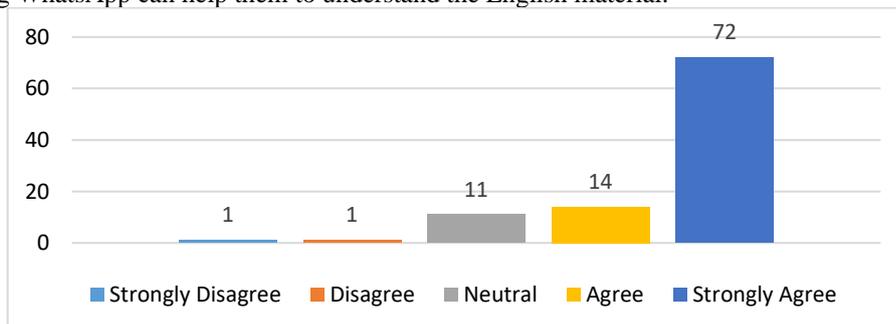

Figure 9. Questionnaire Item 14 of the Questionnaire Question

Based on Questionnaire Item 14, *Saya berharap saya dapat memperoleh nilai yang bagus pada pembelajaran bahasa Inggris walaupun pembelajaran menggunakan WhatsApp*, displayed 72% of respondents chose strongly agree. It can be concluded that the respondents hope they will get good grades in English lesson although learning using WhatsApp
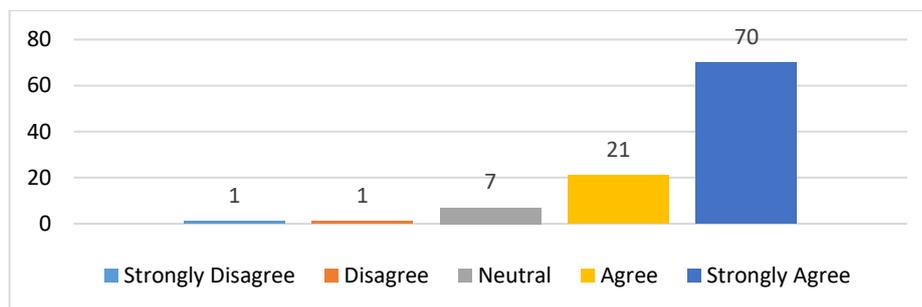
Figure 10. Questionnaire Item 15 of the Questionnaire Question

Based on Questionnaire Item 15, *saya berharap, saya dapat komunikasi aktif dengan guru dan teman – teman,* displayed 70% of respondents chose strongly agree. It can be concluded that the respondents hope they have good communication with their teacher and friends.

The point of expectations consists of three Questionnaire Items related to the respondents' perception of their expectation of understanding the material when using WhatsApp, their expectations of getting good scores, and their expectation of being able to communicate actively with teachers and friends. From those three Questionnaire Items, respondents showed a positive perspective. With this description, it certain that respondents have expectations for WhatsApp application in increasing their comprehension learning, assessment, and communication.

2. **The Target**
    The target in this context refers to WhatsApp application that used. The target in perception consists of several points, there are novelty, motion, sound, size, background, and proximity. The explanation of target in perception that found in this research are shown below.

    a. **Motion**
        The term of motion in this context refers to the usage of WhatsApp features to collect assignments.
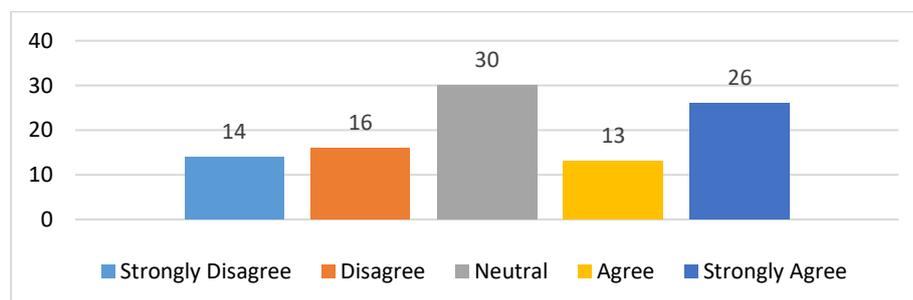
Figure 11. Questionnaire Item 17 of the Questionnaire Question

Based on Questionnaire Item 17, *Penggunaan Voice Note. Video Call, dan chat di WhatsApp untuk pengumpulan tugas Bahasa Inggris mudah untuk saya.* displayed 30% of respondents chose neutral and 26% of respondents chose strongly agree. The percentage are not much different, then it can be concluded that the respondents don't feel difficulty in using voice note, video call, and chat in WhatsApp for collecting the English assignment.
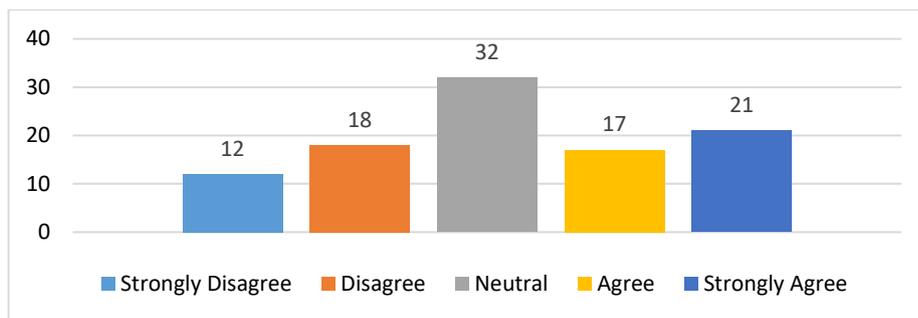
b. Sounds

Figure 12. Questionnaire Item 18 of the Questionnaire Question

The term of sounds in this context refers to sound in voice note and video call on WhatsApp when learning. Based on Questionnaire Item 18, *Video call dan voice note di WhatsApp jelas ketika digunakan untuk mengirim dan menerima pembelajaran Bahasa Inggris*, 32% of respondents chose neutral. It can be concluded that the respondents feel hestitant about the video call and voice note in WhatsApp are clear when using it for send and receCive the English lesson.

c. Size

The term of size in this context refers to font size that used in WhatsApp.
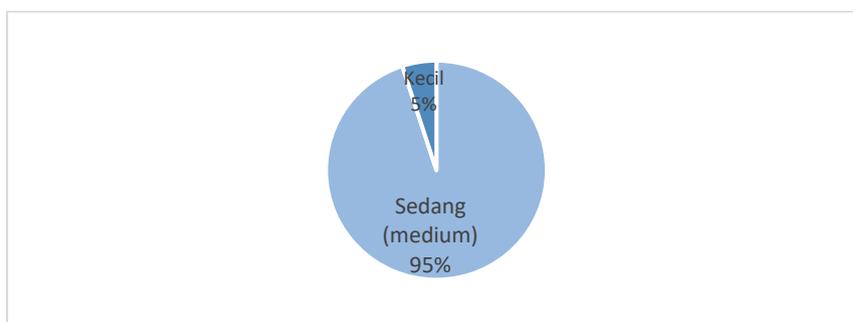
Figure 13. Questionnaire Item 19 of the Questionnaire Question

Based on Questionnaire Item 19, *Ukuran tulisan dalam chat WhatsApp ketika guru menyampaikan materi Bahasa Inggris*, displayed 95% of respondents chose medium size. It can be concluded that the teacher used medium font size in convey the English material.

d. Background

The term of background in this context refers to the reason of using WhatsApp for English learning.
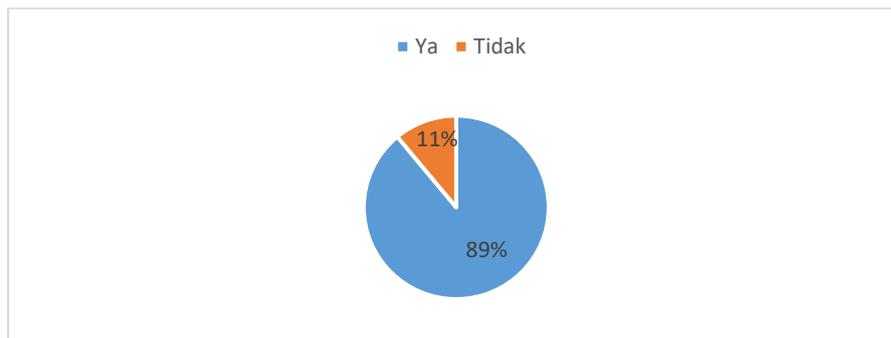

Figure 14. Questionnaire Item 20 of the Questionnaire Question

Based on Questionnaire Item 20, *Penggunaan WhatsApp untuk pembelajaran Bahasa Inggris menjadi kesepakatan antara guru dan siswa*, displayed 89% of respondents chose yes. It can be concluded that the use of WhatsApp in learning English is an agreement between the teacher and student.

e. **Proximity**
The term of proximity in this context means WhatsApp also used by teachers and students to learn English.
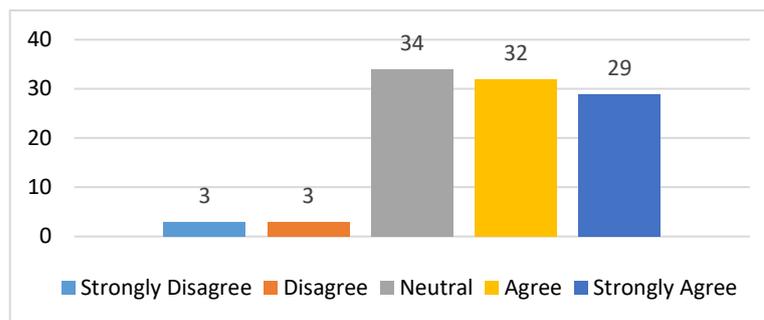

Figure 17. Questionnaire Item 21 of Questionnaire Question

Based on Questionnaire Item 21, *Guru dan siswa biasa menggunakan WhatsApp untuk pembelajaran Bahasa Inggris*, displayed 34% of respondents chose neutral. Percentage on option of agree is not much different. It can be concluded that respondents and the teacher are usually use WhatsApp in learning English.

3. **The Situation**
The situation factors discussed time, work setting and social setting.
a. **Time**
According to Online KBBI, there are seven Questionnaire Items related to the meaning of the word time : 1) the entire timeline of events that occur while a process, action, or state; 2) duration (specific time); 3) a specific time to do a thing; 4) chance, tempo, opportunity; 5) when; 6) day (state of the day); 7) time determined based on the division of the globe. The term time in this context refers to the duration of learning English through WhatsApp.
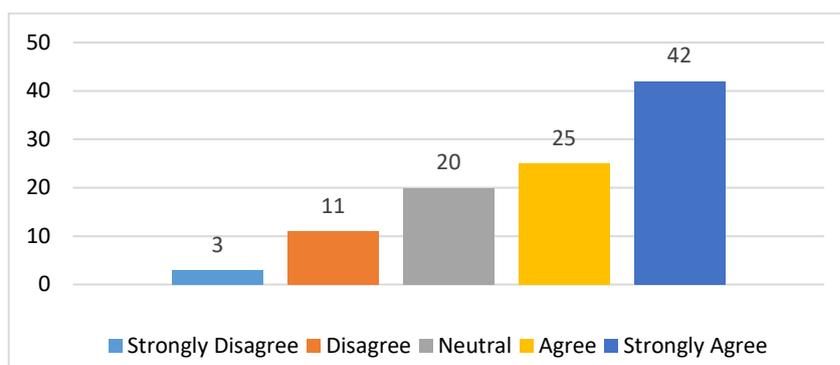

Figure 18. Questionnaire Item 22 of Questionnaire Question

Based on Questionnaire Item 22, *Saya bias bertanya kapan saja ketika saya tidak memahami materi Bahasa Inggris melalui WhatsApp*, displayed 42% of respondents chose strongly agree. It can be concluded that the respondents can ask anytime when they don't understand about the English material that given through WhatsApp.

b. **Work Setting**
According to Eliyanto (2018) work setting is a situation or condition that has an impact on a person's performance. Work setting in this context refers to the acts taken by the teacher to encourage students to keep studying English even though using WhatsApp. Several questionnaire items were used to collect information about work setting in this research, here are the following result and discussion.
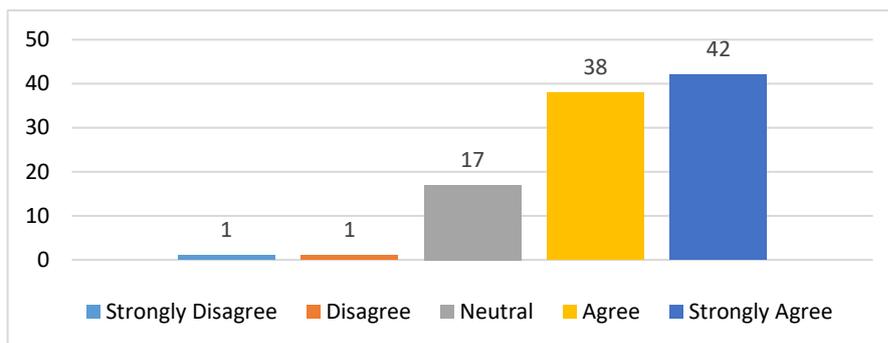
1) Questionnaire Item 25

Figure 19. Questionnaire Item 25 of the Questionnaire

Based on Questionnaire Item 25, *Guru mempersiapkan materi Bahasa Inggris dengan sangat baik*, displayed 42% of respondents chose strongly agree. It can be concluded that the teacher prepares English material very well.
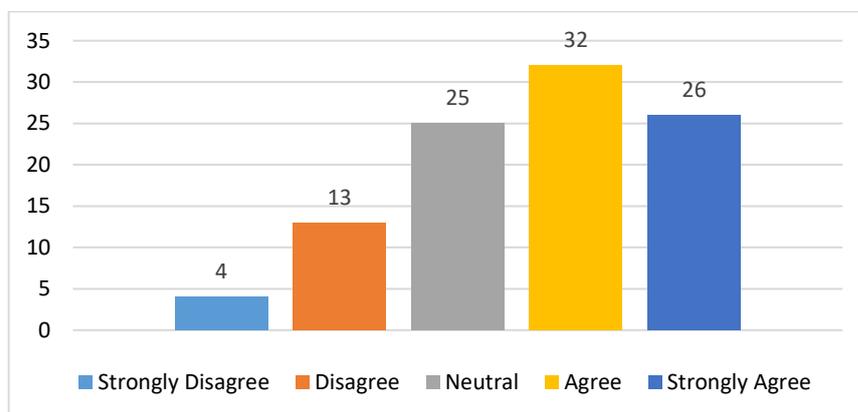
2) Questionnaire Item 26

Figure 20. Questionnaire Item 26 of the Questionnaire Question

Based on Questionnaire Item 26, *Guru memberikan penjelasan Bahasa Inggris dengan baik saat belajar menggunakan WhatsApp*, displayed 32% of respondents chose agree. It can be concluded that the teacher provides good explanation during learning English through WhatsApp.
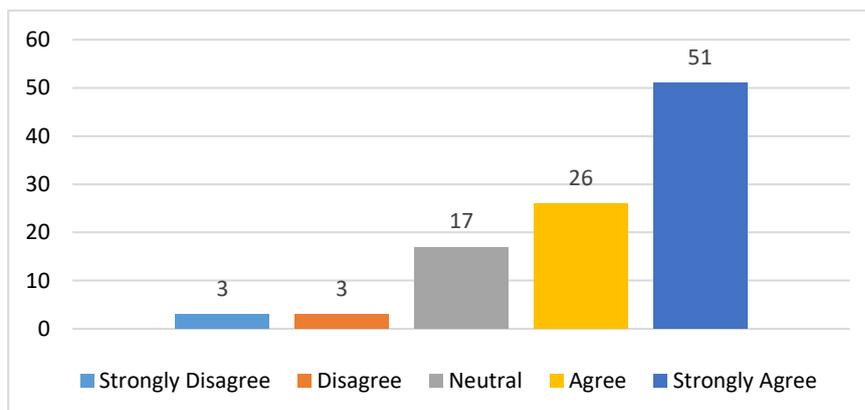
3) Questionnaire Item 27

Figure 21. Questionnaire Item 27 of the Questionnaire Question

Based on Questionnaire Item 27, *guru selalu memberikan latihan setelah menyampaikan materi Bahasa Inggris,* displayed 51% of respondents choose strongly agree. It can be concluded that the teacher always gives them exercise after gives English material.
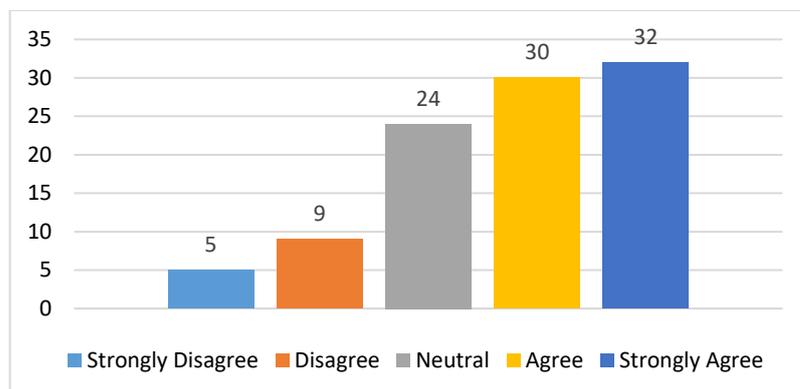
4) Questionnaire Item 29

Figure 22. QueCstionnaire Item 29 of the Questionnaire Question

Based on Questionnaire Item 29, *Guru memberikan kesempatan kepada siswa untuk bertanya selama pembelajaran Bahasa Inggris melalui Whatsapp,* displayed 32% of respondents chose strongly agree. It can be concluded that the teacher gives the chance for students to ask during learning English through WhatsApp.
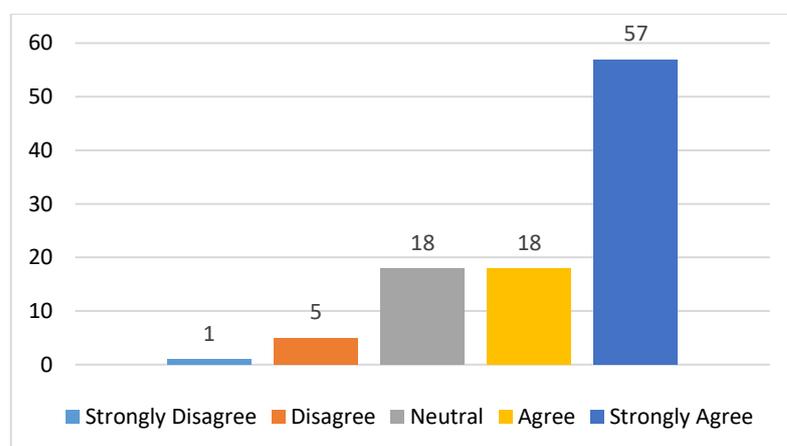
5) Questionnaire Item 30

Figure 23. Questionnaire Item 30 of the Questionnaire Question

Based on Questionnaire Item 30, *Guru selalu mengoreksi hasil latihan Bahasa Inggris maupun tugas siswa secara objektif tanpa membeda – bedakan,* displayed 57% of respondents chose strongly agree. It can be concluded that the teacher always corrects the students' English exercise and assignment objectively.

c. **Social Setting**
The term social setting in this context refers to the communication that occurs between the teacher and the students, the communication between students to other students during learning English through WhatsApp.
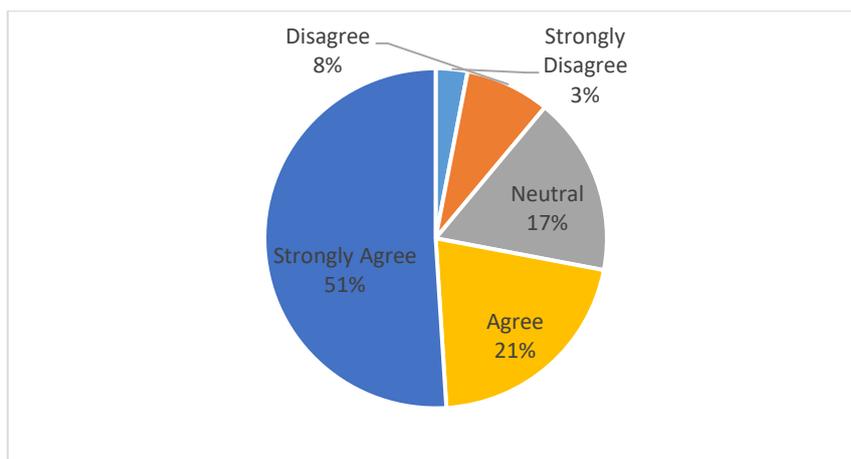
Figure 24. Questionnaire Item 32 of the Questionnaire Question

Based on Questionnaire Item 32, *saya dapat berkomunikasi secara lancar dengan teman*, displayed 51% of respondents choose strongly agree. It can be concluded that respondents have good communication with their friends.

WhatsApp is not only used to communicate with friends, but it is also used to communicate with the teachers. The respondents' perception regarding respondents' communication with the teacher through WhatsApp is shown below.
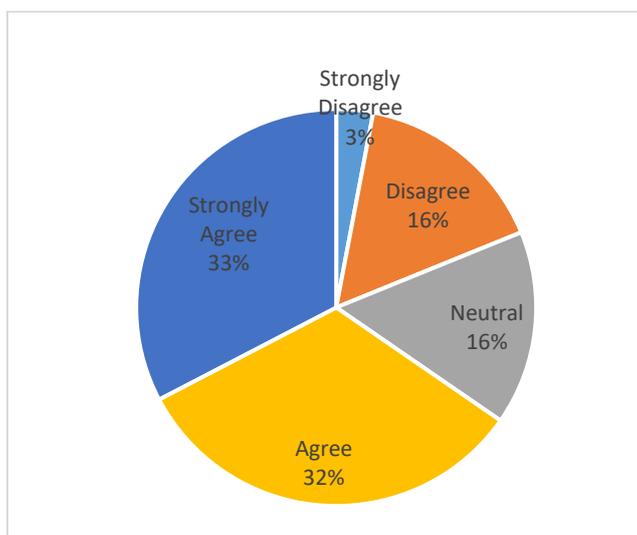

Figure 25. Questionnaire Item 33 of the Questionnaire Question

Based on Questionnaire Item 33, *Saya dapat berkomunikasi secara lancar dengan guru*, displayed 33% of respondents chose agree and strongly agree. It can be concluded that the respondents have good communication with their teacher.

Social communication is important for building self – concept, the meaning of life, attaining happiness through entertaining communication and creating relationship with others. We can collaborate with the society (family, friends, village, city) to achieve the goals through communication (Mudjiono, 2012). Social communication between the teacher and students of grade 12th in SMK Negeri 3 Tanjungpandan have some benefits such as sharing information, discussion, socializing, and entertainment.

The Students' Attitudes in Using WhatsApp in Grade 12 of SMKN 3 Tanjungpandan

Attitudes have three components. There are cognitive, affective, and behavioral intention (Martin, Carlson, & Buskist, 2010). The findings and discussion for each component are shown below.

1. **Cognitive**

The cognitive components of attitudes refer to someone's beliefs, opinion, and knowledge (Tjandra & Tjandra, 2013). In this research, there are several Questionnaire Items are used to explore data on respondents' attitudes towards cognitive topics. The findings and discussion are shown below.
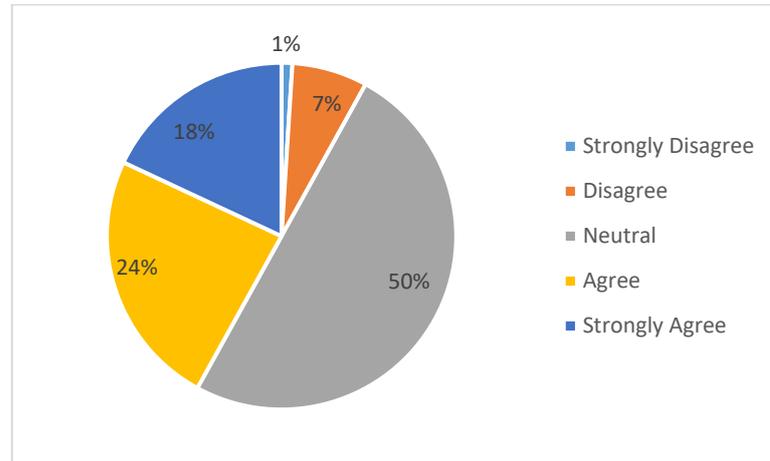
   a. **Questionnaire Item 1**

Figure 26. Questionnaire Item 1 of the Questionnaire Question

Based on Questionnaire Item 1, *saya mengingat kosakata baru yang dikenalkan guru melalui WhatsApp*, displayed 50% of respondents chose neutral. It can be concluded that the respondents are hesitant about they remembered the new vocabulary that introduced by the teacher through WhatsApp.
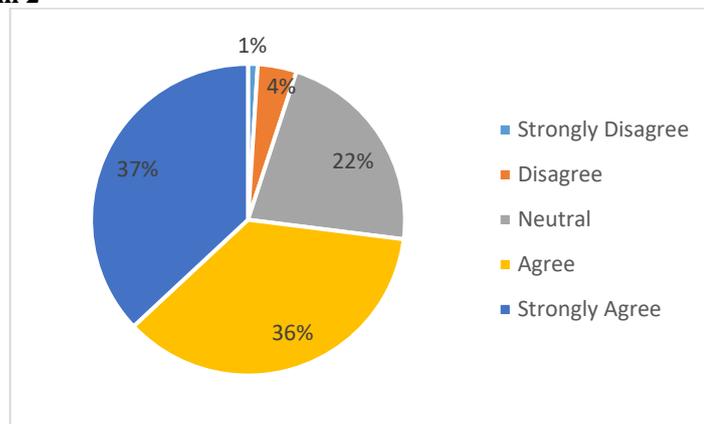
   b. **Questionnaire Item 2**

Figure 27. Questionnaire Item 2 of the Questionnaire Question

Based on Questionnaire Item 2, *Saya membaca materi Bahasa Inggris yang diposting guru melalui WhatsApp,* displayed 37% of respondents chose strongly agree. It can be concluded that the respondents were read all the English material that posted by the teacher through WhatsApp.
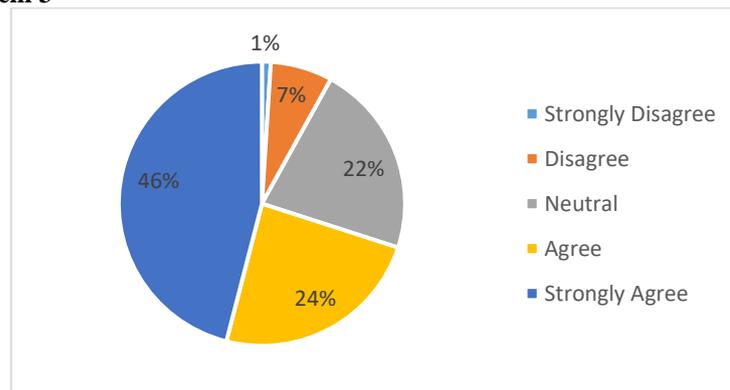
   c. **Questionnaire Item 3**

Figure 28. Questionnaire Item 3 of the Questionnaire Question

Based on Questionnaire Item 3, *Saya mencatat yang disampaikan guru ketika memberikan pembelajaran Bahasa Inggris melalui WhatsApp*, displayed 46% of respondents chose strongly agree. It can be concluded that respondents were write the English material that posted by the teacher through WhatsApp.

2. **Affective**

   According to Sukanti (2011) affective component deals with emotion, such as feeling, appreciation, and motivation. Alifah (2019) stated affective has a number of advantages, such as focusing the development of mental and positive emotions in the development of thought and affective can shape students' character, attitude, and mentality maturely. In this research, there are several Questionnaire Items are used to explore data on respondents' attitudes towards affective topics. The findings and discussion are shown below.

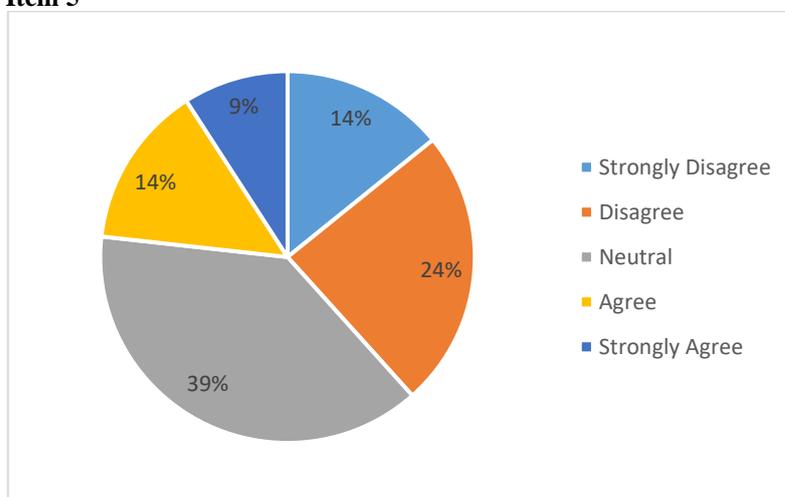   a. **Questionnaire Item 5**

   Figure 29. Questionnaire Item 5 of the Questionnaire Question

   Based on Questionnaire Item 5, *Saya senang belajar Bahasa Inggris menggunakan WhatsApp*, displayed 39% of respondents chose neutral. It can be concluded that the respondents hesitant to feel happy when learning English using WhatsApp.

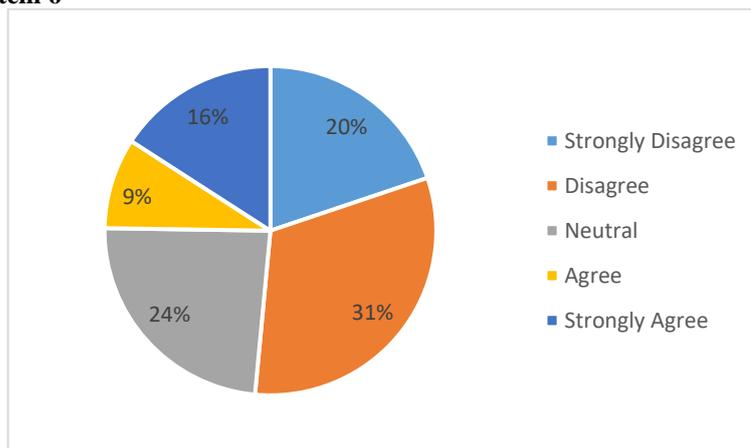   b. **Questionnaire Item 6**

   Figure 30. Questionnaire Item 6 of the Questionnaire Question

   Based on 6, *saya nyaman berinteraksi dengan guru selama pembelajaran melalui Whatsapp*, displayed 31% of respondents choose disagree. It can be concluded that the respondents were feel uncomfortable to interact with the teacher during learning through WhatsApp.

3. **Behavior**

   Habituation is an important factor in language comprehension and skills. Language habituation will have a positive impact on language learners' self development because habituation is a successful method in formation learner's personality (Maksudin, 2015).

   In this research, there are several Questionnaire Items are used to explore data on respondents' attitudes towards behavior topics. The findings and discussion are shown below.
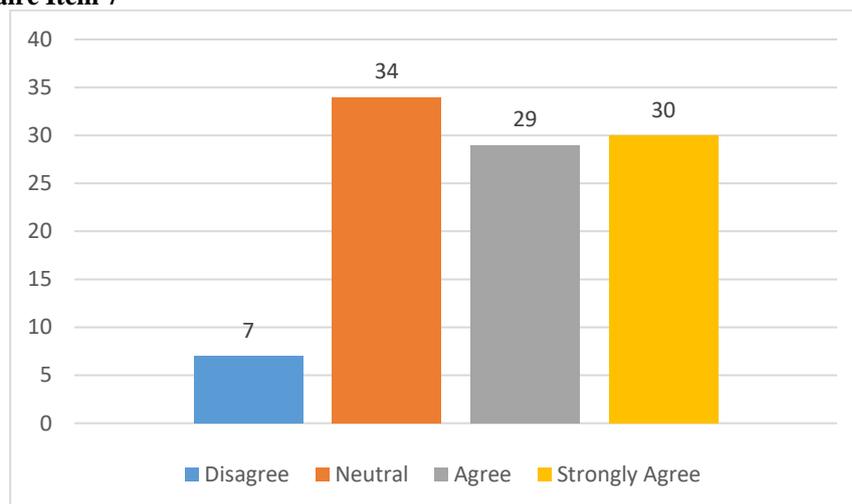
a. Questionnaire Item 7

Figure 31. Questionnaire Item 7 of the Questionnaire Question

Based on Questionnaire Item 7, *saya mengerjakan sendiri latihan dan tugas Bahasa Inggris,* displayed 34% of respondents chose neutral. Percentage on option of agree and strongly agree are not much different. It can be concluded that the respondents did the exercise and assignment alone.
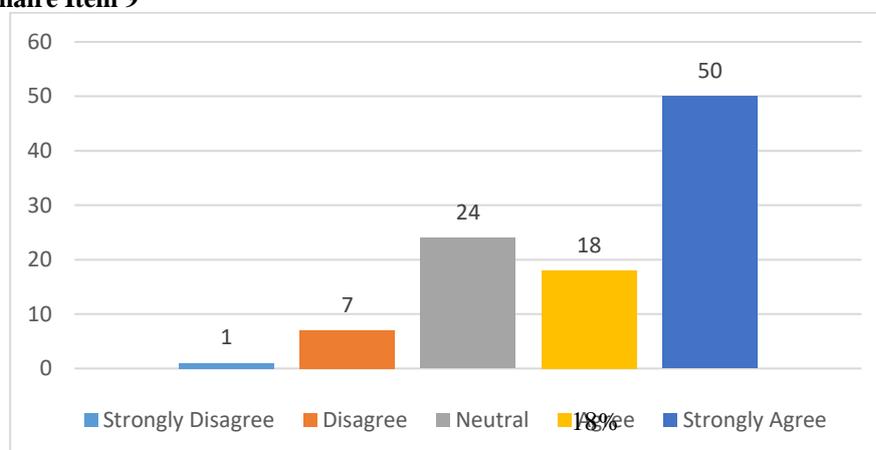
b. Questionnaire Item 9

Figure 32. Questionnaire Item 9 of the Questionnaire Question

Based on Questionnaire Item 9, *saya mengumpulkan latihan dan tugas Bahasa Inggris tepat waktu*, displayed 50% of respondents chose strongly agree. It can be concluded that the respondents collect the English exercise and assignment on time.

Conclusion

Please add the conclusions here. The InCoTES proceedings is a peer-reviewed research proceedings published from the annual conference run by LP3M Universitas Sarjanawiyata Tamansiswa. The InCoTES welcomes any academic research papers internationally concerning on technology, education and science.

The sent articles must be original, unpublished and not be sent to other publications.
During the publication process started from acceptance, review, revision and production, the papers cannot be withdrawn without the editorial approval.

Recommendations

The researcher hope that future perception research will dig out about how to make students feel comfortable and happy during learning through WhatsApp. The researcher hopes that this research will be helpful to other

researchers who are interested in conducting perception research even though there is still a lack of information about perception in this research.

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