

**STUDENTS' PERCEPTIONS ON ENGLISH SPEAKING HABIT AMONG
FRIENDS THROUGH WHATSAPP: A CASE STUDY
ON EFL LEARNERS AT UMSU**

SKRIPSI

*Submitted in Partial Fulfillment of Requirement
For the Degree of Sajarna Pendidikan (S.Pd)
English Education Program*

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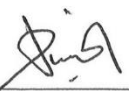
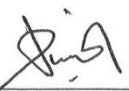
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	Referes, appendix giving example	
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Dengan ini menyatakan bahwa skripsi saya yang berjudul "*Students' Perceptions on English Speaking Habit among Friends through WhatsApp: A Case Study on EFL Learners at UMSU*". Adalah benar bersifat asli (original), bukan hasil menyadur mutlak dari karya orang lain.

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Demikian pernyataan ini dengan sesungguhnya dan dengan sebenar-benarnya.

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ABSTRACT

Nanda Putri Utami. 1802050033 “Students’ Perceptions on English Speaking Habit among Friends through WhatsApp: A Study Case on EFL Learners at UMSU”. Skripsi: English Education of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara. Medan. 2024.

The use of social media platform nowadays has become popular among students, especially WhatsApp. This study was intended to investigate students’ perception on the implementation of speaking English through WhatsApp. The aspects of perception covered in this study according to (Robinson, 2001) were confidence, difficulties, interest, stress, and motivation. Source of data in this study was 26 EFL (English as a Foreign Language) students in 6th Semester of Universitas Muhammadiyah Sumatera Utara, academic year 2021/2022. Primary data technique was applied to get the data in this study that were obtained from the answers of respondents who had filled out a questionnaire about speaking English through WhatsApp via Google Form. The data of students’ perception were collected through Likert-type scales questionnaire which mixed with open-ended questionnaire for the reason of their response. Research design which was used in this study was qualitative design. The qualitative data were described to support the findings of students’ perception toward the implementation of speaking English through WhatsApp. The finding showed that the majority of students had positive perception towards speaking English through WhatsApp which led this study to beneficial and gave positive impact to the students, especially in the aspect of motivation, followed by aspect of interest and confidence. For example, in the aspect of motivation, all the students answered strongly agree and agree, and no one disagreed because of their strong desire to improve their English-speaking skill so the students are willingly motivated to use WhatsApp as the media to engage in conversations with their friends.

Keywords: English Speaking, EFL Learners Perception, WhatsApp

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Medan, March 2024

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CHAPTER I

INTRODUCTION

A. Background of the Study

The ability to speak English is very crucial nowadays, especially in this era 4.0 industrial revolution. Students use mobile technologies to communicate with their friends and peers through online platform. It is due to mobile technologies provide new educational opportunities, giving students more options for accessing their learning course and interacting with their teacher and peers more easily (Beckmann, 2010). Interactions are made even more accessible through the use of mobile technologies which is known as social media (Rodriguez, 2011).

The use of social media platforms according to (Fattah, 2015) in everyday communication has grown in popularity. It is also utilized in collaborative learning, particularly in language learning. WhatsApp is the most recent popular social network program.

WhatsApp Messenger is a smartphone instant messaging service that is proprietary and cross-platform. Users may send each other text messages, photographs, videos, and audio media messages. WhatsApp users may send messages to one another over their Internet connection. WhatsApp is a mobile phone conversation application. Smartphones are becoming increasingly popular, and WhatsApp is now available on nearly all of them (Fattah, 2015). Thus, WhatsApp is one of the most widely utilized social media platform

nowadays (Rahmawati, 2020). Moreover, WhatsApp gives beneficial features to improve language skills such as text messages and audio chat-based (Maulina, Noni, & Basri, 2019). These features also give more opportunities for EFL students to enhance their speaking ability.

Although WhatsApp gives many advantages for students to develop students' speaking ability, there are also students' problem of using WhatsApp such as not all students are active users of WhatsApp, miscommunication are often occurs, poor internet connections, not all students are active in discussion activities in WhatsApp group (Adiba, 2021).

Students find the ability to speak English is quite difficult to acquire, so some of them tend to ignore from learning it. (Jaya, Petrus, & Pitaloka, 2022) found that the speaking problems were classified as affected-related (self-confidence and anxiety), socially related (difficulties finding opportunities to learn English and comprehension in speaking class), and linguistically related (fluency, grammar, vocabulary, and pronunciation). Lack of general knowledge, lack of speaking practice, fear of making a mistake, lack of words usage and grammar practice, low motivation, low participation, reading laziness, shyness, less dictionary usage, nervousness, fear of criticism, and unfamiliar words pronunciation are the factors causing speaking problems.

Students frequently feel uneasy while making a speech in front of a large crowd since some of them are not used to speaking onstage. In this situation, they might begin to demonstrate their speaking performance by using WhatsApp chat with their friends to communicate (Amelia, 2019). WhatsApp

isn't just a useful tool for learning, but an essential one for students. The reason why WhatsApp is essential for learning is that WhatsApp can enhance communication with peers and teachers. With real-time interaction, text messages, voice notes or audio learning and other beneficial features, WhatsApp makes it easier for students to learn especially in speaking class.

A study conducted by (Ainun, Nurweni, & Sholihah, 2020) discovered that the majority of students have positive perception on the implementation of speaking English via WhatsApp chat, particularly in aspect of stress and interest. It can help to minimize students' level of stress and anxiety as they did not have to face their speaking partner directly. It also provides different learning environment which increases students' enthusiasm in practicing speaking English.

Another study conducted by (Halim, 2021), found that WhatsApp had helped students speak English as mentioned below: WhatsApp enhanced students' vocabularies; feedback on WhatsApp helps students understand what is proper and incorrect; WhatsApp engaged students in global concerns, allowing them to develop their thoughts while addressing their conversation; WhatsApp might enhance other language abilities such as grammar, writing, reading, and vocabulary; and WhatsApp increased students' confidence in speaking English.

Based on the explanation above, the researcher sees that this topic is indeed very interesting to discuss. Since almost all research findings supported the use of WhatsApp to improve students' learning, using WhatsApp encourage

students in developing English abilities, expanding their vocabulary, and learning from their peers' errors. However, little study has been conducted on how students perceive speaking English with their friends via WhatsApp chat.

Students consider speaking to be a challenging skill to acquire. As a result, not a few students underestimate it. Also, some of students are unwilling to speak English on their own especially those whose skill are average. Therefore, this research focuses on finding out how the students perceive speaking English with their friends via WhatsApp chat that will be represented by English Department students at University of Muhammadiyah Sumatera Utara. Hence, this research is to identify the students' perception when they speak English with their friends through WhatsApp. This research is intended to ascertain if students view speaking English in WhatsApp with their friends as beneficial or detrimental. As well as to find out the impact from speaking English via WhatsApp chat.

B. The Identification of the Problem

Based on the background of the study, the problems are identified as follows:

1. Students consider speaking to be a challenging skill to acquire. As a result, not a few students underestimate it.
2. Students are unwilling to speak English on their own especially whose skill is average.

C. Scope and Limitation

Based on the identification of the problem stated above, the researcher focuses on the scope of speaking English among students with their friends through WhatsApp. Researcher limits this research to only focusing on students from University of Muhammadiyah Sumatera Utara, Indonesia, academic year 2021/2022.

D. The Formulation of the Problem

Based on the research problems stated previously, the researcher formulates research questions as follows:

1. What are students' perceptions about speaking English among their friends in WhatsApp?
2. What is the impact on the students' speaking ability when they are speaking English with their friends through WhatsApp?

E. The Objectives of the Study

Concerning the formulation of the problem, the objectives of the study are formulated as follows:

1. to ascertain if students view speaking English in WhatsApp with their friends as beneficial or detrimental.
2. to find out the impact from speaking English via WhatsApp chat.

F. The Significances of the Study

The result of this research will be expected to be useful for:

a. Theoretically

The result of this study is expected to give additional knowledge for researchers about EFL students' perceptions on English speaking habit through WhatsApp and as a reference for other researchers and readers.

b. Practically

1. For English teachers, the result of this study is supposed to give information and suggestion for teachers to use WhatsApp in their English class to enhance students' speaking skills.
2. For learners, the result of this study is supposed to motivate them to learn English through WhatsApp.
3. For the further researchers, the result of this study is supposed to give information and knowledge about the EFL students' perceptions on English speaking habit through WhatsApp and to do the next research which focuses on other specific skills and other social media.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

1. Students' Perceptions

a. Definition of Perception

Perception is the process of responding to the information that one receives. Perception is the fundamental method of how man view the world around them through cognitive contact or engagement (Saks & Johns, 2011). Because all conceptual knowledge is founded from this fundamental kind of consciousness, the study of perception has long held special relevance in philosophy and science. The definition of (Pautz, 2021) is slightly different from that of Saks & Johns: perception according to Pautz is one of philosophy's most common and complicated topics. He evaluates four of the most important theories: the sensory view, the view of subconscious state of being, the representational view, and naive realism. He additionally discusses the connection between perception and the physical world as well as the topic of whether reality is what it appears to be.

Perception is needed for us to survive in our surroundings. Through perception, we become more aware of and able to respond to what is going on around us. In communication, we use perception in figuring out how others around us are feeling. Perception is used in behavior to determine

how we feel about individuals. For example, while walking into a kitchen and smelling the aroma of fresh baked cheesecake, the feeling is the scent receptors recognizing the odor of that of cheese, but the perception may be “Mm, this smells like that fresh baked bread I smell at the mall yesterday.” Another example, a cat snuggles on one person may be perceived as a discomfort, while by another, the cat simply wants to cuddle or just trying to bond with them or maybe the cat is simply too thrilled to meet them. Our perceptions of people and things are shaped by our prior experiences, interests, and how thoroughly we absorb information. So, to understand the world, one must first study perceptions.

The purpose of this study is to make sure if students view speaking English in WhatsApp with their friends as beneficial or detrimental. As well as to find out the impact from speaking English via WhatsApp chat. In this research, the students’ perception will be investigated based on the five aspects of perception according to (Robinson, 2001) which are confidence, difficulties, stress, interest, and motivation.

1) Confidence

Confidence indicates students accept and trust themselves, and they feel in charge of their life. They are fully aware of their own strengths and weaknesses in speaking English, and they have positive self-esteem. Also, they set reasonable expectations and goals, speak assertively, and can take criticism.

2) Difficulties

Students frequently experience problems when speaking English. Lack of general knowledge, lack of speaking practice, fear of making mistakes, lack of word usage and grammar practice, low motivation, low participation, reading laziness, shyness, less dictionary usage, nervousness, fear of criticism, and unfamiliar word pronunciation are all potential factors of speaking problems.

3) Stress

Some students may have feelings of relaxed or nervous when speaking English for many reasons. Individuals may lack confidence in themselves or believe they do not fit in with those who speak English fluently. Bad previous experiences with learning other languages might sometimes make things more difficult.

4) Interest

Sometimes students feel satisfied when other people recognize them as the smart one. Some students may be interested in speaking English because it is considered as cool. But some prefer to just ignore practicing speaking English because it is bothersome.

5) Motivation

Students who have the desire to speak English will show goal-oriented qualities and are more likely to attain greater success. Motivated students take responsibility and initiative, show curiosity and a desire to try new things, make genuine effort, and take pride in their work. Some students

enjoy challenging themselves to speak English, which motivates them to express their opinions.

b. Theory of Perception

Perception is not of something if the "of" in that phrase implies that it is related to anything in actual reality, since there might be no object - in reality, there may be nothing, in accordance with phenomenological. Perception is as if something genuinely exists; it identifies or characterizes an item that is only supposed to exist, regardless of whether that entity exists. Perception is fundamental to many elements of human experience and cognition, including conceptual orientation, figure or ground contrast, focus, and horizon. Perspective includes not just our sensory experience, but also our cognitive, social, psychological, cultural, and historical self-understanding, all founded in our physical presence in the world (Merleau-Ponty, 2012).

c. Perception Process

Perception happens when we receive inputs in the form of auditory or visual objects. The stimulus must reach a level determined by each individual in order for the five senses to receive it. According to (Walgito, 2004), perception happens during the following stages:

- 1) The first stage, known as the physical process, is the act of capturing a stimulus using the human senses.

- 2) The second stage, the physiological process, involves conveying the signal received by the receptors (sense organs) via sensory nerves.
- 3) The third stage, the psychological process, involves the individual's awareness of the signal received by the receptor.
- 4) The fourth step is the product of the perceptual process, which takes the shape of reactions and behavior. Each individual has his unique perception; his actions distinguish him.

According to (Irwanto, 2002), when individuals engage with observed things, the perception outcomes may be split into two categories:

- 1) Positive Perception, which describes all knowledge and reactions that continue with their usage efforts.
- 2) Negative Perception refers to any information and behaviors that are incompatible with the viewed item.

It is possible to argue that both positive and negative perceptions will always influence a person's decision to take action. The formation of a positive or negative perception is determined by how the individual expresses his whole knowledge of an observed thing. In this research, the students' perceptions will determine if it leads to positive as beneficial or negative as detrimental.

2. Speaking Skill

Speaking is the conveyance of language through the mouth. When we speak, we use numerous parts of our body, including the lungs, vocal tract, vocal cords,

tongue, teeth, and lips. (Harmer, 2007) states that speaking is a real-time act. When individuals converse, they produce words at that right moment, and the other party responds directly. People cannot modify or edit what they have said while speaking. It defines speaking as directly spoken language. While (Burns & Joyce, 1997) states that speaking is described as an interactive process of developing meaning that includes producing, receiving, and processing information. Its structure and significance are determined by the situation, participants, and the purposes of speaking. It is in line with (Bailey, 2005) stated that speaking is an interactive process in which speakers seek to construct meaning by producing, receiving, and processing information.

Speaking according to (Sihotang, Sitanggang, Hasugian, & Saragih, 2021), is a fundamental skill that must be mastered in order to communicate. Speaking has a level of ability, and to be a competent speaker, we must have experience in both pronunciation while speaking and grammar when communicating. Speaking is a productive language ability, according to (Siahaan, 2008), which indicates that speaking is a skill acquired by someone who has a voice from within themselves.

English according to (Mega & Sugiarto, 2020) is an important language that learners ought to learn. It is because English as an official international language, plays an important role in language communication. It brings individuals from different nations together to have in-depth conversations while also creating a tool for implementing modern educational technologies. English abilities should be improved while upgrading the kind of education sciences

since many materials in the education area are written and discussed in English. Speaking, listening, reading, and writing are the four major abilities of English as a foreign language.

Many studies agree that speaking is the most challenging and the most important skill of all. So why is the question. It is because people apply speaking in their daily life. Without speaking, people will not understand what others are saying or meaning. Speaking is very crucial because communication between individuals is impossible without speaking. It is in accordance with the study conducted by (Rao, 2019) stated that speaking is seen to play an important role in communication, people make an effort to develop the ability in order to communicate with the rest of the world.

According to (Brown, 2001), speaking is the ability that students will be judged on the most in real world circumstances. Regardless of its importance, teaching speaking skills has been devalued, and most EFL teachers continue to teach speaking skills as if they were memorization of dialogues or drill repetition. Nonetheless, the modern world requires communication skills for learners, and English teachers must teach the necessary skills so that they may enhance their speaking abilities and function effectively in real-life circumstances.

Which of the four abilities have you mastered if you have studied a language other than your native tongue? What did you find to be the most difficult? According to (Bailey & Nunan, 2005) for two reasons, many people believe that speaking a new language is more difficult than reading, writing, or listening.

First, unlike reading or writing, speaking occurs in real time: the person you are conversing with is generally waiting for you to speak right then. Second, you cannot edit and revise what you want to say when you speak, as you can when you write.

(Pollard, 2008) states that speaking is one of the most challenging aspects for learners to grasp. The reason why speaking is difficult for learners to master because they do not have enough encounters to English which is their environmental factor, rarely have English speaking daily in daily life which is they use to speak or communicate in their mother tongue instead of English, or even feeling nervous and unmotivated to learn English because of laziness. Many learners are unable to communicate adequately with foreigners because they do not know how to express what they want to say and how to say it. That is also why they receive miscommunication as a result of it. To avoid errors and achieve successful communication with native speakers or not, learners must understand and know how to use expressions and elements in speaking.

In speaking English, learners must also keep track of their learning habits, particularly their English-speaking learning habits. It will naturally influence their behavior changes for those who study thoroughly as well as their knowledge, attitude, and skill. The most essential thing is to encourage students to learn. Continuously fostering learning habits will benefit the teachers, parents, as well as the learners.

3. WhatsApp Application

(Susilawati & Supriyatno, 2020) stated that the use of WhatsApp Messenger, also known as WA in the worldwide has grown rapidly. WhatsApp is an instant messenger technology, similar to SMS, but with more appealing supporting features. WhatsApp Messenger has the potential to be utilized as a teaching and learning platform.

WhatsApp is one of the technological advancements that is widely utilized on particular mobile phones and computers. Many messaging services have been established since the popularity of smartphones, but WhatsApp has grown extremely popular among them. The major goal of WhatsApp is to replace SMS with a cross-platform mobile messenger that uses an internet data service. Communication via mobile phones has gotten easier and quicker thanks to WhatsApp Messenger (Yeboah & Ewur, 2014). Moreover, WhatsApp gives beneficial features to improve language skills such as audio chat-based (Maulina, Noni, & Basri, 2019). These features also give more opportunities for students to enhance their academic performance. That is why WhatsApp is one of the most suitable options learning activities.

B. Previous Related Studies

A number of previous studies have been conducted related to this research. The first study was conducted by (Ainun, Nurweni, & Sholihah, 2020) with the title *“The Students’ Perception of Voice Chatting through WhatsApp in Speaking Class”* This study sought to explore students' perceptions on the use

of voice chatting via WhatsApp in speaking class. This study examined perceptions such as confidence, difficulties, interest, stress, and motivation. The population for this study was 30 EFL (English as a Foreign Language) students in grade 11 of senior high school. A closed-ended questionnaire was used to acquire data on students' perceptions. However, students also explained why they responded so. The numeric data were then analyzed using SPSS, and the qualitative data were provided to support the conclusions of students' perceptions about the implementation of voice chatting via WhatsApp. The findings revealed that the majority of students had a positive perception toward the implementation of voice chatting via WhatsApp, particularly in terms of interest and stress level.

A study conducted by (Maulina, Noni, & Basri, 2019), title "*WhatsApp Audio and Video Chat-Based in Stimulating Students' Self Confidence and Motivation to Speak English*". This study examines students' skills in day to day speaking English via WhatsApp group for a semester period. Through this platform, students were expected to solve problems in terms of self confidence and motivation to speak English. The researcher found out that students felt highly confidence and were encouraged to speak through WhatsApp group by audio and video recording chat-based from day to day speaking habit. WhatsApp, as a social media platform, offers several opportunities for students to develop their speaking skills through audio and video recording. As a result, when the lecturer and the rest of the WhatsApp group provided an activity, the passive students were also actively involved.

(Mistar & Embi, 2016) carried out study in a related topic. It was entitled “*Students’ Perception on the Use of WhatsApp as a Learning Tool in ESL Classroom*”. This study examines the use of WhatsApp as a learning tool and how it may assist students in improving their language learning. Furthermore, this study explores the relevance of utilizing the tool and defines its usage based on the students’ perspectives as it fits with the lifestyle of current young generations. After carrying out the study, the researcher found out that the use of WhatsApp is important in assisting the students in learning the language and improving their ability in implementing the English language. According to the findings of this study, students should be encouraged to use WhatsApp, and educational institutions should prioritize providing internet access.

Another study was also conducted by (Wu & Marek, 2010), entitle “*Making English a “Habit”: Increasing Confidence, Motivation, and Ability of EFL Students Through Cross-Cultural, Computer-Assisted Interaction*”. This study investigates the correlations between three fundamental language-related factors: motivation, confidence, and ability, following a series of live video-conference exchanges between Taiwanese EFL students and a native speaker. The researcher found out the major findings based on the evaluation of student perceptions were that motivation, confidence, and ability were directly correlated, but motivation of the students increased the most because of strong video-conference instructional design; and confidence in interacting with native speakers was the best predictor of students’ perceived ability. All results indicated the usefulness of EFL classroom teachers giving realistic

opportunities for their students to connect with native speakers, as well as the utility of Internet videoconferencing for this conversation.

Last but not least, a study carried out by (Hamad, 2017), entitle “*Using WhatsApp to Enhance Students’ Learning of English Language: Experience to Share*”. This study was carried out at King Khalid University using the analytical descriptive approach. The researcher collected the data using questionnaires and teacher observation. The researcher found out that using WhatsApp is essential to improve students’ learning and enthusiasm; using WhatsApp helped students develop English skills, enrich their vocabulary, and learn from their peers’ mistakes; however, the study also identified some disadvantages of the experience, such as preparing materials and maintaining group discipline.

C. Conceptual Framework

This study focuses on the students’ perceptions in speaking English through WhatsApp among students and their friends and to ascertain if students view speaking English in WhatsApp with their friends as beneficial or detrimental. The questionnaire will identify it. Through their answers, we can find out what is the impact from speaking English by using chat via WhatsApp.

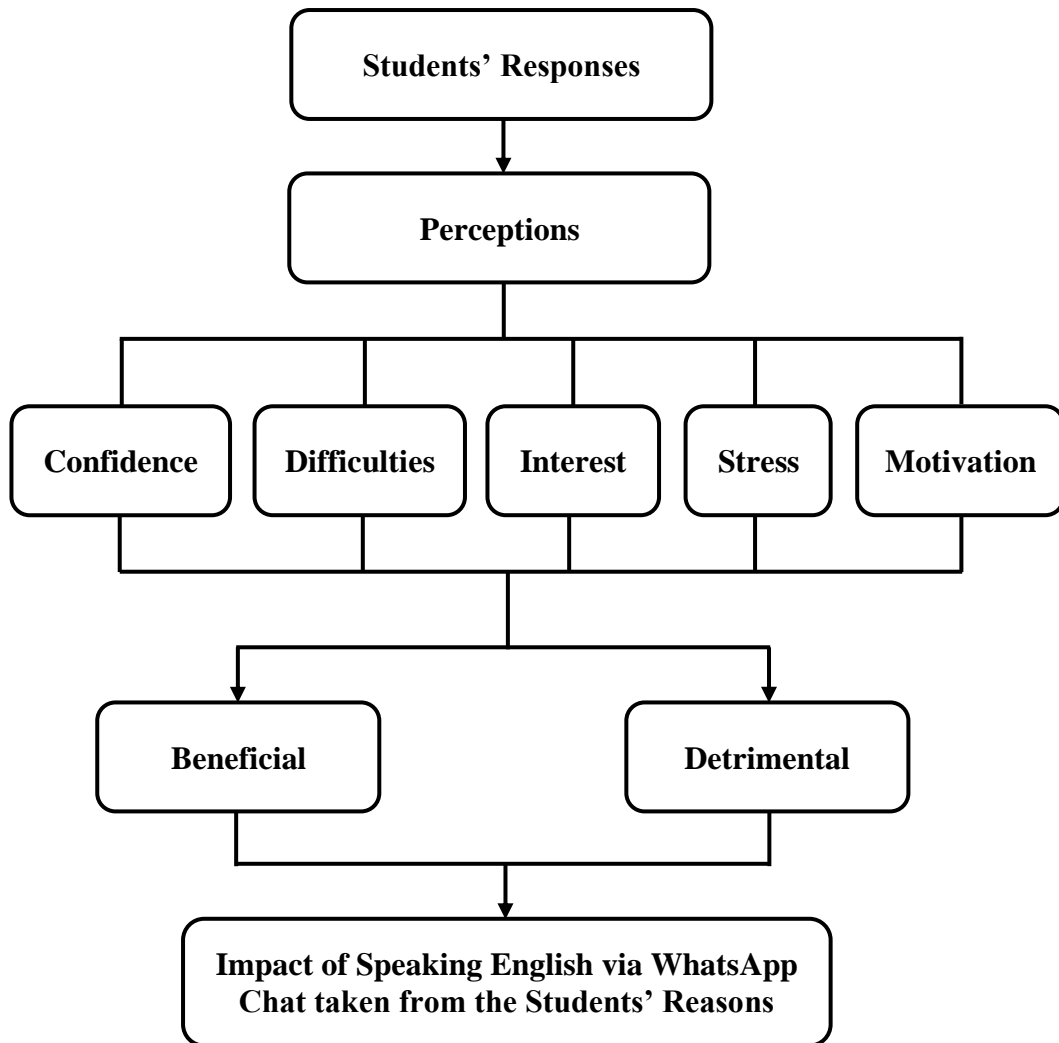


Figure 2.1. The Conceptual Framework

CHAPTER III

METHOD OF RESEARCH

A. Research Design

This research used qualitative research method with descriptive qualitative. Qualitative research attempts to comprehend a phenomenon by concentrating on the big picture rather than breaking it down into variables. Rather than a numerical analysis of data, the objective is to gain a comprehensive picture and a deeper understanding (Ary, 2010). Based on (Sugiyono, 2010) who stated that qualitative research is descriptive. It indicates that the acquired data is in the form of words rather than numbers. It means that research design is a method used by the researcher to analyze and gather the data in order to solve a particular issue related to the study.

The design which was used in this study was qualitative design in the form of a questionnaire method. According to (Ary, 2010), a qualitative design focuses on actual data rather than numerical data in order to understand events, processes, and a particular point of view from the perspective of individuals involved. Based on (Ary, 2010), a questionnaire is a tool in which respondents offer responses to questions or mark objects to indicate their answers. In this study, the researcher collects data via a questionnaire through Google Form since it allows for well-organized responses. This study used the questionnaire

approach to assess how students perceive speaking English via WhatsApp chat as beneficial or detrimental, as well as the impact from it.

B. Source of Data

The subjects that took parts in this study are English students at University of Muhammadiyah Sumatera Utara, Indonesia, academic year 2021/2022. The number of participants consisted of one class in semester 6A Morning English Department in total of 26 participants. In this study, the researcher used primary data. Primary data sources are those that the researcher collects directly from respondents. The primary data in this study were gathered from respondents who submitted the answers from a questionnaire regarding speaking English via WhatsApp chat. According to (Ajayi, 2023), primary data is collected from respondents using a questionnaire. This study uses the primary data approach. Because the researcher believes that the respondents chosen are the most knowledgeable about the subject under research. The purpose of using primary data in this study was to determine how the students view speaking English via WhatsApp chat as beneficial or detrimental.

C. The Technique of Collecting Data

In this study, the research used a questionnaire in collecting the data. According to (Sugiyono, 2016), a questionnaire is a technique of collecting data which is done by giving several questions or statements for the respondents to fill in. In this study, the researcher distributed the questionnaires in the form of

Google Form. The questionnaire has a number of statements which consist of five items. Each item of the questionnaire contains four possible responses, which are symbolized by:

1. Strongly Agree (SA)
2. Agree (A)
3. Disagree (D) and
4. Strongly Disagree (SD). The use of the Likert Scale has been revised, by excluding neutral or middle responses.

The following procedures were applied in collecting the data:

- a. Preparing the questionnaire by taking notes and organizing the statements will help you prepare what you want to cover during the data collecting.
- b. Write a short statement. Avoid convoluted, multi-part statements.
- c. Explain to respondents clearly and correctly who you are, why you want to collect data, and what will happen to the information you collect from them.
- d. Hand out the questionnaire which includes statements to responders via Google Form.
- e. Collect all questionnaire responses from the respondents.

D. The Technique of Data Analysis

The data were analyzed using a questionnaire. The questionnaire in this study was a data collection technique that involves providing respondents with a number of statements to which they had already responded. In this study, the researcher used a questionnaire to gain a better understanding of the participants through organized questions and responses. Using it allowed the researcher to learn more about how the students perceived speaking English via WhatsApp chat.

(Miles, Huberman, & Saldaña, 2014) explained the data analysis technique in the following:

a. Data Condensation

Data condensation is the process of choosing, focusing, simplifying, abstracting, and/or altering the data included in the whole set (body) of written-up field notes, interview transcripts, papers, and other empirical materials. By condensing, we strengthen data. So firstly, the researcher collects data about speaking English via WhatsApp chat from English students through questionnaire. The researcher then transcribed the data.

b. Data Display

The second major focus of analysis involves data display. A display is a structured, compacted collection of information that enables conclusion drawing and action. Looking at displays helps us grasp what is going on and to do something, either evaluate further or take action

based on that understanding. This step entails presenting a collection of structured data that allows for the possibility of drawing conclusions, since qualitative research data often takes the form of a narrative, demanding simplicity without compromising content. Following the display of the data, a conclusion can eventually be drawn.

c. Conclusion Drawing/Verification

The third step in qualitative data analysis is to draw and verify conclusions. From the beginning of data collection, the qualitative researcher assesses what things mean by noticing patterns, explanations, causal processes, and propositions. Following the data collection and the development of a tentative conclusion, the process of drawing conclusions begins. The conclusion is continually analyzed and validated to obtain the correct conclusion about students' speaking English habit via WhatsApp chat and of course the impact from it.

CHAPTER IV

DATA COLLECTION, DATA ANALYSIS, FINDINGS, AND DISCUSSION

A. The Data Collection

As stated in chapter III in collecting the data, the researcher used a questionnaire which consisted of 5 questions with the following reasons on why they choose to answer it. The questionnaire conducted to ascertain how the students view speaking English via WhatsApp chat as beneficial or detrimental. The reason the researcher used a questionnaire in this study is because it allows the researcher to acquire a picture of what happened based on the answers of the respondents and has an advantage in its usage.

(Arikunto, 2016) explains the benefits of implementing a questionnaire, which include:

- a. Does not necessitate the presence of researchers.
- b. Can be shared simultaneously with a large number of respondents.
- c. Respondents can answer based on their speed and spare time.
- d. Can be made anonymous so that responders are free to be honest and not hesitant to answer.
- e. Can be standardized to ensure that all responders are asked the same questions.

There are several types of questionnaires that are often utilized while conducting a study. The researcher conducted this study by using Likert-type scales questionnaire which mixed with open-ended questionnaire for the reason

as to why the students choose to answer it. According to (Abdullahi, 2019), the questionnaire is classified into various types, if seen from the approach to respond, there are:

- a. Open ended questionnaire; allows the responders to answer a question based on their own knowledge and explanation, rather than being limited to a certain sort of answer.
- b. Closed ended questionnaire; are those in which the responders are not given a sufficient choice of responses to a question, but is instead restricted to a specific set of possibilities from which to choose.
- c. Likert-type scales questionnaire; which the researcher asks the responders for their level of agreement or disagreement on a certain issue.

As previously stated, a questionnaire is a set of written questions that should be answered or finished by the respondents (Sudijono, 2005) that has four answer categories:

1. Strongly Agree (SA)
2. Agree (A)
3. Disagree (D), and
4. Strongly Disagree (SD)

The use of the Likert scale has been revised, by excluding neutral or middle responses. Neutral answers are not provided for several reasons:

- a. The researcher wants to encourage respondents to think more deeply about their response and not simply choose the middle option by default.

- b. Neutral response to Likert scale could mean that the respondents were very undecided on how to answer.
- c. Neutral answer has a double meaning, it is one that is neither positive nor negative. One that did not have one definite answer.

With a Likert scale, the variables to be measured are the aspects of perception in speaking English into indicator variables. Then, the indicator is used as a starting point for organizing instrument items, which can include statements or questions. Indicator variables used in obtaining students' perceptions on speaking English are based on the five aspects of perception in speaking English according to (Robinson, 2001) which are confidence, difficulties, stress, interest, and motivation. These indicator variables are then used as a starting point for arranging instrument items in the form of statements. Below is the table of the questionnaire that is used as the instrument of research.

Table 4.1 Questionnaire

No.	Statements	SA	A	D	SD
1	Confidence: I feel confident to speak English with my friends via WhatsApp chat. (Saya merasa percaya diri untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.)				
	Please give the reason why you answer that, based on the question 1:				

2	<p>Difficulties:</p> <p>I feel difficult to speak English with my friends via WhatsApp chat. (Saya merasa kesulitan untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.)</p>				
<p>Please give the reason why you answer that, based on the question 2:</p> <p>.....</p> <p>.....</p>					
3	<p>Interest:</p> <p>I feel interested to speak English with my friends via WhatsApp chat. (Saya merasa tertarik untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.)</p>				
<p>Please give the reason why you answer that, based on the question 3:</p> <p>.....</p> <p>.....</p>					
4	<p>Stress:</p> <p>I feel relaxed to speak English with my friends via WhatsApp chat. (Saya merasa santai/tenang untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.)</p>				
<p>Please give the reason why you answer that, based on the question 4:</p> <p>.....</p> <p>.....</p>					
5	<p>Motivation:</p> <p>I feel motivated to speak English with my friends via WhatsApp chat. (Saya merasa termotivasi untuk</p>				

	berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.)				
	Please give the reason why you answer that, based on the question 5:				

B. The Data Analysis

The students' perception in this research is investigated based on the five aspects of perception which are confidence, difficulties, stress, interest, and motivation. The subject of this research is one class in semester 6A Morning English Department totaling 26 students at University of Muhammadiyah Sumatera Utara. There were five questions used in this research to investigate how the students perceive speaking English via WhatsApp chat as beneficial or detrimental. Since the research was conducted fully in an online setting, the researcher distributed an online questionnaire by using Google Form. Based on the data collected, the researcher can analyze the students' perceptions through the 5 questions.

The researcher divided the data display into two categories. First, the data were grouped into strongly agree and agree. Secondly, the data are categorized into strongly disagree and disagree.

Table 4.2 Questionnaire was answered by the students

No.	Statements	SA	A	D	SD
1	Confidence: I feel confident to speak English with my friends via WhatsApp chat. (Saya merasa percaya diri untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.)		✓		
	Please give the reason why you answer that, based on the question 1:				
2	Difficulties: I feel difficult to speak English with my friends via WhatsApp chat. (Saya merasa kesulitan untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.)			✓	
	Please give the reason why you answer that, based on the question 2:				
3	Interest: I feel interested to speak English with my friends via WhatsApp chat. (Saya merasa tertarik untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.)		✓		
	Please give the reason why you answer that, based on the question 3:				

4	<p>Stress:</p> <p>I feel relaxed to speak English with my friends via WhatsApp chat. (Saya merasa santai/tenang untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.)</p>		✓		
<p>Please give the reason why you answer that, based on the question 4:</p> <p>.....</p> <p>.....</p>					
5	<p>Motivation:</p> <p>I feel motivated to speak English with my friends via WhatsApp chat. (Saya merasa termotivasi untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.)</p>		✓		
<p>Please give the reason why you answer that, based on the question 5:</p> <p>.....</p> <p>.....</p>					

Based on the table, it can be seen that the students' responses were Strongly Agree, Agree, Disagree, and Strongly Disagree in

Question 1 : Agree

Question 2 : Disagree

Question 3 : Agree

Question 4 : Agree

Question 5 : Agree

C. Findings

As in chapter II, according to (Robinson, 2001) about perception of speaking English, are a few of these issues:

a. Confidence

This section presents specifically the result on statement Number 1 (Aspect of Confidence). The statement is “I feel confident to speak English with my friends via WhatsApp chat.” (Saya merasa percaya diri untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.)

Table 4.3 Confidence

Item	Respondents' Answer	Total Respondents	Percentage
1.	Strongly Agree (SA)	6	23.1%
	Agree (A)	18	69.2%
	Disagree (D)	2	7.7%
	Strongly Disagree (SD)	-	-
	Total	26	100%

Table 4.3 above presents the total respondents and percentage from students' answer in aspect of confidence (Statement 1). It can be clearly seen that among 26 students, most of the students choose “agree” (18 students) with the percentage of 69.2%, followed by “strongly agree” (8 students) with the percentage of 23.1%, and “disagree” (2 students) with the percentage of 7.7%. It is also shown that there was no student who choose “strongly disagree” on Statement 1.

Here are some of the students' reasons on why they agreed on the statement number 1:

"I gave that answer because using English in daily conversations with friends on WhatsApp is a good way to practice and improve your English-speaking skills. It provides you with the opportunity to practice informal communication, boost confidence, and expand your vocabulary in a real-world context."

"I agree because speaking English via WhatsApp chat I feel more confident than when I speak by face to face."

"Because I wanna be active person to speak English so I just start it with confidence to text someone in English."

Here are some of the reasons on why students choose strongly agree on statement number 1:

"Because my friends and I are both learning to speak English and don't judge each other for grammar mistakes we make when speaking English."

"Because when I speak English with my friend, it means I can practice my English well and it will help my English better and it makes me feel so cool."

"Yes, I agree. If we communicate through texts, it's not really hard for us to pronounce the word correctly rather than we speak directly with each other in person that often misunderstood."

On the other hand, two of the students who disagreed on statement number 1 stated:

“I’m not confident in my English skills because I’m still bad at speaking English.”

“I’m not confident to speak English with my friends or other people.”

Based on the students’ reasons, it indicates that the reasons they choose agree in the aspect of confidence is mostly because they feel confident in themselves when speaking English through WhatsApp because they don’t have to face their speaking partner directly or face to face.

It can be seen from the students’ reasons that they choose strongly agree in the aspect of confidence is mostly because they feel WhatsApp is indeed a really useful platform because it can boost their confidence in practicing speaking English with their friends without any worry of being judge by others, and they just see this as daily practice in improving their English.

On the other hand, there are only two students who choose disagree in the aspect of confidence, it can be seen from their reasons that these two students do not feel confidence with their speaking ability even though through WhatsApp they do not have to speak English directly, and their reasons is because they are still bad at speaking English, and they do not feel confident when speaking English with their friends or other people even though it only speaking through WhatsApp.

b. Difficulties

This section presents specifically the result on Statement Number 2 (Aspect of Difficulties). The statement is “I feel difficult to speak English with my friends via WhatsApp chat.” (Saya merasa kesulitan untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.)

Table 4.4 Difficulties

Item	Respondents' Answer	Total Respondents	Percentage
2.	Strongly Agree (SA)	-	-
	Agree (A)	3	11.5%
	Disagree (D)	13	50%
	Strongly Disagree (SD)	10	38.5%
	Total	26	100%

Table 4.4 above presents the total respondents and percentage from students' answer in aspect of difficulties (Statement 2). It can be clearly seen that among 26 students, most of the students choose “disagree” (13 students) with the percentage of 50%, followed by “strongly disagree” (10 students) with the percentage of 38.5%, and “agree” (3 students) with the percentage of 11.5%. It is also shown that there was no student who choose “strongly agree” on Statement 2.

Here are some of the students' reasons on why they disagreed on the statement number 2:

“Because I don't find it difficult to speak English with my friends via WhatsApp chat.”

“I feel comfy to speak English with my friend, cause they do not judge me.”

“I disagree. Because if we communicate in WhatsApp or text, it's just feel more easier to understand.”

“In this era, handphone can detect your language and when you try to write English words there will be suggested words to use.”

Here are some of the reasons on why students choose strongly disagree on statement number 2:

“I gave that answer because I believe overcoming difficulties in speaking English with friends on WhatsApp requires more practice. By consistently practicing and engaging in English conversations, even though it may be challenging at first, it can improve my speaking skills over time.”

“For me, when English is easy to speak, it is also easy to write it in the form of WhatsApp chat.”

“Yes, I didn't have any difficulty at all because I thought it was a relaxing thing and just a relaxing practice.”

On the other hand, some of the students who agreed on statement number 2 stated:

“Even via WhatsApp, there are definitely difficulties in speaking English. One of the difficulties is that the network is inadequate, which makes conversations disconnected so that the communication is not clear enough.”

“I find it difficult because I haven't mastered English.”

“Because I'm not confident and I also lack practice.”

Based on the students' reasons, it indicates that the reasons they choose disagree in the aspect of difficulties is mostly because they do not find it difficult at all when speaking English through WhatsApp with their friends, in fact they feel comfy because they do not have to face their speaking partner directly or face to face.

It can be seen from the students' reasons that they choose strongly disagree in the aspect of difficulties is mostly because they do not have any difficulty at all when speaking English through WhatsApp because they thought that it was a relaxing thing and just a relaxing practice with their friends, and it also because they believe by overcoming difficulties in speaking English with friends on WhatsApp can improve their speaking skills over time.

On the other hand, there are only three students who choose agree in the aspect of difficulties, it can be seen from their reasons that these three students find speaking English quite difficult because they have not master English, and they do not feel confident because lack of practice.

c. Interest

This section presents specifically the result on Statement Number 3 (Aspect of Interest). The statement is “I feel interested to speak English with my friends via WhatsApp chat.” (Saya merasa tertarik untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.)

Table 4.5 Interest

Item	Respondents' Answer	Total Respondents	Percentage
3.	Strongly Agree (SA)	12	46.2%
	Agree (A)	13	50%
	Disagree (D)	1	3.8%
	Strongly Disagree (SD)	-	-
	Total	26	100%

Table 4.5 above presents the total respondents and percentage from students' answer in aspect of interest (Statement 3). It can be clearly seen that among 26 students, most of the students choose “agree” (13 students) with the percentage of 50%, followed by “strongly agree” (12 students) with the percentage of 46.2%, and there was only 1 student who “disagree” with the percentage of 3.8%. It is also shown that there was no student who choose “strongly disagree” on Statement 3.

Here are some personal reasons on why the students choose agree on the statement number 3:

“Because I want to increase my confidence in speaking English, even though my grammar is not good enough, the important thing is that I have tried to increase my confidence to dare to speak English to my friends.”

“It’s fun to talk to someone using English.”

“Because sometimes we can find friends who can speak English.”

“Because it will add my vocabulary and even exercise to speaking English.”

“Because I can improve my English.”

“English is awesome.”

Here are some of the students’ personal reasons on why they choose strongly agree on the statement number 3:

“I provided that answer because feeling interested in speaking English with friends on WhatsApp indicates a motivation to engage and improve language skills. Expressing interest in using English in conversations can lead to more frequent practice, exposure to the language, and ultimately, improvement in proficiency over time.”

“Cause it’s challenging for me, especially when discovering new vocabulary.”

“I think because it can make our English better if we speak English every time, so I interested to using English every time.”

“Because by speaking English, there are many slang expressions that can be used and are easy to express.”

“Because I think it was cool when we can speak English fluently.”

“I feel interested to speak English with my friend, because WhatsApp is one of the places to improve my speaking in English.”

“Because if you want to be fluent, you have to speak English.”

“Because speaking English with my friends via WhatsApp chat is so fun.”

Meanwhile, the student who disagreed on the statement number 3 stated:

“Just normal. Neither interested in speaking English nor uninterested.”

Based on the students' reasons, it indicates that the reasons they choose agree in the aspect of interest is mostly because they feel English is awesome, fun, and important, so they naturally want to improve their English more by practicing speaking English with their friends through WhatsApp.

It can be seen from the students' reasons that they choose strongly agree in the aspect of interest is mostly because they feel interested in speaking English with their friends on WhatsApp, that indicates a motivation to engage and improve their English speaking skill. They also think that people who can speak English fluently is very cool, so they are really interested in improving their English ability. Thus, they think that WhatsApp is one of the best platforms to improve their English-speaking skill.

On the other hand, there is only one student who choose disagree in the aspect of interest, it can be seen from the student's reason that this one particular student neither do not feel interested nor feeling interested in speaking English.

d. Stress

This section presents specifically the result on Statement Number 4 (Aspect of Stress). The statement is "I feel relaxed to speak English with my friends via WhatsApp chat." (Saya merasa santai/tenang untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.)

Table 4.6 Stress

Item	Respondents' Answer	Total Respondents	Percentage
4.	Strongly Agree (SA)	7	26.9%
	Agree (A)	15	57.7%
	Disagree (D)	4	15.4%
	Strongly Disagree (SD)	-	-
	Total	26	100%

Table 4.6 above presents the total respondents and percentage from students' answer in aspect of stress (Statement 4). It can be clearly seen that among 26 students, most of the students choose "agree" (15 students) with the percentage of 57.7%, followed by "strongly agree" (7 students) with the percentage of 26.9%, and "disagree" (4 students) with the percentage of

15.4%. It is also shown that there was no student who choose “strongly disagree” on Statement 4.

Here are some personal reasons on why the students choose agree on the statement number 4:

“The reason is because I know my best friend and I have the same ability, so I feel relaxed.”

“Because I’m not nervous and can think again about the answer.”

“Because by speaking via WhatsApp, I don't need to meet face to face, it makes me feel calm and relaxed.”

“It's not about wrong or right, it's about confidence.”

“Because speaking English makes me feel more comfortable.”

“Because I enjoy when I speak English with my friends via WhatsApp.”

“Because when I speak English via WhatsApp chat, I can know where the layout of English is good and correct.”

Here are some of the students’ personal reasons on why they choose strongly agree on the statement number 4:

“I provided that answer because feeling relaxed or calm while speaking English with friends on WhatsApp indicates that I am comfortable with my English skills. This sense of ease can enhance fluency and allow me to communicate more smoothly and effectively without excessive pressure.”

“Because sometimes I feel comfort when we are texting in English than Indonesian while we got the tea.”

“Because there is no pressure to be perfect.”

“I use English in daily convo even in real life.”

“I am not afraid of being wrong and can freely say what I want to say.”

“Yes, I agree. Because friends never intimidated their friends if we pronounce the word wrong, and it feels a little less stress.”

On the other hand, some of the students who choose disagree on statement number 4 stated:

“I don’t feel relaxed when speaking English because I don’t feel confident and often misinterpreting.”

“I don't agree because I’m more afraid of being wrong.”

“I still have doubts about my English skills.”

Based on the students’ reasons, it indicates that the reasons they choose agree in the aspect of stress is mostly because they feel like they know their friend’s ability in speaking English is the same as theirs, so they feel less stress about it and just feel relaxed. Another reason is mostly because they are not nervous by speaking via WhatsApp cause they do not need to meet face to face and can think again about their answers, that’s why they feel calm and relaxed when speaking English with their friends via WhatsApp.

It can be seen from the students' reasons that they choose strongly agree in the aspect of stress is mostly because they feel relaxed and calm while speaking English with their friends on WhatsApp and it indicates that they feel comfortable with their English skill, they know their own ability. Some of them even use English in their daily conversations in real life. Thus, they are not afraid of being right and wrong while speaking English with their friends through WhatsApp, they just freely say what they want to say because their friend never intimidated one another if they pronounce the word wrong, that's why they feel a little less stress.

On the other hand, there are four students who choose disagree in the aspect of stress, it can be seen from the students' reason that they do not feel relaxed when speaking English with their friends even though via WhatsApp because they do not feel confident and more afraid of being wrong, that's why they have doubts about their English skills.

e. Motivation

This section presents specifically the result on Statement Number 5 (Aspect of Motivation). The statement is "I feel motivated to speak English with my friends via WhatsApp chat." (Saya merasa termotivasi untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.)

Table 4.7 Motivation

Item	Respondents' Answer	Total Respondents	Percentage
5.	Strongly Agree (SA)	10	38.5%
	Agree (A)	16	61.5%
	Disagree (D)	-	-
	Strongly Disagree (SD)	-	-
	Total	26	100%

Table 4.7 above presents the total respondents and percentage from students' answer in aspect of motivation (Statement 5). It can be clearly seen that among 26 students, most of the students choose "agree" (16 students) with the percentage of 61.5%, followed by "strongly agree" (10 students) with the percentage of 38.5%, and it indicates that there was no student who choose "disagree" or "strongly disagree" on Statement 5.

Here are some of the students' reasons on why they agreed on the statement number 5:

"When I listen to my friend speaking English fluently, it makes me feel jealous. Therefore, this became my motivation to learn to speak English and increase my confidence in speaking English."

"To improve my English skills, I must use English in WhatsApp or daily life. Because practice makes perfect."

"Even though I'm still hesitant and afraid to speak English, talking with friends makes me feel motivated."

“I just want to be able to speak English fluently.”

“Because nowadays English is needed to find job vacancies.”

“Because I can practice my public speaking.”

“Like I said before, cause my best friend and I want to make our English better.”

“Because it will add to my knowledge.”

Here are some of the reasons on why the students choose “strongly agree” on the statement number 5:

“I gave that answer because feeling motivated to speak English with friends on WhatsApp suggests a strong desire to improve language skills and actively engage in conversations. This motivation can drive consistent practice, leading to enhanced proficiency and confidence over time.”

“In order to speak a language fluently, we must first start by motivating ourselves.”

“Because it can be a light practice material to improve speaking English fluently.”

“Cause what I have felt so far, has actually made me motivated.”

“Yes, I agree. Because it will motivate me to increase my vocabulary and also my grammatically words in text.”

“Yah because there are some vocabularies that my friends know but I don’t, so I feel motivated.”

“Because when we learn together. It will be more wonderful.”

“English is the most used language in the world, so it motivates me to learn and speak English even more.”

Based on the students' reasons, it indicates that the reasons they choose agree in the aspect of motivation is mostly because they feel jealous when they listen to their friends speaking English fluently, it naturally became their motivation to learn to speak English even more and will eventually boost their confidence in speaking English. Another reason is mostly because speaking English with their friends makes them feel motivated even though they are still hesitant and are afraid to speak, but because they want to be able to speak English fluently like their friends, they must start practicing in speaking English with their friends through WhatsApp. Besides feeling motivated, speaking English fluently is needed to find job vacancies nowadays. Thus, they are motivated to speak English with friends through WhatsApp even more.

It can be seen from the students' reasons that they choose strongly agree in the aspect of motivation is mostly because they have a strong desire to improve their speaking skills so they actively engage in conversations through WhatsApp with their friends. And by motivating themselves in consistent practice, it will naturally lead to their fluency in English conversations and enhance their confidence over time. Some other reason is because they believe with one another's knowledge, learning to speak English together via WhatsApp makes them feel motivated.

D. Discussion

The statements in the questionnaire related to perception of speaking English include five aspects of perception according to (Robinson, 2001) which were confidence, difficulties, interest, stress, and motivation. In addition, students were required to give their reasons based on their answers in the questionnaire.

Based on the findings, it is found that in the aspect of confidence, it received more positive perceptions than negative ones. Most students agreed with the statement 1 which says, "I feel confident to speak English with my friends via WhatsApp chat." With the total of 24 students who agreed on this statement, it showed that the students are confident in their ability in speaking English. With only 2 students who disagreed on this statement, it showed that these two students did not feel confidence in their speaking ability.

In the aspect of difficulties, it also received more positive perceptions than negative ones. Most students disagreed on the statement 2 which says, "I feel difficult to speak English with my friends via WhatsApp chat." With the total of 23 students who choose strongly disagree and disagree, it showed that the students did not feel difficult at all to speak English through WhatsApp. With the total of only 3 students who agreed on this statement, it showed that these three students feel slightly difficult to speak English through WhatsApp.

In the aspect of interest, it received more positive perceptions than negative ones. Most students agreed on the statement 3 which says, "I feel interested to

speak English with my friends via WhatsApp chat.” With the total of 25 students who choose strongly agree and agree, it showed that the students are indeed interested in speaking English through WhatsApp with their friends who support one another. And with only 1 student who disagreed on this statement, it showed that this student still did not feel interested in speaking English through WhatsApp.

Furthermore, in the aspect of stress, it received more positive perceptions than negative ones. Most students agreed with the statement 4 which says, “I feel relaxed to speak English with my friends via WhatsApp chat.” With the total of 22 students who choose strongly agree and agree, it showed that the students feel relaxed when they speak with their friends through WhatsApp using English because not face to face. With the total of 4 students who disagreed with this statement, it showed that these four students did not feel relaxed when they speak with their friends through WhatsApp using English.

Last but not least, in the aspect of motivation, it received the most positive perceptions and got no negative ones. All of the students agreed with statement 5 which says, “I feel motivated to speak English with my friends via WhatsApp chat”. With the total of 26 students who choose strongly agree and agree, it showed that all of the students feel motivated to speak English through WhatsApp with their friends. And not a single student choose disagree or strongly disagree, it showed that none of the student who did not feel motivated to speaking English via WhatsApp with their friends.

Based on the reasons of the students' answers, they said that to improve their English-speaking skill, they like to use WhatsApp as a media in daily life because practicing conversations with their friends makes it perfect. Moreover, English is the most used language in the world, so it motivates the students to learn and speak English even more. It proves that WhatsApp is beneficial for students to use, and the impact they get is that their English-speaking skill is becoming even more fluent.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

The researcher came to a conclusion based on the results and discussion in the previous chapter. It can be concluded that in this research, it is found that majority of students have positive perception on the implementation of speaking English among friends through WhatsApp especially in the aspect of motivation, interest, and confidence.

Motivation is one of the aspects which has the most positive response and gets no negative one from the students. Most of the students agreed with statement 5 which says, "I feel motivated to speak English with my friends via WhatsApp chat". Based on the reasons of the students' answers, they said that to improve their English-speaking skill, they like to use WhatsApp as a media in daily life because practice makes perfect. Moreover, English is the most used language in the world, so it motivates them to learn and speak English even more. It proves that WhatsApp is beneficial for students to use, and the impact they get is that their English-speaking skill is becoming even more fluent.

Another aspect of perception which received the most positive response are aspects of interest and confidence. According to the reasons of students' answer, most of the students said that they found speaking English through WhatsApp is fun and interesting because they can get new vocabularies through their friends. And it is found that the students get more confidence in speaking

English through WhatsApp than speaking directly face to face. So, it can be concluded that speaking English through WhatsApp is beneficial to students, which it can help to reduce students' anxiety as they did not have to face their speaking partner directly. It also provides fun learning atmosphere which makes students more interested in practicing speaking English. The impact that the students get from speaking English through WhatsApp from the students' answer is that aside from their English-speaking skill becoming more fluent, the students get more confidence in themselves to speak English even in their daily life. This positive impact will eventually lead to their confidence in overcoming students' anxiety in speaking English directly by face to face.

B. Suggestions

Based on the results of the data analysis and conclusion, there are some suggestions proposed by the researcher. The researcher expects that this study will be used as a reference by other further researchers who want to conduct on quite similar researches. Language practitioners and EFL learners are encouraged to implement speaking English through WhatsApp chat via chatting, voice chatting or even video chatting to improve their speaking English ability. The further researchers may use only 4 scale in the questionnaire by removing the "neutral" option in order to avoid ambiguity or uncertainty in interpreting the research findings. Furthermore, the further researchers may try to conduct a qualitative study to gain a more complete understanding of students' perceptions.

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APPENDICES

Appendices Questionnaire

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

I sincerely hope you will take the time to complete this survey. You can rest assured that your feedback will be considered confidential and will only be used for research. I sincerely thank you for your precious time and participation.

A. Personal Identity

Name :

NPM :

Semester/Class :

B. Instruction

1. Choose the answer that best suits you.
2. Before answering, please understand the statement first.
3. Please be honest and objective in your answer, as it will help this research run more smoothly.

Following is the Likert scale given to each answer:

SA (Strongly Agree), A (Agree), D (Disagree), SD (Strongly Disagree).

No.	Statement	SA	A	D	SD
1	Confidence: I feel confident to speak English with my friends via WhatsApp chat.				
Please give the reason why you answer that, based on the question 1:					
2	Difficulties: I feel difficult to speak English with my friends via WhatsApp chat.				
Please give the reason why you answer that, based on the question 2:					
3	Interest: I feel interested to speak English with my friends via WhatsApp chat.				
Please give the reason why you answer that, based on the question 3:					
4	Stress: I feel relaxed to speak English with my friends via WhatsApp chat.				
Please give the reason why you answer that, based on the question 4:					

5	Motivation: I feel motivated to speak English with my friends via WhatsApp chat.				
Please give the reason why you answer that, based on the question 5:					

Source: (Ainun, Nurweni, & Sholihah, 2020)

Based on the five aspects of perception from (Robinson, 2001)

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Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

Assalamualaikum Warahmatullahi Wabarakatuh.

Perkenalkan saya Nanda Putri Utami (1802050033), mahasiswa semester akhir Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara. Saat ini, saya sedang melakukan penelitian skripsi dengan judul "**Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU**", guna menyelesaikan tugas akhir untuk memenuhi syarat kelulusan saya.

I sincerely hope you will take the time to complete this survey. You can rest assured that your feedback will be considered confidential and will only be used for research. I sincerely thank you for your precious time and participation.

This questionnaire created based on the five aspects of perception from (Robinson, 2001); confidence, difficulties, interest, stress, and motivation. Source: (Ainun, Nurweni, & Sholihah, 2020).

Terdapat 4 skala Likert yang dapat teman-teman pilih untuk setiap pertanyaan:

SA = Strongly Agree (Sangat Setuju)

A = Agree (Setuju)

D = Disagree (Tidak Setuju)

SD = Strongly Disagree (Sangat Tidak Setuju)

Respon dan data diri yang teman-teman berikan akan dijaga kerahasiannya dan hanya akan digunakan untuk penelitian. Atas perhatian dan bantuannya, saya ucapkan terima kasih.

Nama *

Fasya Putri Radhiyya

3/10/24, 8:36 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

NPM *

2102050027

Semester/Kelas *

6/A Morning

1. I feel **confident** to speak English with my friends via WhatsApp chat. (Saya merasa **percaya diri** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 1 "I feel **confident** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 1 "Saya merasa **percaya diri** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

Because my friends and I are both learning to speak English and don't judge each other for grammar mistakes we make when speaking English.

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Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

2. I feel **difficult** to speak English with my friends via WhatsApp chat. (Saya merasa **kesulitan** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 2 "I feel **difficult** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 2 "Saya merasa **kesulitan** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

Yes, I didn't have any difficulty at all because I thought it was a relaxing thing and just a relaxing practice

3. I feel **interested** to speak English with my friends via WhatsApp chat. (Saya merasa **tertarik** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

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Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

Please give the **reason** why you answer that, based on the question 3 "I feel **interested** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasan**nya mengapa Anda menjawab itu, berdasarkan pertanyaan 3 "Saya merasa **tertarik** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

Because it looks elegant.

4. I feel **relaxed** to speak English with my friends via WhatsApp chat. (Saya merasa **santai/tenang** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 4 "I feel **relaxed** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasan**nya mengapa Anda menjawab itu, berdasarkan pertanyaan 4 "Saya merasa **santai/tenang** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

Because there is no pressure to be perfect.

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Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

5. I feel **motivated** to speak English with my friends via WhatsApp chat. (Saya merasa **termotivasi** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 5 "I feel **motivated** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 5 "Saya merasa **termotivasi** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

Because it can be a light practice material to improve speaking English fluently.

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Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

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I sincerely hope you will take the time to complete this survey. You can rest assured that your feedback will be considered confidential and will only be used for research. I sincerely thank you for your precious time and participation.

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SA = Strongly Agree (Sangat Setuju)

A = Agree (Setuju)

D = Disagree (Tidak Setuju)

SD = Strongly Disagree (Sangat Tidak Setuju)

Respon dan data diri yang teman-teman berikan akan dijaga kerahasiannya dan hanya akan digunakan untuk penelitian. Atas perhatian dan bantuannya, saya ucapkan terima kasih.

Nama *

Putri Bayat

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Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

NPM *

2102050025

Semester/Kelas *

6A Pagi

1. I feel **confident** to speak English with my friends via WhatsApp chat. (Saya merasa **percaya diri** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 1 "I feel **confident** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasan**nya mengapa Anda menjawab itu, berdasarkan pertanyaan 1 "Saya merasa **percaya diri** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

I gave that answer because using English in daily conversations with friends on WhatsApp is a good way to practice and improve your English speaking skills. It provides you with the opportunity to practice informal communication, boost confidence, and expand your vocabulary in a real-world context.

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Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

2. I feel **difficult** to speak English with my friends via WhatsApp chat. (Saya merasa **kesulitan** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 2 "I feel **difficult** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasan** mengapa Anda menjawab itu, berdasarkan pertanyaan 2 "Saya merasa **kesulitan** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

I gave that answer because I believe overcoming difficulties in speaking English with friends on WhatsApp requires more practice. By consistently practicing and engaging in English conversations, even though it may be challenging at first, it can improve my speaking skills over time.

3. I feel **interested** to speak English with my friends via WhatsApp chat. (Saya merasa **tertarik** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

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Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

Please give the **reason** why you answer that, based on the question 3 "I feel **interested** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 3 "Saya merasa **tertarik** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

I provided that answer because feeling interested in speaking English with friends on WhatsApp indicates a motivation to engage and improve language skills. Expressing interest in using English in conversations can lead to more frequent practice, exposure to the language, and ultimately, improvement in proficiency over time.

4. I feel **relaxed** to speak English with my friends via WhatsApp chat. (Saya merasa **santai/tenang** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 4 "I feel **relaxed** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 4 "Saya merasa **santai/tenang** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

I provided that answer because feeling relaxed or calm while speaking English with friends on WhatsApp indicates that I am comfortable with my English skills. This sense of ease can enhance fluency and allow me to communicate more smoothly and effectively without excessive pressure.

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Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

5. I feel **motivated** to speak English with my friends via WhatsApp chat. (Saya merasa **termotivasi** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 5 "I feel **motivated** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 5 "Saya merasa **termotivasi** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

I gave that answer because feeling motivated to speak English with friends on WhatsApp suggests a strong desire to improve language skills and actively engage in conversations. This motivation can drive consistent practice, leading to enhanced proficiency and confidence over time.
Ubah ke indonesia.

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3/10/24, 9:00 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

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D = Disagree (Tidak Setuju)

SD = Strongly Disagree (Sangat Tidak Setuju)

Respon dan data diri yang teman-teman berikan akan dijaga kerahasiannya dan hanya akan digunakan untuk penelitian. Atas perhatian dan bantuannya, saya ucapkan terima kasih.

Nama *

Dewi Gita Atma Tianna

3/10/24, 9:00 PM Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

NPM *

2302050048P

Semester/Kelas *

6A Morning

1. I feel **confident** to speak English with my friends via WhatsApp chat. (Saya merasa **percaya diri** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 1 "I feel **confident** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 1 "Saya merasa **percaya diri** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

English is my second language and it also my major

3/10/24, 9:00 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

2. I feel **difficult** to speak English with my friends via WhatsApp chat. (Saya merasa **kesulitan** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 2 "I feel **difficult** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasan**nya mengapa Anda menjawab itu, berdasarkan pertanyaan 2 "Saya merasa **kesulitan** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

I dont find any difficulties talking in English

3. I feel **interested** to speak English with my friends via WhatsApp chat. (Saya merasa **tertarik** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 3 "I feel **interested** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasan**nya mengapa Anda menjawab itu, berdasarkan pertanyaan 3 "Saya merasa **tertarik** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

Its fun to talk to someone using english

3/10/24, 9:00 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

4. I feel **relaxed** to speak English with my friends via WhatsApp chat. (Saya merasa **santai/tenang** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 4 "I feel **relaxed** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasan**nya mengapa Anda menjawab itu, berdasarkan pertanyaan 4 "Saya merasa **santai/tenang** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

I use English in daily convo even in real life

5. I feel **motivated** to speak English with my friends via WhatsApp chat. (Saya merasa **termotivasi** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

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Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

Please give the **reason** why you answer that, based on the question 5 "I feel **motivated** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 5 "Saya merasa **termotivasi** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

English is the most used language on the world, so it motivates me to learn and speak english even more

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3/10/24, 9:09 PM

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Nama *

Cania Henfaridja Alya

3/10/24, 9:09 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

NPM *

2102050013

Semester/Kelas *

6

1. I feel **confident** to speak English with my friends via WhatsApp chat. (Saya merasa **percaya diri** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 1 "I feel **confident** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 1 "Saya merasa **percaya diri** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

Because I wanna be active person to speak English so I just start it with confidence to text someone in English.

3/10/24, 9:09 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

2. I feel **difficult** to speak English with my friends via WhatsApp chat. (Saya merasa **kesulitan** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 2 "I feel **difficult** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasan**nya mengapa Anda menjawab itu, berdasarkan pertanyaan 2 "Saya merasa **kesulitan** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

It's depends the person that I texted. If they can understand English I don't feel difficult.

3. I feel **interested** to speak English with my friends via WhatsApp chat. (Saya merasa **tertarik** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 3 "I feel **interested** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasan**nya mengapa Anda menjawab itu, berdasarkan pertanyaan 3 "Saya merasa **tertarik** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

Because I think that was cool when we can speak english fluently

3/10/24, 9:09 PM Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

4. I feel **relaxed** to speak English with my friends via WhatsApp chat. (Saya merasa **santai/tenang** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 4 "I feel **relaxed** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasan**nya mengapa Anda menjawab itu, berdasarkan pertanyaan 4 "Saya merasa **santai/tenang** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

That's enough relaxed for me

5. I feel **motivated** to speak English with my friends via WhatsApp chat. (Saya merasa **termotivasi** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

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Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

Please give the **reason** why you answer that, based on the question 5 "I feel **motivated** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasan**nya mengapa Anda menjawab itu, berdasarkan pertanyaan 5 "Saya merasa **termotivasi** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

Because when we learn together. It will more wonderful

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3/10/24, 9:15 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

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D = Disagree (Tidak Setuju)

SD = Strongly Disagree (Sangat Tidak Setuju)

Respon dan data diri yang teman-teman berikan akan dijaga kerahasiannya dan hanya akan digunakan untuk penelitian. Atas perhatian dan bantuannya, saya ucapkan terima kasih.

Nama *

Melina Putri Septiani Nasution

3/10/24, 9:15 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

NPM *

2102050026

Semester/Kelas *

6 A Morning

1. I feel **confident** to speak English with my friends via WhatsApp chat. (Saya merasa **percaya diri** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 1 "I feel **confident** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasan** mengapa Anda menjawab itu, berdasarkan pertanyaan 1 "Saya merasa **percaya diri** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

because when I speak english with my friend, it means I can practice my english well and it will help my english better and it makes me feel so cool.

3/10/24, 9:15 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

2. I feel **difficult** to speak English with my friends via WhatsApp chat. (Saya merasa **kesulitan** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 2 "I feel **difficult** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 2 "Saya merasa **kesulitan** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

in this era handphone can detect your language and when you try to write english words There will be suggested words to use

3. I feel **interested** to speak English with my friends via WhatsApp chat. (Saya merasa **tertarik** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

3/10/24, 9:15 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

Please give the **reason** why you answer that, based on the question 3 "I feel **interested** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 3 "Saya merasa **tertarik** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

because by speaking English there are many slang expressions that can be used and are easy to express

4. I feel **relaxed** to speak English with my friends via WhatsApp chat. (Saya merasa **santai/tenang** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 4 "I feel **relaxed** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 4 "Saya merasa **santai/tenang** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

because speaking English makes me feel more comfortable

3/10/24, 9:15 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

5. I feel **motivated** to speak English with my friends via WhatsApp chat. (Saya merasa **termotivasi** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 5 "I feel **motivated** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasan**nya mengapa Anda menjawab itu, berdasarkan pertanyaan 5 "Saya merasa **termotivasi** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

of course to practice my English better

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D = Disagree (Tidak Setuju)

SD = Strongly Disagree (Sangat Tidak Setuju)

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Nama *

FITRA MAIDINA NASUTION

3/10/24, 9:18 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

NPM *

2102050005

Semester/Kelas *

6

1. I feel **confident** to speak English with my friends via WhatsApp chat. (Saya merasa **percaya diri** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 1 "I feel **confident** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasan**nya mengapa Anda menjawab itu, berdasarkan pertanyaan 1 "Saya merasa **percaya diri** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

Because when i speak with my friend in english, my friend dont judge mee and she know we still learn to be better

3/10/24, 9:18 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

2. I feel **difficult** to speak English with my friends via WhatsApp chat. (Saya merasa **kesulitan** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 2 "I feel **difficult** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasan** mengapa Anda menjawab itu, berdasarkan pertanyaan 2 "Saya merasa **kesulitan** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

No, the place to make me brave speak english when i talk with my friend, and i dont afraid.

3. I feel **interested** to speak English with my friends via WhatsApp chat. (Saya merasa **tertarik** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

3/10/24, 9:18 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

Please give the **reason** why you answer that, based on the question 3 "I feel **interested** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasan**nya mengapa Anda menjawab itu, berdasarkan pertanyaan 3 "Saya merasa **tertarik** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

I feel interest to speak english with ny friend, because this one of the place to improve my speaking in english

4. I feel **relaxed** to speak English with my friends via WhatsApp chat. (Saya merasa **santai/tenang** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

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- A (Agree)
- D (Disagree)
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Please give the **reason** why you answer that, based on the question 4 "I feel **relaxed** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasan**nya mengapa Anda menjawab itu, berdasarkan pertanyaan 4 "Saya merasa **santai/tenang** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

I am not afraid of being wrong and can freely say what I want to say.

3/10/24, 9:18 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

5. I feel **motivated** to speak English with my friends via WhatsApp chat. (Saya merasa **termotivasi** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 5 "I feel **motivated** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasan**nya mengapa Anda menjawab itu, berdasarkan pertanyaan 5 "Saya merasa **termotivasi** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

To improve my speaking skills, talk with my friend very help me

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3/10/24, 9:34 PM

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D = Disagree (Tidak Setuju)

SD = Strongly Disagree (Sangat Tidak Setuju)

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Nama *

Heny Ristianty

3/10/24, 9:34 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

NPM *

2102050022

Semester/Kelas *

6/A6 pagi

1. I feel **confident** to speak English with my friends via WhatsApp chat. (Saya merasa **percaya diri** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 1 "I feel **confident** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 1 "Saya merasa **percaya diri** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

I feel confident to speak English with my friends via WhatsApp chat because I don't have to worry about grammar..

3/10/24, 9:34 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

2. I feel **difficult** to speak English with my friends via WhatsApp chat. (Saya merasa **kesulitan** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 2 "I feel **difficult** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 2 "Saya merasa **kesulitan** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

I find it difficult because I haven't mastered English

3. I feel **interested** to speak English with my friends via WhatsApp chat. (Saya merasa **tertarik** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 3 "I feel **interested** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 3 "Saya merasa **tertarik** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

I'm interested but sometimes still hesitant to talk

3/10/24, 9:34 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

4. I feel **relaxed** to speak English with my friends via WhatsApp chat. (Saya merasa **santai/tenang** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 4 "I feel **relaxed** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 4 "Saya merasa **santai/tenang** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

I still have doubts about my English skills

5. I feel **motivated** to speak English with my friends via WhatsApp chat. (Saya merasa **termotivasi** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

3/10/24, 9:34 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

Please give the **reason** why you answer that, based on the question 5 "I feel **motivated** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 5 "Saya merasa **termotivasi** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

Even though I'm still hesitant and afraid to speak English, talking with friends makes me motivated.

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3/10/24, 9:50 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

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Assalamualaikum Warahmatullahi Wabarakatuh.

Perkenalkan saya Nanda Putri Utami (1802050033), mahasiswa semester akhir Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara. Saat ini, saya sedang melakukan penelitian skripsi dengan judul "**Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU**", guna menyelesaikan tugas akhir untuk memenuhi syarat kelulusan saya.

I sincerely hope you will take the time to complete this survey. You can rest assured that your feedback will be considered confidential and will only be used for research. I sincerely thank you for your precious time and participation.

This questionnaire created based on the five aspects of perception from (Robinson, 2001); confidence, difficulties, interest, stress, and motivation. Source: (Ainun, Nurweni, & Sholihah, 2020).

Terdapat 4 skala Likert yang dapat teman-teman pilih untuk setiap pertanyaan:

SA = Strongly Agree (Sangat Setuju)

A = Agree (Setuju)

D = Disagree (Tidak Setuju)

SD = Strongly Disagree (Sangat Tidak Setuju)

Respon dan data diri yang teman-teman berikan akan dijaga kerahasiannya dan hanya akan digunakan untuk penelitian. Atas perhatian dan bantuannya, saya ucapkan terima kasih.

Nama *

Hairunnisa Aulia Putri

3/10/24, 9:50 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

NPM *

210205002

Semester/Kelas *

6/6A pagi pendidikan bahasa inggris

1. I feel **confident** to speak English with my friends via WhatsApp chat. (Saya merasa **percaya diri** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 1 "I feel **confident** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 1 "Saya merasa **percaya diri** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

I'm not confident to speak english with my friends or others people

3/10/24, 9:50 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

2. I feel **difficult** to speak English with my friends via WhatsApp chat. (Saya merasa **kesulitan** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 2 "I feel **difficult** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 2 "Saya merasa **kesulitan** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

Because i'm not confident and i also lack practice

3. I feel **interested** to speak English with my friends via WhatsApp chat. (Saya merasa **tertarik** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 3 "I feel **interested** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 3 "Saya merasa **tertarik** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

Because if you want fluent speak english,

3/10/24, 9:50 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

4. I feel **relaxed** to speak English with my friends via WhatsApp chat. (Saya merasa **santai/tenang** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 4 "I feel **relaxed** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasan** mengapa Anda menjawab itu, berdasarkan pertanyaan 4 "Saya merasa **santai/tenang** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

I feel not relaxed speak english because i feel not confident and missinterpreting

5. I feel **motivated** to speak English with my friends via WhatsApp chat. (Saya merasa **termotivasi** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

3/10/24, 9:50 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

Please give the **reason** why you answer that, based on the question 5 "I feel **motivated** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasan**nya mengapa Anda menjawab itu, berdasarkan pertanyaan 5 "Saya merasa **termotivasi** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

In order to speak a language fluently, we must first start by motivating ourselves.

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3/10/24, 9:54 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

Assalamualaikum Warahmatullahi Wabarakatuh.

Perkenalkan saya Nanda Putri Utami (1802050033), mahasiswa semester akhir Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara. Saat ini, saya sedang melakukan penelitian skripsi dengan judul "**Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU**", guna menyelesaikan tugas akhir untuk memenuhi syarat kelulusan saya.

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A = Agree (Setuju)

D = Disagree (Tidak Setuju)

SD = Strongly Disagree (Sangat Tidak Setuju)

Respon dan data diri yang teman-teman berikan akan dijaga kerahasiannya dan hanya akan digunakan untuk penelitian. Atas perhatian dan bantuannya, saya ucapkan terima kasih.

Nama *

Nazwa Aulia

3/10/24, 9:54 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

NPM *

2102050041

Semester/Kelas *

6

1. I feel **confident** to speak English with my friends via WhatsApp chat. (Saya merasa **percaya diri** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 1 "I feel **confident** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 1 "Saya merasa **percaya diri** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

because my bestfriend can make me feel comfy to speak in english even my grammar or pronunciation not good sometimes.

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Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

2. I feel **difficult** to speak English with my friends via WhatsApp chat. (Saya merasa **kesulitan** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 2 "I feel **difficult** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 2 "Saya merasa **kesulitan** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

I feel comfy to speak English with my friend, cause they are not judge me.

3. I feel **interested** to speak English with my friends via WhatsApp chat. (Saya merasa **tertarik** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

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Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

Please give the **reason** why you answer that, based on the question 3 "I feel **interested** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 3 "Saya merasa **tertarik** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

I think because it can make our English better if we speak English everytime, so I interested to using English everytime.

4. I feel **relaxed** to speak English with my friends via WhatsApp chat. (Saya merasa **santai/tenang** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 4 "I feel **relaxed** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 4 "Saya merasa **santai/tenang** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

the reason is because I know my bestfriend and I have the same ability, so I feel relaxed.

3/10/24, 9:54 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

5. I feel **motivated** to speak English with my friends via WhatsApp chat. (Saya merasa **termotivasi** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 5 "I feel **motivated** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 5 "Saya merasa **termotivasi** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

like I said before, cause my bestfriend and i want to make our English better.

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3/10/24, 10:05 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UM...

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

Assalamualaikum Warahmatullahi Wabarakatuh.

Perkenalkan saya Nanda Putri Utami (1802050033), mahasiswa semester akhir Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara. Saat ini, saya sedang melakukan penelitian skripsi dengan judul "**Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU**", guna menyelesaikan tugas akhir untuk memenuhi syarat kelulusan saya.

I sincerely hope

you will take the time to complete this survey. You can rest assured that your feedback will be considered confidential and will only be used for research. I sincerely thank you for your precious time and participation.

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A = Agree (Setuju)

D = Disagree (Tidak Setuju)

SD = Strongly Disagree (Sangat Tidak Setuju)

Respon dan data diri yang teman-teman berikan akan dijaga kerahasiannya dan hanya akan digunakan untuk penelitian. Atas perhatian dan bantuannya, saya ucapkan terima kasih.

Nama *

Sausan Sabila

3/10/24, 10:05 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UM...

NPM *

2102050020

Semester/Kelas *

6

1. I feel **confident** to speak English with my friends via WhatsApp chat. (Saya merasa **percaya diri** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 1 "I feel **confident** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 1 "Saya merasa **percaya diri** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

Im not confident in my English skills because Im still bad at speaking English

3/10/24, 10:05 PM Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UM...

2. I feel **difficult** to speak English with my friends via WhatsApp chat. (Saya merasa **kesulitan** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 2 "I feel **difficult** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 2 "Saya merasa **kesulitan** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

I am less confident when speaking English via WhatsApp chat

3. I feel **interested** to speak English with my friends via WhatsApp chat. (Saya merasa **tertarik** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 3 "I feel **interested** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasannya** mengapa Anda menjawab itu, berdasarkan pertanyaan 3 "Saya merasa **tertarik** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

Just normal

3/10/24, 10:05 PM

Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UM...

4. I feel **relaxed** to speak English with my friends via WhatsApp chat. (Saya merasa **santai/tenang** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

Please give the **reason** why you answer that, based on the question 4 "I feel **relaxed** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasan**nya mengapa Anda menjawab itu, berdasarkan pertanyaan 4 "Saya merasa **santai/tenang** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

Because when I speak English via WhatsApp chat, I can know where the layout of English is good and correct

5. I feel **motivated** to speak English with my friends via WhatsApp chat. (Saya merasa **termotivasi** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.) *

- SA (Strongly Agree)
- A (Agree)
- D (Disagree)
- SD (Strongly Disagree)

3/10/24, 10:05 PM Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UM...

Please give the **reason** why you answer that, based on the question 5 "I feel **motivated** to speak English with my friends via WhatsApp chat." (Tolong berikan **alasan**nya mengapa Anda menjawab itu, berdasarkan pertanyaan 5 "Saya merasa **termotivasi** untuk berbicara bahasa Inggris dengan teman-teman saya melalui chat WhatsApp.") *

I just want to be able to speak English fluently

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https://docs.google.com/forms/d/1PkiGxy0GBj-8CCP6AwpFykXy0kVg9TGS_Nk0BxxTv0/edit#response=ACYDBNiM47BLq3au6iquWQL9B_eHe... 5/5



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MAJELIS PENDIDIKAN TINGGI
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FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :<http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

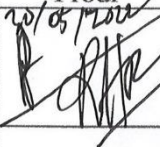

Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Nanda Putri Utami
NPM : 1802050033
Program Studi : Pendidikan Bahasa Inggris
IPK Kumulatif : 3,63

IPK = 3,63

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU.	
	An Analysis of Students' Reading Anxiety Among EFL Learners at Universitas Muhammadiyah Sumatera Utara.	
	An Analysis of Affixes Found in The Silmarillion Novel by J.R.R. Tolkien.	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 30 Mei 2022

Hormat Pemohon,



Nanda Putri Utami

Dibuat Rangkap 3 :

- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



[]

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

Kepada Yth : Bapak/Ibu Ketua & Sekretaris
Program Studi Pendidikan Bahasa Inggris
FKIP UMSU

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Nanda Putri Utami
NPM : 1802050033
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut : Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU.

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Dra. Diani Syahputri, M.Hum.

Sebagai Dosen Pembimbing proposal/risalah/makalah/skripsi saya

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/Ibu saya ucapkan terima kasih.

Medan, 30 Mei 2022
Hormat Pemohon,

Nanda Putri Utami

Dibuat Rangkap 3 :


- Untuk Dekan/Fakultas
- Untuk Ketua/Sekretaris Prodi
- Untuk Mahasiswa yang bersangkutan



MAJELIS PENDIDIKAN TINGGI
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Website : <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

PERMOHONAN PERSETUJUAN JUDUL SKRIPSI

Nama : Nanda Putri Utami
NPM : 1802050033
ProgramStudi : Pendidikan Bahasa Inggris

JUDUL	DITERIMA
Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU.	 30/5/2022

Bermohon kepada Dosen Pembimbing untuk mengesahkan Judul yang diajukan kepada Program Studi Pendidikan Bahasa Inggris

Medan, 30 Mei 2022

Disetujui oleh
Dosen Pembimbing

(Dra. Diani Syahputri, M.Hum.)

Hormat Pemohon

(Nanda Putri Utami)



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**
Jl. Mukthar Basri BA No. 3 Telp 6622400 Medan 20217 Form K3

Nomor : 1103 /II.3.AU/UMSU-02/F/2022
Lamp : ---
Hal : Pengesahan Proyek Proposal
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatuullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama Mahasiswa : Nanda Putri Utami
NPM : 1802050033
Program Studi : Pendidikan Bahasa Inggris
Judul Penelitian : Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

Dosen Pembimbing : Dra. Diani Syahputri, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa Perpanjangan tanggal : 3 Juni 2023

Wa'alaikumsalam Warahmatullahi Wabarakatuh.

*Acc diperpanjang hingga
tgl 15 September 2023*

Medan, 03 Dzulqaidah 1443 H
03 Juni 2022 M



Dekan
[Signature]
Dra. Hj. Syamsuyurnita, M.Pd
NIDN: 0004066701

Dibuat rangkap 4 (empat)

1. Fakultas (Dekan)
 2. Ketua Program Studi
 3. Pembimbing
 4. Mahasiswa yang bersangkutan
- WAJIB MENGKUTI SEMINAR





UMSU

Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN PIMPINAN PUSAT MUHAMMADIYAH

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

<https://fkip.umsu.ac.id> fkip@umsu.ac.id [umsumedan](https://www.facebook.com/umsumedan) [umsumedan](https://www.instagram.com/umsumedan) [umsumedan](https://www.tiktok.com/umsumedan) [umsumedan](https://www.youtube.com/umsumedan)

SURAT KETERANGAN

Nomor : 0561/SI/II.3-AU/UMSU-02/D/2024

*Bismillahirrahmanirrahim
Assalamu'alaikum Wr. Wb*

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, dengan ini memberikan Izin pelaksanaan Riset Penelitian di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, tertanggal 29 Februari s.d. 29 Maret 2024 kepada :

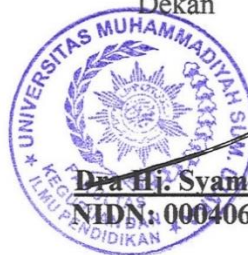
Nama Mahasiswa : Nanda Putri Utami
N P M : 1802050033
Program Studi : Pendidikan Bahasa Inggris
Semester : X (Sepuluh)
Tahun Akademik : 2022/2023

Adalah benar mahasiswa Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara, mahasiswa tersebut di atas aktif mengikuti perkuliahan,

Demikian surat keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya. Selamat sejahteralah kita semuanya, Amin.

Medan, 19 Syaban 1445 H
29 Mei 2024 M

Wassalam
Dekan



Putri
Dra Hj. Syamsuurnita, M.Pd.
NIDN: 0004066701



**** Penting! ****





**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Nanda Putri Utami
N.P.M : 1802050033
Program Studi : Pendidikan Bahasa Inggris
Judul Proposal : Students' Perceptions on English Speaking Habit Among Friends
Through WhatsApp: A Case Study on EFL Learners at UMSU

Pada hari Jum'at, tanggal 01, bulan Maret, tahun 2024 sudah layak menjadi proposal skripsi.

Medan, Maret 2024

Disetujui oleh:

Dosen Pembahas

(Dr. Hj. Dewi Kesuma Nst, S.Pd., M.Hum.)

Dosen Pembimbing

(Dra. Diani Syahputri, M.Hum.)

Diketahui oleh
Ketua Program Studi,

(Pirman Ginting, S.Pd., M.Hum)



**MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp. 061-6622400 Ext. 22, 23, 30
Website: <http://www.fkip.umsu.ac.id> E-mail: fkip@umsu.ac.id

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Jum'at Tanggal 01 Bulan September Tahun 2023 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Nanda Putri Utami
NPM : 1802050033
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Perceptions on English Speaking Habit Among Friends
Through WhatsApp: A Case Study on EFL Learners at UMSU

No	Masukan dan Saran
Judul	-
Bab I	State clearly the exact problem and elaborate how did you define the problem
Bab II	Elaborate the theory of research variables - Revise the conceptual framework.
Bab III	State the source of the questionnaire in chapter II
Lainnya	Enclose the UTA of chat via WhatsApp that will use on the research
Kesimpulan	[] Disetujui [] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Dr. Hj. Dewi Kesuma Nst, S.Pd., M.Hum.)

Dosen Pembimbing

(Dra. Diani Syahputri, M.Hum.)

Panitia Pelaksana

Ketua

(Pirman Ginting, S.Pd., M.Hum.)

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)



BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama Lengkap : Nanda Putri Utami
NPM : 1802050033
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Perceptions on English Speaking Habit Among Friends Through WhatsApp: A Case Study on EFL Learners at UMSU

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan	Keterangan
26-7-2023	Table of contents, Introduction, scope and limitation, Review of literature		
	Previous study Research Design, paper		
	Tenses should be revise -		
22-8-2023	Table of contents, scope and limitation, References		
25-8-2023	Acc untuk disemua		

Diketahui oleh:
Ketua Program Studi
Pendidikan Bahasa Inggris

(Pirman Ginting, S.Pd., M.Hum.)

Medan, 25 Juli 2023

Dosen Pembimbing

(Dra. Diani Syahputri, M.Hum.)



LEMBAR PENGESAHAN PROPOSAL

Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama : Nanda Putri Utami
NPM : 1802050033
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : Students' Perceptions on English Speaking Habit Among Friends
Through WhatsApp: A Case Study on EFL Learners at UMSU

Sudah layak diseminarkan.

Medan, Agustus 2023

Disetujui oleh
Pembimbing

(Dra. Diani Syahputri, M.Hum)

STUDENTS' PERCEPTIONS ON ENGLISH SPEAKING HABIT AMONG FRIENDS THROUGH WHATSAPP: A CASE STUDY ON EFL LEARNERS AT UMSU

ORIGINALITY REPORT



PRIMARY SOURCES

1	Submitted to St. Ursula Academy High School Student Paper	2%
2	Submitted to Swinburne University of Technology Student Paper	1%
3	Submitted to Universitas Islam Negeri Raden Fatah Student Paper	1%
4	Submitted to Tashkent state university of law Student Paper	1%
5	Submitted to Technological Institute of the Philippines Student Paper	1%
6	Submitted to UIN Sultan Maulana Hasanudin Student Paper	1%
7	Submitted to Texas A & M University, Kingville Student Paper	<1%

Submitted to KDU College Sdn Bhd