CHAPTER II
LITERATURE REVIEW

This chapter explains several theories through reviewing some literatures related to this research.

A. Perception

1. Definition of Perception

The etymological understanding of the word perception means sight or view, response, the power to understand or respond to something that begins with sensing and then transfers it to the brain. In terminology, perception is also defined as a process that combines and organizes sensory data (sensing) to be developed in such a way that we can become aware of our surroundings, including being aware of ourselves.

Slavin (2006, p. 88) states that perception is a person's interpretation of a stimulus. Perception is influenced by the mental state, past experiences, knowledge, motivation, and several other factors. In addition, perception is defined as a sensory experience around us that involves acknowledging environmental stimuli and acting in response to these stimuli. Meanwhile, Walgito (2003, p. 3) argues that perception is a process of stimulation that regulates and defines the stimuli received into something meaningful. This perception is an activity in which all parts of the body play an active role. Therefore, the five senses are a link between humans and the environment. The results of each individual's perception are different even though they do

the same thing. Perception allows individuals to navigate the world and make decisions about everything they encounter.

Another opinion, according to Abdurahman (2003, p. 15), perception is the limit used in the process of understanding and interpreting sensory information or the ability of the intellect to plan the meaning of data received from various senses. From the definitions of some experts, it can be concluded that perception is the process of treating a person or individual to objects or information received through observation using their senses. This perceptual process is related to giving meaning and interpreting the object being observed.

Many factors influence perception. Sugiyo (2005, p. 57) states that situational and individual factors influence perception. Situational factors are factors related to verbal descriptions, closeness and kinetic, and paralinguistic. This verbal description deals with the order of the adjectives that determine perception. While individual factors are related to the person who performs the perception, these factors can be divided into motivation, personality, intelligence, experience, and objectivity.

2. Process of Perception

Based on the opinions of experts who have stated, the perception process consists of three stages as follows:

The first stage is receiving the stimulus. Physical stimuli and social stimuli through the human senses, in the process, include the introduction and collection of information about existing stimuli. Next is the stimulus

processing stage. At this stage, it occurs through a process of selecting and organizing information. The last stage changes the stimulus received by individuals in responding to the environment through cognitive processes influenced by experiences, horizons, and personal knowledge.

A person can have different perceptions of the same object because of three perceptual processes. First is Selective Attention. People experience a lot of stimulation every day, and most people get flooded with more than 1,500 ads per day. Second is Selective Distortion. Tendency to interpret information so that it fits our preconceptions. Consumers will often twist information so that it is consistent with their initial beliefs about the brand and product (product views). Third is Selective Memory. People will forget many things they learned, but because of selective memory, people will tend to remember the good things mentioned about competitors' products (Twentinio, 2013).

3. Students' Perception

Students are subjects who accept what the teacher says. Students' perception is the process of treating students to information about an object in an activity through observation with their senses to give meaning and interpret the object being observed.

In addition, students' perception is the views or responses of students by inferring information and interpreting messages based on experiences about particular objects or events preceded by the sensing process in a problem solving or social situation.

This study used the three aspects from the questionnaire of students' perception toward the use of WhatsApp in Sari and Putri (2019). First is technical aspect. This is defined as the extent to which students believe that the structure and technicalities of the application can assist students in online learning. Second is educational aspect. This is defined as an application that can influence students to improve their abilities. Third is instructional aspect. This is defined as the extent to which this application provides knowledge or information.

B. Writing

1. Definition of Writing

Writing is one of the four skills that must be mastered and to support communication. Writing is the last stage in learning a language after listening, speaking and listening. In other words, writing is an indicator of whether students have acquired all skills before and not. According to Nunan (2003, p. 88), writing is a process of thinking to find ideas, then expressing them in good writing and arranging these ideas into a clear paragraph. Writing can encourage students' language development when they solve problems that exist in their minds by writing (Harmer, 2004, p. 31). Therefore, people can express their ideas, thoughts and experiences to others through writing.

Even though writing seems very complicated with many sub-skills, actually writing can be learned with fun. Hyland (2004, p. 9) states that

writing is a way of sharing personal meaning. Each individual builds their view on the topic. They will share their views on a topic with other individuals. From this, each individual's view may differ from the views of other individuals. Therefore, when individuals construct their views or ideas, they must make them understandable and acceptable.

In addition, the writer is asked to explore his or her knowledge, experience, or memory in determining the topic to be written about. Therefore, it can be said that writing is a complex activity because it involves many skills. The way the writer presents ideas into writing must attract readers so that writing is an ability that must be mastered to produce good writing. Five main components of writing are language use, mechanical skills, treatment of content, stylistic skills, and judgment skills (Pratiwi, 2006, p. 3).

2. Steps of Writing

Writing is a complex skill and requires basic skills such as vocabulary. The writing process is a writing plan based on a process approach. It consists of steps that can make students' writing better and not just focus on their results. Students must pay attention to the steps in writing to produce good writing. These things are in the form of language, content, objectives and reference of readers. According to Hyland (2004, p. 10), the writing stage provides a clear understanding that it is important and does not only focus on writing results in the writing process. What is done in the first

stage is to choose a topic to be discussed. Students can determine their topic or the teacher can also select a topic that students will use to write.

The next stage is pre-writing. Students need to collect data, notes and make an outline of their writing at this stage. The third stage is composing. At this stage, students begin to write down their ideas. The next step is to respond to revisions. In this case, the teacher or peer can respond to ideas, texts, language styles, and others. Students will edit or proofreading, which is meant to check and proofread their writing.

After the proofreading and editing stages have been carried out, the students have finished their writing. The next thing is the evaluation carried out by the teacher in assessing the ability of students to achieve their writing process. Then at the last stage, students are expected to be able to write well and learn from the many stages of writing they have done before.

There are many different methods in the process or stages of producing good and correct writing. Harmer (2004, p. 4) states that there are several steps in the writing stages. The first is Planning. In planning, students must pay attention to three things consisting of the purpose, audience, and content of their writing. In writing, they have to consider the purpose because this can affect the type of text, language and information they write. The second is the audience. The writer also has to think about the audience in order to adapt the form of writing and use formal or informal language. The last one is to consider the structure of the content or the order of the facts, ideas, or arguments they will put into their writing.

Next is Drafting. At the drafting stage, it refers to the first draft that the writer made. The meaning here is that the researcher has realized what they have planned in a written text and requires revision or amendment.

After drafting is Editing, this editing stage is an activity to reflect and revise the text that has been written. This activity can be carried out by readers and publishers themselves or even by editors who help the author by providing suggestions, comments, and corrections.

Last is the Final Version. After several processes, from planning to editing, the final stage is to produce the final version. Their writing is usually different from the original version or the first draft because things have changed at the writing stage.

3. Problems in Writing Classroom

The researcher found many problems faced by students in English learners, especially writing skills in class. Most students expressed that it was very boring when they studied in class, so it was stressful. Therefore, the researcher tries to find new ways to teach students writing and provide a pleasant learning experience.

Writing skills are complex, so they are challenging to teach. Like other learning problems, if writing problems are not resolved immediately, it will damage student education. In terms of writing, it is not only necessary to master grammar but also many other elements. When a student has difficulty developing specific basic skills, he will not be able to write fluently. The primary problems that make it difficult for many students to

write are language skills such as punctuation, grammar, vocabulary, spelling, etc.

Byrne (1988) divided writing into three categories: linguistic difficulty, physiological difficulty, and cognitive difficulty. In linguistic difficulty or linguistic aspects such as grammar, vocabulary, language use, and selection of appropriate sentences in writing. Then the physiological difficulty is that it emphasizes the absence of direct feedback from the reader. The last one is the cognitive difficulty. Writing must go through formal instructions such as spelling, capital letters, paragraphs, and punctuation.

C. WhatsApp

1. Definition of WhatsApp

In recent times, technology has developed very rapidly in line with the level of human needs, the more modern human life is, the more modern the technology used is. With this, an instant messaging application called WhatsApp was created was founded in 2009 which was developed by former Yahoo employees Brian Acton and Jan Koum. Many individuals use WhatsApp as a communication medium in conveying messages. The information obtained is more effective and can be received faster. Many online messaging services are in great demand, but WhatsApp is one of the most used online messaging applications because it is simple, fast, and cheap. WhatsApp uses an internet connection to send messages. WhatsApp

is growing in popularity and can be used for almost all types of smartphones. WhatsApp is a Smartphone application that operates on almost all types of devices.

This application has been on the market since 2010. WhatsApp was created to replace the existing SMS platform with a free system in an ad-free environment. WhatsApp has several features, such as Gallery for adding photos, Contacts for inserting contacts, Camera for taking pictures, Audio for sending voice messages, Maps for sending various map coordinates or someone's position, even Documents for inserting files. All of these things can be instantly sent via WhatsApp. The various features presented certainly add to the ease and convenience of communicating between users.

In 2018, WhatsApp users recorded a total of 1.5 billion and sent as many as 65 billion messages via WhatsApp or WhatsApp web per day (Raharti, 2019, p.148). WhatsApp application is still the most popular social media and means of communication among users.

2. Advantages of WhatsApp

In the field of education, the advantages possessed by WhatsApp are as follows. WhatsApp can create collaborative online learning between students and it provides various learning objects, such as status, audio, video, files, and others. Students can provide comments and feedback to their friends so that they can discuss in the WhatsApp group. Information and knowledge are easy to share. WhatsApp can help students develop

writing skills and vocabulary. WhatsApp can help students to learn from their friends' mistakes as well as feedback from lecturers and students easily contact their lecturers.

From the advantages of WhatsApp above, the researcher can reveal the reasons why educators should use WhatsApp in class as follows. Educators can send unlimited free messages, they can use WhatsApp web on a computer or laptop, WhatsApp can be used over Wi-fi, and it can reach students and parents who do not use other communications such as landlines and email.

3. WhatsApp Messenger as Learning Medium

In writing class, the use of WhatsApp as a medium for learning to write has proven interesting. Writing is one of the productive skills that proven by producing writing. Writing itself has steps until final writing. From the other three skills, writing is a complex skill. So that EFL learners are currently using WhatsApp a lot as a tool in developing students' writing skills.

There are significant results in improving the quality of student writing via WhatsApp. Students feel that they can freely express their ideas and feelings so they can happily correct or edit their peers' work. For teachers, they can provide writing learning creations through WhatsApp. By using WhatsApp, students can communicate in real-time with lecturers with internet connection facilities because using this social networking site is much cheaper to use. Through the smartphone each student has, WhatsApp

can discuss and share information with students and lecturers (Echeverría, 2011). In addition, WhatsApp can improve the exchange of views and participation data between lecturers and students.

E. Previous Studies

There are some previous studies related to WhatsApp in writing. The first study was conducted by Sari & Putri (2019). This study aims to explore students' perceptions of using WhatsApp group chat in learning to write. The results of this study indicate that WhatsApp group chat is easy to use because students can interact with other group members during class and after class, effective in giving writing assignments in the form of files, get direct feedback from the lecturer after submitting assignments, and students are free to ask questions and share materials. On the other hand, students revealed several technical problems such as lots of incoming chats, bad internet connection, and trash notifications. However, learning to write via WhatsApp can expand the scope.

Next previous study is from Mistar and Embi (2016). This study aims to examine the use of WhatsApp as a learning tool and how WhatsApp can help students improve their language learning. In addition, this study also investigates the importance of using WhatsApp based on students' perceptions that are in accordance with the lifestyle of today's young generation. In this study, two findings were found. First, the use of WhatsApp is very important in helping students learn languages better. Second, WhatsApp can improve

students' proficiency in using English. This research has succeeded in finding out the attitudes, uses, and intentions of student behavior where WhatsApp is at a high level. For institutions such as campuses, internet facilities should be provided as a top priority in current education. Therefore, using WhatsApp in language learning in the classroom will be very useful in education to make it more effective.

Linda and Ri'aeni (2018) conducted research. It is motivated by the difficulty of students in writing. The results show that WhatsApp is attracting students' interest and also getting positive responses. Learning to use WhatsApp was influential in developing their creativity in writing skills. Students can learn not only inside the classroom but also outside the classroom. On the other hand, the results of the questionnaire sheets showed that almost all students were active in learning to write recount text. Students can also use their gadgets positively to develop their English skills. Researchers stated that students like to use WhatsApp because they get the opportunity to learn in pairs and individually to improve their writing achievement.

Another study was conducted by Mbukusa (2018). This study investigates students' perceptions of using the WhatsApp application as a learning tool for the Teaching Method of English as a Second Language in a Bachelor's degree program at the University of Namibia. This study indicates that WhatsApp can have a negative impact on student performance, especially those without a smartphone. The platform shows variety in balancing online activity (WhatsApp) and academic preparation and distracts students from completing

their assignments and following their study timetable. However, students like to use WhatsApp as a tool for learning and ask schools to facilitate the internet as their main need.

A similar study also had been done. This study was conducted by Wijaya (2018). This research was done to see student responses to the use of WhatsApp in learning English. WhatsApp has been used in several courses at several student levels at the University of Muhammadiyah Surabaya, majoring in English. This study indicates that although internet access is a major obstacle in online learning using WhatsApp, their reading and writing skills are found to have improved. Various features on WhatsApp make it easier for students to learn English. Because learning using WhatsApp becomes more personal, students can repeatedly read the material sent by the lecturer. In the WhatsApp group, they can have group discussions, and it is possible to get input from lecturers on typing errors and how these errors were corrected.

Based on the previous studies before, it can be seen that this study focuses on students' perception toward the use of WhatsApp in writing class using descriptive qualitative research design. Based on the description above, the researcher uses WhatsApp for writing class because to find out how the perceptions of 2nd semester students in academic year 2020/2021 at English Department of IAIN Kediri who have experience using WhatsApp in sentence and paragraph writing class.