

**STUDENTS' PERCEPTION OF USING SHORT VOICE MESSAGE IN  
WHATSAPP GROUP APPLICATION AS A MEDIUM IN LEARNING  
NARRATIVE TEXT FOR VOCATIONAL STUDENTS**  
(A Descriptive Case Study of the Eleventh Graders at SMK Nasional Pati in  
Academic Year 2021/2022)

**FINAL PROJECT**

Submitted as a partial fulfillment of the requirement for the Bachelor  
Degree (*Sarjana Pendidikan*) in English Education



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FACULTY OF LANGUAGES AND COMMUNICATION SCIENCE  
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SEMARANG  
2022**

## APPROVAL

A Final Project Entitled:

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*(A Descriptive Case Study of the Eleventh Graders at SMK Nasional Pati in  
Academic Year 2021/2022)*

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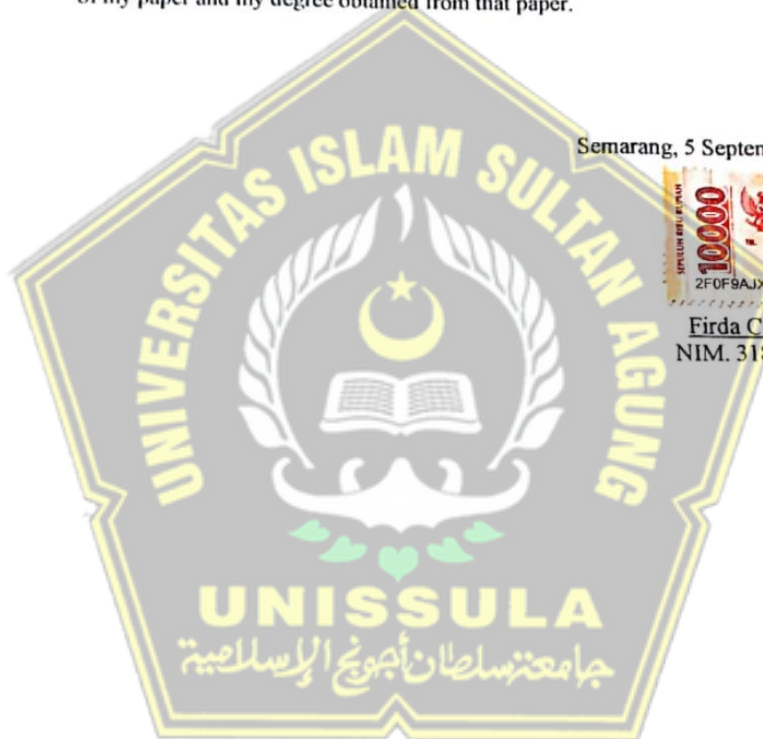
#### STATEMENT OF ORIGINALITY

Hereby I declare that undergraduate final project I wrote does not contain the works or part of the works of other people except those were cited in the quotation and the references as a scientific paper should. If my statement is not valid in the future, I absolutely agree to accept an academic sanction in the form of revocation of my paper and my degree obtained from that paper.

Semarang, 5 September 2022



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## MOTTO

*“Believe in yourself and all that you are. Know that there is something inside you that is greater than any obstacle”*

(Christian D.Larson)

*“The best way to get started is to quit talking and begin doing.”*

(Walt Disney)

## DEDICATION

I dedicated this final project to Allah SWT, the Almighty, my source of inspiration, my source of strength, wisdom, knowledge, and understanding. I also dedicated this final project to my beloved mother and father who always give endless love, prayer, big support, motivation and everything for me. Thank you for always being by my side. To my lovely big family, and my best friends who always give me big support and motivation to finish my study. Last but not least, I want to thank me, for believing in me, doing all this hard work, having no days off, never quitting, just being me at all times.

## ABSTRACT

**Bella, Firda Cintya** (2022). *Students' Perception of Using Short Voice Message in Whatsapp Group Application as a Medium in Learning Narrative Text for Vocational School*. A Final Project, English Department, Faculty of Language and Communication, Sultan Agung Islamic University. Advisor: Mega Mulianing Maharani, S.Pd., M.Pd.

Corona virus has hit almost all countries in the world. This hampers all sectors around the world, one of which is in the field of Education. Education which was initially carried out in the classroom or offline has now shifted to remote or online classes. In this perspective, online learning media is one of the important aspects to be evaluated. The media used as a reference for online learning is short voice messages. This study aims to find out how students perceive the use of short voice messages in WhatsApp groups as a medium in learning narrative text for vocational students. The population of this study were 11th grade students of SMK Nasional Pati. The sample used was 50 students who were determined by random sampling technique. This study uses a qualitative method. This study used two instruments to collect data. The instruments were questionnaires and interviews. This study used a close-ended questionnaire with 12 statements and a semi-structured interview with 6 questions. The results of the data analysis can be concluded that almost all students at SMK Nasional Pati, especially grade 11 give a positive response that Short Voice Message is one of the online learning media that can help and support students in the teaching and learning process in the classroom.

**Keywords:** *Short Voice Message, Whatsapp Group, Narrative Text*

## INTISARI

**Bella, Firda Cintya** (2022). *Students' Perception of Using Short Voice Message in Whatsapp Group Application as a Medium in Learning Narrative Text for Vocational School*. Skripsi, Pendidikan Bahasa Inggris, Fakultas Bahasa dan Ilmu Komunikasi, Universitas Islam Sultan Agung Semarang. Pembimbing: Mega Mulianing Maharani, S.Pd., M.Pd.

Virus Corona hampir melanda semua negara di dunia. Hal ini menghambat semua sektor di seluruh dunia, salah satunya dalam bidang pendidikan. Pendidikan yang awal mulanya dilakukan di dalam kelas atau secara *offline* kini beralih ke kelas jarak jauh atau *online*. Dalam perspektif ini, media pembelajaran *online* menjadi salah satu aspek penting untuk dievaluasi. Adapun media yang digunakan sebagai sumber pembelajaran *online* adalah pesan suara singkat. Penelitian ini bertujuan untuk mengetahui bagaimana persepsi siswa terhadap penggunaan pesan suara singkat di group whatsapp sebagai media pembelajaran teks naratif di Sekolah Menengah Kejuruan. Populasi dari penelitian ini adalah siswa kelas 11 SMK Nasional Pati. Sampel yang digunakan sebanyak 50 siswa yang ditentukan dengan teknik random sampling. Penelitian ini menggunakan metode kualitatif. Penelitian ini menggunakan 2 instrumen untuk mengumpulkan data. Instrumen tersebut adalah kuesioner dan interview. Penelitian ini menggunakan kuesioner tertutup dengan 12 pernyataan dan wawancara semi struktural dengan 6 pertanyaan. Hasil dari analisis data dapat disimpulkan bahwa hampir seluruh siswa di SMK Nasional Pati khususnya kelas 11 memberikan respon positif bahwa Pesan Suara Singkat menjadi salah satu media pembelajaran *online* yang dapat membantu serta mendukung siswa dalam proses belajar mengajar di kelas.

Kata Kunci: Pesan Suara Singkat, Group Whatsapp, Teks Naratif



## ACKNOWLEDGEMENT

In the name of Allah SWT, the researcher would like to reveal the researcher's sincere and deepest gratitude to Allah for the researcher's existence in this world, the blessing, health, and inspiration leading to completion of the final project. Peace and blessing be upon the prophet Muhammad SAW who guides the people to God's path. In this opportunity, the researcher would like to express his greatest appreciation to the following people:

1. Prof. Dr.H. Gunarto, SH., M.Hum as the rector of Sultan Agung Islamic University.
2. Dr. Kurniawan Yudhi Nugroho, S.Pd., M.Pd as the Dean of the Faculty of Language and Communication Sciences UNISSULA who has assisted in the academic and research processes
3. Elok widiyati S.Pd., M.Pd as the Head of English Education Department of College of Language and Communication Science, Sultan Agung Islamic University.
4. Mega Mulianing Maharani S.Pd., M.Pd as the researcher's advisor who has been willing to take the time, and guide researcher with great patience during the completion of this final project.
5. All lecturers and staffs of the college of Language and Communication Science, Sultan Agung Islamic University who had been giving motivation, support, and precious knowledge to the researcher during her study.
6. Mohammad Zaenal Muttaqin S.Pd.I as the Headmaster of SMK Nasional Pati for his permission to conduct the research at SMK Nasional Pati
7. Eni Kurniasih S.Pd as the English teacher of SMK Nasional Pati for her help and cooperation during the researcher's study.
8. Researcher's best friend, Yusma Dewi S.Pd , Maulin Nafi'ah, Sri Hernanda Hapsari, Dewi Mustafidah, who have become part of life and a support system for researcher.



9. All researcher's friends of English education Program of College of Language and Communication Science UNISSULA.

To all people who cannot be mentioned one by one who helped the writer in writing the study, thank you very much and may Allah SWT bless them all. The researcher hopes this study will be useful and beneficial to the improvement of knowledge

Semarang, Agustus 2022



Bella

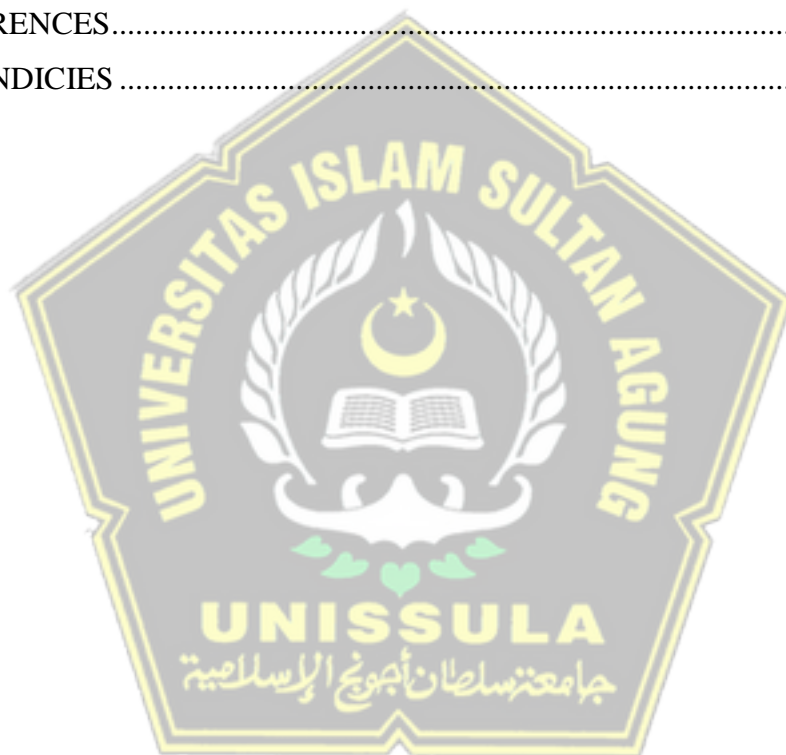
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## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the writer presents the background of study, reasons for selecting the topic, statement of the problem, the objectives of the study, hypothesis, limitation of the study, significance of the study, definition of key terms, and outline of the study.

#### **1.1. Background of Study**

Communication is achieved by the use of language (Brown, 2000). The most critical aspect of communication is language. Based on the statement, language is most important things in communication it is used as a means of contact between people all over the world. For those who want to build a healthy relationship, language serves as a bridge. Problems will occur if people are unable communicate their wishes or provide knowledge without the use of words. To each other, each nation has its own language. English is a foreign language in Indonesia.

Students should learn the language skill (listening, speaking, reading, and writing) while studying English foreign languages, particular in order to direct them to be able to use English communicatively. According to Mohammad (2010), the intentional use of network information and communication technologies in teaching and learning is known as online learning. This can also be described as online learning: electronic system such as the internet, computers, and multimedia CDs are used. Their goal is to reduce the number of expenses and going and comings.

Since the spread of corona virus outbreak hit most of the countries in this world include Indonesia, there are many challenges that should be faced by all



people. One of the challenges which are presented by corona virus is educational institutions especially the learning process. As we all know that the government banned all schools from elementary to university level to carry out face-to-face (conventional) learning so the teachers try to find a good media for the learning process virtually by using mobile phone.

Because of the increasing of technology, it can help and facilitates the human life. According to Awada (2016), today's technology has become a part of human life. By using mobile phone, the teachers and the students can communicate with each other without direct meeting. According to Sharples et al.,(2007), mobile phones have been widely used as a tool for learning because they provide educators and students the opportunity for inventive instruction. Apart from being able to access the internet, a mobile phone allows users to access any information they require. Students suffer from the same problems as the rest of the population.

Bouhnik and Deshen (2014) define that WhatsApp as smartphone application used for instant messaging. Recently, the application has become extremely popular that it attracts attention, responsiveness, and students-based learning. This allows students to express their thoughts and ideas through various WhatsApp application platform features such as attaching images, sharing videos, sharing web links, recording videos, and much more. Students can express their responses freely and the teacher responds to students' questions and comments, starts new problems, or sends questions (Dunlap, 2006).

WhatsApp is a useful teaching tool that captivates students' attention, encourages responsiveness, and promotes fun learning. It allows students to express

their thoughts and ideas through the WhatsApp application platform's numerous functions, such as attaching photos, sharing videos, sharing web links, recording videos, and so on. Students could deliver their responses freely and the teacher responds to students' inquiries and comments, starts new issues, or posts queries (Dunlap, 2006). WhatsApp's numerous characteristics assist pupils in becoming more enthusiastically involved in learning activities.

Through chatting, language learners can converse effectively with other language learners or speakers all over the world. This communication can happen either synchronous by communicating in the real time or asynchronous with a delayed message system such as in email. Additionally, students can communicate orally with their friends or speaking partners efficiently in the sense that they can do the activities even though both of them are in different part of the world anytime without having to spend much expense on the internet load. Voice chatting can be accessed through mobile or computer-based applications which facilitates instant messaging for the users. One of the most popular mobile applications in the 21st century is WhatsApp (Mistar & Embi, 2016).

English is one of the subjects that should be taught in senior high students' level so that the teachers have to be creative in choosing an appropriate media to make the active learning process. One of the media that can be implemented by the teacher in teaching English is WhatsApp. WhatsApp is a messaging app that allows you to communicate with other people instantly. In WhatsApp, there are several features that can help to the teacher and student in the process of teaching and learning. They are voice note, video, and voice call.

Based on the explanation above, SMK Nasional Pati, Central Java used voice note WhatsApp in helping the learning process like giving the material explanation, having a discussion and so on. The researcher was interested in to know the students' perception of using short voice message in whatsapp group application as medium in learning narrative text for vocational students. The researcher interested to conducted research entitled "students' perception of using short voice message in whatsapp group application as a medium in learning narrative text for vocational students."

### **1.2. Reasons for Choosing the Topic**

The researcher chose the topic for several reasons.

1. Due to the Corona virus which requires running the learning prosses in online, so the teachers have to creative in choosing an appropriate media to make an active learning process.
2. WhatsApp is an online application which enables users to communicate and exchange instant messages through written chat, voice chat, voice call, or video call.
3. This research topic that focus on the use of WhatsApp voice note is still rarely done, especially in investigating students' perceptions.

### **1.3. Statement of Problem**

Regarding the background and research focus, the statement of the problem was formed into:

What is the students' perception of using short voice message in WhatsApp application as a medium in learning narrative text at the Eleventh Grade Students' of Vocational School of Nasional Pati, Central Java?

#### **1.4. Objective of Study**

To know the students' perception of using short voice message in WhatsApp application as a medium in learning at the Eleventh Grade Students' of Vocational School of Nasional Pati, Central Java.

#### **1.5. Limitation of Study**

This research focused on students' perception of using short voice message in WhatsApp application as a medium in learning narrative text at Eleven Grade Students' of Vocational School of Nasional Pati, Central Java.

#### **1.6. Significances of Study**

The finding of this research is expected to give contribution pedagogically and practically.

##### **1. Pedagogical Significances**

The results of this study are the expected contributions of teachers regarding the use of WhatsApp Group as a learning media during the Covid-19 pandemic and the problems faced by the students and the teachers in implementing WhatsApp Group as a teaching-learning media during the Covid-19 pandemic. Besides, the right learning media will have a good effect on student learning outcomes.

##### **2. Practical Significance**

###### **a. For the English Teachers**

Teachers will know how to properly implement the use of WhatsApp Group as a learning media during the Covid-19 pandemic to get better results because the learning media used will affect student learning outcomes. Then understand what are the problems faced by the teachers and the students in implementing WhatsApp Group as a media for learning English during the Covid-19 pandemic. Through that, the application of WhatsApp Group as a learning media will have a positive impact on both teachers and students. In addition, the teacher can find out several other learning media that must be applied to the teaching and learning process.

b. For the Students

Students will know and better understand how to get better results in English using WhatsApp Group as a learning media. Using the right learning media during the Covid-19 pandemic like this will have a positive impact on student learning outcomes.

c. For the Readers

Researcher hope to make recommended contributions to readers, especially the students and teachers of Vocational School of Nasional Pati, Central Java to determine the right learning media to be used in the teaching and learning process during the Covid-19 pandemic. Through appropriate and effective learning media students can continue to learn even though they are online.

d. For the Future Researcher

The hope is that understanding the implementation and the problems faced by the teachers and the students in implementing WhatsApp Group as a learning

media. Knowing how important it is to choose the right and effective learning media to use in learning during the Covid-19 pandemic.

### **1.7. Definition of Key Terms**

To avoid misinterpretation of this study, the research would like to clarify and explain the terms used in this study as follows:

#### **1. Short Voice Message**

Short Voice Message is part of WhatsApp menu. Belinda (2018) states that chat is an activity of communicating at the same time through mobile devices. Through chat, students can practice the language they are learning with others as they usually do with their friends on a daily basis. This can trigger them to take their time to meet, exchange information, or share thoughts with their group in online, semi-formal settings.

#### **2. WhatsApp Group**

Bouhnik and Deshen (2014) define WhatsApp as smartphone application used for instant messaging. Recently, the application has become extremely popular that it attracts attention, responsiveness, and students-based learning. This allows students to express their thoughts and ideas through various WhatsApp application platform features such as attaching images, sharing videos, sharing web links, recording videos, and much more. WhatsApp is a useful teaching tool that captivates students' attention, encourages responsiveness, and promotes fun learning. It allows students to express their thoughts and ideas through the WhatsApp application platform's.

#### **3. Narrative Text**



Narrative text is a text that talks about sequence of events in the past. According to Barbara (2017), the purpose of narrative text are to entertain, to express the feelings, to inform and to persuade the reader. It also has another function that is about to deal with actual or various experience in different ways.

### **1.8. Outline the Study**

The outline of the study is to make the readers know and understand the content of the research easily. This study consists of five chapters:

Chapter I is Introduction. It presents the Background of the Study, Reason for Choosing the Topic, Statement of the Problem, the Objective of the Study, Limitation of the Study, Significance of the Study, Definition of Key Term, and Outline of the Study.

Chapter II covers a Review of Related Literature. It describes General Concept of Learning Media in Teaching English, General Concept of Students' Perception, General Concept of Short Voice Message, General Concept of English for Vocational School, General Concept of Narrative Text and Review of Previous Study.

Chapter III entails Research Method. It consists of Research Design, Subject of the Study, Instrument of the Study, Data Collection, Technique of Analyzing Data.

Chapter IV consists of Finding and Discussion.

Chapter V covers Conclusion and Suggestion.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter entails review of related literature. It conclude definition of short voice message, short voice message in reading ability, definition of narrative text, generic structure of narrative text, language features of narrative text, short voice message in narrative text, and review of previous study

#### **2.1. General Concept of Learning Media in Teaching English**

In this part, the researcher delivers some details information about General Concept of Learning Media which consists of definition of learning media, Classification of learning media, and function of learning media

##### **2.1.1 Definition of Learning Media**

According to Musfiquon (2012), learning media is a tool that can be in physical or non-physical form which is used to transfer materials to students that can support learning process in order to achieve the learning goals in an effective and efficient way. In this situation, students accept the learning material more quickly.

According to Adam et al. (2015), learning media is everything in the form of physical and technical learning processes that can help teachers to make it easier to convey subject matter to students so as to facilitate the achievement of learning objectives that have been formulated. According to Sutrisno et al. (2016), learning media is a tool with certain characteristics that can be adjusted depending on the context of the lesson desired to convey the message in order to achieve the learning objectives effectively and efficiently.

In short, learning media is a tool or tool used by educators in delivering learning material that can be accepted easily by students and helps the process to achieve learning objectives effectively and efficiently.

### **2.1.1. Classification of Learning Media**

Classification of learning media according to Leshin et al. (2011), there are five Classification of Learning Media. They are human-based media, print-based media, visual based-media, audio visual based media, and computer based-media.

#### **1. Human-based Media**

Human-based media is the media used to transmit and communicate a message or information through style tutorial. This media is helpful especially when the goal is to change the attitude to directly involve in monitoring students' learning.

#### **2. Print-based Media**

The print-based media is the media used to transmit and communicate a message or information through text book, guidebook, journals, magazines, and the sheets off.

#### **3. Visual-based Media**

Visual-based media is the media used to transmit and communicate a message or information through the image representations paintings or photographs, diagrams, maps, and graphs.

#### **4. Audio Visual Media**

Audio visual media is the media used to transmit and communicate a message or information that combines the use of sound and picture make.

## 5. Computer-based Media

Computer-based media is the media used to transmit and communicate a message or information using the computer as a manager in the learning process Computer Managed Instruction CMI.

On the other hand, Ritakumari (2019) states that there are different ways to classify media. They are print media, non-print media, and electronic media.

### 1. Print media

Print Media is an easy, portable and inexpensive media. The examples are books, journals, magazines, newspapers, workbooks, and textbooks.

### 2. Non-print media

Non-print media is the media which is not related with press is called non print media, which is not printed or produced.

The examples are projected and non-projected media.

### 3. Electronic media

Electronic media is the that one can share on any electronic devices for the audiences viewing. These include audio media, visual media and audio-visual media, projected media and non-projected media.

- a. Audio media: is the auditory sense. In other way these media can be heard alone, it carries sounds, for example audio tapes, record player, radio.
- b. Visual media: is media which can be seen, example: television, computer, white board.

- c. Audio-Visual: is an audio and visual experiences by appealing to the hearing and seeing senses at the same time, for example television, video tapes, and closed-circuit television (CCTV).
  - d. Projected media: is a media that can only be accessed by means of projecting their content on the screen or wall using a projector machine specially designed for the purpose (Gwarinda, 2019). Projected media are usually a combination of software and hardware. These require light source for projection, for example, film projector slides, and so on.
  - e. Non-projected media: is a media that do not require light source. They include 3 dimensional objects, 2 dimensional objects, prints, charts, models and so on.
- From the five types learning media clasification , the writer decides to use a visual-based media because it is used to transmit and communicate a message or information through pictures.

### 2.1.2. Function of Learning Media

According to Azhar (2015), the function of learning media consists of  
Attention

function, Affective function, Cognitive function and Compensatory function.

#### 1. Attention function.

Attention function is a core function that directs students to focus attention to the contents of subjects relating to the meaning of the visual display of text.

#### 2. Affective function.

Affective function can be seen from the comfort level when students learn (or read) the text image.

### 3. Cognitive function

Cognitive function can be seen from visual symbols or images that accelerate to understand the information contained in an image.

### 4. Compensatory Function

The function of the compensator can be seen from the visual context to help students who are weak in reading to organize the information in the text and remember it again.

In line with it, Sudjana et.al. (2015), mention some function of learning media in the process of student learning.

1. Teaching will be more to attract students so that they can learn the motivation.
2. Materials will be clearer so that its meaning will be better understood by the students, and allows students the purpose of teaching is better.
3. Teaching methods will be more varied, not merely verbal communication through the expression of words by the teacher, so that students and teachers to not be bored does not run out of steam, especially when teachers teach subjects for each day.
4. Students do more learning activities, for not only listening to the description of teachers, but also other activities such as observe, perform, demonstrate, and others.

While Azhar (2012) revealed some practical functions from the use of teaching media in the teaching-learning process as follows:



1. Media can clarify the message and presentation of information so that it can accelerate and enhance the learning process and results.
2. Media can enhance learning and directing children's attention so that it can cause learning motivation, a more direct interaction between students and the environment, and students to learn independently in accordance with ability and interest.
3. Media teaching can overcome the limitations senses, space and time;
  - a. Objects or objects that are too large to be displayed directly in the classroom can be replaced with images, photographs, slides, reality, film, radio, or a model.
  - b. Objects or objects that are too small by the senses does not appear to be presented with the help of microscope, a movie, or image.
  - c. rare events that occurred in the past or happening once in tens of years can be displayed through the video recording, film, photographs, slides.
  - d. Object or a very complex process such as circulation of blood can be displayed through movies, pictures, slides, or computer simulation.
  - e. Genesis or experiment that can be dangerous with media such as computers, film, and video.
  - f. Current natural occurrence such as volcanic eruptions or the process in fact takes a long time as the process to be cocoon butterfly can be served with techniques such as time-lapse to film, video, slides, or computer simulation.

Media can provide the teaching of the same experience to the students about the events in their environment, and allows the occurrence of direct interaction with teachers, community and environment.

From the explanation above, it can be concluded that there are many functions of learning media, including making learning more interesting, can provide motivation for students, student learning methods will have many variations so that they do not make students feel bored and bored, can save time in the learning process.

## **2.2. General Concept of Students' Perception**

In this section, the general concept of students' perception is explained into the definition of perception and the type of perception

### **2.2.1. Definition of Perception**

According to Nasution (2004), perception is the stimulation received someone, and the observations of the person. It is the time when individuals get stimulation and the results of observations in understanding the surrounding environment and the side related to it.

According to Walgito (2004), perception is organization, stimuli received by the organism or individual that is something that is meaningful and is an activity that is integrated inside of the individual. According to Slameto (2010), perception means a process which correlates with the delivery of message of information to human's brain. Perception is the set of processes by which an individual becomes aware of and interpreted information about the environment, perception point out

to the way us try to understand to world around us we gather information through our five sense organ.

From the previous definition and explanation above, it can be inferred that perception is a process by which people interpret information based on experience as the result of physical stimulation of human sense. It can include ideas, concept, and impression of something.

### **2.2.2. Type of Perception**

According to Irwanto (2012), there are two types of perception which the result of interaction between person and object. They are negative and positive perception.

#### **1. Positive Perception**

Positive perception is perception that describes all information (known or unknown) positively. In other word, positive perception is evaluating on object that involve their self which has positive interpretation. Besides, someone who has positive perception will accept and support the object that is perceived.

#### **2. Negative Perception**

Negative perception is perception that describes information (known/unknown) negatively or not suitable with the object perceived. In other words, negative perception is evaluating on object that involve their self which has negative interpretation. Besides, someone who has negative perception will reject the object that perceived. Thus, positive or negative perception will

always affect person to do an action. Moreover, positive or negative perception depends on how person describe any knowledge of an object that perceived.

According to Mulyana (2018), human perception is actually divided into two, namely the perception of the object physical environmental and human perception, perception of human is often called social perception.

1. The perception of the physical environment is the process of capturing the sense of social project that is influenced by some factors, background experience, cultural background, background psychological, background values, beliefs, and expectation, condition the tools factual senses in which the information is up to the person it is through that door.

2. The perception of the human

Perception of the human or social perception is the process of capturing the sense of social object and event that is experience in environments. Everyone has a different view of the reality around them, in other word, every person has a different perception of their environment. Perception of the human or social perception is the process of capturing the sense of social object and event that is experienced in environments. Everyone has a different view of the reality around them, in other word, every person has an different perception of their environment. In this research the researcher defines perception is the stimulus that a person receives in interpreting information about the environment through their for senses, namely: the senses of sight, hearing, touch, and smell so that them can draw the surrounding environment.

To conclude, type of perception there are two types of perception, namely positive and negative perception. Positive Perception is perception that describes all information, negative perception is perception that describes information negatively or not suitable with the object.

### **2.3. General concept of Short Voice Message**

In this part, the researcher writes the details of short voice message, into definition of short voice message, advantages using short voice message and disadvantages of using short voice message.

#### **2.3.1. Definition of Short Voice Message**

Short Voice Message is part of WhatsApp menu. Belinda (2018) states that chat is an activity of communicating at the same time through mobile devices. Through chat, students can practice the language they are learning with others as they usually do with their friends on a daily basis. This can trigger them to take their time to meet, exchange information, or share thoughts with their group in online, semi-formal settings. Even though the students are in different places. They still can do this activity. Recently WhatsApp is updating voice messages into short audio recordings. The voice message feature one of the choices to send a recording through WhatsApp.

From previous definition and explanation above, it can be inferred that short voice message is one of the menus on WhatsApp that can be used for the learning media.

### 2.3.2. Steps to Use Short Voice Message

Johnsons (2014) mentions that since WhatsApp is apparently a new phenomenon, only a few researches could be found about the WhatsApp usage as a communication platform between students and the teachers. Therefore, as for the steps in using the WhatsApp application can be explained into four steps

1. Download and then open the WhatsApp messenger application on the Google Play Store or Apple Store.
2. Create a study group.
3. Invite students to join online classes that have been created, or enter one by one or invite students through a link.
4. Send a short voice message to the group and ask the students to respond it by sending their short voice message.

From the discussion above, it can be concluded how to use a very easy short voice message. Open an individual or group chat, tap and hold the microphone and start speaking. Once finished, remove your finger from the microphone. The voice message will automatically send.

### 2.3.3. Advantages using Short Voice Message

According to Hendro et.al. (2016), there are four advantages of using short voice message.

1. The exchange of information is faster and easier between teachers and students.
2. Interaction on social media encourages the emergence of new public spaces and new communication patterns between teachers and students as producers of information itself.



3. The practice of communication can be handled well
4. Learning can be done wherever and whenever.

From the explanation above, it can be concluded that the advantages that can be obtained using short voice messages are easy, fast, can be used anywhere and anytime

#### **2.3.4. Disadvantages of Using Short Voice Message**

According to Pangestika (2018), there are five disadvantages of using the short voice message.:

1. Short Voice Message among high school level students is more dominantly used for non-formal communication or outside of learning
2. Not all students become active users of Short Voice Message.
3. Miss communication are often occurs in receiving information.
4. Not all students are active in discussion activities in Short Voice Message.
5. Network disruptions often occur in the use of Short Voice Media.

According to Gurusinga (2018), Short Voice Message has disadvantages.

1. Only smartphones are supported, many people still do not have them.
2. There is a risk, when people easily read messages.
3. It can be annoying sometimes due to constant messages.
4. Internet access to send and receive messages for free.
5. In a group, only the Group-Admin can add the persons / give admin title to other persons in the group.
6. The profile picture is visible to everyone.
7. WhatsApp is addictive.

#### 8. Sharing number is needed.

As for the explanation above, there are drawbacks to use short voice messages are miss communication, network, not all students become active users of Short Voice Message, annoying sometimes due to constant messages, and the profile picture is visible to everyone.

### **2.4. General concept of English for Vocational School**

In this part, the researcher writes detail about definition of vocational school, characteristic of vocational school, and curriculum of vocational school curriculum of vocational school.

#### **2.4.1. Definition of Vocational School**

According to Marsigit (2018), Vocational education, sometimes called Career and Technical Education (CTE)) has its aim to prepare learners for careers that are based in manual or practical activities, occupation or vocation. It is sometimes referred to as technical education, as the learners directly develop expertise in a particular group of techniques or technology. Vocational education can be at the secondary or postsecondary level and can interact with the apprenticeship system. In Indonesia, vocational education is recognized in secondary program of education that is *SMK (Sekolah Menengah kejuruan)*. In order to meet the labor market that is to becomes more specialized and economies demand higher levels of skill, government of Indonesia (GOI) increasingly encouraging and investing in the future of vocational education through publicly funded training organizations and subsidized apprenticeship or traineeship initiatives for businesses.

### 2.4.2. Characteristic of Vocational School

According to Irwanto (2019), the characteristic of vocational school is described into six.

1. Provide a stimulus to learning

Provide a stimulus to learning means Vocational School has different orientation for students which do not only focus on subjects like non-Vocational School.

2. Help to organize teaching and learning process

Vocational School helps students to think broadly based on their program.

3. Embody a view of nature of language learning

Brainstorming based on students' background, teaching materials should consider students' skill in understanding material which is given.

4. Provide nature of learning task

Teaching material should be backed up by real life example, teaching material applies repetition in practicing or task.

5. Broadening the teachers' knowledge

Vocational school accommodates teachers to enrich their knowledge. In other word, teaching material should enrich the teachers' knowledge. To reach it, there were several points that should be completed in teaching material likely, teaching material must be attracted teacher to be more creative in teaching. It should synchronize the teaching strategy in reaching the objectives of teaching and learning language. In addition, teaching material should enrich teachers' insight toward ESP. Then, teaching

material expected teacher to use new technique in teaching learning process.

In fact, each of the points which relate to enrich the teachers' knowledge was not found in the teaching material because the result showed the limitation of the teaching material in broadening teachers' knowledge itself.

#### 1. Provide correct and appropriate language use

The practice of language use as part of communication is developed in Vocational School.

From the explanation above, the researcher can conclude that the characteristics of vocational high schools are (1) Vocational High Schools are directed to prepare students to enter the world of work. (2) SMK is based on the needs of the world of work. (3) Vocational High Schools emphasize mastery of knowledge, skills, attitudes and values needed by the world of work. (4) The real assessment of the success of students must be on "hands on" or performance in the world of work. (5) A close relationship with the world of work is the key to the success of SMK. (6) A good SMK must be responsive and anticipatory towards technological advances. (7) Vocational High Schools should put more emphasis on "learning by doing" and "hands on experience".

#### **2.4.3. Curriculum of Vocational School**

Teaching learning English in vocational school is based on the current curriculum. Previously, education in Indonesia has used KTSP curriculum but was replaced by 2013 curriculum. However, during the use of the curriculum in 2013, the implementation of this curriculum has many obstacles. Thus, the government issued a policy for schools that not even two years in implementing the 2013 curriculum to re-use KTSP curriculum.

Commonly, the allocation of time specified in the process of learning English at vocational school a week is four hours of lessons or 4 x 45 minutes, and there are four meeting in a month. However, the curriculum guidelines allows the application of hour variation in relation to the the weight of English competency in the department. Also, there are some schools that add enrichment English language materials by holding extra classes, extracurricular activities in English, and so on. English belongs to the group of adaptive programs in the KTSP curriculum. Adaptive program is a group of subjects which has a function to provide extensive knowledge for the students so they can adapt to the social changes that occur in their environment or the working environment, and able to develop themselves on the development of science and technology. Teaching learning English in vocational school is grouped into three levels according to the grade levels (KTSP SMK, 2006: 51-52).

1. Novice Level:

- a. Listening: understanding the meaning of interpersonal and transactional oral discourse, formally or informally, in the form of listening to requests and commands related to daily life.
- b. Speaking: expressing the meaning of interpersonal and transactional verbal discourse, formally or informally, in the form of conveying requests and orders related to daily life.
- c. Reading: understanding the meaning of interpersonal and transactional written discourse, formally or informally, in the form of listening to requests and commands related to daily life.

- d. Writing: expressing meaning in writing in interpersonal and transactional discourse, formally or informally, in the form of delivering a written request and orders related to daily life.

## 2. Elementary Level

- a. Listening: understanding the meaning in interpersonal and transactional oral discourse, formally or informally, in the form of listening to requests and commands related to the job.
- b. Speaking: expressing the meaning of interpersonal and transactional verbal discourse, formally or informally, in the form of conveying requests and orders related to the job.
- c. Reading: understanding the meaning of interpersonal and transactional written discourse, formally or informally, in the form of listening to requests and commands related to the job.
- d. Writing: expressing meaning in writing in interpersonal and transactional discourse, formally or informally, in the form of delivering a written request and orders related to the job.

## 3. Intermediate Level

- a. Listening: understanding the meaning in interpersonal and transactional oral discourse, formally or informally, in the form of listening to requests and orders related to profession.
- b. Speaking: expressing the meaning of interpersonal and transactional verbal discourse, formally or informally, in the form of conveying requests and orders related to profession.



- c. Reading: understanding the meaning of interpersonal and transactional written discourse, formally or informally, in the form of listening to requests and commands related to profession.
- d. Writing: expressing meaning in writing in interpersonal and transactional discourse, formally or informally, in the form of delivering a written request and orders related to profession.

From the explanation above, the researcher can conclude that the vocational high school curriculum the KTSP curriculum, learning English in vocational school is grouped into three levels according to the grade levels namely novice level, elementary level, intermediate level.

## **2.5. General Concept of Narrative Text**

In this field, the researcher describes the general concept of narrative text into the definition of narrative text, generic structure and language features of narrative text

### **2.5.1. Definition of Narrative Text**

According to Alberski (2012), narrative text is a story that is created in a constructive format (written, spoken, poetry, prose, image, song, theatre, or dance) that describes a sequence of fictional or non-fictional events. It derives from the Latin verb *Narrare* which means to recount and is related to the adjective *gnarus* which means knowing or skilled. The word story may be used as a synonym of “Narrative” but can also be used to refer to the sequence of events described in a narrative. A narrative can also be told by a character within a larger narrative.



According to Anderson (2003), a narrative is a piece of text which tells a story and , in doing so, entertains or informs the reader or listener. Narrative can also be graphed. The story graph visually represents how the plot develops, showing the high and low action points of the story as it progresses over time

### **2.5.2. Generic Structure and Languages Features of Narrative Text**

According to Anderson's book (1998), narrative text has generic structure and language features of narrative.

#### **2.5.2.1 Generic Structure of Narrative Text**

- 1) An orientation can be in the form of paragraph, a picture or opening chapter, it shows the setting of the scene, where and when the story happened, introduce the characters of the story, and what is involved in the story.
- 2) A complication sets off problem which leads to the crisis of the main participants.
- 3) A sequence of events shows where the characters react to the complication. It includes their feelings and what they do.
- 4) A resolution is the part in which the characters it tells the problem (the crisis) resolved, either in a happy or sad ending.
- 5) A coda provides a closing remark to the story and it is optimal. It is consisted of a moral lesson, advice or teaching from the writers,

From the explanation above, the researcher can conclude that the generic structures in narrative text are orientation, complication, evaluation, resolution and reorientation or coda.

#### **2.5.2.1. Language Features of Narrative Text**

Language features usually found in a narrative are arranged into four.

- 1) Specific characters.
- 2) Time words that connect events to tell when they occur.
- 3) Verbs to show the occasions that occur in the story.
- 4) Descriptive words to portray the characters and settings.

From the explanation above, the researcher can conclude that language features of narrative text are using adverbs and adverbial phrase to show the location of events, using past tense, using specific noun as pronoun of person and animal in the story, and using time connectives and conjunctions to arrange the events.

## **2.6. Review of Previous Studies**

The first previous study was conducted by Ainun et al., (2020) which entitled “The Students’ Perception of Voice Chatting through WhatsApp in Speaking Class”. This study was intended to investigate the students’ perception on the implementation of voice chatting through WhatsApp in speaking class. The aspects of perception covered in this study were confidence, difficulties, interest, stress, and motivation. The population of this study was 30 EFL (English as a Foreign Language) students the grade 11 of senior high school students. The data of students’ perception were collected through a close-ended questionnaire. However, the students also stated the reasons of their response. The quantitative data were then analyzed through SPSS while the qualitative data were described to support the findings of the students’ perception toward the implementation of voice chatting through WhatsApp. The finding showed that majority of students had positive perception toward the implementation of voice chatting through

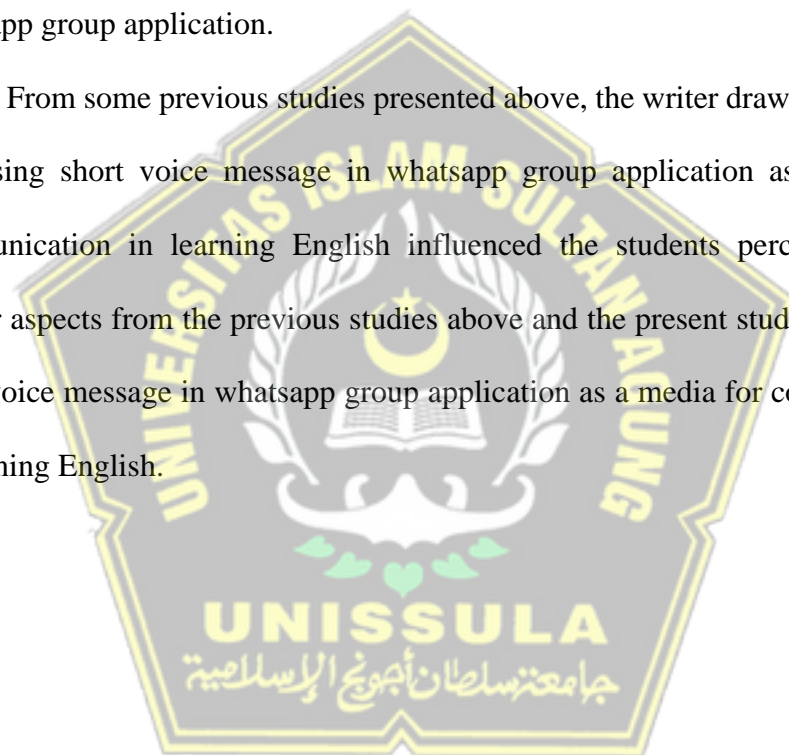
WhatsApp, especially in the aspect of interest and stress level. The difference of this previous study with my study is on the perception's aspects used in this research. This previous study covered confidence, difficulties, interest, stress, and motivation as the perception's aspects, while this study using attractiveness, perceived effectiveness, relevance, and perceived motivation.

The second previous study was conducted by Putri (2021) which entitled "Students' Perception on the use of Whatsapp Voice Note in English Learning Process at The Eleventh Grade of SMAN 1 Sangkapura". This research employed qualitative approach. To make the data more valid, the researcher did triangulation. The sample of this study was 10 students of *IPA* 2 class randomly. The finding of the study was that the eleventh-grade students of SMAN 1 Sangkapura shared positive perception toward the utilizing of whatsapp voice note. The subject of this previous study is different with my study because to collect the data this previous study used public high schools as research subjects while my study uses vocational schools where the English material taught is different.

The third previous study conducted by Audrey Ayu Hapsari, Dian Inayati, Sri Wardani entitled "EFL Students' Perception on the Use of Voice Note to Reduce Their Speaking Anxiety". This study aims to investigate students' perception of voice notes to reduce students' speaking anxiety. This study employed a quantitative approach with a survey study and used a questionnaire as the instrument. The participants of this study were tenth-grade students of SMAN 1 Malang who took extra English class as their cross-interest subject in high school. This study showed positive responses regarding using voice notes in a speaking

activity conducted in ELT class as students thought it could reduce their speaking anxiety. Voice notes then provides a new learning media that is less stressful and pressuring on ELT in an online setting. The difference between this previous study with my study is lies in the goal of the research, this previous study was reduced student anxiety when learning English while the my study is to get the general perception of students when learning English using short voice messages in whatsapp group application.

From some previous studies presented above, the writer draws a conclusion that using short voice message in whatsapp group application as a media for communication in learning English influenced the students perception. Some similar aspects from the previous studies above and the present study is the use of short voice message in whatsapp group application as a media for communication in learning English.



## **CHAPTER III**

### **METHOD OF THE STUDY**

This chapter discusses about research design, subject of the study, instrument, data collecting procedure and data analysis.

#### **3.1. Research Design**

Research design in this study was a descriptive case study design. According to Nassaji (2015), descriptive research was research that aims to describe a phenomenon and involves naturalistic data. That means this research is without any data manipulation and is natural. This type of research is more concerned with describing and interpreting the problem of the phenomenon to be studied. The researcher used a descriptive because the researcher wanted to describe the students' perceptions about the use of short voice messages in the whatsapp group application as a medium in learning. In this case, the researcher wanted to use questionnaires and interviews for data collection.

#### **3.2. Subject of the Study**

The subject of the study was important case that the writer used as a reference. The study was conducted at Vocational School of Nasional Pati, Central Java, particularly in the eleven grade students in academic year of 2021/2022. In this part usually consists of population and sample.

##### **3.2.1. Population**

In doing this research, population and sample technique are used in qualitative research. According to Hanlon and Larget (2011), population is units or single in

involvement or interest that does not have an accurate data for all the members of population. Creswell (2012) states that population is the individual group that has different character from other groups. In this study, the populations were the eleven grade students of Vocational School of Nasional Pati, Central Java.

### **3.2.2. Sample**

Sample was a part or individual of a population. Gallardo (2010) states that sample should represent the population. It means that the sample that is taken should cover all the information about population. In determining the sample, the researcher used simple random sampling. According to Frey (2018), simple random sampling is a probability method of selecting a subset, or sample, from a larger population in such a manner that every element. Therefore, the researcher choses this technique because it was considered a fair way to select a sample from a larger population where the technique only took 50 students. The researcher choses five classes XI -AKL, XI- OTKP, XI - BDP, XI - MM, XI - TKJ

### **3.3. Instrument**

The instruments of this study were questionnaires and interviews to collect the research data, so that, the data could be easily processed and it could produce a good quality of research about students' perception of using short voice message in whatsapp group application as media in learning narrative text for vocational students.

#### **3.3.1. Questionnaire**



According to Etikan & Bala (2017), questionnaires are more than just a science and an art. This means that the questionnaire is a set of written questions with an answer space to collect data information from respondents. According to Kabir (2016), there are two type of questionnaire they are open format questionnaire and close format questionnaire. This study used close format questionnaire as the instrument. The researcher choses close format questionnaire to be the instrument because closed end questionnaire is a list of questions for which the researcher has provided alternative answers, such as "yes" or "no" answers so that respondents can choose one of them.

The researcher distributed the questionnaire directly to the eleventh graders of *SMK Nasional Pati*, and their responses were guaranteed confidentiality. The questionnaire items were adapted from Cakrawati (2017). In this study, the questionnaire consisted of fifteen closed ended questions that focused on the students' perceptions of using short voice message in whatsapp group application as a media in learning narrative text for vocational school. The researcher prepared questions by using Indonesian with the aim of making it was easier for the students to understand the question.

The researcher used a Likert scale as a measure of attitude. The Likert scale asks respondents to complete a closed end questionnaire with a choice of scales: Strongly Agree (SA), Agree (A), Neutral (N) Disagree (DA), and Strongly Disagree (SDA).



**Table 3.1. Questionnaire of the Study**

No	Statements	Alternative options				
		Strongly agree	Agree	Neutral	Disagree	Strongly disagree
1	I think short voice message in whatsapp group is comfortable to use especially in material explanation.					
2	I think the use of short voice message in whatsapp application increases the effectiveness of learning					
3	I think using short voice message is easy to use in my study.					
4	I think using short voice messages in whatsapp group saves energy and time.					
5	I think using of short voice messages in whatsapp groups will help students be confident in speaking					
6	I think the use of short voice message easy for me to become skillful at using this application.					
7	I think using of short voice messages in whatsapp groups will make students send honest assignments.					
8	I think it will be easier to interact between students and teachers by using short voice messages.					
9	I think that by using short voice messages, active students will be more active and passive students just listen.					

10	I think learning the generic structure and language feature of narrative text using short voice message in whatapp application will be easy and understandable.					
11	I think it is difficult of using short voice message in whatapp group application as a media in learning narrative text for vocational school.					
12	I think it is difficult to learn narrative text using short voice messages					

### 3.3.2. Interview

According to Showkat & Parveen (2017), interview is categorized into 3 categories, namely structured, semi-structured and unstructured. This study used semi-structured interview, which means that the interviewer give the freedom to develop his questions from the respondents' answers or can be said to be flexible to ask new questions during the interview, in which the interviewer has to change the topic of the related questions. The interview consisted of four aspects, Horton in Simanjutak et al., (2021) state that aspects of perception consist of attractiveness, perceived effectiveness, relevance, and perceived motivation.

**Table 3.2. Interview Questions Structure**

No	Question
----	----------

1.	Do you think short voice message in whatsapp is interesting because convenient, affordable, and accessible?
2.	Is true that discussion by using short voice message in whatsapp makes your English learning more interesting?
3.	It is relevant use short voice message in whatsapp to course content?
4.	Do you feel help by short voice message in whatsapp to accomplish study tasks quicker in English learning?
5.	Do you think that the contents of short voice message in whatsapp are easy to understand?
6.	Do you motivate to more participate in learning English by using short voice message in whatsapp?

(Source: Simanjuntak et al., 2021)

### 3.4. Validity of the Instruments

According to Sileyew (2019), validity was an indicator to measure several variables with the aim of making it look valid. Validity was one of the important points in research because it involves the accuracy of the measuring instrument used. Therefore, an inappropriate instrument has some implications for the validity of the results themselves. There are three different approaches to testing validity: content, criteria-related, and construct validity. The researcher decides to use content validity. Content validity is the validity that is estimated through testing the feasibility or relevance of the test content through rational analysis by a competent panel or through expert judgment.

#### 3.4.1. Validity of Questionnaire

The writer tested the validity of each questionnaire based on the result of the respondents' answers. According to Ghozali (2013), the test of validity is used to measure how valid a questionnaire is. A questionnaire can be said valid if the questions can reveal something which is supposed to be measured. He also stated that the test of validity can be counted from correlated coefficients of each item with total score of variable

#### **3.4.2. Validity of Interview**

The researcher certainly needed a validation rubric to make it easier for the experts to correct and provide suggestions to improve the validity of the questionnaire that refers to interview questions, the researcher used the validation rubric from Simon & White (2011) to ensure the validity of the list of questions.

#### **3.5. Data Collection Procedures**

The researcher explains how to collect data in this study. The sequences of these steps are organized by the researcher into seven steps.

1. The researcher provided a list of interview questions to the expert to be validated. This step was done after the instrument is clear, concise, and easy to understand.
2. The researcher asked for an official letter to the faculty as permission to conduct research at *SMK Nasional Pati*.
3. The researcher came to *SMK Nasional Pati* to ask permission to do research and the researcher discussed with the teacher who teaches in the class

conducting the research and asked for some students' contacts to be used as the research samples.

5. After got the researcher distributed questionnaires to students.
6. The researcher gave time for students to answer. After the students finished to answer, the students collected it to the researcher.
7. The researcher conducted virtual interviews one by one. The data collection was done conditionally and randomly according to the needs of the researcher.
8. The researcher collected and analyzed information to obtain valid data.

### 3.6. Data Analysis

In this data analysis, the researcher took several steps to analyze the data.

#### 3.6.1. Data from the questionnaire

##### 1. Scoring

The data obtain were analyzed by using a Likert scale procedure which has five agree on scales, and each scale is given points such as 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Neutral (N), 2 for Disagree (DA), and 1 for Strongly Disagree (SDA). The researcher used SPSS to calculate the score for each statement. Then the collected data were grouped based on low, medium, and high categories.

**Table 3.3. Point Likert Scale Scoring Methods**

Scale	Score
Strongly Agree (SA)	5
Agree (A)	4
Neutral (N)	3

Disagree (DA)	2
Strongly Disagree (SDA)	1

## 2. Interpreting or Inferring

After getting the results, the researcher analyzed the results by using descriptive statistics based on questionnaire data and made conclusions.

### 3.6.2. Data From the Interview

In addition to using questionnaires, researchers also use interviews to conduct research. Interviews are carried out according to the agreement between researchers and students with the permission of the BK then the BK teacher asks permission from the teacher in the class, if the interview has not been completed the researcher also used Whatsapp to conduct interviews with students Interviews are recorded directly at important points to save time. Interviews are recorded using a voice recorder on a smartphone and then saved. After that, the researcher made a transcription of the interview then the researcher made conclusions to get the main points. The end of the conclusion was adjusted to the students' answers to the questionnaire questions.



## **CHAPTER IV**

### **FINDING AND DISCUSSION**

This chapter discusses about Finding and Discussion. For the finding, it includes Analysis of Close-ended Questionnaire, and Analysis of Semi Structured Interview

#### **4.1. Finding**

This Sub-Chapter analyzes about analysis of the result of Questionnaire and analysis of the result of Semi Structured Interview.

##### **4.1.1. Analysis of the Result of Questionnaire**

For question number one “I think short voice message in WhatsApp group was comfortable to use especially in material explanation”, the students agreed that short voice message in WhatsApp group was comfortable to use. Forty eight of fifty students dominated that answer.

For question number two “I think the use of short voice message in WhatsApp application increased the effectiveness of learning”, the students agreed that the use of short voice message in WhatsApp application increased. Forty six of fifty students dominated that answer.

For question number three “I think the use of short voice message was easy to use in my study”, the students agreed that short voice message was easy to use study. Forty six of fifty students dominate that answer.

For question number four “I think the use of short voice message in WhatsApp group saved energy and time”, the students agreed that short voice



message in WhatsApp group saved energy and time. Forty eight of fifty students dominate that answer.

For question number five “I think the use of short voice message in WhatsApp group will helped students more confident in speaking”, the students agreed that short voice message in WhatsApp group will helped students more confident in speaking. Forty six of fifty students dominate that answer.

For question number six “I think the use of short voice message was easy for the students to become skillful at using application”, the students agreed that the use of short voice message was easy for the students to become skillful. Forty seven of fifty students dominate that answer.

For question number seven “I think the use of short voice message in WhatsApp group made students send honest assignment”, the students agreed that the use of short voice message in WhatsApp group made students send honest assignment. Forty six of fifty students dominate that answer.

For question number eight “I think that students easily interacted with teacher by using short voice message”, the students agreed that students easily interacted with teacher by using short voice message. Forty eight of fifty students dominate that answer.

For question number nine “I think that the use of short voice message made the students more active”, the students agreed that the use of short voice message made the students more active. Forty six of fifty students dominate that answer.

For question number ten “I think learning of generic structure and language feature of narrative text were easier”, the students agreed that learning of generic

structure and language feature of narrative text were easier. Forty seven of fifty students dominated that answer.

For question number eleven “I think that short voice message as a medium in learning narrative text for vocational school”, the students agreed that short voice message as a medium in learning narrative text for vocational school. Forty five of fifty students dominated that answer.

For question number twelve “I think that discussion narrative text was easier using short voice message”, the students agreed that discussion narrative text was easier using short voice message. Forty six of fifty students dominated that answer.

#### **4.1.2. Analysis of the Result of Semi Structure Interview**

In this section, the researcher describes the results of semi-structured interview conducted at SMK Nasional Pati with 50 respondents from class XI SMK Nasional Pati. Interviews were conducted after the students filled out the questionnaires that had been distributed by the researcher, for approximately 14 days the researcher conducted the research at school accompanied by an English teacher. The language used by researcher in its implementation has been translated into Indonesian, make students easily to answer questions. There were 6 questions given by the researcher. The following are the questions and results of interviews that have been conducted:

**a. Do you think short voice message in WhatsApp is interesting because convenient, affordable, and accessible?**

Related of the question, most students answered that short voice message was very interesting to use. As stated by R6: “I think yes because short voice message is very comfortable and easy understanding”. R11 Added: “Yes, WhatsApp very

comfortable, interesting with a short voice message making it easier for WhatsApp users in today's times.” R38 Added: “Yes very interesting, because English via zoom signal is bad if via short voice messages it is clearer and also trains us for pronunciation in English.”

It can be concluded that short voice message was very interesting as media their learning during class even though learning takes place online. From what they feel when using short voice messages, short voice messages are one of the easiest platforms to use today in any way.

**b. Is true that discussion by using short voice message in WhatsApp makes your English learning more interesting?**

Related of question, most of the students answered that discussion by using short voice message is very interesting. As stated by R3: “Yes, it is interesting, because students and teachers interact easily, it makes the discussion more fun.” R26 Added: “Very Interesting” R19 Added: “I think yes, because discussing with short voice messages is now clearer so you can discuss smoothly.”

In conclusion, students feel more helpful by using short voice messages in discussions, this can see the interaction between students and teachers, if students do not understand, they can ask questions and then the teacher answers.

**c. It is relevant the use of short voice message in whatsapp to narrative text?**

Related of the question, most of the students answered that relevant use short voice message to course content. R5 student said: “I think relevant, because the material presented will be clearer and easier to understand.” R14 Added: “Yes, very

relevant” R23 Added: “Yes, easier to understand because we listen to the material directly”

From the students' opinions above, we can conclude that using short voice messages is more relevant in understanding the material being conveyed.

**d. Do you feel help the use of short voice message could accomplish the tasks of Narrative text?**

Related of the question, regarding the question of whether the features available in short voice message help students improve student effectiveness. R2 student by said: “I think yes, because the material conveyed via short voice messages can be repeated if we do not understand” R19 Added: “Yes, because learning together using short voice messages helps if it makes homework easier.” R26 Added: “Yes, short voice message help students learning.”

From the students' statements above, it can be concluded that short voice message can help students improve their learning.

**e. Do you think that the contents of short voice message in WhatsApp were easy to understand?**

Related of the question, most of student answered that short voice message very interesting to use. As stated by R46: “I think the contents can be conveyed to me clearly.” R32 Added: “Yes easy to understand as long as the voice is clear” R8 Added: “I think yes, because we can repeat material that is not clear until we understand.”

From the students' statements above, it can be concluded that contents of short voice message in WhatsApp are easy to understand as long as the sound clear.

**f. Do you more participate in learning Narrative Text by the use of short voice message in WhatsApp motivated study?**

Related of the question, most of student answered that short voice message very interesting to use. As stated by R21: "I am motivated as long as the material presented is interesting." R17 Added: "Yes, because it's easier to deliver so we don't have to be tired of writing" R24 Added: "Yes, because we can be braver to express our opinion"

The conclusion from the student's statement above the short voice message provides high motivation for students to increase students' ability to speak English which at first could not become able and initially did not understand so they understood.

From the results of interviews that have been conducted, it was concluded that short voice messages on whatsapp group had a positive impact on students, both in terms of ease of access, efficiency. Save time. The existence of short voice messages certainly makes students more effective in learning. This is based on the experience of eleventh graders who use short voice messages as a learning platform at school.

## **4.2. Discussion**

This section serves as a place to discuss the results of closed-end questionnaires and the results of semi-structured interviews regarding students' perceptions of using short voice message in WhatsApp group application as a

medium in learning narrative text for vocational students. In the questionnaire, there are 12 statement items, while in the interview there are 6 questions, all of which refer to how the students use short voice message, where they have used this platform as a learning platform at school. For interviews, because the researcher used semi-structured interviews, there was no clear information about the classification of aspects of the interview questions. This study aims to answer the researcher's questions about Students' perception of using short voice message in WhatsApp group application as a medium in learning narrative text for vocational school. with regarded Table 4.3 shows the results of the analysis of each statement. There is 1 statement with a "high" rating. Of the 12 high-ranking statements, there are several statement items that are considered prominent, namely the item "I think using short voice messages in whatsapp group saves energy and time"(4,08). It is said to stand out because it has the highest value from other items. It is said to stand out because it has the highest value from other items. Judging from most of the highly-rated statements, most students believe that short voice message one of platform online learning it is also believed that students can become an application for communication and interaction between teachers and students as if they were in school as usual.

Previous research conducted by Ainun et al., (2020) using a close -ended questionnaire with The aspects of perception covered in this study were confidence, difficulties, interest, stress, and motivation. The population of this study was 30 EFL (English as a Foreign Language) students the grade 11 of senior high school students. The finding showed that majority of students had positive perception



toward the implementation of voice chatting through WhatsApp, especially in the aspect of interest and stress level. The previous conducted by Putri (2021), This research employed qualitative approach. To make the data more valid, the researcher did triangulation. The sample of this study was 10 students of *IPA 2* class randomly. The finding of the study was that the eleventh-grade students of SMAN 1 Sangkapura shared positive perception toward the utilizing of WhatsApp voice note.

In addition to statement items that stand out from the results of the questionnaire, the researcher also finds several items that stand out from the results of the interviews. On the question about “Do you think short voice message in whatsapp is interesting because convenient, affordable, and accessible?” almost all students answered that short voice message in whatsapp group almost all students answer short voice messages that are interesting, convenient, easy to access. we can also save time and quota.

Then in the question “Do you feel help by short voice message in WhatsApp to accomplish study tasks quicker in English Learning?” almost all students answered with a short voice message to help students do assignments quickly because students did not need to be tired of writing the answers and as long as the voice was clear and not too rushed.

In addition to these questions, there are also questions that stand out where all students are united in answering firmly and clearly about motivate. On the question “Do you motivate to more participate in learning English by using short voice message in WhatsApp?” some students are motivated to be active in class by

using short voice messages to train them to be confident and increase their speaking skills in the forum.

Out of some of the best speaking results, there are three speaking points that stand out in both closed questionnaires and semi-structured interviews. From the three excellent points, we can conclude that almost all students at SMK Nasional Pati, especially in grade 11, agree with Short Voice Message in Whatsapp Group as one of media learning support platforms.



## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

This chapter presents the conclusion and suggestion of the researcher of from what was discussed in the previous chapter.

#### **5.1. Conclusion**

The conclusion of this study is expected to be able to answer the research questions written in the first chapter. This is drawn based on the results of the discussion on the perceptions of SMK Nasional Pati students, especially eleventh graders. Of using short voice message in Whatsapp Group Application as a Medium in Learning Narrative Text. The research question listed in chapter one reads “What is the students’ perception of using short voice message in Whatsapp Group Application as a Medium in learning narrative text at Eleven Grade Students’ of Vocational School of Nasional Pati, Central Java?

Based on the results of the analysis and semi-structured interviews conducted by researchers for 14 days at SMK Nasional Pati, the conclusion from the results of the analysis is that most of the students of class XI SMK Nasional Pati gave the statement that this platform is very useful and interesting to use during distance learning today. The results of the analysis of the student's statement above can be concluded that this media encourages students to learn more effectively and efficiently at school. Short Voice Message are also menus on Whatsapp which are quite simple to use and don't take much time.

By seeing at the reasons for choosing the topic, this study collects data and explains the phenomenon of student’ perceptions of using short voice message in

whatsapp group where the research results are positive. The media can be one of the references for online learning media in the future.

## 5.2. Suggestion

Based on the results of research that has been done by the researcher. There are some suggestions that the researcher would like to give. The first suggestion is for teacher or school that use short voice message as a medium learning in school. The researcher suggest that teacher and school community should pay more attention to students about the obstacles they face in accessing short voice message and the voice used by short voice messages must have clear intonation to maximize the use of short voice messages during class.

The next suggestion is for students to always be ready to face existing situations such as online and offline learning examples, students must be ready to face all the challenges that lie in front of them. By utilizing learning using short voice messages in WhatsApp groups, students are expected to be more enthusiastic in learning.

The last suggestion for further researchers is to think carefully in choosing research subjects to be studied, and further researchers can develop this research at various levels of education by using other learning media according to existing conditions.

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