EFL Students' Perception On Whatsapp Use For Learning English At Junior High School

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui persepsi siswa dalam menggunakan *WhatsApp* sebagai media pembelajaran bahasa Inggris pada siswa kelas VII-2 di SMPN 1 Wundulako Kabupaten Kolaka Provinsi Sulawesi Tenggara. Penelitian ini dilaksanakan di SMP Negeri 1 Wundulako pada bulan Oktober 2021. Untuk menjawab pertanyaan penelitian digunakan desain penelitian kualitatif dengan subjek penelitian adalah siswa kelas VII-2. Data diperoleh dengan melakukan wawancara yang di dasarkan oleh 5 aspek yang di adaptasi oleh teori *Rubin & Chisnell* (2008), yaitu *learnability*, *efficiency*, *memorability*, *error* dan *satisfaction*. Hasil penelitian menunjukkan kecenderungan ke persepsi positif di aspek *learnability*, *efficiency*, *memorability* dan *satisfaction*. Sebagian besar siswa EFL merasa senang karena belajar bahasa Inggris melalui *WhatsApp* mudah karena dapat belajar dimana saja dan kapan saja. Melalui fitur-fiturnya, *WhatsApp* memudahkan komunikasi dan meningkatkan interaksi dengan guru atau teman sekelas, meningkatkan sikap positif siswa, meningkatkan hasil belajar siswa di kelas, siswa menjadi lebih aktif, lebih fasih berbahasa Inggris dan dapat mengetahui kosakata bahasa Inggris baru.

Kata Kunci: *EFL; media pembelajaran; persepsi siswa; whatsApp;*

ABSTRACT

This study aims to determine student's perception when using whatsApp as a media for learning English in class VII-2 at Junior High School 1 Wundulako, Kolaka Regency, Southeast Sulawesi Province. This research was conducted at Junior High School 1 Wundulako on October 2021. The design in this research is qualitative approach and using interview as a instrument. The subject of this study were students of class VII-2. Data obtained by conducting interviews based on 5 aspects adapted by Rubin & Chisnell theory (2008), namely learnability, efficiency, memorability, error and satisfaction. The result in this research showed a tendency to positive perception in the aspects learnability, efficiency, memorability and satisfaction. Most of the class VII-2 EFL students' feel happy because learning English through WhatsApp is easy because can learn anywhere and anytime. Through its features, WhatsApp facilitates communication and increases interaction with teachers or classmates, increases student positive attitudes, improves student learning outcomes in class, students become more active, more fluent in English and they get to know new English vocabulary.

Keywords*: EFL; learning media; students' perception; WhatsApp*

INTRODUCTION

Nowadays, Technology has invaded all aspects of life and education system

is also developing rapidly. According to Budianto (2020) The lifestyles of technology endorses the teaching and learning system withinside the virtual technology because it facilitates the students to be self decided learners. So, the students' can learn everything and all over by clicking numerous highlights or utilizing stages on the web that relates to their ponder. Innovation can help college students' to work quickly and effectively. Mobile technology is categorize as Mobile Assisted Language Learning (MALL) is the most prospective device to be utilised in teaching and study English language. Mobile Assisted Language Learning (MALL) has emerged as a ability device in the practice of English as a foreign language" (Taj et al., 2016). MALL is an technique of learning that is able to enhance the learning experiences via cell phones and computers (Lindaman & Nolan, 2015).

The mobile phone technology can assist students and teachers easier in teaching and studying English language. It is because mobile learning does not rely on time or location that is in the extraordinarily efficient use of the available time (Fattah, 2015). Nalliveettil & Alenazi (2016) stated that through internet connectivity, mobile phones can seek lots of web pages. Besides the web pages, one type of social media is widely used is the WhatsApp application. WhatsApp is one of a messaging app that can be utilized by most of the human population in all corners of the world as a communication media. In education, WhatsApp can also be used as a learning tool whereas students and teachers can acces this application.

Bensalem (2018) claimed that many foreign language teachers have been interested in using WhatsApp to educate certain elements of foreign language learning (pp. 23-28). WhatsApp can be a medium that can facilitate and create avenues for learning as well as verbal exchange. Besides being quite cheap, this application is commonly used by students who usually have smart phones in their hands (Hamad 2017, p. 74-75).

In global era, WhatsApp is becoming a popular application as a learning tool. According to Gasaymeh (2017) One type of SNS that could have potential in higher education to support teaching and learning is WhatsApp Messenger. WhatsApp Messenger is a famous SNS in distinct components of the world. In teaching English language skills and language components, the researchers investigated the effectiveness of using WhatsApp Application. The previous study, the researcher was done by Ramakrisnan (2017) in his research "The use of WhatsApp for English language proficiency among B. EdTraines". From his observations, there is an increase in the English talent of B. Ed students as expected by the researchers (pp. 1-6). To support EFL activities, students used WhatsApp as learning media. WhatsApp helped provide a communication platform, nurture community sense and maintaining communication atmosphere among students and teachers (Yudhiantara, Hasanah & Ruswandi, 2018). The last

research was done by Kheryadi (2017) On implementing of WhatsApp as a medium for learning English by giving several questions to participants. The results show that students feel confident, enthusiastic, independent, and have a positive attitude to learn English using the WhatsApp application (pp. 1-14).

In Indonesia, WhatsApp application also has invaded all components of life, particularly in the education field. For teaching English language, WhatsApp is a potential tool technology. According to Napratilora, Lisa & Bangsawan (2020) WhatsApp application is a smartphone application which functions to send and receive messages fast. Beside that, WhatsApp is so easy and simple in applying for communicating that makes many humans from exceptional age, background and reason use them in each day life. Through its functions and advantages, WhatsApp also can be used as a medium/device for getting to know English such as sharing pictures, English documents, sending English messages and English text materials (p. 118). Through WhatsApp, users can send messages to others in the form of text messages, audio files, video files, photos, and links from web addresses to be accessed (Bouhnik et al., 2014).

The present studies accompanied precedents from current research about WhatsApp and its benefits based on the researches have been carried out by some English teachers in numerous countries in the world, WhatsApp is a media platform that can make student's enthusiastic in learning, can learn many vocabulary and they can understand the lesson. So that WhatsApp is a potential media platform for teaching English. Meanwhile, in the midst of Covid-19 pandemic, many human lives are affected from various aspects, especially in educational aspects. Rajab (2020) as the director of Ma'had and Islamic Studies Tazkia International Islamic Boarding School, Malang, quoted from detik News, that the consequences of the Corona Virus is now additionally perceived by the education world. The closure of schools and academic facilities is the choice of many countries, each at the primary and university level throughout Indonesia. All stages of educational institutions in Indonesia, specifically in Junior High School 1 Wundulako located in Southeast Sulawesi (Kendari) precisely in Kolaka district, is one of the institutions affected by the spread of covid-19 adverse effects caused by students are required to study online from home, due to the cessation of direct learning face to face in class to interrupt the chain corona virus.

From the observation of researchers during MBKM in Kolaka, start from 5-17 October 2020. Researcher found that, students use social media WhatsApp as the most frequently used in the online learning process by using and utilizing various features contained in the WhatsApp application. Therefore, the researchers wants to recognize the positive and negative perceptions of students while uses WhatsApp Application in the studying process, whether they are able to influence the quality in their grammar, vocabulary, and enhance their English skills. Belch (2004, p. 14) defines perception as "the organization of sensory

information into significant experiences".

METHOD

This study used a qualitative method to describe the data collected in the field. Walidin (2015) stated that qualitative method is studies that aims to achieve in-intensity information about human and social issues descriptively, does not describe the surface part of the facts as a quantitative study with positivism (p. 76). The subject of this research was EFL students' at Junior High School 1 Wundulako. The participant in this study only 7 students from class VII-2. To select the partcipants, the researchers used random sampling techniques. Data was collected using interview, theories adapted from Rubin & Chisnell (2008). The data analysis method in this research adopted from Helaludin & Wijaya (2019) theories for interview, which imply the data analysis include 3 steps: data reduction, data display, conclusion drawing or verification and trustworthiness of data.

FINDING AND DISCUSSION

Based on the data obtained from interview, the researchers found several perception faced by students' about the use of WhatsApp in learning English at Junior High School 1 Wundulako.

FINDING

Learnability

WhatsApp application is easy to use: the first perception that faced by the studens for learning English on WhatsApp is very easy because it takes up little internet quota and it's easy to send assignment through its features. As quoted: *"Yes. WhatsApp makes it easier for me when studying because WhatsApp is easy to use and takes a little internet quota".*

Efficiency

1 hour is the efficient time to learn English: the second perception that faced by the studens' for learning English on WhatsApp is 1 hour is the efficient time to understand the material. As quoted student 1 and student 3: *"1 hour is sufficient and efficient. If 2 hours is too long and the material is not really understood". "1 hour. I understand the material taught by the teacher".*

3 hour needed to do English assignments: the second, the efficiency aspect measures how long it takes student to do English assignments given by the teacher on WhatsApp. Based on the results of the interview, the following is the same answer from the perception of the dominant student (4 out of 7) having the same answer in sending their English assignment took approximately 3 hours. This is an in accordance with the statement from student 5 and student 4, that: *"3 hours. If the teacher sends an assignment at 9 a.m, I send it at 11 a.m. Because I need*

time to study the material before sending it". "3 hours. Because I need time to understand before the assignment is sent".

Memorability

Still remember and still save the learning material: the third perception that faced by the studens' for learning English on WhatsApp is most of the studens' gave a dominant perception which students said that still remember the material that has been taught by the teacher and some also still save the learning material on their handphone. As quoted by student 1 and student 2: *"Yes. Because I still remember the lesson even though only part of it and the materials that have been taught are still stored on my handphone". "Still remember and also still keep the theories that have been taught continue to be studied again".*

Satisfaction

Faster to send assignments and can know new vocabulary and be fluent in English: The fourth perception that faced by the studens' for learning English on WhatsApp is what are the advantages and disadvantages that students get after the process of learning English on WhatsApp. As quoted by student 2 and student 5: *"The advantage is that sometimes time is given to do longer tasks. While the disadvantages, there is no explanation and unstable network". "The advantages are faster to send assignments and the deadline for sending assignments is long"*.

The second, satisfaction aspect measures about what are the benefits that students get after the process of learning English on WhatsApp. As quoted by student 3 and student 4:*"I know new English material and new vocabulary". "Can know new vocabulary and be fluent in English".*

Errors

Unstable network disturbances and internet quota limited: based on the results of interviews about what obstacles students face when learning English on WhatsApp, The average obstacle that students often face when learning English on WhatsApp lies in unstable network disturbances and internet quota limited. As quoted by student 1 and student 4: *"Unstable network and there is no internet quota, sometimes I have internet quota, but not much and My handphone is lowbatt". "Yes I had . Sometimes I don't have internet quota and the network is also sometimes good, sometimes slow".*

DISCUSSION

In this section, the researchers presents the findings of the instrument to complete the disscusion of the research question. Based on the results of research by conducting observation, interview that have been described and supported by documentation, the data obtained will later be analyzed to show how students' perception on WhatsApp as a learning process.

During the Covid-19 outbreak, many teachers prefer to use their mobile phone as the medium to teach their students. They used Mobile-Assisted

Language Learning (MALL) related to the use of mobile technology in the process of language learning. The use of MALL is considered to be able to make students easier to access learning material from anywhere, including from their homes (Nuraeni, 2021, p. 7). Liu et al., (2015) said that As a communication support media that can be used anywhere and anytime, MALL make it easy for students' to obtain information and materials instantly. MALL is an approach of learning that is able to improve students' knowledge and experience when studying through mobile phones or table computers (Lindaman & Nolan, 2015). On mobile phone, some apps are used in activities learning, such as YouTube to watch videos, Zoom, WhatsApp apps to learn and send tasks and Google Meeting to have online meeting or video conferencing and Safari to browse Internet (Khalil et al. 2020). One of the social networking applications that is widely used by students to support the learning process during the COVID-19 pandemic is the WhatsApp application.

In the use of WhatsApp at Junior High School 1 Wundulako, especially in class VII-2, WhatsApp is an application that is often used in every subject of learning, for example in English subjects. The use of WhatsApp is one of the uses of technology that makes it easier for teachers to communicate with students without having to meet face to face. In addition, through its features, WhatsApp is an effective and efficient application in the learning process which can make it easier for students' to learn, receive material and send assignments anywhere and anytime. WhatsApp feature that are often used by teachers in the English learning process are: photo feature. With features that provided to facilitate the teacher in the learning process. This statement is in accordance with research conducted by Ma'ruf et al (2019) WhatsApp can be implemented to support their learning activities in language learning, especially in paragraph writing class. Through the existing WhatsApp features, sharing knowledge such as vocabulary, grammar, and others becomes easier. Through the use of WhatsApp in paragraph writing class, the students may create discussions among the students. Besides being easy to use, WhatsApp makes participants free to do assignments anywhere and anytime. In contrast to the features used in this study, the feature that is often used in previous studies is the chat feature.

In addition to various features, WhatsApp makes it easy for users to communicate by sending and receiving messages 24 hours non-stop as long as the user is connected to the internet network. In the context of learning, WhatsApp makes it easy for students to understand the material and send assignments anytime and anywhere according to a predetermined time limit. Wahyuni (2021) said that as a learning media system, WhatsApp provides flexibility of time for students to learn and facilitates the process of delivering learning materials for students' either through internet media or other computer network media that can be accessed anytime and anywhere (p.6). Based on the results of interviews in

class VII-2, in learning English on WhatsApp, the efficient time needed to understand the material provided is 1 hour. While in the process of sending assignments, students need about 3 hours to understand the material first and then send it to the WhatsApp group. The thing that makes this research and previous research different lies in the use of WhatsApp in learning English. This study focuses on how long it takes students to work on and submit assignments in study groups. While the previous research intends to find out about students' perceptions when making English stories on WhatsApp. This statement is in accordance with research conducted by According to Khusniyah (2020) the extent of students perceptions in making English stories on WhatsApp whether they are able to influence the quality of grammar, vocabulary, and improve English skills in a student or just become a story without going through the thought process in making the stories (p.15).

In learning on WhatsApp, teaching materials are provided online, aiming to provide understanding to students. However, in understanding the online learning process, each student has their own way. Each student has a different learning process depending on the thoughts, desires, hopes, memories, personalities and characteristics of the students. Talking about the memory of learning, each student has a different memory of the material that has been taught. According to Shadiq (2013) The most obvious difference in the intellectual field, can be indicated by the presence of students who are very fast, mediocre, and some are even very slow in catching the material delivered by the teacher. Based on the results of interviews conducted in class VII-B, on the aspect of memorability, the researcher intends to find out how the level of students' memory in understanding the material that has been taught. The results of the interview found that on average students admitted that they still remembered the English material that had been taught by the teacher on WhatsApp, and some of the material that had been given was still stored on their handphone.

In addition, the use of WhatsApp in the process of learning English there are still problems experienced by students. Based on the results of interviews conduct in class VII-2, The two main problems experienced by students are the first, errors made by users during their interaction with certain websites or applications. These errors can be in the form of obstacles and problems faced when learning English on WhatsApp. Where there are still many students who have problems having an unstable network while participating in online learning. This can make the learning process not run as desired. According to Yensy (2020) Signal disturbances that occur during the implementation of online learning will certainly have an impact on the process of accessing learning. this factor occurs when the lights go out, or other factors that make the signal slow, causing learning to be late or not according to the specified time (p. 70). In addition, during the online learning process, many students have problems with limited internet

quota, especially when they have their own mobile phone. They have difficulty when they are required to take online learning but are constrained because they do not have an internet quota. The effect of these problems is that they do not follow the process of learning English.

During online learning using WhatsApp, users generate different satisfaction and feelings from each other. Based on the results of interviews that have been conducted, the existence of WhatsApp as a learning medium has a positive and negative impact on students. The positive impact is faster task delivery, long task submission deadlines and also an unlimited delivery process. This is an advantage for students when studying on WhatsApp. As for the negative impact, sometimes no explanation is given and the network is unstable. Most of the students are stuck in technical problems, mainly because the network connection makes it difficult for them to access WhatsApp, especially when students are about to turn in assignments. Due to internet connection problems, which are problems that students submit when attaching assignments, they are afraid of failing when submitting assignments. Another effect of the network is the difficulty of downloading material which makes students need a lot of time to study the material. In addition, during its use, students feel the benefits after using WhatsApp, including students can learn new vocabulary and become fluent in English. Based on the 5 aspects of the adapted by Rubin & Chisnell (2008) theory used, the results showed that there was positive perception when they studying English on WhatsApp. It can be seen from the aspects of learnability, efficiency, and satisfaction. Most EFL students' feel happy because learning English through WhatsApp is very easy because can learn anywhere and anytime, through its features WhatsApp facilitates communication and increases interaction with teachers or classmates, increases student positive attitudes, improves student learning outcomes in class, students become more active, more fluent in English and can know new English vocabulary.

CONCLUSION

The result of the first aspect is Learnability, showing that the WhatsApp application makes it easier for students in the learning process because it is easy to use anywhere and anytime. Furthermore, whatsApp is more effective and efficient for students because students not to spend a lot of money, easy to send assignments through the available features and can learn practically. The second aspect is Efficiency. In acquiring English on WhatsApp, the efficient time needed by students to understand the material given is 1 hour. While in the process of sending assignments, students need about 3 hours to understand the material first and then send it to the WhatsApp group. The third aspect is Memorability. From the results of the study, it was found that on average students admitted that they still remembered the English material that had been taught by the teacher on

WhatsApp, and some of the material that had been given was still stored on their cellphones. The fourth aspect is Error. There are two problems that students often experience when learning English on WhatsApp, namely: (1) There are still many students who have problems with unstable networks, (2) limited internet quota when studying online. The last aspect is satisfaction. WhatsApp as a learning tool has both positive and negative impacts. The positive impact is faster task delivery, long task submission limits, and also a timeless submission process. The negative impact is that sometimes no material explanation is given and the unstable network. Furthermore, students feel happy using WhatsApp because learning English on WhatsApp, students can find out new vocabulary and become fluent in English.

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