

CHAPTER II

THEORETICAL REVIEW

A. Online English Learning

1. Definition of Online Learning

According to Bonk and Reynolds, to promote higher-order thinking on the web, online learning must create challenging activities that enable learners to link new information to old.⁶ In order to increase high understanding in using the web, online learning must create activities that are challenging and allow students to connect new knowledge with old knowledge. Online English Learning means doing various applications to carry out teaching and learning activities. It is a distance learning without face to face.

With the development of technology, it is hoped that students will be more creative by utilizing various available media, especially in learning English. This encourages students to think more up to date. Not only students, but also teachers as facilitators must create various learning methods through renewable media. Several cutting-edge platforms that can be used for learning media such as: Zoom, Google Classroom, Google Meet, Whatsapp, and Others.

Online learning refers to the use of online communication networks for educational applications, such as: course delivery and support of educational projects, research, access to resources and group collaboration.⁷ One of the group collaboration activities during the learning process can use the WhatsApp group. Teachers and

⁶ Terry Anderson, *The Theory and Practice of Online Learning* (Athabasca: Athabasca University Press, 2008), 16.

⁷ Linda Harasim, *Learning Theory and Online Technologies* (New York: Routledge, 2012), 27.

students can communicate with each other via the whatsapp group. Online learning is mediated by the web. The simplification of internet and web technologies for education has yet to be surpassed. Current circumstances provide new experiences to generate understanding of how to benefit from the use of technology and enhance online learning. Then it is necessary to think about how the technological revolution will affect education and transformation, forming self-discipline is very important, from the smallest to the most complex changes.

Schramm suggests that learning is influenced more by content and instructional strategy in the learning materials than by the type of technology used to deliver instruction.⁸ In this case, even though learning uses various platforms or any very up-to-date learning media if it is not supported by the quality of the material to be delivered, educators and students, it will not produce good learning. The balance between the media used and the media users must be well established, this is to get good quality too.

Online learning is a system that done by educational institution right now. It used to help in learning process, especially in English learning. Educational institutions are moving toward the use of the internet for delivery material in learning process. Online learning as a system has many benefit in learning achievement.

2. Benefits of Online Learning

For organizations and institutions to make this often expensive move, there must be a perception that using online learning provides

⁸ Terry Anderson, *the Theory and Practice of Online Learning* (Athabasca: Athabasca University Press), 2008, 15.

major benefits. Some of the benefits for learners and instructors are detailed below.

- 1) For learners, online learning knows no time zones, and location and distance are not issues. In asynchronous online learning, students can access the online materials anytime. Learners can use the internet to access up-to-date and relevant learning materials and can communicate with experts in the field which they are studying.
- 2) For instructors, tutoring can be done anytime, anywhere. Online materials can be updated, and learners can see the changes immediately. When learners are able to access materials on the internet, it is easier for instructor to direct them to appropriate information based on their needs. If designed properly, online learning systems can be used to determine learner needs and current level of expertise, and to assign appropriate materials for learners to select from, to achieve their desired learning outcomes.

B. Reading comprehension

1. What is Reading Comprehension?

Reading is a complex skill, that is to say that it involves a whole series of lesser skills.⁹ First of these is the ability to recognize stylized shapes which are figures on a ground, curves and lines and dots in patterned relationships. Moreover it is not only a matter of recognizing them as same or different, and recognizing that shapes which are quite different may for the purpose of reading be regarded as the same. The second of the skill involved in the

⁹ Geoffrey, Broughton, Christopher Brumfit, Roger Flavell, Peter Hill, et al, *Teaching English as a Foreign Language* (USA:Routledge, 1980), 89-90.

complex is the ability to correlate the black marks on the paper-the patterned shapes with language. It is impossible to learn to read without at least the capacity to acquire language. A third skill which is involved in the total skill of reading is essentially an intellectual skill. This is the ability to correlate the black marks on the paper by way of the formal elements of language.

Reading is one method of free learning under studies to acquire information. Reading exercises are not simply taking a gander at the whole substance of the composition, however utilizing thinking abilities to comprehend the substance of the reading. This is then alluded to as under studies' perusing cognizance abilities. In the learning cycle, perusing is a flat out thing to do, in light of the fact that most information is gotten through this movement. Under studies taking in progress will be resolved from the perusing ability of comprehension had. The achievement of under studies in accomplishing progress and finishing studies will be generally dictated by their understanding ability.

Reading comprehension is important, not just for understanding text, but for broader learning, success in education, and employment. It is even important for our social lives, because of email, text, and social networking sites. Reading comprehension is a complex task, which requires the orchestration of many different cognitive skills and abilities. Reading comprehension is necessarily dependent on at least adequate word reading: readers cannot understand a whole text if they cannot identify the words in that text.¹⁰ Likewise, good reading comprehension will depend on good

¹⁰ Jane Oakhill, Kate Cain, and Carsten Elbro, *Understanding and Teaching Reading Comprehension* (New York: Routledge, 2015), 1.

language understanding more generally. This requires comprehension of the individual words and the sentences that they form. However comprehension typically requires the comprehending to integrate the sense of these words and sentences into a meaningful whole.

The greater levels of popularity of the universe of instruction force everybody to have great learning procedures. The key to the success of learning outcomes lies in reading comprehensions skills. For this reason, effective reading strategies are needed to develop reading comprehension skills. The importance of reading comprehension in reality does not make students have high motivation to develop it. As a result students experience learning difficulties as a result of poor reading comprehension and language skills. To improve reading comprehension, techniques and the use of appropriate learning media are needed. The existing learning process in fact is also a concern.

Teachers always use conventional methods in learning activities. The use of learning media that is useful to support the learning process is often not done. At present, internet-based technology can be integrated into learning activities. One of the results of the technology is WhatsApp.

2. Strategies of Reading Comprehension skills

Comprehending what we read is more than just recognizing and understanding words. True comprehension means making sense of what you read and connecting the ideas in the text to what we already know. It also means remembering what we have read. In other words,

comprehending means thinking while we read. The following are the steps in understanding the reading.¹¹

1) Previewing

Previewing is something important in reading. This can help readers to identify the text they want to read. What is done during the preview is to see the table of contents and the initial sentence of each chapter before reading.

2) Making Inferences

Good readers will make conclusions when reading. This means, not only focusing on the words being read, but also using his imagination and knowledge about the world to fill in facts and ideas that are not contained in the text. This is usually called "reading between the lines." because reading between the lines is important for the reader to find information about a topic or situation that the author did not write about. The author thinks the information in question will be known or will be guessed by the reader.

3) Understanding Paragraphs

English is a topic-centered language. Each paragraph, or any longer text, has one main topic, and all the details related to that topic. English writers almost always mention the topic at the beginning of a section. Good readers seek out the topic as they read. Topic is the word or phrase that best describes all the sentences in a paragraph. Words related to the topic are usually

¹¹ Beatrice Mikulecki and Linda Jeffries, *Advanced Reading Power* (USA: Pearson Longman, 2007), 73.

repeated several times in a paragraph. Searching for these words can help the reader to focus on the topic of reading.

4) Patterns of Organization

Recognizing organizational patterns is an important part of reading comprehension, because the writer uses writing systematics to present their ideas in a way that makes sense. If the reader recognizes the systematization, then the reader will understand and follow the author's ideas more efficiently. The followings six general systematics that are often found in English paragraphs: Listing, Sequence, Comparison / Contrast, Cause / Effect, Problem / Solution, and Extended Definition.

5) Reading Longer Passages Effectively

In a reading there is such a thing as a passage of words, whose function is to reinforce the intent of the author. As well as paragraphs, there are also longer passages. This is to focus on a topic using sign words and phrases to show supporting ideas. Topics from longer sections are usually repeated to focus the reader's attention and to strengthen the relationship between the topic and the supporting idea. This is generally stated in: the title, the topic sentence of each paragraph, and at least one other sentence in each paragraph.

6) Skimming

Skimming is a form of speed reading to find a general idea - or gist - of a passage or book. In everyday

and academic life, readers may glimpse many things: film reviews, newspaper articles, and passages and websites that might be useful for research papers. While skimming, readers have a common question, something they need or want to know about the text.

7) Study Reading

There are three strategies for studying the text so that readers can ensure that what has been learned and remembered can be seen again:

a) Text Marking. When reading text that contains a lot of facts and ideas, it is helpful to mark important facts and ideas so that they stand out and can be used to review and remember the material.

b) Writing Questions for More Effective Reading

In addition to marking text reading, write study questions and quiz questions: Before readers read, use headings, headings and subheadings to form questions about the text. This will help in focusing the reader's thinking. When you are finished reading and marking up the text, write quiz questions about important facts and ideas to help improve learning.

c) Linking Graphics and Ideas Textbooks and

newspaper or magazine articles often use graphics to help emphasize an author's intent. These graphs can take many forms: graphs, charts, tables and diagrams. Always look at

graphics carefully and link to specific sections of text.

8) Summarizing

Summarizing is very important for readers to better understand the content of the reading. In addition, readers can review and memorize information in textbooks for exams, prepare information or ideas from various sources so that they can be included in reports or papers. When summarizing, the first step is to write a one sentence summary of each paragraph. Then combine these sentences to write a summary of the entire section.

9) Critical Reading

As a wise reader, we need to develop critical reading skills. This means that readers need to ask questions about the text being read and about its author. It is important to remember that ANYONE can create a website or post information on the Web. No editor checks the reliability of a writer (as in a serious newspaper or magazine).

All of the kind to understand the reading in reading comprehension material must be known and understood by every student. This is important because in order to understand a reading we must first know the technique, to make it easier to learn. Reading activity is not just writing that is read, but the meaning contained in writing must also be read.

C. WhatsApp Group Media

1. What is WhatsApp Group Media?

WhatsApp media is one of the platforms that used by people in the world to communication each other. In education sector, learners and teachers were used to learning process. It is easy to share and to explain the material that learned by students. Jumiatmoko said that WhatsApp is an internet based application that allows each user to share various kinds of content according to the features they also have.¹² WhatsApp has various features that can be used to communicate with the help of internet services. It caused all of features can help in mastering all of English skills. One of them is Reading skills, we can use picture or video call. Many advantages when we used WhatsApp media to learn English.

As one of the learning media, because it is viewed in terms of the number of users, functions and how to use it, where educators can share subject matter or assignments in the form of images, pdf, ppt, doc, xls, audio, video directly and ask for responses (answers) of group participants (students). WhatsApp is also a good application for smartphone-based learning, such as for completing assignments from educators. With regard to completing tasks, mobile applications such as WhatsApp are preferred over class discussions. Because it was through groups, whatever is posted by educators or students will be immediately accessible to group participants who are online. That is, learning activities using the WhatsApp group application bring benefits to the achievements and attitudes of students towards learning and education on a mobile basis.

¹² Jumiatmoko, "WhatsApp Messenger dalam Tinjauan Manfaat dan Adab", *Wahana Akademika*, Vol III, No.1. (2016), 51.

In just nine years, WhatsApp has grown into one of the most used messaging apps available. With a user base of over 1.3 billion and growing; WhatsApp shows no sign of slowing down.¹³ WhatsApp is simply a free to use cross-platform instant messaging service. However, to its many users the app is much more than just a means of keeping in touch. The WhatsApp phenomenon has spread throughout the social media digital world, offering the end user a safe and secure platform in which to communicate.

According to Bere, WhatsApp messenger has the following collaborative features:

- 1) Offline Messaging: Messages saved automatically when the device is off or outside coverage area.
- 2) No charges involved: there is no charge involved for using WhatsApp as it uses same internet data plan which is used for email or web browsing.
- 3) Pins and Users Name: WhatsApp user need not to remember passwords or username as it works via phone numbers and integrates with users address books.¹⁴

The existence of WhatsApp media which day by day is getting wider in reach, its' features are increasing making it easier for students to carry out the learning process. Teachers have to know that the development of the media is progressing very rapidly. A lot of renewal is being felt at this time. To get maximum learning outcomes and have a good impact on students in the future, teachers

¹³ Mark Ayshford, *The Complete WhatsApp Manual* (Wales:Papercut Limited, 2020), 8.

¹⁴ Gon Sonia and Rawekar Alkar, "Effectivity of E-learning through WhatsApp as a Teaching Learning Tool", *Journal of Medical Sciences*, Vol IV, No.1, (January,2017), 20.

must be able to provide the best facilities and input during the learning process.

2. Features of WhatsApp

WhatsApp Messenger has various features that can be used to communicate with the help of internet services. The features contained in WhatsApp are Gallery for adding photos, Contact for inserting contacts, Camera for taking pictures, Audio for sending voice messages, Maps for sending various map coordinates, even Documents for inserting files in the form of documents. Besides, we can use video call group, call, voices note and so on.

Following some others features of WhatsApp, 1) Message: users can take advantage of an internet connection to send messages to other users 2) ChatGroups: users can create groups consisting of mobile numbers that have been registered on WhatsApp to make it easier to communicate between members in the group. 3) WhatsAppWeb and Desktop: users can send and receive WhatsApp messages directly from computer browser or directly on a computer provided WhatsApp on the phone remains active. WhatsApp Voice and Video Calls: users can make voice calls and video calls (video calls) around the world using a mobile internet connection or wi-fi. 5) Photos and Videos: users can share photos and videos between users both personally and in groups. 6) End to End Encryption: security system for users. ¹⁵

All of these files can be instantly sent via the free application. These various features certainly add to the convenience and comfort

¹⁵ I Made Pustikayasa, "WhatsApp Group as Learning Media", *Jurnal Ilmiah Pendidikan, Agama dan Kebudayaan Hindu*, Vol.X, No.2, (2019), 55.

of communicating through online media.¹⁶ Through the features of WhatsApp, teachers and students can easier in teaching learning English. All of skill in English can delivered from WhatsApp.

3. Benefits of Whatsapp

The general benefits of using WhatsApp instant messaging in the blended mobile lecture are as follows:¹⁷

- a) WhatsApp instant messaging facilitates online collaboration and cooperation between online students connected from school or home in a blended mobile lecture.
- b) WhatsApp is a free application that is easy to use.
- c) Groups connected to WhatsApp instant massaging can share learning objects easily through comments, texting and messaging. Discussions are related to the course content taught 100% in-class.
- d) WhatsApp provides students with the ability to create a class publication and thereby publish their work in the group.
- e) Information and knowledge are easily constructed and shared through WhatsApp instant messaging.

Learning activities through WhatsApp is a valuable process for gaining knowledge, enhancing learning, exchanging experiences and ideas, discussing various academic and social issues, seeking help and support during learning activities. Therefore, it is natural for teachers and students to post, share information, and conduct online discussions using the WhatsApp application because learning using

¹⁶Jumiatmoko, "Whatsapp Messenger Dalam Tinjauan Manfaat Dan Adab", *Wahana Akademika*, Vol.III No.1, (April, 2016), 52.

¹⁷Johan Edi Luaran, Janudin Sardi, Anealka Aziz, Nor Azizah Alias, *Envisioning the Future of Online Learning: Selected Papers from the International Conference on e-Learning 2015* (Kuala Lumpur: Springer, 2016), 450.

WhatsApp is easy when all the things posted by students or teachers are always available to online students who work from school or home.

D. Perception

1. Definition of Perception

Richard Gregory has argued that our perceptions are like hypothesis in science.¹⁸ We create opinions about what is in the world based on information from the knowledge and experiences we have passed. All of thing seeing, hearing, touching, tasting and smelling in the surrounding world are the result of perceptions. According to Stanton as quoted in a book on consumer behavior written by Nugroho: "Perception can be defined as the meaning that we attach based on past experiences and stimuli (stimuli) that we receive through our five senses (sight, hearing, taste, etc.)".¹⁹ Information obtained through past memories or stimuli that have just been received will be processed by the brain produce then as a perception.

According to Desiderant as quoted in a book on communication psychology that written by Jalaludin Rakhmat: "Perception is experience regarding objects, events or acquired relationships by inferring information and interpreting the message".²⁰ As for the process the formation of perception starts from receipt of an object's stimulus and then someone will respond the stimulus. As for the object of perception according to Walgito divided into 2 (two) kinds,

¹⁸ Brian J. Rogers, *Perception: A very short introduction* (Oxford: Oxford University Press, 2017), 7.

¹⁹ Nugroho Juli Setiadi, *Prilaku Konsumen : Konsep dan Implikasi untuk Strategi dan Penelitian, Pemasaran* (Jakarta: Prenada Media Group. 2013), 91.

²⁰ Jalaludin Rakhmat, *Psikologi Komunikasi* (Bandung: Remaja Rosdakarya, 2007), 51.

namely the object of perception human form is called a person perception or also social perception.²¹ Meanwhile, objectified perceptions non-human beings are called nonsocial perception or also known as things perception.

Perception is the act of expressing information obtained from what has been transferred through the senses. Perception is the process of interpreting information obtained from various sensory modalities in the body.²² All stimuli that enter the human sensory are processed in the brain and then interpreted. Perception is subjective in nature, because in interpreting something, it is only experienced or felt by the human person regarding his past experiences. Perception is basic and original. Perception, a continuous process, is the fundamental building block of the universe.²³ So, perception can be interpreted as anything that underlies a person's behavior and attitudes. All actions that people do are a result of the perceptions that person has the theory of the evolution of perception is a system for understanding reality. It cannot be tested, neither proved nor disproved. What we are looking for, hearing, seeing, instead of proof, is a comparison of the virtues of each system.²⁴ The same thing as understanding yourself can have a good effect on mental and physical health. Self-understanding is a subjective and personal assessment.²⁵ Each person has a unique and different view of himself. An

²¹ Bimo Walgito, *Pengantar Psikologi Umum* (Yogyakarta: Andi Offset, 2002),3

²² Katie FM Marwick dan Steve Birrell, *Crash Course Psychiatry 1 e Indonesian Edition*, (Singapore: Elsevier Singapore, 2017), 122.

²³ Christopher Jonathan Ott, *The evolution of perception and the cosmology of substance: A simpler theory of everything* (Lincoln: Universe inc, 2004), 35.

²⁴ Christopher Jonathan Ott, 36.

²⁵ Ahmad Rusdi dan Subandi, *Psikologi Islam: Kajian Teoritik dan Penelitian Empirik* (Yogyakarta: Asosiasi Psikologi Islam, 2019), 7.

experience can have a negative, neutral, or positive impact partly bridged by an understanding of oneself.

Humans perceive many phenomena through the five senses they have. It has been known that perception is the process of giving meaning to stimuli in the form of information about the environment received by the five senses is also determined by personal and situational factors. Personal factors are obtained from the function of the five senses, while situational is obtained from the situation when the individual receives stimuli. According to Irwanto, the process of receiving stimuli (objects, quality, relationship between pathways, and events) until the stimulus is recognized and understandably is called perception.²⁶ Because perception is not just a sensing, there are also writers who state the interpretation of the perception of experience (interpretation of experience). This causes perception to arise after sensing. The notion of perception illustrates that a person's perception occurs after the stimulus is received by the sense organs and then realized and understood, after the perception is realized and understood, then the interpretation of experience occurs.

Perception is the basis of the subjectivity and objectivity of experience, of its inner feelings and its outer "grip" (gifts) in the world. Perception is not a "mental" event, because we experience our own sensory state not only as a state of mind, but as a condition of our bodies and the behavior of our bodies. According to Stanton as quoted in a book on consumer behavior written by Nugroho: "Perception can be defined as the meaning that we attach based on past experiences and stimuli (stimuli) that we receive through our

²⁶ Irwanto, *Psikologi Umum*, (Jakarta:Prenhallindo, 2002), 71

five senses (sight, hearing, taste, etc.).²⁷ According to Desideranto in Rakhmat explained that perception is experience regarding objects, events or acquired relationships by inferring information and interpret the message.²⁸ As for the process the formation of perception starts from receipt of an object's stimulus and then someone will respond the stimulus. As for the object of perception according to Walgito divided into 2 (two) kinds, namely the object of perception human form is called a person perception or also social perception.²⁹ Meanwhile, objectified perceptions non-human beings are called nonsocial perception or also known as things perception. Another definition of perception is enabling activity of the soul humans recognize the stimuli that reach him through the means sensory organs; with this ability humans recognize their life environment.³⁰

Some of the definitions above have in common, namely that perception is one of the most important aspects of human cognitive which is influenced by stimuli that make it possible to know and understand the world around it. Without correct perception, it is impossible for humans to capture and interpret the various phenomena, information or data that always come to them. Thus, with the perceptions that each student and teacher has, it can help them find out how the learning process is carried out during online. This is to evaluate whether there is a positive impact that can be obtained from online learning.

²⁷ Nugroho Juli Setiadi, *Prilaku Konsumen : Konsep dan Implikasi untuk Strategi dan Penelitian, Pemasaran* (Jakarta : Prenada Media Group. 2013), 91.

²⁸ Jalaludin Rakhmat, *Psikologi Komunikasi* (Bandung: Remaja Rosdakarya, 2007).

²⁹ Bimo Walgito, *Pengantar Psikologi Umum* (Yogyakarta: Andi Offset, 2002).

³⁰ Alisuf Sabri , *Pengantar Psikologi Umum dan Perkembangan* (Jakarta: Pedoman Ilmu Jaya, 1993), 46.

2. The Process of Perception

One of the widely held views is that psychology, as a scientific study, deals with elements and processes that are intermediaries for stimuli outside the observable organism to stimuli. In this case known as the stimulation-response theory (stimulus-stimulation / SR), perception is part of the whole process that produces a response after the stimulus is applied to humans. Other possible psychological sub processes are recognition, feeling, and reasoning.

The process of perception occurs due to the presence of an object or stimulus that stimulates the senses to be captured and then the stimulus has brought to the brain. From the brain there is a “message” or an answer (response) to a stimulus, in the form of a message or response that is returned to the senses in the form of a “response” or perception or the work of the senses in the form of experiences resulting from brain management. In the thesis process, there are the following three main components.³¹

1. Selection is the process of filtering the senses against external stimuli, their intensity and type can be many or a little. Interpretation is the process of organizing information so that it has meaning for someone.
2. Interpretation is influenced by various factors, such as past experiences, regulated value systems, motivation, personality, and intelligence. Interpretation also depends on one's ability to categorize the information it receives, namely the process of reducing complex information to a simple one.

³¹ Alex Sobur, *Psikologi Umum* (Bandung: CV Pustaka Setia, 2003), 387.

3. Interpretation and perception are then translated in the form of behavior as a reaction. So the process of perception is to select, interpret and round up the information that arrives.

3. Students' Attitude Toward English Language

Attitude is an internal ability that plays a role in taking action.³² People who have a certain attitude, tend to accept or reject an object based on the assessment of that object, useful / valuable to him / not. This judgment comes from a person's perception after he has seen, heard, felt something around him. So the relationship between perception and attitude is very close. The attitudes we appear based on the perceptions we get. To be able to behave we must have a perception in advance to give consideration of what we are going to do.

Language is the principal means of human communication. It is a powerful social force goes beyond simply conveying intended referential information. It also shows personality and social characteristics of a person (speaker). Depending on the specific listener, the speaker's accent, speech patterns, vocabulary, intonation, et cetera, it can serve as a marker for evaluating the speaker appearance, personality, social status and character, among others. Obiols defined attitudes are a "mental" disposition to something", acting as a bridge between opinion and behavior. Ryan defines attitude language as "affecting, cognitive or behavioral index of evaluative reaction to a variety of languages or different speakers.

If students have a good perception (positive) as well high interest and positive attitude towards learning, then in him will arise desire or motivation to achieve. Hence, perception students towards the use of

³² Winkel, *Psikologi Pengajaran*, (Jakarta: PT.Grasindo, 1999), 104.

WhatsApp in learning reading comprehension and student attitudes towards learning must be continuously improved so that students can perform well that at ultimately will have an impact on the existence of a changes in students both regarding the means think, act or behave in an everyday life.

E. Students' Achievement

The majority of empirical research dealing with the quality of education measures achievement in relation to students' performances in their studies and to test results – which are, of course, the most frequent indicators of the effectiveness and quality of the teachers and of the school.³³ There are several factors affecting student or school achievement, at the level of students (e.g. gender, place of living, family background, attitudes to learning, motivation, network of connections), of schools (infrastructure, location, size of school, atmosphere, number and composition of students), and also regarding the 'level' of teachers (e.g. professional training, attitudes to teaching, motivations, cooperation); and these all clearly show that certain parameters of educational achievement can be influenced by educational policy, while others cannot.

Bloom classifies changes behavior as a result of learning in three realm namely, the cognitive realm, the affective realm, and psychomotor realm.³⁴ Cognitive domains include: 1) knowledge, 2) comprehension, 3) application, 4) analysis, 5) synthesis, 6) evaluation. Third the first ability, namely knowledge, understanding and applications, classified as level low cognitive (Lower Order Thinking

³³ Krisztian Szell, "Factors Determining Student Achievement", *Hungarian Educational Research Journal*, Vol.III, No.3, (2013), 57.

³⁴ Benjamin S Bloom. (ed), *Taxonomy of Educational Objectives. Hand-book 1: Cognitive Domain* (Canada: DAVID McKAY COMPANY, 1956), 7.

Skills), then the three other three abilities that is, analysis, synthesis and evaluation are called as a high cognitive level (Higher Order Thinking Skill). Affective domains include: 1) receiving, 2) responding, 3) valuing, 4) organizations, and 5) characterizations. Meanwhile, the psychomotor domain include: 1) Imitation, in the form of imitation activities actions from others showing: observe and replicate 2) Manipulation, reproduce the activity of the trainer or his memory 3) Precision, performing skills without help of others 4) Articulation, adapting and integrate expertise 5) Naturalization, perform activities in a level related manner the skills you already have.

As the success of students in learning is influenced by several factors, including the opinion, Slameto stated that the factors that influence the results learn many kinds, but can be classified into two groups, namely internal factors and external factors.³⁵ Internal factors are factor that exists within the individual or the student itself such as interests, attitudes, and motivation, meanwhile external factors are factors that are outside individual, such as teacher factors, media factors learning used, and so on.

In brief, choosing the best learning media is very important in order to encourage students to achieve learning. In addition the attitude of students towards lessons or towards teachers is very important too. Thus, the attitude of student would be related to learning outcomes and student achievements.

F. Previous Study

The research about teachers and students perception on the use WhatsApp has done by Nchindo Richardson Mbukusa in 2018,

³⁵ Aina Mulyana, Soleh Hidayat, and Sholih, "Relationship between Perception, Attitudes and Interests of Students with Student Learning Outcomes in Learning Civics", *Jurnal Pendidikan dan Kebudayaan*, Vol 19, No.2, (Juni, 2013), 317.

University of Namibia, the title is Perceptions of students' on the Use of WhatsApp in Teaching Methods of English as Second Language at the University of Namibia. The main purpose of this research is to find out how social networking applications such as WhatsApp could be used outside and in the classroom. The researcher found out how this might compliment the classroom teaching attitudes. This research used Descriptive Quantitative method with data collection used questionnaire. After collect the data, more than 8 out of 10 students had a good attitude and positive behavior toward use of WhatsApp as a teaching learning method for the English language. The covariance of the items approached infinity on the scale, there is a correlation. The higher the co-officiency in this survey the more items have share covariance and probably measure the same underlying constructs. However, students enjoy using WhatsApp as a tool for learning.

Zidni Ma'ruf, Nurul Fadilah, Pegiawan Basofi, and Akmal, International Journal of Scientific & Technology Research. The title is English Students' perceptions of using WhatsApp in Paragraph Writing Class. The main purpose of this research is to find out what are the perceptions of second semester students of English education study program of using WhatsApp in a paragraph writing class. This research used qualitative method with a case study. The data collection used questionnaire and interview. The researcher used purposive sampling to take respondent. The findings of this research is all of the participants agreed that WhatsApp can be implemented to support their learning activities in language learning, especially in paragraph writing class. The popularity of social networking services should be well-utilized by educators to use WhatsApp or other social networking services as one of their teaching and learning media.

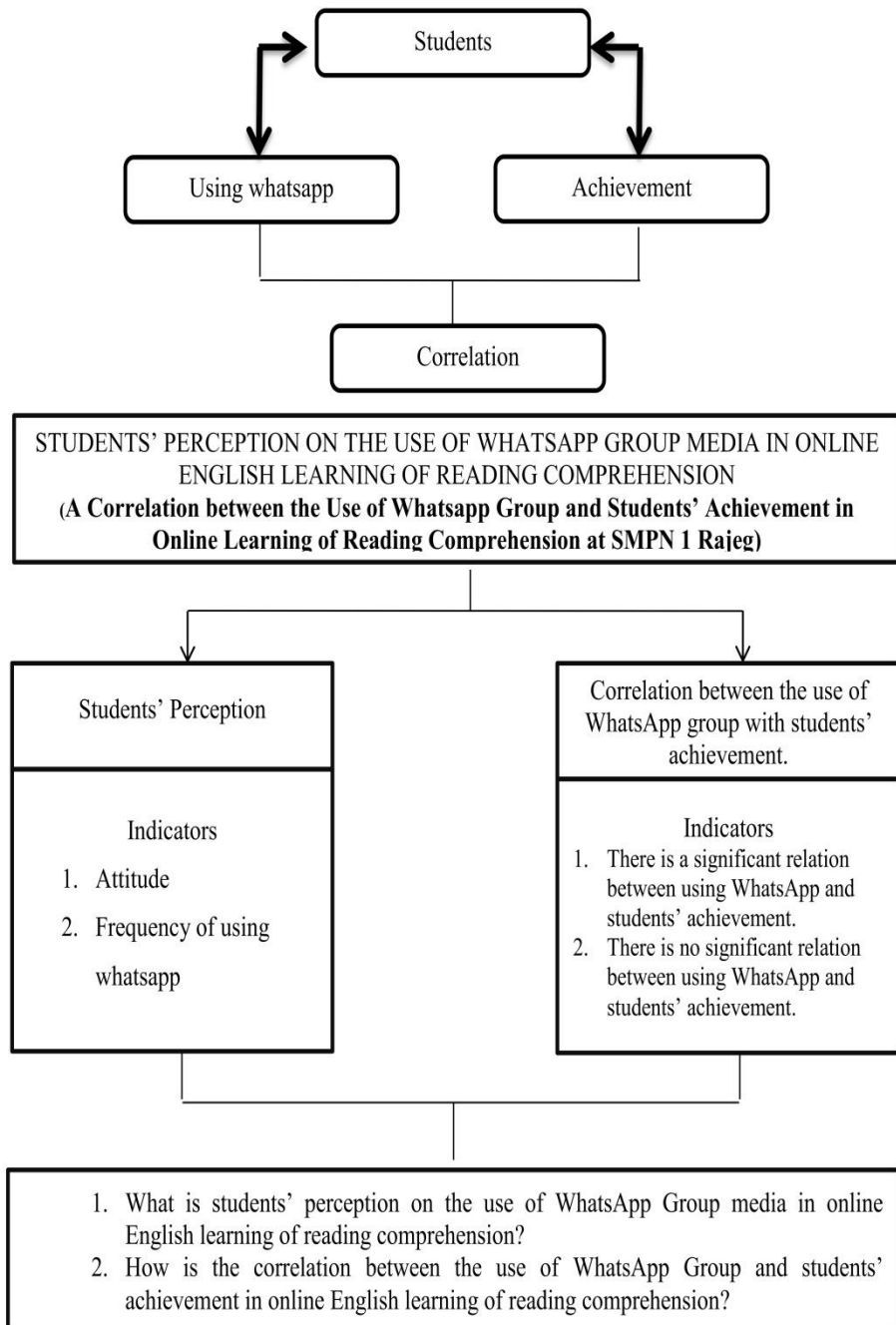
The previous studies above have the same objects to explain the phenomenon. There are students' perceptions on the use of WhatsApp in English learning. The first previous study has explained about Perceptions of students' on the Use of WhatsApp in Teaching Methods of English as Second Language at the University of Namibia. The collecting data used questionnaire to know how social networking applications such as WhatsApp could be used outside and in the classroom. Then, the second previous study has explained about English Students' perceptions of using WhatsApp in Paragraph Writing Class. It is more different from the first previous. This was discussed about the specific object, paragraph writing class. The collecting data also used questionnaire to find out what are the perceptions of second semester students of English education study program of using WhatsApp in a paragraph writing class, but added with interview to support the data.

The difference of the previous study above with my research is to analyze the Students' Perception on The Used WhatsApp Media in Online English Learning of reading comprehension. In this study I used a quantitative method with a correlation approach and focused to reading comprehension. The instrument used was a questionnaire distributed via google form. Because the circumstances are very different make students have to study at home without face to face to carry out the teaching and learning process. So that students must continue to use their hand hone to attend the lessons. Therefore the research was conducted only online.

G. Framework of Thinking

In this study, the researcher divides into two objects. The first, students' perception, it is to know the attitude toward using whatsapp media in online learning. The second, the correlation between using

whatsapp group with students' achievement. Two of the objects will be influence for the information of this research.



H. The Hypothesis of Research

- H₀ : there is no positive and significant relationship between the use of WhatsApp Group toward student achievement
- H_a : there is a positive and significant relationship between the use of WhatsApp Group toward student achievement