



An Analysis Of Students' Perception In Using Whatsapp As Media For Learning English During Covid 19 Pandemic At SMAN 1 Kecamatan Guguak

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Abstract

This study aims to find out students' perceptions about the use of the Whatsapp application as media for learning English during the covid 19 pandemics in SMAN 1 Kecamatan Guguak. The sample of this study was the eleventh-grade students of SMAN 1 Kecamatan Guguak. The sample was carried out using the proportional random sampling method. The number of samples in this study was 177 students. Data was collected by means of a questionnaire and strengthened by interviews. This research is descriptive research with a quantitative approach. The results of this study indicate that students' perceptions of the use of WhatsApp as an English learning media are good. The average score of 3.72% evidence this, and the respondent's level of achievement is 92.90% in the good category.

Keywords: Students' perception, Whatsapp, media, learning English

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INTRODUCTION

As we know, almost the entire world is currently facing the coronavirus or the covid-19 pandemic. The coronavirus which has been spread has affected various aspects of life, including education. To reduce the spread of the coronavirus, the government implements social distancing or social interaction. As a result, all schools dismiss their students and replace offline learning with online learning activities. According to Munir (2009), online learning is a system that can facilitate learners to learn more broadly and in variety. Through the facilities provided by this system, learners can learn anytime and anywhere without being limited by distance, space, and time. For the implementation of online learning, devices are needed to help the teaching and learning process. Online learning is defined as a learning experience using different devices such as smartphones and laptops or other devices with internet access in a synchronous or asynchronous environment (Mathivanan et al., 2021).

Learning media is very important to use in the learning process. The use of instructional media can help teachers explain material or provide understanding to students about teaching materials quickly, overcome the problem of limited space and time, and increase students' learning abilities and interests. Online learning devices such as laptops and smartphones also requires online media that support the teaching and learning process. According to Basilaia et al. (2020), in the current situation, we need online media that supports (a) video conferencing with a large number of students, (b) discussions with students can be carried out to keep the class like an offline learning situation, (c) a good internet connection, (d) learning materials can be accessed on mobile as well and not only on laptop, (e) possibility of watching recorded lessons, and (f) feedback from students can be achieved and assignments can be retrieved. Examples of online media commonly used for online learning are YouTube, Google Classroom, Zoom Cloud Meeting, Quizzes, and WhatsApp. The material is given in the form of powerpoints, short videos, and reading materials.

One application that is often used in the online learning process today is WhatsApp. Bouhnik and Deshen (2014) states that WhatsApp groups are used for four primary purposes: communicating with students, social atmosphere, creating dialogue and sharing among students, and as a learning platform. WhatsApp Messenger can send and receive messages, videos, images, and audio to individuals or groups easily and quickly (Napratilora et al., 2020). The teaching and learning process can run as real; the teachers and students can communicate directly in the same group by using WhatsApp. In a short time, WhatsApp can reach a lot of students.

There are several studies on the perception of using WhatsApp as a learning media. First Mistar and Embi (2016), researched students' perceptions of WhatsApp as a learning media in ESL classes at the university level. This study focuses on the use of WhatsApp in high school students. Second, Gasaymeh (2017) researched the use of WhatsApp and university students' at universities in Jordan. This research focuses on students at SMAN 1 Kecamatan Guguak, not college students, and the research location is in the village. Third, Hayati (2021) conducted research on students' perceptions of learning economics mathematics courses through WhatsApp group media. This study aims to determine students' perceptions of the use of WhatsApp in English subjects.

Therefore, based on the background above encourages the researcher to do the research about students' perceptions in using Whatsapp as media for learning English. So it can be seen how students view WhatsApp as an online learning media in English subjects whether they have a good or not good perception.

METHOD

The method in this study uses a descriptive method with a quantitative approach. The main data were collected from questionnaires and reinforced by interview answers. The population in this study were students of SMAN 1 Kecamatan Gugak. The sample of this study was the eleventh-grade students of SMAN 1 Kecamatan Guguak. The sampling technique used in this study was proportional random sampling.

Data in the form of questionnaire results. Students were asked to fill out a questionnaire consisting of 25 statements. After that, the data were analyzed to obtain responses to students' perceptions of the use of WhatsApp. Questionnaire students' perceptions about the use of WhatsApp as a learning media using a Likert scale with four alternative answers. It can be seen in the following table:

Table Score Answers for Each Statement

No	Answer options	Positif
1	Strongly Agree	4
2	Agree	3
3	Disagree	2
4	Strongly Disagree	1

RESULT AND DISCUSSION

Research Finding (tentative)

Data in this research were obtained through questionnaires and interviews from eleventh-grade students SMAN 1 Kecamatan Guguak who learned English using WhatsApp media. To obtain data related to students' perceptions of WhatsApp as an English learning media during the Covid-19 pandemic consist of 25 statements included in the questionnaire. There are five indicators, namely; 1 (Level of attitude towards WhatsApp and its perception, convenience/ease of use), 2 (Level of the usefulness of WhatsApp), 3 (Level of students behavioral intention towards WhatsApp), 4 (Level of saving time, energy, and costs), 5 (Conditions that facilitate the use of the application). There are some interviews aimed to strengthen the answers to the questionnaire.

After analyzing the data, the researcher found that students had a good perception of learning English by using WhatsApp as a learning media, with a respondent's level of achievement of 92.88%.

a. Students' perceptions of the convenience and ease of using WhatsApp

The first indicator of students' perceptions of the use of WhatsApp as an English learning media is the level of attitude towards WhatsApp and its perceived convenience/ease of use. Shown in the table below:

No.	Indicator	No Item	SA		A		DA		SDA		N	%	Score Total	Mean	TCR
			Fi	%	Fi	%	Fi	%	Fi	%					
1	The level of attitude towards WhatsApp and its perceived, convenience/ ease of use	1	155	87,57	22	12,43	0	0,00	0	0,00	177	100	686	3,88	96,89
		2	88	49,72	89	50,28	0	0,00	0	0,00	177	100	619	3,50	87,43
		3	143	80,79	34	19,21	0	0,00	0	0,00	177	100	674	3,81	95,20
		4	125	70,62	49	27,68	3	1,69	0	0,00	177	100	653	3,69	92,23
		5	134	75,71	42	23,73	1	0,56	0	0,00	177	100	664	3,75	93,79
		6	137	77,40	39	22,03	1	0,56	0	0,00	177	100	667	3,77	94,21
		7	136	76,84	36	20,34	4	2,26	1	0,56	177	100	661	3,73	93,36
		8	126	71,19	46	25,99	5	2,82	0	0,00	177	100	652	3,68	92,09
		9	104	58,76	70	39,55	3	1,69	0	0,00	177	100	632	3,57	89,27
		10	141	79,66	33	18,64	3	1,69	0	0,00	177	100	669	3,78	94,49
Average 1			128,90	72,82	46,00	25,99	2	1,13	0,10	0,06	177	100	657,7	3,72	92,90

Based on table above, the indicator of the level of attitude towards WhatsApp and its perceived convenience/ease of use obtained an average score of 3.72. The

level of achievement of respondents was 92.90% in the good category. It means that students have a good perception of WhatsApp as an online learning media seen from the attitude towards WhatsApp and the convenience/ease of use. Based on table 1 above, the indicator of the level of attitude towards WhatsApp and its perceived convenience/ease of use obtained an average score of 3.72. The level of achievement of respondents was 92.90% in the good category. It means that students have a good perception of WhatsApp as an online learning media seen from the attitude towards WhatsApp and the convenience/ease of use.

So it can be concluded that students' perceptions of WhatsApp as an English learning media seen from the indicators of the level of attitude towards WhatsApp and its perceived convenience/ease are categorized as good. It means that students have good views and perspectives towards the use of WhatsApp.

b. Students' perception of the usefulness of WhatsApp

Table below is the result of students' perceptions of the second indicator, namely the level of usefulness of WhatsApp.

	No Item	SA		A		DA		SDA		N	%	Score Total	Mean	TCR	
		Fi	%	Fi	%	Fi	%	Fi	%						
		2	The level of the usefulness of WhatsApp	11	130	73,45	41	23,16	6						3,39
		12	130	73,45	46	25,99	1	0,56	0	0,00	177	100	660	3,73	93,22
		13	137	77,40	39	22,03	1	0,56	0	0,00	177	100	667	3,77	94,21
		14	129	72,88	46	25,99	2	1,13	0	0,00	177	100	658	3,72	92,94
		15	129	72,88	43	24,29	5	2,82	0	0,00	177	100	655	3,70	92,51
		16	131	74,01	43	24,29	3	1,69	0	0,00	177	100	659	3,72	93,08
		17	132	74,58	41	23,16	3	1,69	1	0,56	177	100	658	3,72	92,94
		18	119	67,23	56	31,64	2	1,13	0	0,00	177	100	648	3,66	91,53
	Average 2		129,63	73,23	44,38	25,07	3	1,62	0,13	0,07	177	100	657,5	3,71	92,87

On the indicator of the usefulness of WhatsApp, an average score of 3.71 was obtained. The level of achievement of respondents was 92.87%, with a good category, which means that students' perceptions of the level of usefulness of WhatsApp are very beneficial for students.

c. Level of students behavioral intention towards WhatsApp

The third indicator is the level of behavioral intention towards WhatsApp. The table below is the result of students' perceptions of the level of behavioral intention towards WhatsApp.

	No Item	SA		A		DA		SDA		N	%	Score Total	Mean	TCR	
		Fi	%	Fi	%	Fi	%	Fi	%						
		3	The level of the behavioral intention towards WhatsApp	19	137	77,40	40	22,60	0						0
		20	111	62,71	66	37,29	0	0	0	0	177	100	642	3,63	90,68
	Average 3		124	70,06	53	29,94	0	0	0	0	177	100	655	3,70	92,51

Table 3 shows the average score for the indicator of students' behavioral intention towards WhatsApp, a score of 3.70% was obtained and the level of achievement of respondents was 92.51% in good category. It can be seen from the

data obtained that none of the respondents chose to disagree or strongly disagree or it can be seen from the average results which showed a score of 0%, meaning that the level of student behavioral intentions towards WhatsApp was good.

From the respondents' answers at the time of the interview, it was found that the advantage of using WhatsApp is that the teacher can send documents, photos, audio, or video as learning materials to students through WhatsApp groups. Therefore students can view and repeat learning materials through smartphones easily. If in the future learning is still faced within an online situation, they are interested in choosing WhatsApp as a learning media, considering the features provided by WhatsApp are following learning needs. So it can be concluded that students' perceptions of the use of WhatsApp as an English learning media seen from the indicators of students' behavioral intention towards WhatsApp are also categorized as good. It means that students have good attitudes towards WhatsApp.

d. The level saving time, energy, and costs of WhatsApp

The table below is the result of students' perceptions of the fourth indicator, namely the level of saving time, energy, and costs of WhatsApp. This indicator aims to find out whether WhatsApp saves time, energy, and costs. There are 2 items contained in this indicator.

4	The level of saving time, energy, and costs	No Item	SA		A		DA		SDA		N	%	Skor Total	Mean	TCR
			Fi	%	Fi	%	Fi	%	Fi	%					
		21	141	79,66	31	17,51	4	2,26	1	0,56	177	100	666	3,76	94,07
22	125	70,62	48	27,12	4	2,26	0	0,00	177	100	652	3,68	92,09		
Average 4			133	75,14	39,5	22,32	4	2,26	0,5	0,28	177	100	659	3,72	93,08

In table above, it can be seen that the average score of the fourth indicator is 3.72%, and the respondent's level of achievement is 93.08% with good category. It indicates that WhatsApp is an application that saves time, energy, and costs. Statements from respondents obtained from interviews reinforce this. All said that WhatsApp did not drain a lot of internet quota compared to other quite draining applications and did not need to spend a lot of money to run this WhatsApp application.

e. Students' perception about conditions that facilitate the use of the application

The last indicator is the conditions that facilitate the use of the application. It aims to determine students' perceptions of conditions that facilitate the use of the application. There are three statements in this indicator, which can be seen in the table below:

5	Conditions that facilitate the use of the application	No Item	SA		A		DA		SDA		N	%	Score Total	Mean	TCR
			Fi	%	Fi	%	Fi	%	Fi	%					
		23	132	74,58	39	22,03	4	2,26	2	1,13	177	100	655	3,70	92,51
24	132	74,58	44	24,86	1	0,56	0	0,00	177	100	662	3,74	93,50		
25	132	74,58	43	24,29	0	0,00	2	1,13	177	100	659	3,72	93,08		
Average 5			132	74,58	42	23,73	1,67	0,94	1,33	0,75	177	100	658,67	3,72	93,03

Table above shows the total average results indicator of the conditions that facilitate the use of the application is 3.72%. The respondent's level of achievement is 93.03%, with good categories. It can be seen that students' perceptions of the conditions that facilitate the use of the application, especially in this WhatsApp application, is a good perception. In statement item number 23, which states that the functions provided by the WhatsApp application are following the needs of online English learning activities, the average score is 3.70%, and the total respondent's achievement is 92.51% in the good category. Respondents who choose strongly agree and agree answered that the functions provided by the WhatsApp application follow the needs of online English learning activities because WhatsApp has features that allow for online English learning.

So it can conclude that students' perceptions of the conditions that facilitate the use of the application are good, so WhatsApp can be said to be suitable as a learning media, especially in learning English.

Discussion

Based on the data analysis that has been carried out in this study, the results showed that students' perceptions of WhatsApp as an English learning media in eleventh-grade students SMAN 1 Kecamatan Guguk were good. This result is supported by Daheri et al. (2020) that the application of the WhatsApp application in the learning process can positively impact the implementation of the learning process.

The results of this study were that WhatsApp was very strategic in learning English, especially for sending assignments. This is in line with Firmansyah (2021), who stated that "students can collect assignments well, feel satisfied with the learning carried out and succeed in obtaining satisfactory or good learning outcomes." In addition, the use of WhatsApp in learning English is very influential on students.

However, this result contrasts with Yeboah and Ewur (2014) found that WhatsApp had a negative impact on students, with distraction from studies, problems related to spelling and grammar. Members send too much message on a particular topic that can be very distracting for other members. It can be concluded that the use of WhatsApp depends on how the teacher applies the WhatsApp application to students.

CONCLUSION

From the analysis and data described, it can conclude that students have a good perception of learning English using WhatsApp. WhatsApp makes it easy for students to find information related to learning and communicate with teachers because WhatsApp can be done anywhere and anytime. Online learning using WhatsApp is different from face-to-face learning. In face-to-face learning, students are more afraid and feel awkward expressing their opinions because they have to deal directly with teachers and friends, which is different from WhatsApp, which is done online. One of the other advantages of WhatsApp is that the service features available in WhatsApp groups allow teachers and students to learn English. The use of WhatsApp in learning English is very influential on students.

Based on the findings and the conclusion of the research, there are some suggestions offered. First, a suggestion for teachers. Teachers are expected to evaluate learning to find out the right learning methods and media for achieving learning objectives. Whatsapp is one of the learning media that teachers can use to improve the quality of learning for students. Second, suggestion for the next researcher who wants to conduct about this research. For the next researchers, it is hoped that they can research with more creative ideas and topics to improve the quality of learning at the education level, especially high school. For further writers interested in exploring the same issue, it is advisable to pay attention to the study's limitations to get better results.

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