

**SECONDARY SCHOOL ENGLISH TEACHERS' PERCEPTION
ON THE USE OF MOBILE INSTANT MESSAGING
DURING PANDEMIC**

A Skripsi

Submitted to Language Education as a partial Fulfillment of the Requirement for

the Degree of

Sarjana Pendidikan



By:

Afifa Stania

20180810093

English Language Education Department

Faculty of Language Education

Universitas Muhammadiyah Yogyakarta

2022

STATEMENT OF AUTHENTICITY

I hereby:

Name : Afifa Stania

NIM : 20180810093

Department : English Language Education Department

Faculty : Faculty of Language Education

University : Universitas Muhammadiyah Yogyakarta

Certify that the *skripsi* entitled “Secondary Schools English Teachers’ Perception on the use of Mobile Instant Messaging During the Pandemic” is definitely my own work. I am completely responsible for the content of this paper. Others’ opinions or findings included in this *skripsi* are quoted in accordance with ethical standards.

Yogyakarta, September 2021



Afifa Stania

NIM: 20180810093

Acknowledgment

First of all, all praise is always delivered to Allah *Subhanahu Wata'ala* as the lord of the world who always blesses and guides me to write this *skripsi* well. *Sholawat* and *Salam* are always given to the noble Prophet of Islam, Muhammad *ShalallahuAlaihi Wassalam*, who has guided his followers on facing life based on Allah's command. This *skripsi* entitled "Secondary Schools English Teachers' Perception on the use of Mobile Instant Messaging During the Pandemic" is submitted as the final requirement in accomplishing the undergraduate Degree at the English Language Education Department of Faculty of Language Education at Universitas Muhammadiyah Yogyakarta. Additionally, I would like to express the deepest appreciation to:

1. My beloved parents, Bapak Imam Sutomo and Ibu Siti Nur'Aini, support me no matter what.
2. The dearest supervisor Ms. Ika Wahyuni Lestari, S. Pd., M. Hum. for her motivation, suggestion, and help in accomplishing this *skripsi*.
3. All lecturers who have made a big contribution during my study at ELED of UMY.
4. All the participants of this research who have spared their time and are involved in finishing this *skripsi*.
5. My siblings. Zulfian Nashita, Alvin Tofani, Krisna Murtian Utama Jati, and Hanum Hanifa Sukma. Also, their children, Kinanthi and Otto. Thank you for always cheering me up.
6. My friends, Dasmel and member of C class and others that I cannot mention.

TABLE OF CONTENT

Approval Sheet.....	i
STATEMENT OF AUTHENTICITY	ii
Acknowledgment	iii
TABLE OF CONTENT	iii
TABLE OF FIGURE	vi
TABLE OF TABLE.....	vii
Abstract	viii
Chapter One	1
Introduction.....	1
Background of the Research.....	1
Identification of the Problem.....	4
Delimitation of the Problem	5
Research Questions	6
The Objectives of the Research.....	6
The Significance of the Research	7
Organization of the Research	7
Chapter Two.....	10
Literature Review.....	10

Mobile-Assisted Language Learning	10
Mobile Instant Messaging	12
Reasons for using Mobile Instant Messaging during Teaching and Learning Process During the Pandemic	14
Learning Activities using Mobile Instant Messaging During the Pandemic.....	16
The Implementation of Mobile Instant Messaging	18
Review of Related Studies.....	18
Conceptual Framework	21
Chapter Three.....	23
Research Methodology.....	23
Research Design	23
Research Setting	24
Participants	25
Data Collection Method	26
Research Instrument	27
Data Collection Procedures	28
Data Analysis	28
Trustworthiness	30
Chapter Four Finding and Discussion.....	31

The reasons for using mobile instant messaging (MIM) in teaching English during the pandemic	32
The activities in English language learning through mobile instant messaging	37
Chapter Five Conclusion and Recommendation.....	44
Conclusion.....	44
In conclusion, the findings were separated according to the research questions. Based on secondary school teachers' perspectives, the researcher discovered four reasons to utilize MIM (mobile instant messaging) in teaching English based on the first question. The findings revealed that WhatsApp was accessible and straightforward to use, it did not consume many internet data, it supported all file extensions, and schools recommended it. In response to the second research question, the researcher discovered five activities that secondary school English teachers can do via MIM (mobile instant messaging): video conferencing, audio recording, submitting tasks and reporting attendance, sharing subject-related information, and discussing the material.....	44
Recommendation.....	45
References	47
APPENDICES	57
Interview Guideline	57
Axial and Selective Coding	59

TABLE OF FIGURE

Figure 1 Conceptual Framework..... 22

TABLE OF TABLE

Table 1. Schools profile 24