STUDENTS PERCEPTION ON *WHATSAPP CHANNEL* FEATURE FOR VOCABULARY LEARNING

THESIS

By:

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STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
MAY 2025

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Presented to Kiai Haji Achmad Siddiq Jember State Islamic University
In Partial Fulfillment of the Requirements for Education Bachelor Degree (S.Pd)
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THESIS

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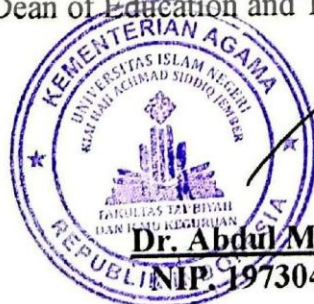197901272007102003   197106102014111004

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MOTTO

وَمَنْ سَلَكَ طَرِيقًا يَلْتَمِسُ فِيهِ عِلْمًا سَهَّلَ اللَّهُ بِهِ طَرِيقًا إِلَى الْجَنَّةِ

"Whoever embarks on a path to seek knowledge, Allah will ease for him the path

to Paradise." (HR. Muslim, no. 2699).[1]

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*Imam Nawawi, Hadits Arba'in Nawawi: Arabic Text and Translation (ebooksunnah.com, n.d.), Hadith No. 34, accessed May 5, 2025, https://ebooksunnah.com/en/ebooks/hadits-arbain-nawawi-matan-dan-terjemah.

DEDICATION

This thesis is wholeheartedly dedicated to:

1. My Beloved Family, for you endless love, support, and prayers. Your unwavering belief in me has been the light that guided me through every challenge. Thank you for being my strongest foundation.

2. My Precious Friends, for being part of this unforgettable journey. Your support and companionship meant the world for me.

3. To myself, for staying strong and not giving up. For every effort, every doubt turned into strength, and every little step forward. This is proof that growth is real and I made it through and I am capable of achieving what I set my heart on.

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Jember, 2nd of May 2025

Laily Fadhilatus Sholichah

ABSTRACT

Laily Fadhilatus Sholichah, 2025*: Students' Perception on WhatsApp Channel Feature for Vocabulary Learning*

Keywords: Students' Perception, *WhatsApp Channel*, Vocabulary Learning, MALL (Mobile Assisted Language Learning).

The advancement of digital technology, particularly mobile-based applications like *WhatsApp*, has created new opportunities in language education. This research was conducted at MTsN 2 Banyuwangi, where *WhatsApp Channel* was implemented as a medium for vocabulary learning. Unlike *WhatsApp* Groups, the *Channel* feature applies a one-way communication model, offering structured content delivery without direct interaction among users, thus presenting unique potentials and challenges for vocabulary acquisition.

This research aimed to answer the following research questions: (1) what are students' perceptions of using the *WhatsApp Channel* feature for vocabulary learning? And (2) what are the benefits and drawbacks of using the *WhatsApp Channel* feature for vocabulary learning? The aims of this research were to explore students' experiences in using the *WhatsApp Channel* and to identify its benefits and drawbacks in supporting vocabulary learning.

A descriptive qualitative approach was employed in this research. Data were collected through questionnaires, interviews, and observations involving 20 ninth-grade students at MTsN 2 Banyuwangi. The data were analysed using the Miles, Huberman, and Saldana model, which includes data reduction, data display, and conclusion drawing. Triangulation of techniques and source was applied to ensure the trustworthiness of the findings.

The findings revealed that students generally perceived the *WhatsApp Channel* as accessible, practical, and enjoyable for vocabulary learning. Benefits identified included ease of access, cost-effectiveness, engaging features like polls and *quizzes*, and support for self-directed learning. However, some challenges were noted, such as limited interaction and lack of immediate feedback from teachers. The research concludes that the *WhatsApp Channel* feature has potential to enhance vocabulary learning if integrated thoughtfully with strategies to address its limitations.

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CHAPTER I
INTRODUCTION

A. Research Background

Technological advancements in the digital era have significantly changed many aspects of human life, including education. These transformations extend beyond the dissemination of information, influencing the methods through which teaching and learning are conducted. The rapid development of technology has opened new possibilities for educators to design learning approaches that are more flexible, interactive, and engaging.[2] Through digital tools, students gain the ability to access educational resources anytime and anywhere, fostering a more inclusive and customized learning experience that aligns with their individual needs and preferences.[3] This aligns with the characteristics of the current generation, who tend to be more motivated and proactive in learning when utilizing technology-based tools that are already an essential part of their daily lives.[4]

The adaptation of technology in education has become increasingly important after the COVID-19 pandemic, which forced educational institutions to implement online learning across the board.[5] This transition demonstrated the essential role of digital technology in ensuring continuous education. Various digital platforms, such as *Quizizz, Wordwall* and

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[2] Collins, A., & Halverson, R. (2018). *Rethinking education in the age of technology: The digital revolution and schooling in America*. Teachers College Press.

[3] Anderson, T. (2016). *The theory and practice of online learning*. AU Press.

[4] Hon Keung, Y., & Lai Fong, C. (2012). "Generational differences in learning behavior and attitudes: A study of online and offline learners." *International Journal of Mobile and Blended Learning*.

[5] Dhawan, S. (2020). "*Online learning: A panacea in the time of COVID-19 crisis.*" Journal of Educational Technology Systems, 49(1), 5-22.

Duolingo, have provided virtual learning environments with interactive features that support students' comprehension. Additionally, these technologies facilitate greater collaboration and interaction between students, teachers, and learning materials, even in a virtual setting.[6] Through digital media, students can access diverse learning resources and support their individual learning pace, making the learning experience more engaging and enjoyable.[7] Aside from computers and laptops, mobile device such as smartphones and tablets have become essential tools for accessing technology-based learning.[8] The portability and practicality of these devices allow students to connect with learning materials without time and space constraints. This accessibility makes mobile technology an effective media for both formal and informal learning, particularly through mobile applications and social media platforms.

Social media has gained popularity in education due to its ability to foster active interaction among students, creating a collaborative learning environment that can be easily done through their devices.[9] The integration of social media in education provides students with opportunities for students to acquire learning outside the formal classroom, explore materials independently, and interact with classmates in discussions that make learning

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[6] Dhawan, S. (2020). *"Online learning: A panacea in the time of COVID-19 crisis." Journal of Educational Technology Systems*, 49(1), 5-22.

[7] Anderson, T. (2016). *The theory and practice of online learning*. AU Press.

[8] Adiba, A. (2021). *Student's perception on the use of WhatsApp application for online learning* Undergraduate thesis, State Islamic University Ar-Raniry Banda Aceh.

[9] Nchindo, (2018). *"Perceptions of students' on the Use of WhatsApp in Teaching Methods of English as Second Language at the University of Namibia".* Journal of Curriculum and Teaching

more active and relevant.[10] Among the widely used social media platforms, one social media platform that has great potential to support language learning is *WhatsApp*, an easily accessible communication application that facilitates the sharing of text, images, videos, and other types of media.[11] Initially designed for personal communication, *WhatsApp* has evolved into a valuable educational tool for educators and students to exchange learning resources. In the educational context, *WhatsApp* enables real-time collaboration and communication, allowing students to engage in learning activities anytime and anywhere. It also supports self-directed learning, giving students the opportunity to explore subject matter through more authentic discussions and exercises.[12]

WhatsApp provides various features that support the language learning process, including its recently introduced "*Channel*" feature, launched on September 13, 2023. This feature enables administrators to deliver content such as text, photos, videos, stickers, and polls to followers in a one-way communication format, without direct interaction from other users.[13] In the context of language learning, this feature can be beneficial for delivering material in a structured manner, for example to teach new vocabulary, language expressions, or sample sentences in the form of text, photos, or

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[10] Kuriakose, B., & Luwes, N. (2016*). "Enhancing student interaction through social media in education." Journal of Educational Technology*.

[11] Han, T., & Keskin, F. (2016). Using a mobile application (*WhatsApp*) to reduce EFL speaking anxiety. GIST Education and Learning Research Journal, 12, 29-50.

[12] Han, T., & Keskin, F. (2016). Using a mobile application (*WhatsApp*) to reduce EFL speaking anxiety. GIST Education and Learning Research Journal, 12, 29-50.

[13] *WhatsApp*.com. "About *Channel*s." Accessed October 30, 2024, at 3:00 PM, from https://www.*WhatsApp*.com.

videos. Through *WhatsApp Channel* feature, students can conveniently access relevant learning content, making vocabulary acquisition more systematic.

Previous research have shown that *WhatsApp* influences students' vocabulary acquisition due to its accessibility, user-friendly interface, and capacity to foster a supportive learning environment.[14] This effect is particularly significant in the context of vocabulary mastery, a fundamental component of language learning. Vocabulary acquisition holds a crucial place in language acquisition, as it forms the foundation for effective oral and written communication.[15] However, mastering foreign language, particularly English, often poses challenges for students when learning methods lack engagement or fail to address their individual needs. Therefore, systematic vocabulary learning is essential for achieving language mastery. This concept aligns with the teaching method demonstrated in the Qur'an, particularly in QS. Al-Baqarah verse 31, where Allah taught Prophet Adam the names of all things:

وَعَلَّمَ آدَمَ ٱلْأَسْمَاءَ كُلَّهَا ثُمَّ عَرَضَهُمْ عَلَى ٱلْمَلَٰئِكَةِ فَقَالَ أَنۢبِـُٔونِى بِأَسْمَاءِ هَٰٓؤُلَاءِ إِن كُنتُمْ صَٰدِقِينَ ٣١
"And He taught Adam the names of all things; then He placed them before the angels and said, 'Tell Me the names of these if you are truthful.'" (QS. Al-Baqarah: 31)

According to Tafsir Al-Munir, the teaching of names (al-asma) in this verse signifies Allah's role as the ultimate teacher, equipping humans with

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[14] Hashemifardnia, A., Namaziandost, E., & Esfahani, F. (2018). *"The Effect of Using WhatsApp on Iranian EFL Learners' Vocabulary Learning"* Journal of Applied Linguistics and Language Research.

[15] Nation, P. (2001). Learning vocabulary in another language. Cambridge, UK: Cambridge University Press.

knowledge to fulfill their role as khalifah on Earth.[16] The process of learning names represents structured learning that foster comprehension and communication, similar to how vocabulary acquisition is fundamental in language learning. In a modern context, the integration of technology in vocabulary learning such as using *WhatsApp Channel* reflects this principle, allowing students to acquire new words in a systematic. The *WhatsApp Channel* feature offers an innovative approach for teachers to deliver vocabulary materials in a structured and systematic manner, allowing students to acquire new vocabulary consistently and flexibly, in alignment with their personal learning pace. As Gouhari (2021) stated, the integration of *WhatsApp* in vocabulary learning thus supports a more sustainable and effective learning process.[17]

Previous research has highlighted the effectiveness of *WhatsApp* in language learning, particularly in facilitating communication and resource sharing[18]. However, most research has focused on *WhatsApp* Groups, which allow two-way interaction, while research on the *WhatsApp Channel* feature remains limited. Unlike *WhatsApp* Groups, the *WhatsApp Channel* feature utilized a one-way communication model, presents both benefits and drawbacks for vocabulary learning.

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[16] Winata, Fatma Ayu, et al. "Istilah Pendidikan Islam (Ta'lim) dalam QS. Al-Baqarah: 31 Menurut Tafsir Al-Munir," *Innovative: Journal of Social Science Research*, vol. 3, no. 2, 2023, pp. 14073-14085

[17] Goughari, M. S. (2021). A Multifaceted Literature Review of *WhatsApp*: Opportunities and Challenges in Mobile-Assisted Language Learning. In The 3rd International Conference on Advanced Research in Education (pp. 40-52).

[18] Bouhnik, D., Deshen, M., & Gan, R. (2014). *WhatsApp* Goes to School?: Mobile Instant Messaging between Teachers and Students. Journal of Information Technology Education: Research, 13, 217-231.

Regarding the observations at MTsN 2 Banyuwangi revealed that many students struggle with English vocabulary, particularly in selecting appropriate words during speaking exercise and overusing basic, repetitive vocabulary. One contributing factor is the lack of engaging and interactive vocabulary learning strategies which has led to decreased students motivation in improving their vocabulary. To address this issue, the teacher implemented the *WhatsApp Channel* feature as a media for providing supplementary vocabulary lessons outside the classroom setting. However, as a new feature with a one-way communication model, it remains unclear how students perceive its use and whether its benefits align with their learning needs.

This research aims to explore students' perceptions of using the *WhatsApp Channel* feature for vocabulary learning, focusing on its benefits and drawbacks. Understanding students' perspectives is important for assessing whether *WhatsApp Channel* can serve as a media for vocabulary learning and how it can be optimized for better engagement. As Sidhu (2003) notes, that students' perceptions reflect their viewpoints on experiences in the classroom learning process, which they express through suggestions or arguments to help teachers improve the learning process.[19] Similarly, Hong (2003) emphasizes that perception refers to an individual's thoughts about something they have learned, which influences their attitude toward its use, whether they accept or

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[19] Sidhu, G. K. (2003). Literature in the language classroom: Seeing through the eyes of learners. In: Ganakumaran and Edwin Malachi (Eds). Teaching of literature in ESL/EFL context. Pp. 88-110. Petaling Jaya: Sasbadi Melta ELT Series.

reject a particular method or concept.[20] Thus, analyzing students' perceptions provides insight into how digital platforms like *WhatsApp Channel* contribute to vocabulary learning and whether they align with students' expectations and needs.

Furthermore, this research focuses on students at MTsN 2 Banyuwangi who have already experienced the use of *WhatsApp Channel* to support their English Learning. Observations show varying students response of using *WhatsApp Channel* as a vocabulary learning media. While some benefit from its structured content delivery, others experience challenges due to limited interaction. Considering these varying response, research entitled "Students' Perception on *WhatsApp Channel* Feature for Vocabulary Learning" employs a descriptive qualitative approach aims to explore students' perceptions of *WhatsApp Channel* for vocabulary learning, including its benefit and drawbacks.

B. **Research Question**

1. What are students' perceptions of using the *WhatsApp Channel* feature for vocabulary learning?

2. What are the benefits and drawbacks of using the *WhatsApp Channel* feature for vocabulary learning?

C. **Research Objective**

1. To explore what are students' perceptions of using the *WhatsApp Channel* feature for vocabulary learning.

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[20] Kian-sam Hong, Ridzuan Abang Ahmad, and Ming-Koon Kuek, 'Students' Attitudes towards the Use of the Internet for Learning', *Educational Technology & Society*, 6.2 (2003), pp. 45–49

2. To find out the benefits and drawbacks of using the *WhatsApp Channel* feature for vocabulary learning.

D. Research Significances

The findings from this research are anticipated to enhance knowledge and educational practices, especially in comprehending junior high school students' perception on using *WhatsApp Channel* for vocabulary learning. These insights can guide educators in evaluating the implementation of *WhatsApp Channel* in practical learning, while considering its usability, drawbacks, and benefits from students' perception.

In addition to the theoretical significance, this study is also expected to have practical implications. The researcher hopes that the findings will not only contribute to the academic understanding but also beneficial in real-world applications, providing valuable insights for future practices.

1. For teacher

This research offers valuable insights for teachers on how to effectively integrate the *WhatsApp Channel* feature as an application to enhance vocabulary learning. By using this feature, teachers can facilitate flexible and self-paced learning outside the classroom, making it easier for students to engage with vocabulary exercises. It helps teachers to adapt to modern, technology-based teaching methods, encouraging greater student participation and motivation in learning English.

2. Further Researchers

This research provides a foundation for future studies exploring the use of technology and social media in language learning, especially in informal educational settings. It highlights the potential of *WhatsApp's Channel* feature, paving the way for researchers to investigate its impact on other language skills or its application in different educational contexts. Future researchers can build on this work to develop new innovative teaching models using social media application for language education.

E. Definition Key Terms

In order to clarify the main ideas relied on this research, the following definitions are offered:

1. Students' Perception

The terms "students' perception" in this research refers to the opinions, perpectives, and attitudes of students' regarding the use of the *WhatsApp Channel* feature as a tool for vocabulary learning. It encompasses their understanding, experiences, and evaluations of how this feature helps them in learning new vocabulary and improving their language skills.

2. *WhatsApp Channel* Feature

Within the *WhatsApp* application, the *Channel* feature functions as a one-way communication tool, allowing administrators or content creators to distribute messages, announcements, or resources to a wide audience without receiving direct replies. In this research, it refers to the

use of this feature by teachers or educators to share educational materials, particularly vocabulary lists, quiz, or multimedia content aimed in enhancing students' vocabulary acquisition.

3. Vocabulary Learning

Vocabulary learning refers to the process through which individuals acquire, understand, retain, and effectively use words and their meanings in a language. It involves both receptive skills, such as recognizing and understanding words in listening and reading, and productive skills, such as using words appropriately in speaking and writing. In this research, vocabulary learning focuses on the strategies and activities that help students expand their lexical knowledge, particularly in the context of using digital tool such as *WhatsApp* application.

CHAPTER II
LITERATURE REVIEW

A. **Previous Research**

Several studies that are relevant to this research topic have been identified by the researcher, and some of them are presented below for further context and comparison. These previous studies serve as valuable references in understanding the existing knowledge and gaps related to students' perceptions of educational technology, particularly in using messaging applications like *WhatsApp*. By examining these researches, the researcher can highlight similarities and differences in research focus, methodologies, and findings.

The first research was conducted by Arash Hashemifardnia, Ehsan Namaziandost, and Fariba Rahimi Esfahani (2018) entitled *"The Effect of Using WhatsApp on Iranian EFL Learners' Vocabulary Learning"* aimed to examine the effect of using *WhatsApp* application in improving EFL (English as a Foreign Language) students' English vocabulary acquisition in Iran. The research was conducted using an experimental method involving 50 intermediate level female students, selected from a language institution in Baghmalek, Iran, and randomly divided into two groups: an experimental group and a control group. The experimental group received vocabulary instruction through a *WhatsApp* group, where researchers regularly sent new words along with explanations and exercises via text messages, and interacted with students to help them understand and

remember the vocabulary. In contrast, the control group learned vocabulary using traditional classroom learning methods, with face-to-face instruction without the use of online communication technology. Data in this research was collected through an initial vocabulary test (pre-test) before the treatment was given and a final test (post-test) after the learning period was completed, which lasted for eight sessions. During these sessions, students in the experimental group actively participated in discussions via *WhatsApp*, which allowed them to share their understanding and answer questions flexibly outside of study hours. Based on the post-test results, statistical analysis showed that the experimental group showed a significant improvement in vocabulary acquisition compared to the control group. This difference shows that the use of *WhatsApp* as a learning media is effective in improving vocabulary in the context of foreign language learning. The results of this study provide strong evidence that social media such as *WhatsApp* can be a valuable tool in education, especially in improving language skills through interactive and collaborative approaches that are easily accessible to students anytime and anywhere.[21]

The second research was conducted by Amalia Adiba (2021) entitled *"Student's Perception on the Use of WhatsApp Application for Online Learning"* aimed to identify students' perceptions of the use of *WhatsApp* application as an online learning media, especially in the

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[21] Hashemifardnia, A., Namaziandost, E., & Esfahani, F. (2018). *"The Effect of Using WhatsApp on Iranian EFL Learners' Vocabulary Learning"* Journal of Applied Linguistics and Language Research.

context of learning during the COVID-19 pandemic. This research uses a descriptive qualitative method with data collection techniques through in-depth interviews. Interviews were conducted with six students of MTsN 5 Pidie who have actively used *WhatsApp* for online learning, which were selected using purposive sampling technique to ensure that their experiences were relevant to the research objectives. The results show that although *WhatsApp* is considered an accessible and practical application in supporting communication and material delivery, its use does not always provide maximum results in the teaching and learning process. Most students reported having difficulty understanding the material, lacking motivation to learn, and quickly becoming bored with this static online learning method. In addition, unstable internet connection and limited direct interaction between teachers and students are also significant obstacles in using *WhatsApp* as a learning media. These results indicate that, *WhatsApp* is able to support communication and facilitate access to materials for students, its effectiveness as an online learning tool still has limitations, especially in terms of interactivity and more sustainable student learning motivation.[22]

The third research conducted by Tyas Aina Yuskandina, Yuna Tresna Wahyuna, and Sumarta (2021) entitled *"Students' Perception on Learning Vocabulary through WhatsApp Group Media During Covid-19 Pandemic"* aimed to identify students' perceptions regarding the use of

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[22] Adiba, A. (2021). *Student's perception on the use of WhatsApp application for online learning* [Undergraduate thesis, State Islamic University Ar-Raniry Banda Aceh]

WhatsApp groups as a media for learning English vocabulary during the COVID-19 pandemic. This research used a qualitative method with a descriptive design and involved three students from Singaperbangsa University of Karawang who were interviewed online using semi-structured interviews. The results show that most students have a positive attitude towards vocabulary learning through *WhatsApp* groups, despite some barriers, such as technological limitations and less interactive presentation of materials. Some of the advantages of *WhatsApp* identified by the students include ease of accessibility, the ability to share different types of media, such as text, audio and images, and flexibility that allows learning at any time. However, the limited capacity of the application and internet connection interruptions pose challenges in achieving optimal learning outcomes. The results of this research highlight that *WhatsApp* has great potential as a vocabulary learning media that supports students' learning autonomy, collaboration and motivation, although its effectiveness still needs to be improved in terms of interaction and deeper learning engagement.[23]

The fourth research conducted by Wijayanti and Gunawan (2018) entitled "*students' perceptions of the use of WhatsApp as a media for vocabulary learning*". The researchers established a virtual classroom through *WhatsApp* groups, allowing students to follow vocabulary learning remotely without physical presence. Various vocabulary teaching

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[23] Tyas Aina Yuskandina, Yuna Tresna Wahyuna, and Sumarta. (2021). *"Students' Perception on Learning Vocabulary through WhatsApp Group Media during Covid-19 Pandemic"*. Jurnal Pendidikan Bahasa Vol.8, No.2. Universitas Singaperbangsa Karawang.

techniques were used, including the use of images, translation, and sentence construction, which were designed to make learning more interactive and engaging. Data was collected through a paper-based questionnaire distributed to 20 first and third year students at Sinema Yogyakarta Foreign Language Academy before the virtual learning session began. The participants studied for two weeks, with sessions lasting 90 minutes each week. The results of the questionnaire showed that most students responded positively to the use of *WhatsApp*, appreciating the flexibility, accessibility, and convenience that the app offers. In addition, *WhatsApp* helps quiet students to participate more actively due to its asynchronous feature, which gives them more time to respond without time pressure. However, the research also identified some disadvantages, such as the limited screen size of the device which makes reading activities less convenient, as well as the reliance on a stable internet connection to maintain a smooth teaching and learning process. Overall, the research concludes that the use of *WhatsApp* as a vocabulary learning media has great potential in improving students' engagement and learning experience, although there are some technical challenges that need to be overcome.[24]

The last research was conducted by Antrianus Toni (2023) entitled *"Improving Junior High School students' vocabulary achievement by using WhatsApp"* aimed to improve students' vocabulary achievement and

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[24] Wijayanti and Gunawan. (2018). "*students' perceptions of the use of WhatsApp as a media for vocabulary learning*". ADJES (Ahmad Dahlan Journal of English Studies).

evaluate *WhatsApp*'s effectiveness as an alternative tool for flexible and engaging vocabulary learning. This research used the Classroom Action Research (CAR) method and involved 30 students of class VII C at SMPS Panca Setya Sintang. Data was collected through observation, field notes, and multiple choice tests given at each meeting. The researcher formed a *WhatsApp* group called 'Vocab Learners of VII C' and provided materials in the form of pictures and videos taken from the students' textbooks. Vocabulary instructions were sent electronically, and students were encouraged to discuss and search for word meanings with classmates. Observations were made using an observation checklist, while field notes were used to record student responses and interactions during the lesson. Test results showed a significant improvement in students' vocabulary achievement; in the first meeting, only 20% of students passed the test, while in the second meeting, the passing rate increased to 63.33%. The research concludes that the use of *WhatsApp* as a media for vocabulary learning can have a positive impact on student achievement, mainly due to the flexibility and ease of access offered by this application. Toni recommends *WhatsApp* as an effective alternative for English teachers to improve students' vocabulary skills.[25]

The majority of prior research has concentrated on the utilization of *WhatsApp* groups as a media for vocabulary learning, however there is a limited resources of research that has investigated

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[25] Toni, A. (2023). *Improving Junior High School students' vocabulary achievement by using WhatsApp*. Journal of English Language and Pedagogy (JELPA), 1(1), 45-53.

students' perception regarding the utilization of *WhatsApp Channel* feature in this context. The result and findings of these researches are influenced by the distinctions in methodology, participants, and *WhatsApp* feature, despite the fact their focus is essentially the same. These differences establish a research gap that will be further investigated in this research, particularly in relation to the perception of students regarding the use of *WhatsApp Channel*s in vocabulary learning, particularly among junior high school students. The aims of this research is to explore the students perception of *WhatsApp Channel* features on students' learning process and their perceptions of its usage. Moreover, educators should evaluate methods to optimize the use of *WhatsApp* to improve their teaching effectiveness and interactivity.

Table 2.1

The Similarities and Differences between Previous Research and Current Research

Author and Tittle	Similarities	Differences
Arash Hashemifardnia, Ehsan Namaziandost, and Fariba Rahimi Esfahani (2018) "*The effect of using WhatsApp on Iranian EFL Learners' vocabulary Learning*".	1. Both studies examine the use of *WhatsApp* in educational context. 2. Both studies focus on the implementation *WhatsApp* in vocabulary learning.	1. Previous research focused on the effectiveness of using *WhatsApp* group feature for vocabulary learning, while this research focuses on students' perceptions on the use of *Channel WhatsApp* feature for vocabulary learning. 2. Previous research used quantitative-quasi experimental design while this research uses descriptive qualitative

		design. 3. Previous research involved students from language institution in Iran while this research involves ninth grade students in junior high school.
Amalia Adiba (2021) *"Students' perception on the use of WhatsApp application for online learning".*	1. Both studies examine the use of *WhatsApp* in educational context. 2. Both studies aim to gather students' perception on the use of *WhatsApp* application. 3. Both studies use descriptive qualitative design. 4. Both studies investigate the *WhatsApp* application in junior high school.	1. Previous research focused on the use of *WhatsApp* group feature for online learning while this research focuses on the use of *Channel WhatsApp* feature for vocabulary learning. 2. Previous research used in-depth interview while this research uses semi-structured interview.
Tyas Aina Yuskandina, Yuna Tresna Wahyuna, and Sumarta (2021) *"Students' Perception on Learning Vocabulary through WhatsApp Group Media During Covid-19 Pandemic".*	1. Both studies examine the use of *WhatsApp* in educational context. 2. Both studies aim to gather students' perception on the use of *WhatsApp* in vocabulary learning. 3. Both studies use descriptive qualitative design 4. Both studies use semi-structured interview to obtain the data.	1. Previous research focused on the use of *WhatsApp* group feature for vocabulary learning while this research focuses on the use of *Channel WhatsApp* feature for vocabulary learning. 2. Previous research involved students from Singaperbangsa University while this research involves students in junior high school.
Wijayanti and Gunawan (2018) *"Students' perceptions towards the utilization of WhatsApp for*	1. Both studies examine the use of *WhatsApp* in educational context. 2. Both studies aim to gather students' perception on the use	1. Previous research focused on the use of *WhatsApp* group feature in vocabulary teaching and learning while this research

vocabulary teaching and learning".	of *WhatsApp* application. 3. Both research use descriptive qualitative design. 4. Both research use questionnaire to obtain the data.	focuses on the use of *Channel WhatsApp* feature for vocabulary learning. 2. Pervious research involved students of academy foreign language of Sinema Yogyakarta while this research involves ninth grade students in junior high school.
Antrianus Toni (2023) *"Improving Junior High School students' vocabulary achievement by using WhatsApp".*	1. Both studies examine the use of *WhatsApp* in educational context. 2. Both studies investigate the *WhatsApp* application in junior high school.	1. Previous research focused on the improving student's vocabulary achievement by using *WhatsApp* group feature, while this research focuses on students' perceptions of the use of *Channel WhatsApp* feature for vocabulary learning. 2. Previous research used Classroom Action Research (CAR) design, while this research uses descriptive qualitative design.

B. **Theoritical Framework**

1. **Perception**

   a. **Definition of perception**

   Perception is a multifaceted ideas that reflects how individuals interpret and respond to the world around them. According to the Cambridge Dictionary, perception refers to a thought, belief, or

opinion often held by many people and shaped by appearances[26]. This definition highlights the subjective nature of perception, where individuals form their understanding or judgments based on how something appears rather than through objective analysis. It underlines that perceptions is not always grounded in factual evidence instead, it is shaped by personal experiences and societal influences.

Additionally, Lindawati et al., (2022) describe perception as an image or impression formed in response to an object, acquired through sensory functions[27]. This process involves the reception of sensory input, followed by organization, interpretation, and evaluation, collectively construct the meaning of the perceived object. Sultan Baa et al. emphasize that perception is not a passive process but an active one, requiring individuals to process and assign meaning to sensory data based on their knowledge and experiences. This dynamic process enables individuals to make sense of their environment and attribute significance to objects or phenomena they encounter.

Similarly, Hong (2003) defines perception as an individual's thought or opinion about something they have learned, which influences their behavior toward using that knowledge or method[28]. In

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[26] Cambridge Dictionary. Accessed November 20, 2024, at 3:49 PM, from https://dictionary.cambridge.org/dictionary/english/perception

[27] Nur Lindawati, Baso Jabu, and Sultan Baa, 'Students' Perception on the Use of *WhatsApp* in Learning EFL during Covid 19 at Remote Area', *Journal of Excellence in English Language Education*, 1.4 (2022), pp. 391–404.

[28] Kian-sam Hong, Ridzuan Abang Ahmad, and Ming-Koon Kuek, 'Students' Attitudes toward the Use of the Internet for Learning', *Educational Technology & Society*, 6.2 (2003), pp. 45–49 <Hong, K., Ridzuan Article.pdf>.

this context, perception refers to determining based on knowledge and experiences, whether one agrees or disagrees with a specific method and idea. Hong highlights the evaluative aspect of perception, where individuals not only form opinions but also use them to shape their attitudes and actions. This perspective underlines the relationship between perception and decision-making, particularly in how individuals respond to and apply what they have learned. As a whole, these definitions illustrate the active, interpretive, and subjective dimensions of perception in shaping human understanding and behavior. Collectively, these definitions suggest that perception is influenced by internal and external factors, such as sensory input, prior knowledge, experience, and social context. It also highlights that perception is not static, it evolves as individuals encounter new information or experiences, which reshape their thoughts, beliefs, and actions.

Perception is a dynamic and multifaceted process that extends beyond passive observation, involving active interpretation, evaluation, and meaning-making shaped by personal, cultural, and contextual influences. The concept of perception provides a framework for examining how students interpret and respond to the *WhatsApp Channel* feature for vocabulary learning. Perception, influenced by factors such as prior experience, sensory impressions, and personal evaluation, shapes how students assess the usefulness

and effectiveness of the feature. By analyzing their perceptions, this research seeks to reveal the subjective insights that promote students' engagement and learning outcomes, aligning with the theoretical emphasis on perception as a dynamic, interpretive process.

b. **Process of Perception**

In the process of perception, Qiong (2017) identifies three systematic stages are mentioned below[29]:

1) Selection

In this stage, students concentrate on specific stimuli while filtering out others to avoid being overwhelmed by excessive sensory input. This selective attention is often guided by factors such as personal interest, relevance, or familiarity. For example, students may focus on a learning video provided by the teacher because of its appealing features, such as animated visuals and vibrant colors, while ignoring background noise.

2) Organization

Once the stimuli are selected, the brain organizes the information into meaningful categories or patterns to facilitate understanding. This process involves grouping similar elements or identifying connections between them. For instance, students might process the video's narration and illustrations by linking them to previously learned material, creating a more cohesive

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[29] O U Qiong, 'A Brief Introduction to Perception', *Studies in Literature and Language*, 15.4 (2017), pp. 18–28, doi:10.3968/10055.

understanding.

3) Interpretation

In the final stage, individuals interpret the organized information by assigning meaning, which is shaped by their prior experiences, cultural context, or personal beliefs. For example, students may perceive the video as an effective learning tool if it simplifies complex concepts. On the other hand, some may find it less effective if the video's pace feels too rapid.

The perception process described by Qiong (2017) is relevant to this research's examination of students' reactions to the *WhatsApp Channel* feature for vocabulary learning. During the selection stage, students may focus their attention on specific elements of the *WhatsApp Channel*, such as notifications or multimedia content, based on their interests and relevance to their learning, while disregarding less engaging features. In the organization stage, vocabulary may be grouped and categorized through the *Channel*, thereby connecting it to existing knowledge or learning objectives. Finally, in the interpretation stage, students evaluate the *Channel*'s effectiveness, shaped by their experiences and learning objectives. These stages provide a framework for comprehending how students process and assess the feature, emphasizing the dynamic nature of perception in learning environment.

c. Form of Perception

Robbin (2003) states that perception can be categorized into two types: positive perceptions and negative perceptions.[30] These are explained as follows:

1) Positive Perception

It occurs when an individual evaluates something favorably, based on their expectations or prior experiences. This type of perception is shaped by satisfaction with the object and familiarity with it. For example, a student may have a positive perception of an interactive learning app because they find it engaging and easy to use, based on their prior positive experiences with similar educational tools.

2) Negative Perception

Negative perception happens when an individual forms an unfavorable opinion about something, usually because it does not realize expectations or conflicts with existing norms. These perceptions often arise from a dissatisfaction or lack of familiarity. For instance, a student may have a negative perception of a new online learning application if they find it difficult to navigate or if it does not align with their preferred learning methods.

These framework helps to explain how students evaluate the *WhatsApp Channel* feature for vocabulary learning. Positive

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[30] Robbin, S. P. (2003). Perilaku Organisasi. Jakarta: PT. Indeks Kelompok Gramedia.

perceptions may exist when students find the feature interesting, easy to use, or suitable to their expectations, thus increasing their desire to use it. In contrast, negative perceptions may exist if the feature is perceived as ineffective, difficult to use, or unsuitable for their learning preferences. By examining these forms of perception, this research will more easily achieve its goal of examining how students' attitudes shape their engagement with digital tools for vocabulary learning.

d. **Students perception**

According to Hong (2003), perception refers to individuals' thoughts or attitudes toward a particular method or concept they encounter, which they use to evaluate their experiences and form opinions[31]. In the context of learning, students' perceptions reflect their attitudes and reactions to teaching methods, serving as a basis for assessing their effectiveness. Sidhu (2003) further explained that students' perceptions are shaped by their observations and experiences in the classroom, which allow them to provide feedback, suggestions, or arguments to improve the learning process[32]. This means students' perceptions are critical in understanding how teaching strategies

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[31] Hong, Ahmad, and Kuek, *'Students' Attitudes toward the Use of the Internet for Learning'*.

[32] Sidhu, G. K. (2003). Literature in the language classroom: Seeing through the eyes of learners. In: Ganakumaran and Edwin Malachi (Eds). Teaching of literature in ESL/EFL context. Pp. 88-110. Petaling Jaya: Sasbadi Melta ELT Series.

impact their learning outcomes and engagement[33]. Students' perceptions play a crucial role in understanding how instructional strategies impact learning outcomes and student engagement. Jack as cited in Dunk-West & Verity, (2018) also argues that perception involves students' awareness, and that tools already familiar to them tend to be more readily accepted in educational settings.[34] Collectively, these perspectives emphasize the importance of exploring students' views to ensure teaching approaches align with their needs and preferences, enhancing the overall educational experience.

Understanding students' perceptions is crucial as it provides valuable insights for evaluating learning strategies and their impact on achieving learning objectives. Exploring perceptions of the *WhatsApp Channel* feature as a learning tool can contribute to broader adoption of the *WhatsApp* application in educational contexts, highlighting its potential to support innovative and effective teaching methods.

2. *WhatsApp* Application

    a. **Introduction to *WhatsApp* Application**

    WhatsApp is a mobile communication application developed by Brian Acton and Jan Koum, officially launched in 2009. This application facilitates users to send messages, images, videos, audio, and documents through internet connectivity, making it a cost-effective

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[33] Rike Rizkia Permatasari, '*Students' Perceptions Toward Teachers' Use Of Bahasa Indonesia In English Learning Classroom* Rike Rizkia Permatasari', 2012, 2012, pp. 5–27.

[34] Priscilla Dunk-West and Fiona Verity, Practising Social Work Sociologically: A Theoretical Approach for New Times (Bloomsbury Publishing, 2018).

communication tool.[35] With over two billion users worldwide, *WhatsApp* has become a widely used medium for communication in both personal and professional contexts. Its popularity and functionality also make it highly relevant for educational purposes.

Smith (as cited in Cetinkaya, 2017) highlighted that instant messaging applications like *WhatsApp* can enhance the learning process.[36] Teachers frequently use *WhatsApp* in education due to its accessibility on students' smartphones, facilitating online learning with ease.[37] Additionally, its user-friendly interface and widespread availability further establish *WhatsApp* as an effective application for supporting various educational activities. Arash (2018) noted that in the era of rapidly growing social networks, *WhatsApp* has proven to be a valuable tool for education, particularly in teaching vocabulary and sharing information in language learning contexts. He also emphasizes that *WhatsApp* media sharing feature significantly contribute to vocabulary acquisition, strengthening its role as a powerful tool for language education.[38] This perspective aligns with the concept of instructional media study by Sadiman et al. (2010) as cited in

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[35] Hashemifardnia, A., Namaziandost, E., & Esfahani, F. (2018). *"The Effect of Using WhatsApp on Iranian EFL Learners' Vocabulary Learning"* Journal of Applied Linguistics and Language Research.

[36] Cetinkaya, L. (2017). The impact of *WhatsApp* Use on Success in Education Process. International Review of Research in Open and Distributed earning, 18(7), 59-74.

[37] Adiba, A. (2021). *Student's perception on the use of WhatsApp application for online learning* [Undergraduate thesis, State Islamic University Ar-Raniry Banda Aceh]

[38] Hashemifardnia, A., Namaziandost, E., & Esfahani, F. (2018). *"The Effect of Using WhatsApp on Iranian EFL Learners' Vocabulary Learning"* Journal of Applied Linguistics and Language Research.

Nurfadillah et al., (2021), which stresses that simple and easily operated media can enhance the effectiveness of teaching and learning processes.[39]

This insight serves as a conceptual foundation for exploring the role and potential of *WhatsApp* features in facilitating vocabulary learning. *WhatsApp*'s flexibility, accessibility, and effectiveness in educational settings established it as more communication tool, it also serves as a valuable learning media. It is essential for evaluating the effectiveness of *WhatsApp* as a learning tool in educational contexts.

b. *WhatsApp Channel* Feature

WhatsApp offers various features that enhance communication and collaboration. These features include private messaging with end-to-end encryption, group chats, voice and video calls, file sharing, and the capability to use multimedia such as stickers and GIF[40]. One of the newest additions is the *Channels* feature, which allows users to follow updates from organizations, creators, or businesses. *Channel*s serve as a one-way broadcasting tool, allowing administrators to share updates with followers while maintaining privacy, as follower details remain private.[41] This feature is growing in popularity as an efficient method to deliver targeted information efficiently.

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[39] Sadiman, A. S. (2010). Media Pendidikan: Pengertian, pengembangan dan Pemanfaatannya. Jakarta: PT Raja Grafindo Persada.

[40] *WhatsApp*.com. "*WhatsApp* Features Blog." Accessed November 21, 2024, at 13:50 PM, from https://blog.*WhatsApp*.com/search/?q=feature

[41] *WhatsApp*.com. "Introducing *WhatsApp Channel*s Blog." Accessed November 21, 2024, at 13:50 PM, from https://blog.*WhatsApp*.com/introducing-*WhatsApp-Channel*s-a-private-way-to-follow-what-matters

In the realm of education, particularly in language learning, *WhatsApp Channel*s can provide a distinct benefit. Whereas, *WhatsApp* Groups have been extensively analyzed, which allow for two-way communication, *Channel*s feature facilitate one-way communication, offering a regulated setting for a concentration of content to be delivered, including vocabulary learning through text messages, voice messages, videos, and quizzes utilizing the polling feature. This research will examine students' perceptions in utilizing the *Channel* feature in *WhatsApp* for vocabulary learning. Although some previous research have emphasized learning activities through *WhatsApp* groups, the *Channel* feature presents a new method for organized learning with teacher guidance.

3. **Vocabulary**

Vocabulary is a fundamental aspect in foreign language learning, as a key in students' ability to achieve language proficiency. Tyas (2021) highlights that vocabulary serves as a foundation for the four essential language skills: listening, speaking, reading, and writing, by providing a collection of vocabulary that enables coherent communication.[42] Students with an extensive vocabulary usually show higher competence in these skills compared to students who have limited lexical knowledge.

However, vocabulary acquisition remains a significant challenge for students in non-English speaking countries, which often hinders their

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[42] Tyas Aina Yuskandina, Yuna Tresna Wahyuna, and Sumarta. (2021). *"Students' Perception on Learning Vocabulary through WhatsApp Group Media during Covid-19 Pandemic"*. Jurnal Pendidikan Bahasa Vol.8, No.2. Universitas Singaperbangsa Karawang.

overall language development. Folse (2004) emphasizes that while grammar is important, vocabulary has a more important role in communication, as conveying meaning is impossible without it[43]. Similarly, Hatch (1995) highlights that students' basic communicative competence strongly depends on their ability to effectively use vocabulary strategies.[44]

Therefore, the *WhatsApp Channel* feature serves as an innovative tool for vocabulary learning, offering both accessibility and interactive capabilities. Investigating students' perceptions of this feature provides valuable insights into how modern technology can support vocabulary acquisition and overcome the limitations of traditional learning approaches. The integration of *WhatsApp Channel*s into vocabulary learning has the potential to increase students' exposure to a wider range of lexical items and promote more engaging and meaningful language practice, thereby contributing to their overall language development.

4. **Vocabulary Learning**

Understanding the theoretical framework is vital for optimizing the use of technologies such as *WhatsApp* in vocabulary learning. Batawi (2019) emphasizes that vocabulary is fundamental to effective communication, as it forms the foundation for language comprehension

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[43] Folse, K. (2004). Vocabulary Myths: Applying Second Language Research to ClassroomTeaching. Ann Arbor: The University of Michigan Press.

[44] Hatch, E. & Brown, C. (1995).Vocabulary, Semantics, and Language Education. Cambridge: Cambridge University Press.

and production.[45] Drawing on Henriksen (1999), Batawi identifies three dimensions of word knowledge evaluation, including depth and breadth. The depth dimension pertains to students' understanding of a word's meaning, context, and usage, while the breadth dimension refers to the range of words or phrases students can recognize. Additionally, vocabulary is categorized into two types: productive vocabulary, which involves words actively used in speaking and writing, and receptive vocabulary, which encompasses words recognized during reading or listening.[46]

Strategies that can support vocabulary learning include metacognitive, cognitive, social and memory methods, as modified from Schmitt (1997). These strategies are especially applicable in a digital environment, where students can be actively engaged through multimedia messaging and group discussion capabilities offered by apps such as *WhatsApp*. *WhatsApp* also facilitates the negotiation of meaning, allowing students to ask questions, make comments and engage in interactive vocabulary learning.[47] Particularly in the context of online collaboration-based learning, the functionality of *WhatsApp Channel*s can be a useful tool to improve vocabulary acquisition by using technological capabilities

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[45] Batawi, Ghadah, Hassan (2019) *WhatsApp* as a tool for meaning negotiation: The use of web-enabled phones to consolidate vocabulary learning among university students in Saudi Arabia. *University of Southampton, Doctoral Thesis*. Pp 39-40

[46] Batawi, Ghadah, Hassan (2019) *WhatsApp* as a tool for meaning negotiation: The use of web-enabled phones to consolidate vocabulary learning among university students in Saudi Arabia. *University of Southampton, Doctoral Thesis*. Pp 43-45

[47] Batawi, Ghadah, Hassan (2019) *WhatsApp* as a tool for meaning negotiation: The use of web-enabled phones to consolidate vocabulary learning among university students in Saudi Arabia. *University of Southampton, Doctoral Thesis*. Pp 101

such as mobility, accessibility, and interaction.

5. **Strategy for Vocabulary Learning**

Vocabulary learning strategies can be effectively adapted to various media, including applications such as *WhatsApp Channel*s, which serve as one-way communication platforms. While this feature does not permit direct interaction among users, as seen in *WhatsApp* Groups, it still supports the application of vocabulary learning strategies for self-directed learning. According to Batawi (2019), vocabulary learning strategies encompass approaches such as cognitive and memory techniques, which can be optimized through the regular delivery of text-based, audio, or visual content via these *Channel*s. Within this framework, Mayor and Moreno's (2003) Multimedia Learning theory as cited in Batawi (2019), is particulary relevant, highlighting that presenting information through varied formats especially those involving visual and interactive elements can significantly improve student engagement and comprehension.[48] For example, presenting new vocabulary alongside definitions, contextual sentences, or supporting visuals can enhance students' understanding and retention of words.

In addition to engaging formats, the cognitive accessibility of content must also be considered. Sweller's (1988) Cognitive Load Theory, as cited in Batawi (2019), asserts that dense and monotonous content can increase cognitive load and reduce both learning motivation and

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[48] Mayer & Moreno, dalam Ghadah Hassan Batawi, *WhatsApp as a Tool for Meaning Negotiation: The Use of Web-Enabled Phones to Consolidate Vocabulary Learning Among University Students in Saudi Arabia* (PhD diss., University of Southampton, 2019), 66

effectiveness.[49] This underscores the importance of designing vocabulary materials in a way that is simple, engaging, and not cognitively overwhelming, especially in a one-way delivery format like *WhatsApp Channel*s, where learners rely heavily on the clarity and appeal of the content provided.

Additionally, Schmitt (1997) as cited in Batawi (2019) highlights the significance of social strategies in vocabulary learning, where students are encouraged to seek clarification from teachers or peers to strengthen their understanding of new words.[50] These social strategies illustrate that direct interaction with human learning resources can greatly enrich the vocabulary acquisition process. However, within the context of using one-way communication platforms such as *WhatsApp Channel*s, the application of social strategies becomes limited, thereby requiring the integration of alternative approaches that support self-directed learning.

Furthermore, to delivering content in an organized manner, *WhatsApp Channel*s facilitate metacognitive strategies by enabling students to plan and manage their own study sessions. This aligns with the principles of Self-Directed Learning, where students independently seek solutions to challenges or questions within the learning materials this reflect the characteristic of Self-Directed Learning introduced by Knowles

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[49] Sweler(1988), dalam Ghadah Hassan Batawi (2019), *WhatsApp as a Tool for Meaning Negotiation: The Use of Web-Enabled Phones to Consolidate Vocabulary Learning Among University Students in Saudi Arabia* (PhD diss., University of Southampton, 2019), 66

[50] Schmitt, N. (1997). dalam Ghadah Hassan Batawi, *WhatsApp as a Tool for Meaning Negotiation: The Use of Web-Enabled Phones to Consolidate Vocabulary Learning Among University Students in Saudi Arabia* (PhD diss., University of Southampton, 2019), 66

(1975, as cited in Idham et al., 2024), which emphasizes learners' autonomy in managing their learning process, including determining the time, method, and evaluation of learning outcomes.[51]. Through this approach, students not only enhance their language proficiency but also develop independent character, enabling them to explore and comprehend vocabulary without direct instruction. Despite its limitations in fostering social interaction and meaning negotiation, this model offers substantial benefits through consistent and targeted content delivery, which plays a critical role in vocabulary development. Moreover, the mobility and accessibility provided by *WhatsApp Channel*s allow students to engage in vocabulary learning anytime and anywhere, making it a practical tool for promoting independent vocabulary learning.

This research adopts Schmitt's (1997) taxonomy to categorize vocabulary learning strategies, providing a structured approach to learning vocabulary through the *WhatsApp* application. Schmitt identifies five strategies for vocabulary learning: Determination, Social, Memory, Cognitive, and Meta-cognitive.[52] This research employed three strategies for vocabulary learning utilizing the *WhatsApp Channel* feature. The activities for vocabulary learning are outlined as follows:

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[51] Knowles, M. S. (1975). Self-directed learning : a guide for learners and teachers. Chicago : Association Press, [1975] ©1975. https://search.library.wisc.edu/catalog/999499643502121

[52] Schmitt, N. (1997). Vocabulary learning strategies. In Schmitt, N and McCarthy, M. (Ed.) Vocabulary: Description, Acquisition, and Pedagogy, 199-227. Cambridge: Cambridge University Press. Pp. 207-208

a. Vocabulary Input

In this activity, the teacher introduces a new word through *WhatsApp Channel*s. The word is concluded with a definition and examples of its use in sentences. The teacher also provides a context for the word's use, such as a formal or informal situation, to help students in comprehending how to apply the word. Students are introduced to the new vocabulary and begin to comprehend its meaning through the information provided, which is why this activity is regarded as a component of the Determination strategy.

The activity conducted twice a week. Each session takes place after English lessons at school. The teacher introduces new vocabulary items during each session using polling (vocabulary is provided without Indonesian translations through quizzes in the poll Students asked to find the meaning of each word in the poll provided) multimedia resources, such as images or videos, to support students' understanding. The vocabulary provided is aligned with classroom material. For instance, when learning narrative text the teacher provides commonly used adjectives and verbs related to the genre. This consistent and contextual exposure helps students integrate new vocabulary into their memory effectively.

b. Vocabulary Memory

In this activity, The teacher facilitates the students' memorization of vocabulary by supplying multimedia content, including images,

videos, and audio, that are related to the word being studied. For instance, students are able to visualize the meaning of the word through the use of images, the correct pronunciation is given through audio, and the word is demonstrated in ordinary contexts through videos. This activity enhances the Memory strategy, which involves students associating new vocabulary with visual or auditory elements to enhance retention and recall.

Furthermore, the teacher provides five new vocabulary items in each session, ensuring consistent exposure. These vocabulary items are presented after English lessons to seamlessly integrate them into the students' routine. The teacher uses images or videos to introduce the vocabulary, which makes the learning process more engaging and supports better memory retention. Each session begins with the teacher presenting the words and then demonstrating their usage in context.

c. Quiz for Evaluation

In this activity, the teacher provides an interactive quiz through *WhatsApp Channel*s utilizing the polling feature. The questions involve to the utilization of words in sentences and their respective meanings. Immediately following the students' responses, the teacher provided immediate feedback, which facilitated the correction of errors and the comprehension of the vocabulary. This activity is a component of the cognitive strategy, as it actively engages students in the application of the vocabulary they have learnt, thereby enhancing their

comprehension through practical application.

The quiz activity is designed to reinforce vocabulary introduced in earlier sessions. After presenting five new words, the teacher creates example sentences and engages students through WhatsApp's polling feature. These quick, interactive quizzes help assess students' understanding while encouraging them to reflect on their own progress. By holding quizzes twice a week, students get regular practice and repeated exposure to the vocabulary, which supports better retention and deeper comprehension.

6. **Mobile Assisted Language Learning (MALL)**

The growth of gadget technology in the digital age, along with lifestyle and work demands for better communication and access to information, as well as ease of accessibility, gadget usage has become a common phenomenon.[53] This has prompted many researchers to explore the potential of gadgets as language learning media. As previously mentioned, researchers have conducted various studies to optimize the use of gadgets as assisting tools in language learning.

There are many different ways to learn a language using a portable device, such as looking up word translations directly, following native speakers' pronunciation, or working together to write essays. These exercises are included in the Mobile Assisted Language Learning (MALL)

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[53] Anita,W, Yohanes, B. (2018). *Students' Perceptions towards the Utilization of "WhatsApp" For Vocabulary Teaching And Learning.* Academy of Foreign Language of Sinema Yogyakarta. ADJES (Ahmad Dahlan Journal of English Studies) Vol.5, No.2, September 2018, pp. 78-91

concept. MALL's great mobility and portability make it preferable to its previous one, Computer Assisted Language Learning (CALL).[54] (Kukulska-Hulme & Shield, 2008). It quickly gained widespread support from learners as a more modern and relevant learning method[55] (Jarvis & Achiellos, 2013).

In addition to the superior portability, Mobile-Assisted Language Learning (MALL) provides various benefits, such as internet accessibility, collaborative learning opportunities, a student-centered approach, immediate feedback, and diverse learning strategies and activities. However, the small screen size of many portable devices may limit readability and potentially cause cognitive distractions, which can affect students' concentration and visual perception. Furthermore, an unstable internet connection may disrupt communication among students, hindering the learning process. This concern is supported by study from Wijayanti and Gunawan (2018), which stated that although digital learning offers numerous advantages, infrastructure-related issues such as internet access remain a major challenge in the equitable implementation of technology-based education[56]

In the context of MALL, *WhatsApp Channel* offers a structured

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[54] Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. ReCALL, 20(3), 271–289.

[55] Jarvis, H., & Achilleos, M. (2013). From Computer Assisted Language Learning (CALL) to Mobile Assisted Language Use (MALU). Tesl-Ej, 16(4), pp. 1–18. Retrieved from http://www.teslej.org/wordpress/issues/volume16/ej64/ej64a2

[56] Wijayanti and Gunawan. (2018). "*students' perceptions of the use of WhatsApp as a media for vocabulary learning*". ADJES (Ahmad Dahlan Journal of English Studies).

way to deliver content that may support vocabulary learning. Given the importance of vocabulary in language development, it is worth exploring how students perceive this feature as learning media. This research aims to explore students perception of using *WhatsApp Channel* for vocabulary learning, focusing on its perceived benefits and drawbacks. The findings are expected to offer insights into how digital platforms can be better integrated into language learning in line with students' needs in the digital era.

CHAPTER III
RESEARCH METHOD

A. Research Design

This research employed a qualitative research approach, commonly referred to as a qualitative research design. This approach is widely utilized in social science fields, including education. According to Creswell (2017), The qualitative research is an approach that involves significant processes, such as formulating questions, collecting detailed data from participants, analyzing the data inductively from specific themes to general themes, and interpreting the findings.[57] Specifically, this research adopted a descriptive-qualitative design, which focuses on exploring and thoroughly describing the social phenomenon under research in a detailed and comprehensive.

This approach was chosen to obtain more detailed information of junior high school students' perceptions of using the *WhatsApp Channel* feature for vocabulary learning. The qualitative design allowed the researchers to explore the details of students' perceptions regarding the use of this feature for vocabulary learning, as well as to identify its perceived benefits and drawbacks. By focusing on specific data, this research aims to provide meaningful insights into the role of *WhatsApp Channel* in supporting language learning, particularly in vocabulary learning.

B. Research Location

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[57] Creswell, J. W. (2017). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Thousand Oaks, CA: SAGE Publications.

This research conducted in MTsN 2 Banyuwangi which is located at Jalan Hayam Wuruk No. 38 Sambimulyo, Sambirejo, Bangorejo, Banyuwangi, East Java. The selection of MTsN 2 Banyuwangi as the research location was based on the fact that *WhatsApp Channel* media has been implemented in numerous courses for vocabulary learning, and no prior research has investigated the school's utilization of *WhatsApp Channel* media. In addition, the researcher has teaching experience at MTsN 2 Banyuwangi and has obtained official permission from the school, which can assist in comprehending the learning conditions of the students.

C. **Research Subject**

The subject of this research are students of class 9C. This class was selected due to its active utilization of the *WhatsApp Channel* feature as a media for vocabulary learning, which is relevant to the objectives of this research. The majority of students in this class are between 14 and 15 years old, with diverse backgrounds in terms of interests, abilities, and English learning styles. The class consist of 20 students, which provided a representative sample to explore students' perceptions of the *WhatsApp Channel* feature.

D. **Data Collection Technique**

Data collection techniques are the methods used by the researcher to collect data from the source. Data collection techniques are essential in this context because it determines the type of data that will be used to collect

information and answer the research questions[58]. The researcher will employ the following techniques to collect the data:

1. Observation

   Creswell (2012) defines observation as a method of collecting data openly and directly by observing individuals and their environment at the research site. This approach enables researchers to gain insights into behaviors, interactions, and contexts within their natural settings, offering a comprehensive understanding of the phenomenon under investigation. Observation can be categorized into two types: participant observation and non-participant observation.[59] In participant observation, researchers actively engage in the activities within the research context, simultaneously participating and documenting the information. In contrast, non-participant observation involves researchers observing and taking notes without directly engaging in the participants' activities.

   The researcher employed participant observation for this research. This approach was chosen to enable active involvement in the participants' activities, allowing for a deeper understanding of the processes being observed. Then, the researcher could better comprehend the participants' interactions and responses during the activities. As a result, the observations provided more detailed perception, aligning with the research objectives.

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[58] Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th Ed.). Pearson. (p. 212)

[59] Creswell, J. W. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research* (4th Ed.). Pearson. (p. 212)

2. Questionnaire

Questionnaires can be categorized into three types: open-ended, closed-ended, and mixed. For this research, the researcher utilized a open-ended questionnaire to gather clear and focused insights aligned with the research objectives. To ensure ease of understanding and accurate responses, the questionnaire was designed in Indonesian. The administration of the questionnaire followed a structured procedure. First, the questionnaire was created and distributed online using Google Forms, allowing students to access it conveniently through a link shared in their class *WhatsApp* group. This method facilitated efficient distribution, provided students' flexibility to complete the questionnaire at their convenience, and enabled automatic response compilation for streamlined data management. Second, students were allocated a 30-minute session to complete the questionnaire, during which the researcher remained available in the *WhatsApp* group to address any questions or provide clarification. Finally, the data collected via Google Forms were automatically organized into a spreadsheet, ensuring a ready-to-use format for analysis. This systematic approach ensured efficiency and convenience for both the students and the researcher.

3. Interview

Creswell (2012) highlights that interviewing is one of the most commonly used methods in qualitative research, comparable in popularity to observation. A qualitative interview involves researchers asking

participants broad, open-ended questions and recording their responses. The collected data are then transcribed and prepared in a digital format for in-depth analysis, offering valuable insights into participants' perspectives and experiences. Further explains by Creswell that qualitative interviews can be conducted as one-on-one sessions or focus group discussions. One-on-one interviews, ideal for participants who are articulate and comfortable expressing their thoughts, allow researchers to engage directly with an individual. In contrast, focus group interviews involve 4–6 participants and facilitate interaction, often revealing shared insights, particularly when time is constrained or participants may feel unwilling to share individually.

In this research, the interviews were conducted individually to create a comfortable environment where participants could freely express their opinion without the influence of their peers. The semi-structured interview format was employed, allowing the researcher to focus on key topics while remaining flexible to explore participants' unique perception. This approach was essential for capturing nuanced and complex phenomena. Additionally, the interview process supplemented data from questionnaires and observations, providing a comprehensive understanding of students' experiences and perceptions regarding the use of the *WhatsApp Channel* feature. To ensure various perception, 5 students were selected randomly among 20 participants to take part in the interviews.

E. **Data Analysis**

This research employed the qualitative data analysis framework developed by Miles, Huberman, and Saldana that is analyzed data by four steps: data collection, data condensation, data display, and drawing and verifying conclusion[60]. The process of qualitative data analysis in this research is illustrated in the following model proposed by Miles, Huberman and Saldana (2014):
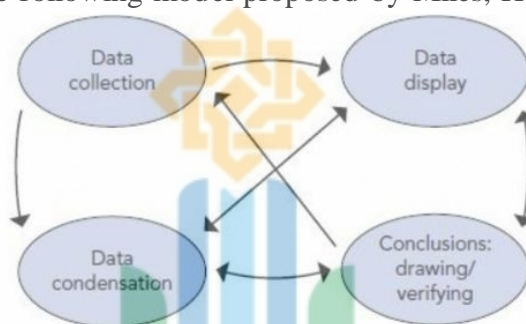

Figure 3.1
(Interactive Model of Qualitative Data Analysis)[61]

Data were gathered using three primary methods: observation, interviews, and questionnaires. After the data were collected, the analysis followed three steps as detailed below:

1. Data Condensation

   In this stage, the researcher selected and simplified the raw data to focus on information relevant to the research objectives. This involved reviewing observation notes, interview transcripts, and questionnaire responses, then reducing them into manageable and meaningful units. From the observational data, only behaviors and interactions related to

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[60] Miles, M. B., Huberman, A. M., and J., Saldaña. (2014). *Qualitative Data Analysis: a methods sourcebook, third edition.* London: Sage Publications, p. 12-13.
[61] Miles, M. B., Huberman, A. M., & Saldaña, J. (2014). Qualitative Data Analysis: A Methods Sourcebook *(3rd ed.).* SAGE Publications.

vocabulary learning through *WhatsApp Channel* were retained. Interview results were read thoroughly, then rewritten into concise summaries and categorized into major themes such as perceived advantages, difficulties encountered, and students' suggestions. Questionnaire responses were grouped based on recurring answers that reflected students' perceptions of the feature. Through this condensation process, the researcher was able to highlight essential points while discarding unnecessary details, ensuring the data were ready for the next stage of analysis.

2. Data Display

After condensation, the next step was organizing the data into a meaningful and structured display. The reduced data were described in narrative form to illustrate how students interacted with the *WhatsApp Channel* feature for vocabulary learning. Descriptive summaries were used for observations, while interview data were presented using selected quotations to maintain authenticity. Questionnaire findings were also displayed categorically, based on dominant themes and student feedback. This visual and narrative presentation allowed the researcher to observe relationships and emerging patterns, making it easier to interpret the results clearly.

3. Conclusion Drawing

The final step involved concluding based on the integrated analysis of all data sources. The researcher synthesized the findings by comparing themes across observation, interview, and questionnaire data, ensuring

consistency and coherence. The process of triangulation helped validate the conclusions regarding the students' perceptions and experiences. By aligning the results with previous studies and theoretical insights, the researcher was able to draw well-founded conclusions about the role and effectiveness of *WhatsApp Channel* in facilitating vocabulary learning.

F. **Validity of Data**

In qualitative research, validity of data is commonly assessed through triangulation, a method that verifies the accuracy of data by cross-checking it against external references. In this research, triangulation was conducted through two approaches: source triangulation and technique triangulation.[62] Source triangulation ensures data credibility by comparing information obtained from various sources, such as different individuals, locations, or times. On the other hand, technique triangulation involves validating the same data using multiple methods, including observations, questionnaire, and interviews,

After data collection, which included participant observation, individual interviews, and questionnaires, the researcher compared these instruments to ensure consistency and accuracy. For instance, interview data reflecting positive perceptions of *WhatsApp*'s *Channel* features as a tool for learning English were validate through supporting observations, thereby enhancing the credibility of the findings with additional sources.

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[62] Mathew B. Miles, A. Michael Huberman and Johny Saldana, Qualitative Data Analysis: a methods soucebook; third edition (London: Sage Publications), 2014, 266

G. **Research Steps**

The research process involves a systematic plan for conducting the research, which includes initial exploration, designing the research framework, executing the research activities, and concluding with the report writing stage[63]. Following the research process described previously, the following research plan will be carried out by the researcher:

1. Pre-field Stage

The pre-field stage involves comprehensive preparations to ensure that the research process going well and efficiently. This stage includes several key activities as described in this section:

a. Developing the research design

In this activity, the researcher establishes the framework of the research by defining the research tittle, research focus, research objectives, and research subject and research methodology. This step serves as a foundation, and to ensure that the research follows a clear and systematic plan.

b. Selecting research field

The researcher identifies and selects an appropriate location for the research that aligns with the research objectives. For this research, MTsN 2 Banyuwangi was chosen due to its relevance to the research topic and its accessibility.

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[63] Tim Penyusunan, Pedoman Penulisan Penilaian Karya Ilmiah, (Jember: IAIN Jember Press, 2020). 48

c. Processing permits

Before entering the field, the researcher must secure formal approval. This involves obtaining a recommendation letter from Universitas Islam Kiai Haji Achmad Siddiq Jember, then submitted to the principal or relevant authority at MTsN 2 Banyuwangi to gain permission for data collection.

d. Assessing the field conditions

After permission is granted, the researcher begins to explore and assess the field to better understand the background of the research object and all the conditions to research. This activity intending to make it easier for the researcher to collect data.

e. Preparing research instruments

The researcher prepares the necessary equipment for the research before entering the field, including preparing a list for the observation checklist, and question for interview and questionnaire. These instruments are carefully designed to align with the research's objectives and facilitate the collection of comprehensive and accurate data.

2. Field Work Stage

The fieldwork stage begins after all preparations are completed. This stage includes several main steps: first, data collection, where researchers collect information according to a predetermined schedule using observation, interview, and questionnaire techniques. Next, data

processing was conducted to organize and prepare the collected data for analysis. Finally, the data analysis stage applied qualitative analysis methods to interpret the data comprehensively. This process includes systematically presenting an overview of the findings and discussing the results in the context of the research objectives.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Description of the Research Object

The object of this research is Madrasah Tsanawiyah National 2 Banyuwangi. The location of MTsN 2 Banyuwangi at Jl. Hayam Wuruk No. 38, Sambimulyo, Bangorejo District, Banyuwangi Regency, and East Java Province. To provide a complete understanding of this research object, the following details about MTsN 2 Banyuwangi are presented:

1. Identity of MTsN 2 Banyuwangi

a.	Name	:	Madrasah Tsanawiyah Negeri 2 Banyuwangi.
b.	Address	:	Jl. Hayam Wuruk No. 38
c.	ZIP Code	:	68487
d.	Village	:	Sambimulyo
e.	Districts	:	Bangorejo
f.	Regency-City	:	Banyuwangi
g.	Province	:	East Java
h.	Institution Status	:	National
i.	Accreditation	:	A
j.	SK Publisher	:	Ministry of Religion, East Java Province
k.	Year Founded	:	09 July 1970
l.	The Principal's Name	:	Uswatun Hasanah, S.Ag

2. Vision and Mission of MTsN 2 Banyuwangi

   a. Vision

"The realization of Madrasah as a center for developing human resources with noble character, outstanding achievements and an environmental conscious culture"

   b. Mission

1) Implement effective learning and guidance in accordance with student potential.

2) Provide education that fosters faith, piety, and noble character to students.

3) Develop students who are excellent, independent, innovative, productive, globally minded, and committed to lifelong learning.

4) Implement innovative learning resources based on technology and informatics.

5) Improve the implementation of madrasah-based management (MBM) that emphasizes autonomy, transparency, accountability, participation, flexibility, and program sustainability, including financial accountability and program results.

6) Creating a clean, beautiful, orderly and healthy madrasah environment to support environmental conservation.

3. Demographic Information of Teachers and Students

a. Teachers

MTsN 2 Banyuwangi is supported by a team of dedicated teachers who strive to provide quality education. The Teachers of MTsN 2 Banyuwangi are 40 that the male teachers are 20 and female teachers are 20. As for teachers at MTsN 2 Banyuwangi are detailed in the form table as follows:

Table 4.1

Name of Teachers at MTsN 2 Banyuwangi

No.	Name	Position
1	Uswatun Hasanah, S.Ag	Headmaster
2	Yuli Isnaini Hyrowati, S.Pd	Deputy Head of Curriculum
3	Drs. Subandi Winoto	Deputy head of Student Affairs
4	Hafidz Azizi, S.S	Deputy head of Public Relations
5	Thoyib Arifin, S.T	Deputy head of Infrastructure
6	Fatmaningrum Wietdyarni, SE	Head of Administration
7	Suhardi, S.Pd	Teacher
8	Endah Puji Harsini, S.Pd	Teacher
9	Drs. Munthoyib, M.Pd.I	Teacher
10	Drs. Imam Turmudi, M.Pd.I	Teacher
11	Drs. Sapingi, M.Pd.I	Teacher
12	Masturyadi, S.Pd	Teacher
13	Istiadah, S.Pd	Teacher
14	Nur Inayatul Kasanah, S.Pd	Teacher
15	Heliya Ihromi, S.Pd	Teacher
16	Ahmad Musyafa' Mohtar, S.Pd	Teacher
17	Drs. Qomaruddin	Teacher
18	Sri Wahyunita, S.Pd	Teacher

19	Sunarno, S.Pd.I	Teacher
20	Martinah, S.Pd	Teacher
21	Umi Jamanah, S.Ag	Teacher
22	Sriana Eko Purwati, S.Pd.I	Teacher
23	Dra. Mahrumi	Teacher
24	Erna Yunita K.H., S.Pd	Teacher
25	Drs. Sumarno	Teacher
26	Drs. Zaenuddin	Teacher
27	Mohammad Nur Asyik, S.Pd	Teacher
28	Siti Jaenab, S.Ag	Teacher
29	Moh. Nur Rohman, S.Pd	Teacher
30	Arista Kurniawati, S.Pd	Teacher
31	Duratul Badiah, S.Ag	Teacher
32	Nur Aini Inda Iva, S.Pd	Teacher
33	Moh. Rois Rochmanto, S.Pd	Teacher
34	Zudiatul Mukaromah, S.Pd.I	Teacher
35	Imam Mohamad Almahdi, S.Pd	Teacher
36	Ageng Panji Tri Atmojo, S.Pd	Teacher
37	Inayatur Robaniyah, S.Pd	Guidance Counselor
38	Esti Widyastuti, A.Md	Administration Staff
39	Mu'alimah	Administration Staff
40	Hari Lukman Hadi, A.Md	Administration Staff

b. **Students'**

The students at MTsN 2 Banyuwangi come from diverse socio-economic backgrounds. The school provides an inclusive and supportive learning environment that accommodates students with varying academic abilities. MTsN 2 Banyuwangi has 28 classrooms for teaching and learning process, the class is divided into a number of class VII 182 students, VIII with 148 students, IX with 171 students a total of 500 students. As for students at MTsN 2 Banyuwangi are detailed as follows:

Table 4.2
Number of Students'

Class	Male	Female	Amount
VII	94	88	182
VIII	67	81	148
IX	84	87	171
Amount			500

For this research, 20 students from class 9C were selected as participants. Class 9C is part of the regular class program, where students follow the national curriculum with an additional focus on religious studies. The students in this class have varying levels of English proficiency.

This diversity makes class 9C an appropriate research subject for exploring students' perceptions of using *WhatsApp Channel* as a media for vocabulary learning.

B. **Findings**

This chapter presents the research findings based on the collected data through observations, open-ended questionnaires and interviews with students who have experience using *WhatsApp Channel* for vocabulary learning. The findings are categorized according to the research questions: (1) What are students' perceptions of using the *WhatsApp Channel* feature for vocabulary learning and (2) What are the benefits and drawbacks of using *WhatsApp* for vocabulary learning. The findings are structured based on the themes that emerged from the data analysis, supported by direct quotations from students and relevant theories. By examining students' perceptions, this research

provides insights into the role of *WhatsApp Channel* in digital learning and how it can be optimized for better vocabulary acquisition.

1. **Students' Perceptions of using the *WhatsApp Channel* feature for Vocabulary Learning**

   a. ***WhatsApp* is easily accessible and familiar application for vocabulary learning**

   Most students expressed positive feelings toward learning vocabulary via *WhatsApp Channel*, particularly because of its familiarity and ease of access. Since *WhatsApp* is an application they already use daily for communication, the learning experience feels less formal and more comfortable. One of the students stated:

   > *"Seruu bangett, lebih cepat nyantol soalnya sering dibuka".* (QN-NZZ).
   > "It's really fun, the vocabulary sticks faster because I open it often"[64]

   Additionally, this finding is supported by the responses of all 17 students who answered "yes" to the question regarding their ownership of the *WhatsApp* application in the questionnaire. The fact that all participants own and use *WhatsApp* reinforces why this platform feels familiar and easily accessible as a learning medium. Observational data also confirm that all students have engaged with the *WhatsApp Channel* designated for vocabulary learning, as evidenced by the number of followers on the *Channel* shown in in figure 4.1

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   [64] N.Z.Z., Questionnaire response, collected by author, January 30, 2025.
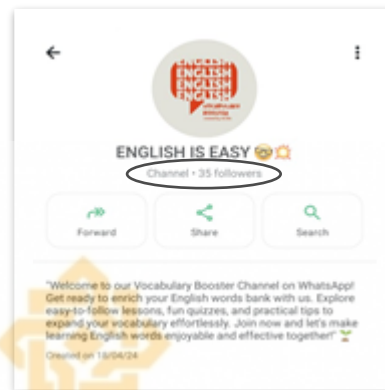
Figure 4.1
(*WhatsApp Channel* Followers)

This indicates that, as *WhatsApp* is already integrated into students' daily routines, they are more receptive to new information delivered through the platform. The ease of access and habitual use of *WhatsApp* contribute to a learning experience that feels light and non-burdensome. These findings were also supported by the interview results, which revealed a similar pattern. One student remarked:

> *"Seru sih kak, karena kan WhatsApp aplikasi yang sering dibuka jadi enak aja gitu buka WhatsApp sambil dapet kosakata baru.* (IV-RDR)
> "Yeah, it's fun because *WhatsApp* is an app I open a lot, so it feels nice to pick up new vocabulary while scrolling through it"[65]

Other students also mentioned that they appreciated not having to use unfamiliar apps or go through a period of adjustment. This accessibility helped foster positive student engagement with the learning media.

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[65] RDR, Interviewed by author, January 31, 2025.

These responses indicate that students perceived the use of *WhatsApp Channel* as easy, and efficient, largely because the application is already a part of their daily lives. This familiarity and comfort served as a strong foundation for the development of positive perceptions toward the use of the *Channel* feature in vocabulary learning.

While WhatsApp Channel was designed to be easily accessible and familiar application, not all students relied on it as their main platform for learning. Some student found other applications to be more dynamic and better suited to their needs. One student stated:

> *"Biasa aja sih kak, karena saya biasanya lebih sering pakai Google Translate untuk mencari kosakata baru."* (IV-BK)
> "It's just so-so. I usually use Google Translate more often to find new vocabulary." (IV-BK)[66]

This suggests that while WhatsApp is accessible and familiar, some students preferred platforms with broader features. It suggests that familiarity with a platform doesn't necessarily lead to consistent learning engagement.

b. **Vocabulary learning through *WhatsApp Channel* feels enjoyable and engaging**

Another dominant perception among students was that learning vocabulary through *WhatsApp Channel* was fun and engaging. The questionnaire results revealed that several students

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[66] BK, Interviewed by author, January 31, 2025

pleasant with the features such as polls, quizzes and visual content that made the learning process more dynamic and less monotonous. One of the students stated:

> *"Enak gak ribet tinggal klik klik jawabnya di fitur polling"* (QN-RRFR)
> "It's simple and hassle-free, I just need to click a few times to answer the polls"[67]

Observational data further validate the use of polling features during learning activities, where students selected answers related to new vocabulary meanings through the *WhatsApp Channel*'s polling feature, as shown in Figure 4.2

Figure 4.2
(Poll Activity on *WhatsApp Channel*)

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[67] R.R.F.R, Questionnaire response, collected by author, January 30, 2025

Another student added that the learning felt more relaxed because it was done through an informal platform:

> *"Kuiss dan poling, jadi belajarnya gak kayak tugas banget, santai tapi tetep dapet kosakata baru"* (QN-BK)
> "The quizzes and polls make learning feel less like an assignment it's relaxed, but I still pick up new vocabulary"[68]

The observation also shows the use of quizzes in learning activities, where students answer questions about grammar through the polling feature integrated with *WhatsApp Channel*. An example of a quiz question is presented in Figure 4.3

Figure 4.3
(Vocabulary Quiz through *WhatsApp Channel*)

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[68] B.K., Questionnaire response, collected by author, January 30, 2025

These findings were reinforced by interview data, which emphasized the appeal of the interactive elements within the *Channel.* Student shared:

> *"Fiturnya menarik dan mudah dimengerti, enjoy juga karena baru pertama kali belajar pakai fitur saluran WA"* (IV-NTW).
> "The features are interesting and easy to understand. I enjoyed it, especially since it was my first time learning through a *WhatsApp Channel*"[69]

Furthermore, observational results documented additional polling aimed to assessing students' perceptions of question difficulty, indicating that the platform serves not only for content delivery but also for brief evaluations of students' learning experiences, as shown in Figure 4.4

Figure 4.4
(Poll for student learning evaluation)

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[69] N.T.W, Interviewed by author, January 31, 2025.

These responses indicates that the combination of a light format, appealing features, and an informal approach made the learning experience feel less rigid and more engaging. This sense of enjoyment and interest contributed to students' positive perception of vocabulary learning, as they did not feel pressured to study, but were instead motivated by curiosity and the novelty of the platform.

However, this positive perception was not enchoed by all students. Likewise, some students felt their learning experience through WhatsApp Channel lack the engagement they found in other applications. One student's states in interview:

> *"Menarik tapi jujur masih ada aplikasi yang lebih menarik seperti duolingo"* (IV- RRFR)
> "Interesting, but honestly there are still more interesting applications such as duolingo" (IV- RRFR)[70]

Another student added:

> *"Untuk belajar kosakata sebenarnya lebih menarik pakai duolingo sih kak"* (IV- RDR)
> "To learn vocabulary, it's actually more interesting to use duolingo" (IV- RDR)[71]

This comparison shows that while *WhatsApp* may be enjoyable and engaging becauase ease to access and the light of features, it doesn't provide the kind of interactive and motivational design seen in platforms like *Duolingo*. Without features such as gamification or progress tracking students may lose interest overtime.

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[70] R.R.F.R, Interviewed by author, January 31, 2025
[71] R.D.R, Interviewed by author, January 31, 2025

c. *WhatsApp Channel* **facilitates more practical and time-efficient vocabulary learning**

The students expressed that learning vocabulary through *WhatsApp Channel* felt more practical, as it required minimal effort to access or follow the material. They simply needed to open *WhatsApp*, an application they already used frequently in their daily lives. In the questionnaire, one of the student stated:

> *"Mudah, cukup buka WA udah bisa belajar, jadi gak ribet harus buka website kayak biasanya"* (QN-NTW).
> "It's easy, just open *WhatsApp* and start learning. No need to deal with websites like usual"[72]

Another student added:

> *"Enak gak ribet tinggal baca dan jawab polling gak lama"* (QN-RRFR).
> "It's convenient and quick, just read and respond to the poll, and you're done"[73]

In addition to the questionnaire, this finding was reinforced through observation. Observational findings corroborate these claims, indicating that the *Channel* feature in *WhatsApp* is easily accessible with a simple swipe from the main application page. Users simply open the *WhatsApp* application and swipe the screen to the "Update" tab, where the *Channel* followed will be immediately visible along with the latest content update. Visual evidence of the appearance and location of this *Channel* can be seen in Figure 4.5.

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[72] N.T.W., Questionnaire response, collected by author, January 30, 2025
[73] R.R.F.R., Questionnaire response, collected by author, January 30, 2025
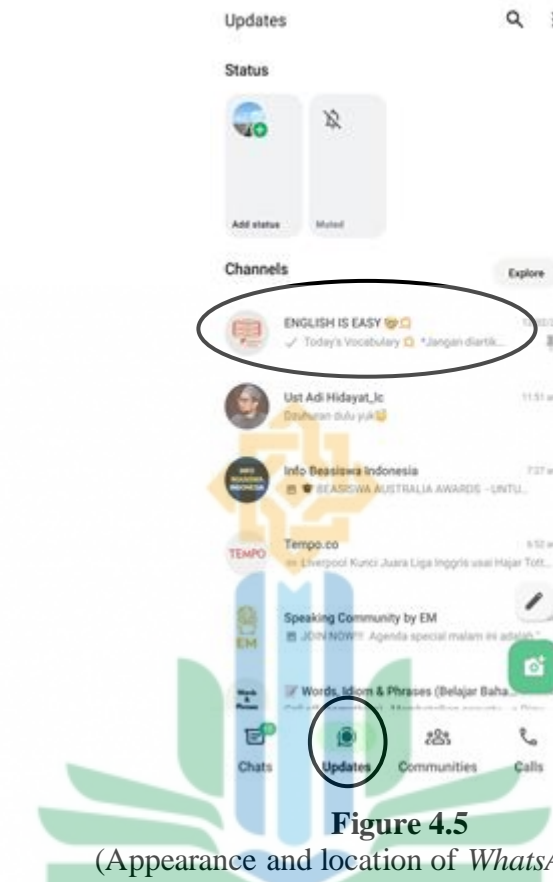
Figure 4.5
(Appearance and location of *WhatsApp Channel*)

These responses indicate that *WhatsApp Channel* offers both technical and time-related convenience, making it suitable for light yet meaningful learning activities.

These finding is also consistent with the interview results, where participant noted that the *Channel* feature made it easier to access learning content even when they were not in a formal learning setting. One participant shared in interview:

> *"Lebih memudahkan untuk belajar sih kak, karna saya sering buka WhatsApp, scroll dikit langsung ketemu materi baru. Praktis banget sih kak"* (IV-BK).
> "It makes learning easier for me because I'm always on *WhatsApp*. Just a little scrolling and I find new materials. It's

really practical"[74]

From these findings, it can be concluded that students perceived *WhatsApp Channel* as a practical and efficient. With its easy access and quick content delivery, students felt that they did not need to allocate special time for studying. Instead, they could learn alongside their daily routines.

Moreover, although the flexible nature of WhatsApp allows students to learn at their own pace, it also led to inconsistent study habits for some. One student shared in interview:

> *"tapi kadang kalo sibuk bantu-bantu ibu sehabis itu aku mainin polling aja sambil catat di buku tulis kadang juga dihafalkan kalo mood"* (IV-BK)
> "But sometimes if I'm busy helping my mother after that I just play polls while taking notes in a notebook, sometimes I also memorize it if I'm in the mood" (IV-BK)[75]

This reflects a common challenge in self-directed learning. While students appreciate the freedom, they may also struggle with discipline and consistency. In this case, learning becomes mood-dependent and less structured, which can limit the effectiveness of the platform.

2. **Benefits and Drawbacks of using** *WhatsApp Channel* **feature for Vocabulary Learning**

   a. **Benefits of using** *WhatsApp Channel* **feature for Vocabulary Learning**

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[74] B.K., Interviewed by author, January 31, 2025.
[75] B.K., Interviewed by author, January 31, 2025.

1) **Cost effective and Accessible**

One of the key benefits students reported regarding the use of *WhatsApp Channel* for vocabulary learning is its accessibility and affordability. *WhatsApp* is already a part of their daily routines, which minimizes the need for adaptation. Students do not need to install additional apps or log in to separate platforms, and accessing the material requires minimal data usage. One student noted in the questionnaire:

> *"Mudah, cukup buka WA udah bisa belajar, jadi gak ribet harus buka website kayak biasanya"* (QN-NTW).
> "It's easy, just open *WhatsApp* and start learning. No need to deal with websites like usual"[76]

This perception is reinforced by interview data, where a participant shared:

> *"...dan lebih enak, karna nggak perlu install aplikasi lain, cukup lewat WhatsApp aja"*(IV-KA)
> "...And it's better this way, no need to install any extra apps, just use *WhatsApp*" [77]

Usability of the platform contributes to students positive attitude while using *WhatsApp Channel* for learning purpose. The ease of access combined with the absence of technical obstacles such as additional installations or login requirements allows students to engage with the material more comfortably and consistently. This practicality not only saves time and effort but also reduces data consumption, making it more inclusive for

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[76] N.T.W, Questionnaire response, collected by author, January 30, 2025
[77] K.A., Interviewed by author, January 31, 2025.

students with limited internet access.

These findings are also supported by the results of the observation presented earlier, particularly in the theme *WhatsApp Channel* facilitates more practical and time-efficient vocabulary learning. In that section, it was shown that students expressed the ease of accessing learning material simply by opening *WhatsApp*, without needing additional steps such as logging into a website. Observational data also confirmed that the *Channel* is accessible just by swiping to the "Update" tab, making it highly practical. Visual evidence provided in Figure 4.5 reinforced this accessibility. Moreover, interview data further strengthened this perception, indicating that students could conveniently access vocabulary material in the middle of their daily routines without the need for a formal learning setting. Therefore, the practicality and efficiency described in this benefit are consistent across questionnaire responses, interviews, and observation findings. Therefore, *WhatsApp Channel* is perceived as an effective media for vocabulary learning due to its accessibility, user-friendliness, and cost-efficiency.

2) **Interactive Features**

Students highlighted that *WhatsApp Channel*'s interactive features, particularly polls and quizzes, made the learning process more enjoyable and less monotonous. These features provided a

sense of play while reinforcing vocabulary understanding. One student stated:

> *"Kuiss dan poling, jadi belajarnya gak kayak tugas banget, santai tapi tetep dapet kosakata baru"* (QN-BK)
> "The quizzes and polls make learning feel less like an assignment, it's relaxed, but I still pick up new vocabulary"[78]

This was supported by an interview student who expressed a preference for simple interactive elements:

> "*Karna fitur WhatsApp yang minim dan lebih banyak untuk fitur komunikasi jadi saya terbantu dan suka dengan fitur pollingnya untuk belajar kosakata lebih enjoy tinggal mencet-mencet aja*" (IV-RDR).
> "Since *WhatsApp* is mainly for communication, the limited features actually help, I enjoy using the polling feature for vocabulary. It's more fun and just a matter of tapping around."[79]

Interactive activities such as polls and quizzes were found to encourage more active students participation. The simple and accessible format made students feel more easy when engaging with the material, especially those who to lose interest when faces with long text based content. With these features, the learning experience felt less like a formal task and more like an enjoyable activity, yet still meaningful. As a result, *WhatsApp Channel* was perceived not only as a tool for delivering vocabulary content, but also as a media for maintaining students' interest and promoting active involvement in the learning process.

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[78] B.K., Questionnaire response, collected by author, January 30, 2025
[79] R.D.R., Interviewed by author, January 31, 2025

These findings are in line with the results of the observation discussed earlier about the students' perception on vocabulary learning through *WhatsApp Channel* feels enjoyable and engaging. The observational data showed the active use of polls and quizzes during learning activities, where students could easily interact by clicking on their chosen answers, making the process feel lighter and more engaging. Figure 4.2 and figure 4.3 visually documented these activities, illustrating how the polling and quiz features facilitated vocabulary learning in a relaxed and dynamic way. Furthermore, students' positive reactions during these activities confirmed that the interactive features significantly contributed to making vocabulary learning more enjoyable, validating the perceptions gathered through questionnaires and interviews.

3) **Encourage Self-Directed Learning**

Another benefit students experienced was the flexibility to learn independently and at their own pace when using *WhatsApp Channel* for vocabulary development. Rather than simply consuming the material passively, these students made intentional decisions about when and how to study, based on their individual routines, responsibilities and learning preferences. Some students managed their learning schedules flexibly, integrating vocabulary practice into their daily routines. Several students shared in the questionnaire:

"kadang kalo sibuk bantu-bantu ibu sehabis itu aku mainin polling aja sambil catat di buku tulis kadang juga dihafalkan kalo mood" (QN-BK)
"Sometimes after helping my mom, I go through the polls and jot things down in my notebook, I even try memorizing them if I'm in the mood"[80]

Another student also added in questionnaire:

*"Mungkin engga langsung di pelajari kak, kalo aku cari waktu yang aku lagi santai lagi mood jadinya materi cepet nyantol di aku"(*QN-NZZ)
"I don't always go through the material right away. I usually wait until I'm relaxed and in the mood, and that way it sticks better"[81]

This response is reinforced by interview data, where a participant shared:

"Iya kak karna dibanding kalau saya pakai duolingo kayak dikejar-kejar gitu kalo di WA Channel ini sesuai dengan maunya saya buka kapan"(QN-KA)
"Yeah, because with Duolingo it feels like I'm being chased by deadlines, but with the *WhatsApp Channel*, I can open it whenever I feel like it"[82]

The findings from both the questionnaire and interview data consistently reinforce the conclusion that *WhatsApp Channel* promotes learner autonomy in vocabulary development. Students demonstrated the ability to manage their study time flexibly, integrating vocabulary practice into their daily routines according to their personal schedules and learning preferences. The questionnaire responses revealed students' tendency to choose optimal moments for studying, while the interview data further

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[80] B.K., Questionnaire response, collected by author, January 30, 2025
[81] N.Z.Z., Questionnaire response, collected by author, January 30, 2025
[82] K.A., Interviewed by author, January 31, 2025

confirmed that students appreciated the freedom to access materials at their own pace without external pressure. Together, these sources of data strengthen the evidence that *WhatsApp Channel* not only serves as a content delivery platform but also fosters sustainable, self-directed vocabulary learning outside the classroom.

b. **Drawbacks of using *WhatsApp Channel* feature for Vocabulary Learning**

1) **Limited Teacher Interaction**

Despite the benefits of using *WhatsApp Channel*, some students pointed out that the lack of direct interaction with the teacher posed a challenge. Since the *Channel* feature does not support two-way communication, students often found it difficult to ask questions or clarity confusing material. One student shared in the questionnaire:

> *"kadang saya bingung dengan cara pelafalan suatu kata atau kalimat tapi gak bisa tanya langsung"* (QN-BK).
> "Sometimes I get confused about how to pronounce certain words or sentences, but there's no way to ask right away"[83]

Another student also reported similar concern, he stated:

> *"Hpnya yang sering ngelaq dan pernah juga gak paham materi tapi bingung mau tanya"* (QN-MAZR)
> "My phone often lags, and once I didn't understand the material but didn't know how to ask"[84]

These responses, supported by more than one students,

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[83] B.K., Questionnaire response, collected by author, January 30, 2025
[84] M.A.Z.R., Questionnaire response, collected by author, January 30, 2025

demonstrate a common concern among students regarding the absence of immediate feedback or clarification opportunities. For learners who rely on real-time interaction with teachers, this limitation may hinder deeper understanding and engagement with the content. Therefore, while *WhatsApp Channel* is effective for delivering learning materials, it lacks interactive instructional support, highlighting the need for complementary tools or platforms that enable student–teacher communication. Further evidence of this limitation was documented through observation activities. During one of the polling sessions conducted via *WhatsApp Channel*, students were asked to rate their understanding of the given material. As shown in Figure 4.6

Figure 4.6

(Students' ratings of the material on *WhatsApp Channel*)

Some students selected the option indicating that the material was "pusinggg" (hard to understand). This polling result visually supports the finding that certain students faced difficulties in fully comprehending the learning content without the ability to seek immediate clarification or assistance from the teacher.

2) **Format of the Materials**

Student expressed that lengthy text-based content on *WhatsApp Channel* made them less inclined to engage with the material. The absence of visual elements contributed to a decline in their motivation to read or fully absorb the vocabulary provided. One student remarked:

> *"lebih banyakin kuis dan video pembelajaran"* (QN-NET)
> "There should be more quizzes and educational videos"[85]

Another student also reported similar concern, he stated:

> *"sebenernya sudah seru dan mudah, tapi fitur nya terbatas jadi cepat bosan apalagi kalo banyak teks"* (QN-RDR)
> "It's actually already fun and easy to use, but the limited features make it boring quickly, especially when there's too much text"[86]

This concern was also echoed during the interview, with a participant stating:

> *"Sarannya mungkin dikasih video-video konten bahasa inggris jangan terlalu banyak teks supaya tidak bikin malas dan lebih banyakin polling kata-kata idiom gitu kak saya suka"* (IV-RDR)

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[85] N.E.T., Questionnaire response, collected by author, January 30, 2025

[86] R.D.R, Questionnaire response, collected by author, January 30, 2025

"Maybe try adding more English videos and reduce the text so it doesn't feel overwhelming. Also, include more polls about idioms, I really enjoy those sis"[87]

The consistency of these comments from both questionnaire and interview data strengthens the indication that many students are looking for more dynamic and interactive materials. These responses suggest that while *WhatsApp* is accessible, its impact could be limited if the content lacks variety in format. Additional evidence supporting this issue was found through observational data. During the distribution of text-heavy materials via *WhatsApp Channel*, there was a noticeable lack of responses from students, either through emoji reactions or other forms of engagement, as shown in Figure 4.7. The minimal reactions indicate that students were less interested and less engaged with text-dominated materials.

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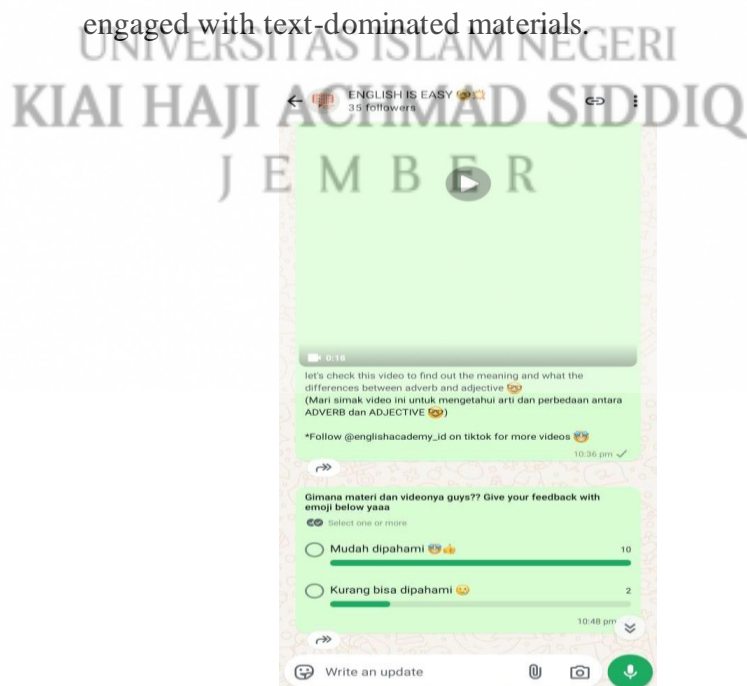
[87] R.D.R., Interviewed by author, January 31, 2025

Figure 4.7
(Low students' reactions to text-heavy material)

Figure 4.8
(Positive students responses to video-based material)

In contrast, when the material was delivered through short educational videos, there was an increase in positive student responses. This was evident from the polling results, where many students selected the option "Mudah dipahami" (easy to understand) for the video-based materials, as presented in Figure 4.8. This observation reinforces that visual and multimedia materials are more effective in facilitating students' understanding and maintaining their interest in vocabulary learning. Thus, to maintain students' interest, it's important to incorporate visual aids and multimedia content such as images, short videos, quizzes and polls which can enhance the learning experience and make

vocabulary acquisition more engaging.

3) **Internet Connectivity**

While *WhatsApp* is generally data-efficient, several students reported experiencing technical issues related to poor signal or limited access to internet data. One student in the questionnaire wrote:

> *"Yhhh, kadang eror kalo ga pake data"* (QN-RRFR)
> "Yhhh, sometimes it doesn't work when I'm not using mobile data"[88]

While another student responses in questionnaire:

> *"ga tentuu tergantung sinyal dan cuacaa"* (QN-DPM)
> "It depends on the signal or even the weather"[89]

These statements reflect the reality that, for some students, even using a low-bandwidth application like *WhatsApp* can still be challenging under certain conditions. This concern was reinforced through interview data. Student in interview explained:

> *"Kalo kesulitan materi gak pernah kak, kalo masalah sinyal saya masih sering problem karna wifi saya kadang dirumah macet-macet. kalo untuk penggunaan WA mudah si karna udah sering pakai WA"* (IV-RRFR)
> "I haven't had problems with the material, but the signal is still an issue since my home Wi-Fi often acts up. As for using *WhatsApp* no problem, I use it all the time anyway"[90]

The consistency of these responses across both data collection methods suggests that internet instability is a shared concern among students, particularly for those in less connected

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[88] R.R.F.R., Questionnaire response, collected by author, January 30, 2025
[89] D.P.M., Questionnaire response, collected by author, January 30, 2025
[90] R.R.F.R, Interviewed by author, January 31, 2025

environments. These drawbacks highlight the inequities in digital access that may affect students' ability to benefit fully from *WhatsApp*-based learning.

While the platform itself is accessible and familiar, its effectiveness depends heavily on the stability of students' internet connections.

Table 4.3
Data presentation and Analysis

No	Research Focuses	Research Findings
1.	Students' Perceptions of using the *WhatsApp Channel* feature for Vocabulary Learning	Students generally perceived *WhatsApp Channel* as a simple, familiar, and convenient medium for vocabulary learning. Because *WhatsApp* is already part of their daily communication habits, they did not need to adjust to a new platform. This made learning feel more relaxed and less formal. Features like polls and quizzes were also seen as engaging and enjoyable, helping students stay interested in the material. In addition, the ease of accessing content anytime without technical barriers allowed students to study more flexibly, often during their free time or alongside other daily activities. However, not all students felt WhatsApp Channel was the most effective tool. Some preferred other application like *Duolingo*, which they found more interactive and visually appealing. This shows that while WhatsApp Channel is practical and convenient, it may not fully meet the needs of students who prefer more structured or game-like learning experiences.
2.	Benefits and Drawbacks of using *WhatsApp Channel* feature for Vocabulary Learning	Several benefits emerged from the students' experiences with *WhatsApp Channel*. First, they appreciated its accessibility and low data usage, making it suitable even for those with limited internet access. Second, interactive features like polls and quizzes made vocabulary learning feel lighter and more engaging. Most importantly, many students

| | | mentioned that the platform encouraged them to learn independently. They managed their own study schedules and even applied new vocabulary in real-life situations, such as chatting with friends. This shows that *WhatsApp Channel* supported not only technical convenience, but also learner autonomy. |
| | | Despite the positive experiences, some students highlighted several limitations of using *WhatsApp Channel*. One common issue was the lack of direct interaction with the teacher, which made it difficult for students to ask questions or clarify things they did not understand. Another concern was the format of the materials when too much text was used without visual support, students felt less motivated to read. In addition, although *WhatsApp* requires minimal data, internet connectivity remained a challenge for some students, especially those living in areas with unstable signals. These findings suggest that while *WhatsApp Channel* is helpful, it still needs to be complemented with more interactive and accessible approaches. |

C. Discussion

This section discusses the research findings in relation to the theories and previous studies presented in Chapter II. The aim is to answer the research questions and examine how students' perceptions and experiences with the *WhatsApp Channel* align or contrast with existing literature. Each emerging theme is further analyzed to provide a clearer understanding of the role of *WhatsApp Channel* in vocabulary learning. The discussion is presented as follows:

1. **Students' Perceptions of using the *WhatsApp Channel* feature for Vocabulary Learning**

    The findings reveal that most students found *WhatsApp Channel*

highly accessible and easy to use, requiring little to no adjustment since it is already part of their daily routine. This aligns with Hong's (2003) theory of perception, which states that an individual's perception is shaped by experience, influencing how they accept or reject a method.[91] In this case, students responded positively to *WhatsApp Channel* because they were already familiar with the app. This view is supported by Lindawati et al. (2022), who emphasized the significant role of sensory experiences in shaping perception.[92] Jack as cited in Dunk-West & Verity, 2018) also pointed out that perception involves a student's awareness, and tools that are already familiar tend to be more readily accepted in educational settings.[93] Additionally, Smith (in Centikaya, 2017) noted that *WhatsApp*, as a widely used communication tool, holds great potential for educational use due to its accessibility.[94] *WhatsApp* is already embedded in students' daily habits, learning through it feels more relaxed and less stressful compared to formal classroom settings. The interactive features on *WhatsApp Channel*, such as polls and quizzes, were also seen as engaging and enjoyable, making the learning process more dynamic. In this context, Mayer and Moreno's Multimedia Learning theory (2003), cited in Batawi,

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[91] Kian-sam Hong, Ridzuan Abang Ahmad, and Ming-Koon Kuek, 'Students' Attitudes toward the Use of the Internet for Learning', *Educational Technology & Society*, 6.2 (2003), pp. 45–49 <Hong, K., Ridzuan Article.pdf>.

[92] Nur Lindawati, Baso Jabu, and Sultan Baa, 'Students' Perception on the Use of *WhatsApp* in Learning EFL during Covid 19 at Remote Area', *Journal of Excellence in English Language Education*, 1.4 (2022), pp. 391–404.

[93] Priscilla Dunk-West and Fiona Verity, Practising Social Work Sociologically: A Theoretical Approach for New Times (Bloomsbury Publishing, 2018).

[94] Cetinkaya, L. (2017). The impact of *WhatsApp* Use on Success in Education Process. International Review of Research in Open and Distributed earning, 18(7), 59-74.

(2019) is particularly relevant, it highlights how presenting materials in varied formats, including visual and interactive elements, can enhance students' engagement and comprehension.[95] Arash (2018) also emphasized that *WhatsApp*'s media-sharing features are highly beneficial in supporting vocabulary acquisition, proving to be a valuable tool for language learning and information exchange.[96] Students found it easier to participate because the learning took place through an app they use regularly. It didn't just make the experience more enjoyable, it also felt practical and efficient, since they could access the materials anytime without having to log into a separate platform. This reflects the principles of Mobile-Assisted Language Learning (MALL) as described by Kukulska-Hulme & Shield (2008), who stress the importance of flexibility and portability in digital learning.[97] Moreover, students demonstrated Self-Directed Learning behaviors managing their own study time, and taking notes. This reflect the characteristics of Self-Directed Learning as defined by Knowles (1975, cited in Idham et al., 2024), where learners take an active role in managing their educational process.[98] In conclusion, students' positive perception of *WhatsApp Channel* was influenced not only by its technical ease of use but

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[95] Mayer & Moreno, dalam Ghadah Hassan Batawi, *WhatsApp as a Tool for Meaning Negotiation: The Use of Web-Enabled Phones to Consolidate Vocabulary Learning Among University Students in Saudi Arabia* (PhD diss., University of Southampton, 2019), 66.

[96] Hashemifardnia, A., Namaziandost, E., & Esfahani, F. (2018). *"The Effect of Using WhatsApp on Iranian EFL Learners' Vocabulary Learning"* Journal of Applied Linguistics and Language Research

[97] Kukulska-Hulme, A., & Shield, L. (2008). An overview of mobile assisted language learning: From content delivery to supported collaboration and interaction. ReCALL, 20(3), 271–289.

[98] Knowles, M. S. (1975). Self-directed learning: a guide for learners and teachers. Chicago : Association Press, [1975] ©1975. https://search.library.wisc.edu/catalog/999499643502121

also by the psychological comfort and flexibility it brought to vocabulary learning.

However, not all students responded to WhatsApp Channel with the same level of enthusiasm. A few students preferred other applications such as Duolingo or Google Translate, which they found more visually engaging and interactive. While WhatsApp was appreciated for its simplicity, it lacked the gamified elements and feedback features that some students associated with more structured learning. This contrast illustrates that even though familiarity creates comfort, the absence of visual variation or real-time feedback may lead to reduced engagement over time. Thus, students' perceptions were not solely determined by ease of use, but also by how well the platform aligned with their personal learning preferences and motivation.

2. **Benefits and Drawbacks of using** *WhatsApp Channel* **feature for Vocabulary Learning**

Based on the results of the research, students perceived several benefits in using *WhatsApp Channel* as a medium for vocabulary learning. In terms of accessibility, most students stated that the platform was helpful due to the absence of additional applications or complicated learning platforms. Since *WhatsApp* was already integrated into their daily routines, the learning process felt more practical and manageable. This finding is in line with the concept of learning media described by Sadiman et al. (2010, as cited in Nurfadillah et al., 2021), which emphasizes that media that is

simple and easy to operate can enhance the effectiveness of instructional delivery.[99] In addition, from the perspective of efficiency, *WhatsApp* was considered data-efficient and required minimal time and effort to access, making it favorable for students with limited technological resources. This ease of use contributed to students' positive perception of *WhatsApp* as a learning platform. Another perceived benefit was the interactive features available on *WhatsApp Channel*, such as polls and quizzes. These features were considered effective in making the learning process more engaging and less monotonous. Students felt more involved, as they could learn through playful and low-pressure activities. This is supported by the Multimedia Learning Theory proposed by Mayer and Moreno (2003, as cited in Batawi, 2019), which suggests that varied modes of content delivery, such as quizzes or visual media, can enhance comprehension and learning retention.[100] In the context of vocabulary learning, simple activities like answering quizzes or joining polls on the *WhatsApp Channel* helped stimulate student engagement and indirectly supported their vocabulary development. The findings also showed that using *WhatsApp Channel* encouraged students to engage in self-directed learning. Several students admitted that they did not immediately study the materials after receiving them, but instead choose study time that fit their own preferences and conditions. Others mentioned that they wrote down the

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[99] Sadiman, A. S. (2010). Media Pendidikan: Pengertian, pengembangan dan Pemanfaatannya. Jakarta: PT Raja Grafindo Persada.

[100] Mayer & Moreno, dalam Ghadah Hassan Batawi, *WhatsApp as a Tool for Meaning Negotiation: The Use of Web-Enabled Phones to Consolidate Vocabulary Learning Among University Students in Saudi Arabia* (PhD diss., University of Southampton, 2019), 66.

vocabulary in their notebooks or memorized it at their own pace. This is consistent with the principle of Self-Directed Learning introduced by Knowles (1975, as cited in Idham et al., 2024), which emphasizes learners' autonomy in managing their learning process, including determining the time, method, and evaluation of learning outcomes.[101] Moreover, *WhatsApp's* flexible format allowed students to revisit the learning materials whenever they needed, allowing the learning process to extend beyond the classroom and integrate into their everyday life.

However, despite the aforementioned benefits, students also reported several challenges while using *WhatsApp Channel*. One of the most frequently mentioned drawbacks was the limited interaction with the teacher, due to the one-way communication nature of *WhatsApp Channel*. Students were unable to ask questions or seek clarification when they encountered difficulties, such as understanding pronunciation or the meaning of certain vocabulary items. This issue is significant, considering that direct interaction with teachers is part of the social strategy in vocabulary learning, as emphasized by Schmitt (1997, as cited in Batawi, 2019), who stated that asking teachers or peers can strengthen students' understanding of new vocabulary.[102] The absence of a two-way communication feature hindered the possibility of receiving immediate

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[101] Knowles, M. S. (1975). Self-directed learning: a guide for learners and teachers. Chicago: Association Press, [1975] ©1975. https://search.library.wisc.edu/catalog/999499643502121

[102] Schmitt, N. (1997). *Vocabulary learning strategies*. In N. Schmitt & M. McCarthy (Eds.), *Vocabulary: Description, Acquisition and Pedagogy* (pp. 199–227). Cambridge University Press.

feedback.

Another concern raised by students related to the format of the content delivered. Some students felt that text-dominant materials were unappealing and caused them to lose interest in reading. They expressed a preference for materials presented in more engaging formats, such as videos, images, or brief quizzes. This aligns with Sweller's (1988) Cognitive Load Theory, as cited in Batawi (2019), which asserts that dense and monotonous content can increase cognitive load and reduce both learning motivation and effectiveness.[103] Therefore, it is important to vary the presentation of content on *WhatsApp Channel* to match students' learning preferences.

In addition, unstable internet connectivity was identified as a significant obstacle. Several students reported difficulties accessing the materials due to poor signal reception, especially when they did not use their own mobile data or lived in areas with limited internet coverage. This finding is supported by a study conducted by Wijayanti and Gunawan (2018), which stated that although digital learning offers numerous advantages, infrastructure-related issues such as internet access remain a major challenge in the equitable implementation of technology-based education.[104] Therefore, although *WhatsApp Channel* is considered an effective and efficient learning medium, additional strategies from teachers

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[103] Sweler(1988), dalam Ghadah Hassan Batawi (2019), *WhatsApp as a Tool for Meaning Negotiation: The Use of Web-Enabled Phones to Consolidate Vocabulary Learning Among University Students in Saudi Arabia* (PhD diss., University of Southampton, 2019), 66.

[104] Wijayanti and Gunawan. (2018). "*students' perceptions of the use of WhatsApp as a media for vocabulary learning*". ADJES (Ahmad Dahlan Journal of English Studies).

are still required to overcome the identified obstacles. These strategies may include providing offline versions of the materials or offering opportunities for personal two-way communication.

Overall, the discussion indicates that *WhatsApp Channel* has the potential to support vocabulary learning due to its accessibility, simple features, and flexibility that encourages independent learning. However, to make it more effective, it needs to be supported with varied content formats, better teacher interaction, and solutions for internet issues. Moreover, not all students responded the same preferred applications like *Duolingo* or *Google Translate*, which they considered more engaging or feature-rich. This suggests that while WhatsApp is practical and familiar, it may not fully satisfy students who prefer more visual, structured, or gamified learning experiences. Therefore, *WhatsApp Channel* is best used as a complementary tool rather than the only learning platform for vocabulary learning.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. Student's Perception of using *WhatsApp Channel* for Vocabulary Learning

The majority of students had a positive perception of using the WhatsApp Channel for vocabulary learning. They considered it accessible, practical, and enjoyable due to its familiarity as part of their daily communication habits. The learning experience felt informal yet effective, and features like polls, quizzes, and occasional visual content made it more engaging. Students also appreciated the flexibility to learn at their own pace and in their free time. However, the perception was not entirely uniform. Some students preferred other platforms like *Duolingo or Google Translate*, which they found more interactive, visually appealing, or richer in features. This comparison highlighted that while WhatsApp Channel is convenient, it may lack the motivational elements or structured learning experience some students expect. Additionally, the one-way communication nature of the Channel limited opportunities for asking questions or receiving direct feedback, which affected students who needed more teacher guidance or explanation.

2. Benefits and Drawbacks of using *WhatsApp Channel* for Vocabulary Learning

The *WhatsApp Channel* offered several benefits for vocabulary learning, including ease of access, cost effectiveness, flexible learning

schedules, and an enjoyable learning atmosphere through interactive features. Students can review the materials at any time, which encourages independent learning habits. However, several drawbacks were also identified. The absence of two-way communication reduced opportunities for immediate clarification when students encountered difficulties. In addition, without direct interaction some students felt less motivated to participate actively compared to traditional classroom settings. These findings highlight that while *WhatsApp Channel* has strong potential as a supplementary learning tool, its limitations need to be addressed to maximize its effectiveness.

B. **Suggestions**

1. For Teachers

Considering the positive response of students to the use of *WhatsApp Channel*, teachers can consider this medium as an alternative for delivering vocabulary and other English materials, especially out of formal class hours. *WhatsApp Channel* can be a facility that supports students' independent learning habits because it is easily accessible and familiar in everyday usage. In addition, this media can also be used as a platform to provide additional information, materials, or light content related to English on a regular basis. Thus, students can be exposed to English more often in various forms, which can indirectly increase their motivation to learn. Teachers can also organize material in a more

systematic and structured manner through the *Channel*, so that the delivery of learning becomes more organized and easy to follow.

2. For Future Researchers

For those researchers interested in continuing this topic, it is recommended to explore further the influence of using *WhatsApp Channel* as a learning media, especially in the context of improving student learning outcomes or changing students' attitudes towards English. Further research could also focus on utilizing the main characteristics of *WhatsApp Channel*s, such as their one-way communication feature, similar to broadcasts, and how these characteristics can be maximized in language learning. By taking a more in-depth approach, further research is expected to contribute significantly to the development of innovative learning media that addresses the needs of the education, particularly in foreign language teaching.

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Appendix 1: Statements of Authenticity

STATEMENTS OF AUTHENTICITY

This undersigned below:

Name	: Laily Fadhilatus Sholichah
SRN	: 212101060019
Major	: English Education Program
Faculty	: Faculty of Education and Teacher Training
Institution	: State Islamic University of Kiai Haji Achmad Siddiq Jember

Stated that the thesis entitled "Students' Perception on WhatsApp Channel Feature for Vocabulary Learning" is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact; I am only person who is responsible for the thesis if there is any objection or claim from other.

Jember, 2ⁿᵈ of May 2025
Author

Laily Fadhilatus Sholichah
SRN. 21210160019

Appendix 2: Research Matrix

TITLE	VARIABLES	INDICATORS	DATA RESOURCES	RESEARCH METHOD	RESEARCH QUESTION
Students Perception on *WhatsApp Channel* Feature for Vocabulary Learning	Students Perception on *WhatsApp Channel*	-Familiarity with the platform - Learning Experience - convenience of use	**1. Subject:** 9th grade students of MTsN2 Banyuwangi **2. Data Instrument:** -Open-ended questions -Guided Interview	**1. Research Approach:** Qualitative **2. Research Design:** Descriptive Qualitative **3. Data Collection Technique:** -Observation -Questionnaire -Interview **5. Data Analysis:** - Data reduction - Data display - Conclusion drawing	1. What are student's perception of using the *WhatsApp Channel* feature for vocabulary learning? 2. What are the benefits and drawbacks of using the *WhatsApp Channel* feature for vocabulary learning?
	WhatsApp Channel feature for Vocabulary learning	-Benefits of using *WhatsApp Channel* for vocabulary learning -Drawbacks of using *WhatsApp Channel* for vocabulary learning			

Appendix 3: List of Ninth Grade Students

GRADE 9C STUDENTS AT MTSN 2 BANYUWANGI

No	Initial Name	M/F	Attendance
1	AH	M	√
2	AA	F	x
3	BK	F	√
4	CJS	M	x
5	DPM	F	√
6	HM	M	√
7	JAS	F	√
8.	KA	F	√
9.	MAKR	M	√
10.	MNP	F	√
11.	MAMA	M	√
12.	MKM	M	√
13.	NET	F	√
14.	NAZ	F	√
15.	NZZ	F	√
16.	NTW	F	√
17.	NFR	F	√
18.	RRFR	M	√
19.	RDR	F	√
20.	WH	M	x

Appendix 4: Open-ended Question

<div align="center">

QUESTIONNAIRE

"Persepsi Siswa terhadap Penggunaan Fitur Saluran *WhatsApp* dalam Pembelajaran Kosakata Bahasa Inggris"

</div>

Hai Precious people!

Perkenalkan,

Saya Laily Fadhilatus Sholichah, salah satu mahasiswa Jurusan Pendidikan Bahasa Inggris di Universitas Islam Negeri KH. Achmad Shiddiq Jember. Saat ini, saya sedang melakukan penelitian di MTsN 2 Banyuwangi dengan judul penelitian **"Students' Perception on *WhatsApp Channel* Feature for Vocabulary Learning"**. Untuk itu, saya mengadakan kuesioner ini guna memahami persepsi siswa terhadap fitur Saluran (*Channel*) di *WhatsApp* dalam pembelajaran kosakata. Saya sangat membutuhkan bantuan kalian untuk memberikan informasi berdasarkan pengalaman menggunakan *WhatsApp* dalam belajar kosakata.

NB: **Anda hanya perlu mengisi kuesioner ini satu kali, jadi pastikan anda menjawab dengan teliti. Dan kuesioner ini tidak akan mempengaruhi nilai anda dalam hal apapun.**

Terima kasih banyak atas partisipasi kalian! ☺

* Menunjukkan pertanyaan yang wajib diisi

1.   Nama: *

_____

2.   *Apakah anda memiliki ponsel sendiri?* *

_____

3.   *Apakah anda memiliki media social WhatsApp di ponsel yang anda gunakan?* *

_____

4.   *Apakah jaringan internet disekitar tempat tinggal anda stabil saat menggunakan* * *WhatsApp?*

_____

5.   *Apakah anda memiliki kuota internet yang cukup untuk menggunakan WhatsApp?* *

_____

6.   *Apakah menurut anda media social WhatsApp mudah digunakan untuk* * *pembelajaran dibandingkan media social lainnya?*

_____

7.   *Apakah anda lebih sering membuka WhatsApp daripada buku pelajaran?* *

_____

8.   *Apakah anda menggunakan WhatsApp setiap hari?* *

_____

9.   *Apakah anda mengetahui dan dapat menggunakan fitur-fitur di WhatsApp?* *jelaskan singkat saja*

10. *Menurut anda, bagaimana rasanya belajar kosakata lewat WhatsApp Channel?* *

11. *Apa hal yang paling anda suka dari belajar kosakata lewat WhatsApp Channel?* *

12. *Apa saja hal yang membantu anda saat belajar kosakata lewat WhatsApp* *

     Channel?

13. *Bagaimana anda menggunakan materi dari WhatsApp Channel untuk belajar* *kosakata?*

14. *Apakah ada hal yang menurut anda sulit atau kurang nyaman saat belajar* *kosakata lewat WhatsApp Channel? Coba Jelaskan.*

15. *Jika ada materi kosakata baru di WhatsApp Channel, apakah anda langsung* *mempelajarinya? kalau iya bagaimana dan kalau tidak mengapa?*

16. *Apa saran dari anda supaya belajar kosakata lewat WhatsApp Channel jadi lebih* * *seru dan mudah?*

---

17. Jika saya membutuhkan jawaban anda lebih lengkap terkait jawaban yang * sudah anda berikan, bersediakah anda untuk saya hubungi? jika iya, tulis nomor hp anda.

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KIAI HAJI ACHMAD SIDDIQ
J E M B E R

Appendix 5: Semi-Structured Interview Guideline

SEMI-STRUCTURED INTERVIEW GUIDELINE

Name	:		
Gender	:	o **Female**	o **Male**

Q1.	**What do you think about learning vocabulary with *WhatsApp Channel*?**
	Apa pendapat kamu tentang belajar kosakata menggunakan WhatsApp Channel?
Q2.	**Do you think *WhatsApp Channel* makes learning vocabulary easier? Why?**
	Menurut Anda, apakah WhatsApp Channel membuat belajar kosakata menjadi lebih mudah? Mengapa?
Q3.	**Do you feel more interested in learning vocabulary using *WhatsApp Channel*? Please explain**
	Apakah Anda merasa lebih tertarik untuk belajar kosakata dengan menggunakan WhatsApp Channel? Mohon jelaskan.
Q4.	**What benefits do you feel when learning vocabulary using *WhatsApp Channel*?**
	Manfaat apa yang Anda rasakan ketika belajar kosakata dengan menggunakan WhatsApp Channel?
Q5.	**Do you think there are any drawbacks or difficulties when using *WhatsApp Channel* for vocabulary learning?**
	Menurut Anda, apakah ada kekurangan atau kesulitan saat menggunakan WhatsApp Channel untuk belajar kosakata? Jika ya, sebutkan dan jelaskan
Q6.	**What are your suggestions to make vocabulary learning through *WhatsApp Channel* more fun and effective?**
	Apa saran kamu untuk membuat belajar kosakata lewat WhatsApp Channel jadi lebih seru dan mudah?

Appendix 6: Expert Validation Form

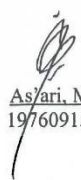## EXPERT VALIDATION FORM FOR QUESTIOANNAIRE

Petunjuk pengisian format penelahaan butir soal:

Mohon berikan penelilaian terhadap setiap aspek instrument Questioannaire dengan memilih tanda cek (✓) pada kolom "ya" bila aspek instrument yang ditelaah sesuai dengan kriteria dan berikan tanda cek (✓) pada kolom "tidak" bila aspek instrument yang ditelaah tidak sesuai dengan kriteria. Silahkan berikan komentar pada kolom yang tersedia.

No	Pertanyaan	Ya	Tidak	Komentar
1.	Apakah butir-butir pertanyaan kuisioner relevan dengan tujuan penelitian?	✓		
2.	Apakah pertnyaan-pertanyaan kuisioner yang diajukan dapat secara efektif menggali persepsi siswa terhadap penggunaan aplikasi WhatsApp sebagai pembelajaran kosakata?	✓		
3.	Apakah pertanyaan-pertanyaan wawancara jelas dan mudah dipahami oleh para peserta?	✓		
4.	Apakah indicator kuisioner sudah sesuai dan cukup komprehensif untuk mengeksplorasi persepsi siswa terhadap penggunaan WhatsApp sebagai pembelajaran kosakata?	✓		
5.	Apakah bahasa yang digunakan dalam kuisioner sederhana dan mudah dipahami oleh para peserta?	✓		
6.	Apakah format kuisioner memungkinkan pengumpulan data yang mudah dan efektif?	✓		

Jember, 10 Januari 2025

Validator,

As/ari, M.Pd
197609152005011004

EXPERT VALIDATION FORM FOR INTERVIEW
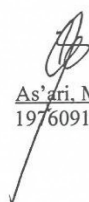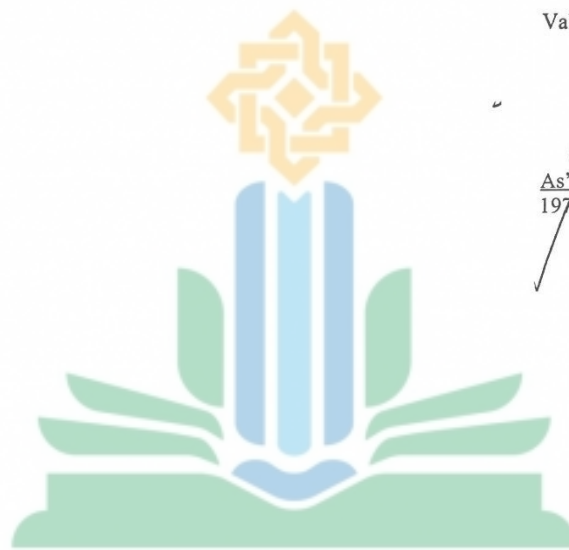
Petunjuk pengisian format penelahaan butir soal:

Mohon berikan penelilaian terhadap setiap aspek instrument wawancara dengan memilih tanda cek (✓) pada kolom "ya" bila aspek instrument yang ditelaah sesuai dengan kriteria dan berikan tanda cek (✓) pada kolom "tidak" bila aspek instrument yang ditelaah tidak sesuai dengan kriteria. Silahkan berikan komentar pada kolom yang tersedia.

No	Pertanyaan	Ya	Tidak	Komentar
1.	Apakah butir-butir pertanyaan wawancara relevan dengan tujuan penelitian?	✓		
2.	Apakah pertanyaan-pertanyaan wawancara yang diajukan dapat secara efektif menggali persepsi siswa terhadap penggunaan aplikasi WhatsApp sebagai pembelajaran kosakata?	✓		
3.	Apakah pertanyaan-pertanyaan wawancara jelas dan mudah dipahami?	✓		
4.	Apakah pertanyaan-pertanyaan tersebut mendorong siswa untuk memberikan jawaban yang rinci dan informative?	✓		
5.	Apakah pertanyaan wawancara terstruktur dan logis?	✓		
6.	Apakah pertanyaan wawancara cukup komprehensif untuk mencakup berbagai aspek pengalaman siswa terhadap penggunaan aplikasi WhatsApp sebagai pembelajaran kosakata?	✓		
7.	Apakah pertanyaan wawancara memungkinkan adanya fleksibilitas	✓		

dalam respon siswa, sehingga mereka dapat berbagi pengalaman positif dan negatif mengenai penggunaan aplikasi WhatsApp sebagai pembelajaran kosakata?	✓		

Jember, 10 Januari 2025

Validator

As'ari, M.Pd
197609152005011004

Appendix 7: Interview Transcript

NO.	QUESTIONS
Q1.	**What do you think about learning vocabulary with *WhatsApp Channel*?** *Apa pendapat kamu tentang belajar kosakata menggunakan WhatsApp Channel?*
	RF: Buat saya sih bagus gitu kak supaya yang teman lainnya juga bisa belajaar bareng, menarik tapi jujurnya masih ada aplikasi yang lebih menarik seperti duolingo. Dan untuk materinya juga bagi saya mudah dimengerti karna saya suka bahasa inggris. **RV**: Seru sih kak, karna kan WhatsApp aplikasi yang sering dibuka jadi enak aja gitu buka WA sambil dapet kosakata baru **BK**: Lebih memudahkan untuk belajar sih kak, karna saya sering buka WhatsApp, scroll dikit langsung ketemu materi baru. Praktis banget sih kak. **KA**: Lebih praktis sih kak, karna saya juga suka ngobrol sama temen lewat WA jadi bisa dapet kosakata baru di WA channel dengan sekali geser aja simple dan lebih enak karna ngga perlu install aplikasi lain lagi cukup lewat WA aja. **NT**: Saya rasa ini fitur yang menarik dan mudah dipahami, enjoy juga karna baru pertama kali belajar pakai fitur saluran.
Q2.	**Do you think *WhatsApp Channel* makes learning vocabulary easier? Why?** *Menurut Anda, apakah WhatsApp Channel membuat belajar kosakata menjadi lebih mudah? Mengapa?*
	RF: Menurut saya iya, karna saya suka bahasa inggris jadi dikasih materi apapun saya suka dan yang paling saya suka bisa lebih banyak mengenal kata-kata idiom yang perna diberikan untuk chat dengan teman kadang. **RV**: Beberapa ada yang mudah dan sulit sih kak, tapi saya terbantu banget untuk dapet kosakata karna simple aksesnya dan udah ada penjelasannya juga jadi mudah dimengerti. **BK**: Tergantung sih kak, pernah ada yang mudah dan pernah juga sulit. Tapi sejauh ini mudah karna instruksinya juga ada pakai bahasa Indonesia jadi mudah dipahami dan sangat membantu. **KA**: Mudah banget, dan saya juga terbantu untuk mendapatkan kosakata baru lagi. **NT**: Iya menurut saya mudah dipahami karna pertanyaan di quiznya juga tidak terlalu susah

Q3.	**Do you feel more interested in learning vocabulary using *WhatsApp Channel*? Please explain** *Apakah Anda merasa lebih tertarik untuk belajar kosakata dengan menggunakan WhatsApp Channel? Mohon jelaskan.*
	RF: Menarik tapi jujurnya masih ada aplikasi yang lebih menarik seperti duolingo kak **RV**: Untuk belajar kosakata sebenarnya lebih menarik pakai duolingo sih kak **BK**: Biasa aja sih kak, karna saya biasanya lebih sering pakai google translate, untuk mencari kosakata baru. **KA**: Iya kak karna dibanding kalau saya pakai duolingo kayak dikejar-kejar gitu kalo di WA channel ini sesuai dengan maunya saya buka kapan. **NT**: Tertarik tapi ada yang lebih menarik kak, duolingo ☺
Q4.	**What benefits do you feel when learning vocabulary using *WhatsApp Channel*?** *Manfaat apa yang Anda rasakan ketika belajar kosakata dengan menggunakan WhatsApp Channel?*
	RF: Biasa saja kak, karna menurut saya itu masih kosakata dasar dan sudah biasa saya temui karna saya suka bahasa inggris ☺ tapi kadang juga membantu kak saya lebih suka jika materi disajikan lewat polling/ video. Dan pernah buat saya chatan sama temen-temen di group WA kak **RV**: Karna fitur WhatsApp yang minim dan lebih banyak untuk fitur komunikasi jadi saya terbantu dan suka dengan fitur pollingnya untuk belajar kosakata lebih enjoy tinggal mencet-mencet aja. Kadang saya pernah pakai kosakatanya saat bermain social media untuk tambahan caption. **BK**: Belajarnya lebih enak, saya lebih suka dengan fitur polling karna cuman sambil mencet-mencet gitu ngga cuman baca teks. **KA**: Saya jadi lebih paham tentang Grammarnya kak sebelum guru menjelaskan di kelas. Saya juga pernah menggunakan vocab yang diberikan untuk ngobrol sama temen-temen. **NT**: Saya pernah saat belajar dikelas saya manfaatkan materi yang diberika dari WA. Sangat membantu saya juga lebih suka denganfitur pollingnya.
Q5.	**Do you think there are any drawbacks or difficulties when using *WhatsApp Channel* for vocabulary learning?** *Menurut Anda, apakah ada kekurangan atau kesulitan saat menggunakan WhatsApp Channel untuk belajar kosakata? Jika ya, sebutkan dan jelaskan*
	RF: Kalo kesulitan materi gak pernah kak, kalo masalah sinyal saya masih sering problem karna wifi saya kadang dirumah macet-macet. kalo untuk penggunaan WA

	mudah si karna udah sering pakai WA
	RV: Ngga juga sih kak, kalo untuk sinyal saya bukanya tunggu di rumah aja kak pakai wifi juga biar lebih fokus. Kalo untuk materinya fifty-fifty kak kadang mudah kadang ada yang susah
	BK: Kalau kesulitan sinyal ngga ada sih normal kak, tapi kadang kalo sibuk bantu-bantu ibu sehabis itu aku mainin polling aja sambil catat di buku tulis kadang juga dihafalkan kalo mood
	KA: Sejauh ini ngga ada masalah teknis, signal juga aman kak. Kalo materi ngga ada kak, mudah dimengerti semua hehe
	NT: Tidak pernah ada masalah teknis, kadang kalau wifi eror saya pakai data. Kalo untuk materi kadang ada sih yang susah.
Q6.	**What are your suggestions to make vocabulary learning through *WhatsApp Channel* more fun and effective?** *Apa saran kamu untuk membuat belajar kosakata lewat WhatsApp Channel jadi lebih seru dan mudah?*
	RF: Sarannya lebih ditambah lagi kosakatanya dan saya lebih suka kosakata tentang daily life aja kak **RV**: Sarannya mungkin dikasih video-video konten bahasa inggris jangan terlalu banyak teks supaya tidak bikin malas dan lebih banyakin polling kata-kata idiom gitu kak saya suka. Quiz juga perlu kak biar kita lebih ingat dan ngga cuman dibaca doang. **BK**: Sarannya, lebih banyakin pollingnya aja kak sama game/quiz. **KA**: Sarannya lebih sering update aja kak **NT**: Sarannya ditambah materi cara pengucapannya kosakatanya gimana juga ditambah video.

Appendix 7: Research Permission Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor : B-10458/In.20/3.a/PP.009/01/2025
Sifat   : Biasa
Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala MTs Negeri 2 Banyuwangi
Jl. Hayam Wuruk No 56 Sambimulyo Bangorejo Banyuwangi

    Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM	:	212101060019
Nama	:	LAILY FADHILATUS SHOLICHAH
Semester	:	Semester delapan
Program Studi	:	TADRIS BAHASA INGGRIS

Untuk mengadakan Penelitian / Riset mengenai; Students' Perception on WhatsApp Channel Feature for Vocabulary Learning. Selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu Uswatun Hasanah, S.Ag

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 21 Januari 2025
an. Dekan,
Wakil Dekan Bidang Akademik,

KHOTIBUL UMAM

Appendix 8: Journal of Research Activities

JURNAL KEGIATAN PENELITIAN

Nama Peneliti   :   Laily Fadhilatus Sholichah

Judul Peneliti   :   Students' Perception on WhatsApp Channel feature
for Vocabulary Learning

Lokasi Penelitian :   MTsN 2 Banyuwangi

No.	Hari/Tanggal	Jenis Kegiatan	TTD
1.	Selasa, 21 Januari 2025	Observasi di MTsN 2 Banyuwangi	
2.	Rabu, 22 Januari 2025	Memohon izin penelitian	
3.	Kamis, 23 Januari 2025	- Menemui WAKA Kurikulum - Interview dengan guru MAPEL Bahasa Inggris; Mrs. Heliya Ihromi - Observasi kelas	
4.	Kamis, 30 Januari 2025	- Melakukan penelitian dengan mendistribusikan questioannaire di kelas IX C	
5.	Jumat, 31 Januari 2025	- Melakukan penelitian (interview pertama) dengan siswa-siswa kelas IX C	
6.	Sabtu, 22 Februari 2025	- Melakukan penelitian (interview kedua) dengan siswa-siswi kelas IX C	
7.	Kamis, 26 Februari 2025	- Permohonan surat selesai penelitian sebagai akhir mengadakan penelitian	

Banyuwangi, 26 February 2025
Mengetahui,
Headmaster of MTsN 2 Banyuwangi

Uswatun Hasanah, S.Ag.
NIP. 197508182005012004

Appendix 9: Research Completion Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN BANYUWANGI
MADRASAH TSANAWIYAH NEGERI 2 BANYUWANGI
Jalan Hayam Wuruk Nomor 38 Sambimulyo Bangorejo Banyuwangi
Telepon (0333) 399394 ; Faksimile (0333) 399394
Email : mtsnsambirejo@ymail.com

SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN
Nomor : 190/Mts.13.30.2/PP.00.5/02/2025

Yang bertanda tangan di bawah ini :

Nama   : **Uswatun Hasanah, S.Ag**

NIP   19750818 200501 2 004

Pangkat / Gol : Penata Tk.I / (III/d)

Jabatan   : Kepala MTsN 2 Banyuwangi

Dengan ini menerangkan bahwa :

Nama   : Laily Fadhilatus Sholichah

NIM   212101060019

Prodi   : Tadris Bahasa Inggris

Semester   VIII

Fakultas   : Tarbiyah dan Ilmu Keguruan

Mahasiswa dari UINKHAS Jember yang benar – benar telah mengadakan Penelitian di MTsN 2 Banyuwangi pada tanggal 21 Januari s/d 26 Februari 2025 dengan judul "Students Perception on WhatsApp Channel Feature for Learning"

Demikian surat keterangan ini dibuat agar dapat digunakan sebagaimanan mestinya.

Banyuwangi, 26 Februari 2025
Kepala,

Uswatun Hasanah, S.Ag
NIP. 197508182005012004

Dokumen ini telah ditanda tangani secara elektronik.
Token : sgSYkJ

Appendix 10: Turn it in Check Letter

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ JEMBER
Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK PLAGIASI SKRIPSI

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama	: Laily Fadhilatus Sholichah
NIM	: 212101060019
Program Studi	: Tadris Bahasa Inggris
Judul Karya Ilmiah	: Students Perception on WhatsApp Channel feature for Vocabulary

Learning telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor pengecekan bab 1-5 sebesar (9.6 %)

1. BAB I : 12 %
2. BAB II : 18 %
3. BAB III: 12 %
4. BAB IV: 6 %
5. BAB V: 0 %

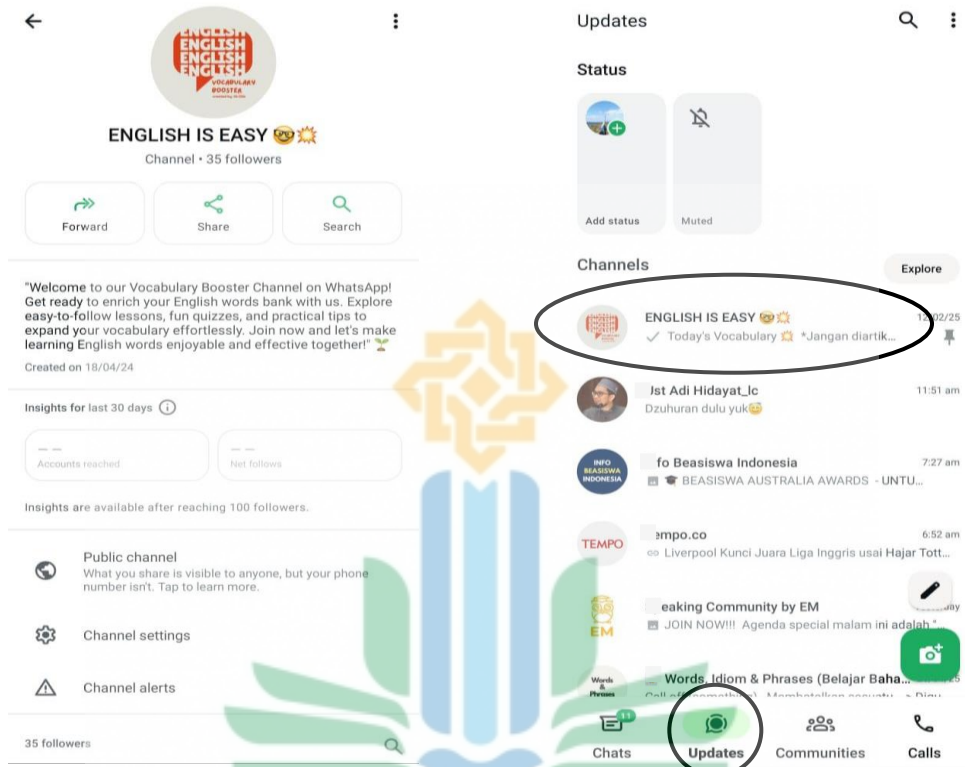Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 07 Mei 2025
Penanggung Jawab Cek Plagiasi
FTIK UIN KHAS Jember

(ULFA DINA NOVIENDA S.Sos., M.Pd.)

NB: 1. Hasil Cek Turnitin dilampirkan pada saat meminta tanda tangan
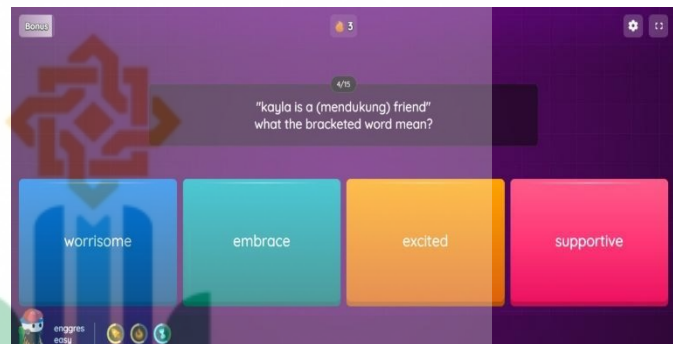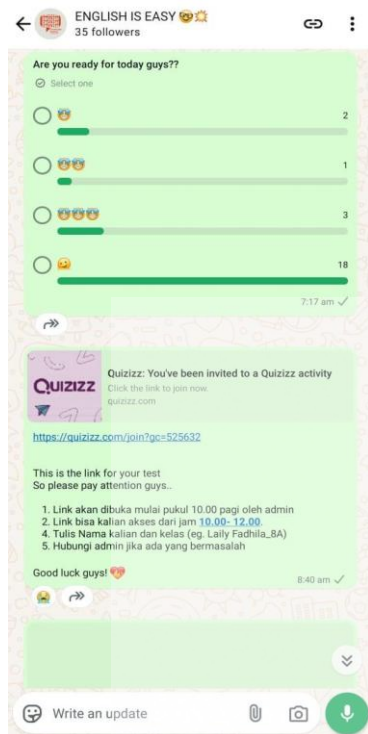   2. Skor Akhir adalah total nilai masing-masing BAB kemudian di bagi 5

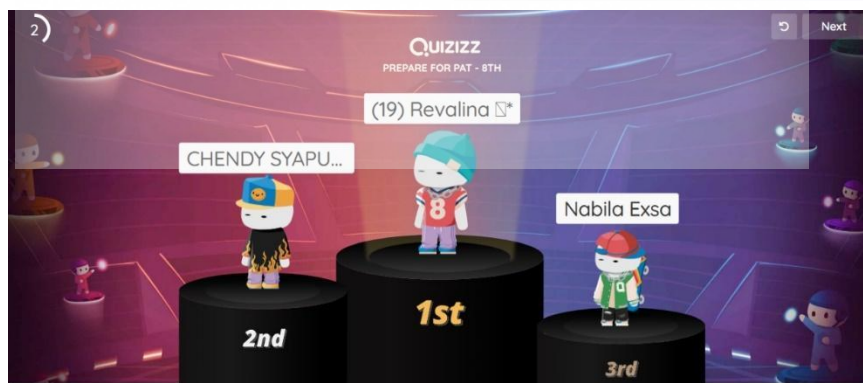**Appendix 11: Research Documentation**

(Display and Placement of the *WhatsApp Channel* Feature)

(Various Features Available in *WhatsApp Channel*)

Integrating the Quizziz App for Learning Evaluation

(Results of Vocabulary Learning Evaluation via Quizizz)

Preliminary Interview with English Teacher

(Screenshot of questionnaire link distribution)

(Socialization and students' fill the questionnaire)
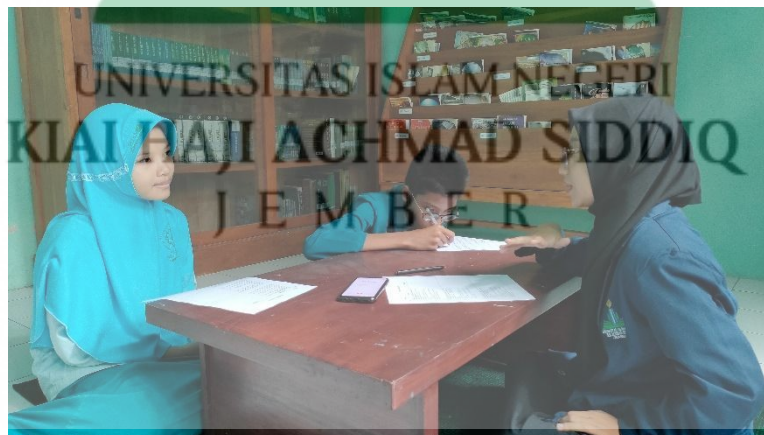

(Interview with student 1)

(Interview with student 2)

(Interview with student 3)

(Interview with student 4)

(Interview with student 5)

Appendix 12

<p align="center">**CURICULUM VITAE**</p>

Personal Information:

Name : Laily Fadhilatus Sholichah

SRN : 212101060019

Place. Date of Birth : Lumajang, December 28th 2001

Gender : Female

Address : Sumberrejo-Candipuro-Lumajang

Religion : Islam

Department/ Major Courses : Language Education/English Department

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Educational Background

2007 – 2013 : SDIT Ar-Rahmah Lumajang

2013 – 2016 : SMPIT Ar-Rahmah Lumajang

2016 – 2017 : PPM Al-Islah Bondowoso

2017-2021 : SMKIT Ibnu Katsir Jember