

STUDENTS' PERCEPTION ON THE USE OF WHATSAPP APPLICATION FOR ONLINE LEARNING DURING THE COVID-19 PANDEMIC

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ABSTRACT

The impact of the spread of the covid-19 virus on the world of education requires educators and students to be adapt quickly to existing changes. Before the pandemic, the learning activity was original to be held face-to-face directly in the classroom, however, an integrated learning system through the virtual internet network (online learning) must be implemented during pandemic. The implementation of English learning for students was still done online using WhatsApp. Based on this, the purpose of this study was to investigate students' perceptions on the use of WhatsApp application for online learning during the covid-19 pandemic. This study employed quantitative research with a survey method. This study used questionnaire data to collect the data. The results of questionnaire data analysis indicated that 122 of 168 respondents gave good perception of the use of the WhatsApp application. In addition, the teacher used the features provided in the WhatsApp application, such as messages, voice messages, documents, videos, and images to improve students' ability and evaluate the extent of students' ability with the material that had been studied. The conclusion of the study is the existence of the benefits of WhatsApp media that teachers can use for learning English. Because WhatsApp has many advantages that support learning, this application can be used to send text messages, download and upload images, document or videos, and send voice messages.

Keywords: WhatsApp Application, Online Learning, Quantitative.

INTRODUCTION

The impact of the spread of the Covid-19 virus on the world of education requires educators and students to be able to adapt quickly to existing changes. The learning system, initially based face-to-face directly in the classroom, must implement an integrated learning system through the virtual internet network (online learning). Online learning connects learners with their learning resources (databases, experts/instructors, libraries) who are physically separated or even far apart but can communicate, interact or collaborate (directly/ synchronously and directly/asynchronously). So that online learning can provide new opportunities for teachers and students to be involved in the learning process (Buchanan, 2004). Online learning is a form of distance learning/training that utilizes telecommunications and information technology, such as the internet and CD-ROM (directly and indirectly) (Abidin& Arizona, 2020).

Learning in the network (online) is learning that uses a system without direct face-to-face between teachers and students but is carried out online using the internet network. Moore et al. (2020) say that online learning is a learning activity that requires an internet network with accessibility, connectivity, and flexibility by causing various types of interactions according to abilities. Thus, online learning is learning that requires an internet network as a support for the process so that interaction occurs between students and teachers.

During the pandemic, the implementation of English learning for students is still done online using WhatsApp. Teachers and students often use WhatsApp as an alternative in the

online learning process to continue learning by using existing features. In learning English based on the WhatsApp application, the teacher does not only use the features of sending and receiving videos but can use voice messages that can help students communicate and collaborate in improving their skills by sending and listening to each other's voice messages from each teacher's interactions and their students. Thus, the teacher can ensure that students take part in learning simultaneously, even though they are in different places.

Learning media through the WhatsApp application is widely used by teachers in learning English to improve learning effectiveness and student learning outcomes in class, overcome the limitations of face-to-face in class, and reduce students' boredom. In terms of appearance, the WhatsApp application is attractive and easy to use by teachers and students. The purpose of implementing the WhatsApp application in learning English is as a learning medium for students to support the learning process and increase the effectiveness of students' learning. It is supported by Kheryadi's (2017) statement that using WhatsApp is a valuable tool to help students learn communicative languages. This WhatsApp can help students build self-confidence and motivate them to learn. Thus students feel confident, independent, enthusiastic, and have a positive attitude toward learning to speak English.

Based on field facts and the results of initial interviews around September 2020 with students from one of the junior high schools in Kota Jambi, the student said that in learning English, teachers in teaching using WhatsApp previously had no training on the use of the WhatsApp application. However, teachers were still required to be able to continue learning actively. Therefore, as a form of media, the WhatsApp application is an alternative teacher used in the online learning process by using and utilizing various features in the WhatsApp application following the learning curriculum provided during the COVID-19 pandemic.

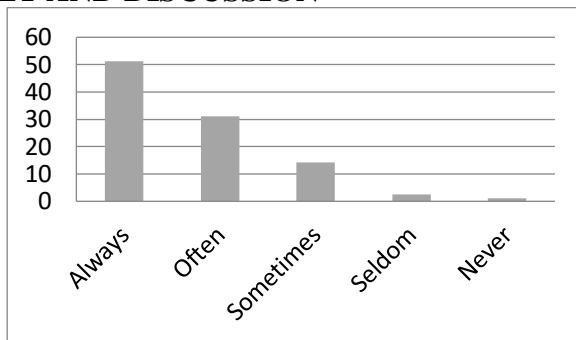
Based on the above background, the researcher is interested in conducting a study titled "Students' Perceptions on the Use of Whatsapp Application for Online Learning during the Covid 19 Pandemic".

METHOD(S)

Based on the problems studied, the method used in this study is a survey method with a quantitative approach. Aliaga and Gunderson (2002) states that, quantitative research is an inquiry into a social problem, explain phenomena by gathering numerical data that are analyzed using mathematically based methods e.g. in particular statistics. This survey method is a quantitative study and generally uses a questionnaire as a data collection tool. In accordance with this study which aim to investigated student perceptions of the use of the Whatsapp application for online learning during the covid 19 pandemic.

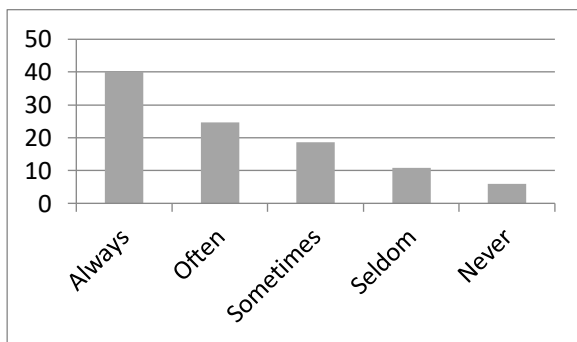
This research was conducted in April 2022 in one of the junior high schools in Kota Jambi. The number of samples for this study was 168 respondents of 290 totally sampling with used Proportional Random Sampling technique. Data were obtained from research subjects using a questionnaire as a measuring tool and direct data collection for class VIII students of one of the Junior High Schools in Kota Jambi. And finally, in this study the data to be analyzed is descriptive quantitative statistical analysis.

RESULT AND DISCUSSION



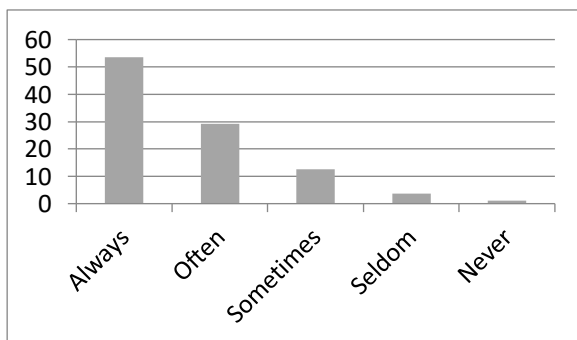
Picture 4.1WhatsApp application as a substitute for face-to-face English learning during the pandemic

Based on the diagram above, it can be seen that there are 168 students' responses to the statement that teachers use the WhatsApp application as a substitute for face-to-face learning during the pandemic. As the results 86 students (51.2%) said that consistently, 52 students (31%) said that often, 24 students (14.3%) said that sometimes, 4 students (2.4%) said that seldom, and 2 other students (1.2%) said that never.



Picture 4.2The use of WhatsApp application is very economical in quotas during online English learning

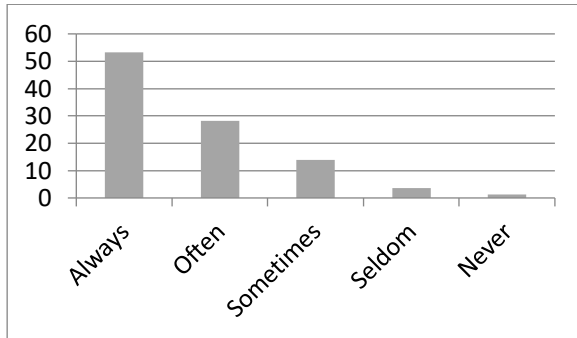
Based on the diagram above, it can be seen that there are 167 students' responses to the statement that the use of the WhatsApp application is very economical in quotas during online English learning. From the results, we can see as many 67 students (40.1%) said that always, 41 students (24.6%) said that often, 31 students (18.6%) said sometimes, 18 students (10.8%) students said seldom, and 10 other students (6%) said that never.



Picture 4.3WhatsApp application for the user to send written messages (chat) during the online English learning

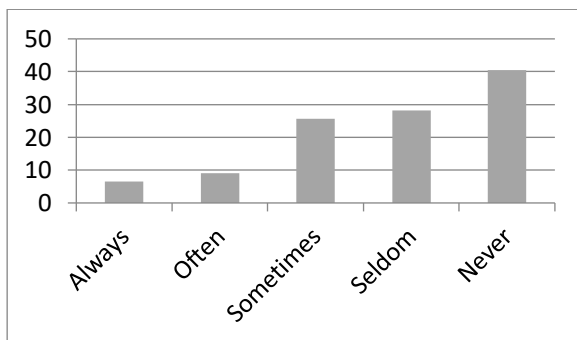
Based on the diagram, it can be seen that as many as 168 students responded to the statement that the WhatsApp application is used to send written messages (*chat*) during online

English learning. As the results, 90 students (53.6%) said that always, 49 students (29.2%) said that often, 21 students (12.5%) said that sometimes, 6 students (3.6%) said that seldom, and 2 other students (1.2%) said that never.



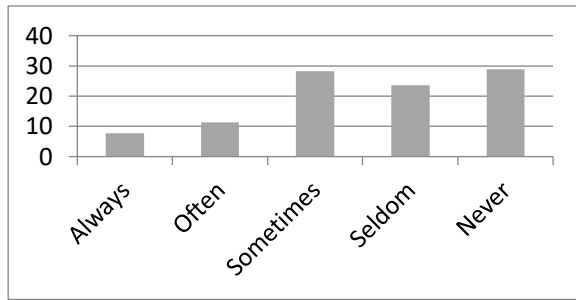
Picture 4.4WhatsApp application for the user to receive a written message during the online English learning

Based on the diagram above, it can be seen that as many as 167 students' responses to the statement of the WhatsApp application for users to receive a written message during the online English learning. As a result of the diagram above, as many as 89 students (53.3%) said that they always use the WhatsApp application for it, 47 students (28.1%) said that it often, 23 students (13.8%) said that sometimes, 6 students (3.6%) said that seldom, and 2 other students (1.2%) students said never used the WhatsApp application to receive a written message during the online English learning.



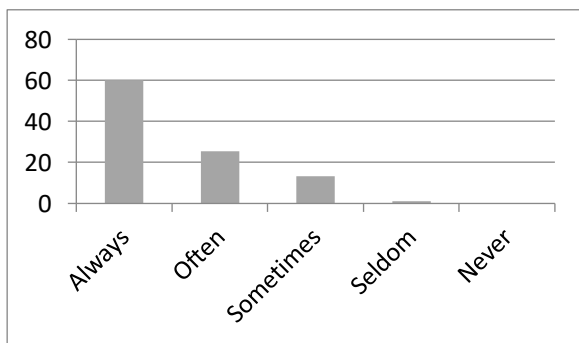
Picture 4.5WhatsApp application for the user to send the message with voice notes during the online English learning

Based on the diagram above, 167 students' responses to the statement of WhatsApp application for using to send the message with voice notes during the online English learning can be seen. As the results, 11 students (6.6%) said they always used the WhatsApp application for using to send the message with voice notes, 15 students (9%) said that often, 43 students (25.7%) said that sometimes, 47 students (28.1%) said that seldom, and 51 students (30.5%) said that never used the WhatsApp application to send the message with voice notes during they online English learning.



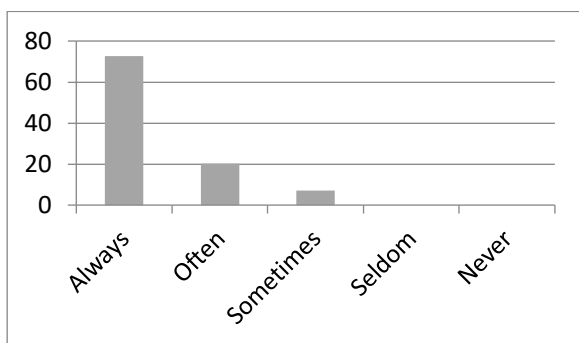
Picture 4.6 WhatsApp application used to receive messages with voice notes during online English learning

Based on the diagram above, it can be seen that 166 students' responses to the statement of WhatsApp application used to receive messages with voice notes during the online English learning. As a result of the diagram above, as many as 13 students (7.8%) said that they always used it, 19 students (11.4%) said that often, 47 students (28.3%) said that sometimes, 39 students (23.5%) said that seldom, and 48 other students (28.9%) said that never used the WhatsApp application to receive messages with voice notes during the online English learning process.



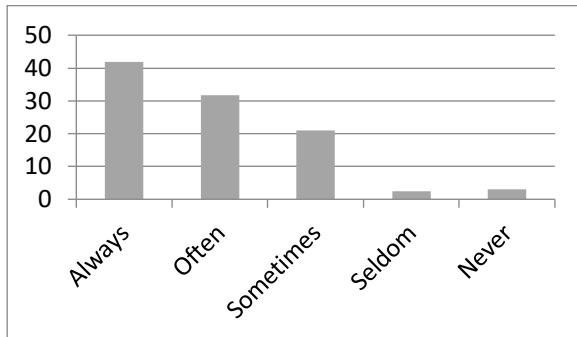
Picture 4.7 WhatsApp application is used by teachers to send learning videos in order to help students understand learning materials during online English learning

Based on the diagram above, it can be seen that as many as 166 students responded to the statement that teachers use the WhatsApp application to send learning videos in order to help students understand learning materials during online English learning takes place. As the results, 100 students (60.2%) said that always, 42 students (25.3%) said that often, 22 students (13.3%) said that sometimes, and 2 other students (1.2%) only said that seldom.



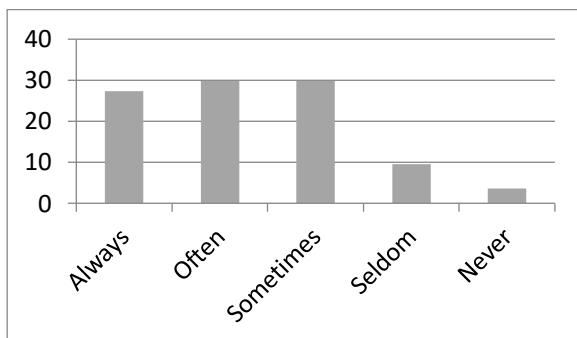
Picture 4.8 WhatsApp application is used by the teacher to send the learning materials during the online English learning

Based on the diagram above, it can be seen that the teacher uses many 168 students' responses to the statement of the WhatsApp application to send the learning materials during the online English learning process. As a result, 122 students (72.6%) said that always, 34 students (20.2%) said that often, and 12 other students (7.1%) said that teachers sometimes used the WhatsApp application to send the learning material.



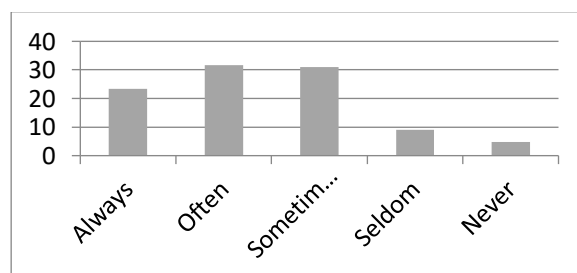
Picture 4.9 WhatsApp applications used by the teachers accept students' assignments from the WhatsApp group

Based on the diagram above, it can be seen that 167 students responded to the statement about the WhatsApp application that the teacher uses to accept student assignments from the WhatsApp group. As the results, 70 students (41.9%) said that always, 53 students (31.7%) said that often, 35 students (21%) said that sometimes, 4 students (2.4%) said that seldom, and 5 other students (3%) said that teacher never used the WhatsApp application to accept students' assignment.



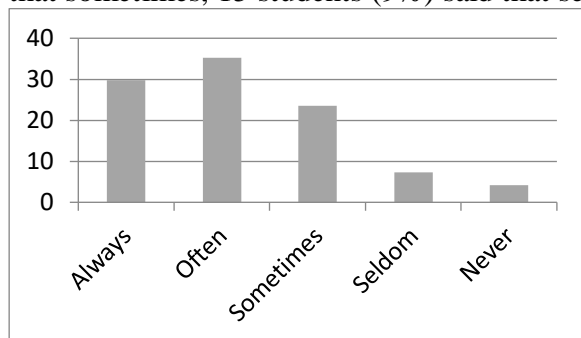
Picture 4.10 WhatsApp applications used by the teacher by sending English texts to improve students' reading skills

Based on the diagram above, it can be seen that 168 students responded to the statement about the WhatsApp application used by the teacher by sending English texts to improve students' reading skills. As the results, 46 students (27.4%) said that always, 50 students (29.8%) said that often, 50 students (29.8%) said that sometimes, 16 students (9.5%) said that seldom, and 6 other students (3.6%) said that never.



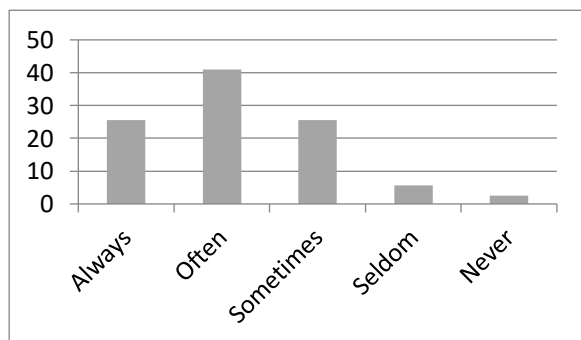
Picture 4.11 WhatsApp applications used by the teacher by asking students to make English texts to improve students writing skills

Based on the diagram above, it can be seen that as many as 167 students responded to the teacher's statement about the WhatsApp application by asking students to make English text to improve their writing skills during the online English learning takes place. As the results, 39 students (23.4%) said that always, 53 students (31.7%) said that often, 52 students (31.1%) said that sometimes, 15 students (9%) said that seldom, and 8 other students (4.8%) said that never.



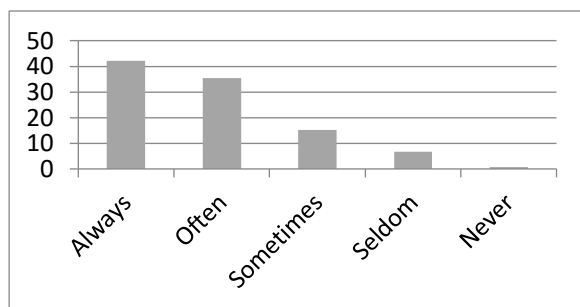
Picture 4.12 WhatsApp applications used by the teacher to evaluate students' reading abilities at the end of the material meets

Based on the diagram above, it can be seen that 166 students' responses to the statement of the WhatsApp application used by the teacher to evaluate students' reading abilities at the end of the material meeting during the online English learning process. As the results, 49 students (29.7%) said that always, 58 students (35.2%) said that often, 39 students (23.6%) said that sometimes, 13 students (7.3%) said that seldom, and 7 other students (4.2%) said that never.



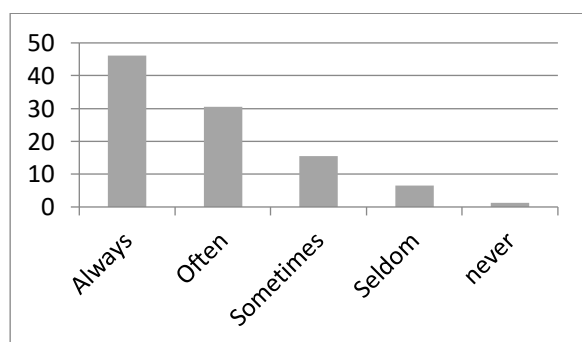
Picture 4.13 WhatsApp applications used by the teacher to evaluate students' writing abilities at the end of the material meets

Based on the diagram above, it can be seen as many as 168 students' responses to the statement of the WhatsApp application used by the teacher to evaluate students' abilities at the end of the material meeting. As the results, 41 students (25.5%) said that always, 66 students (41%) said that often, 48 students (25.5%) said that sometimes, 9 students (5.6%) said that seldom, and 4 other students (2.5%) said that never.



Picture 4.14WhatsApp applications that the teacher uses to motivate students to learn so that students are enthusiastic

Based on the diagram, it can be seen that as many as 166 students responded to the statement about the WhatsApp application that the teacher uses to motivate students to learn so that students are enthusiastic. As the results, 70 students (42.2%) said that always, 59 students (35.5%) said that often, 25 students (15.1%) said that sometimes, 11 students (6.6%) said that seldom, and 1 other student (0.6%) said that never.



Picture 4.15WhatsApp applications that the teacher uses to motivate students to learn so that students are enthusiastic and interested in learning

Based on the diagram above, it can be seen that 167 students' responses to the statement of the WhatsApp application that the teacher uses to motivate students to learn so that students are enthusiastic and interested in learning. As the results, 77 students (46.1%) said that always, 51 students (30.5%) said that often, 26 students (15.6%) said that sometimes, 11 students (6.6%) said that seldom, and 2 other students (1.2%) said that never.

Then the researcher used questionnaire data to get each student's perception of the WhatsApp application used by the teacher during online English learning, as many 103 of 168 respondents were given a good perception of the use of the WhatsApp application during the online English learning process.

4.2.1 Overall Student Perception on the Use of Whatsapp Application for Online Learning during the Covid-19 Pandemic

1. Teacher using the WhatsApp application as a substitute for face-to-face English learning during the pandemic.

Every teacher must find problems or obstacles, especially if they have to teach students online. However, based on the questionnaire results, it can be seen that teachers always use the WhatsApp application during the online English learning process during the pandemic as a face-to-face substitute.

2. The WhatsApp application is very economical in quotas during online English learning.

With the covid-19 outbreak, parents and teachers work together to supervise students' learning to get success for children learning at home. During online learning, there are several obstacles, one of which is that students must have internet quotas that support the learning process. For this reason, teachers must consider how students can actively participate in learning without burdening students and parents. The WhatsApp application is an application that uses an economic quota. Not the same as the zoom application or google meet. This application is very burdensome for parents and students, so not all are actively involved in online learning.

3. WhatsApp application for use to send written messages (chat) during the online English learning.

Teachers and students can use chat to communicate and discuss learning through social media and disseminate other information related to learning activities. Teachers and students can use chat to communicate and discuss learning through social media and disseminate other information related to learning activities.

4. WhatsApp application to receive a written message during the online English learning.

The WhatsApp application is an application that is widely used by all circles of society. It starts from big to small. This application is easy to use and does not make it difficult for users. Apart from sending messages, the WhatsApp application can receive messages quickly.

5. WhatsApp application for using to send the message with voice notes during the online English learning

Almost all learning initially uses text messages; for some learning, such as thematic subjects and subjects that require recording learning materials, teachers use picture and document features to send subject matter, and teachers use audio/voice notes features to provide explanations related to learning materials.

5. WhatsApp application is used to receive messages with voice notes during online English learning

In addition to the teacher being able to send voice messages when explaining the material, voice notes can be used for students to express their opinions. Students can use the voice notes feature if there is a speaking ability test. Assessment from the teacher can be in the form of how students express their opinions orally using the voice notes feature.

6. Teachers use the WhatsApp application to send learning videos to help students understand learning materials during online English learning.

WhatsApp is one of Indonesia's most influential and widely used social media. The students from both formal and non-formal education in Indonesia in this digital era have used this application in their daily activities both at and outside of school. So that students do not experience much difficulty participating in online learning provided through this WhatsApp application compared to other applications. In addition to WhatsApp being able to send text messages and voice messages, WhatsApp can also send various images/photos, videos, document learning materials and others.

7. The teacher uses the WhatsApp application to send the learning materials during the online English learning.

Distance learning is carried out using several application options, namely WhatsApp, Google Meet application, and Zoom application and can also use Google Classroom Web. This application was chosen because it can be used according to its users' needs, especially the WhatsApp application, which does not require many quotas and is easy to use in the community.

8. WhatsApp application the teacher uses to accept student assignments from the WhatsApp group.

Teachers and students can use many WhatsApp features as a medium to support direct face-to-face learning. As one of the features of WhatsApp, teachers send and receive various kinds of assignments given by teachers to students in each class group.

9. The teacher uses the WhatsApp application to send English texts to improve students' reading skills.

In learning English, reading, speaking, listening, and writing skills must be honed in various ways. During online learning, the teacher's English learning activities must be creative in teaching these skills and an obstacle that must be considered carefully by a teacher. Using a face-to-face learning substitute application, one of them can be used, namely the use of the WhatsApp application. Face-to-face activities can run better by using various features in the WhatsApp application.

10. The teacher uses the WhatsApp application to ask students to make English texts to improve students writing skills.

Learning English online during a pandemic is not easy for a teacher to improve students' writing skills. However, with WhatsApp, teachers can easily make assessments during discussions or give students assignments to write texts according to the material being taught.

11. The teacher uses the WhatsApp application to evaluate students' reading abilities at the end of the material meeting.

Students and teachers use WhatsApp in the learning process for discussion. With the ongoing discussion, it means that the teacher can assess the activeness of students involved in the online learning process that takes place.

12. The teacher uses the WhatsApp application to evaluate students' writing abilities at the end of the material meeting.

The ability to write is an essential human ability. Writing is critical because it is one of the basic skills that must be possessed since elementary school. Thus, the role of a teacher is significant. However, the change of learning to online makes it difficult for teachers to continue learning. The use of the WhatsApp application helps students to continue online learning. Thus, writing skills can be improved by getting used to it by the teacher so that students write and are being taught the correct use of tenses and grammar in their use. So, at the end of learning, the teacher can assess students.

13. WhatsApp application that the teacher uses to motivate students to learn so that students are enthusiastic

The COVID-19 pandemic in Indonesia brought about several changes in habits in everyday life in various aspects. One of the dominant is in the aspect of education. Boredom with monotonous learning causes students to be late in collecting assignments. Even students choose not to do the assignments given by the teacher or do not follow the learning process.

Thus, teachers must be sensitive to these conditions as well. Students need to be motivated to return their enthusiasm to start learning.

15. The teacher uses the WhatsApp application to motivate students to learn so that students are enthusiastic and interested in learning.

The boredom in online learning that continues to be felt by students is increasingly monotonous. Even in addition to students being late in submitting assignments, students choose not to do the assignments given by the teacher or not to follow the learning process. During the online learning process, it was found that the number of student attendance in the teaching and learning process experienced a significant decrease.

Thus, the teacher must always give motivation to students so that students are motivated and ask to learn again. Motivation is like water, sometimes ups and downs sometimes. The

teacher's task is to maintain student learning motivation to remain in a tidal state in various ways.

4.2.2 Individual Student Perceptions on the Use of Whatsapp Application for Online Learning during the Covid-19 Pandemic

Learning is a process of distributing information or messages from teachers to students that are planned, designed, implemented, and systematically evaluated, carried out at and outside of school, where there will be an interaction between the two. In the current state, due to covid-19, learning is very inefficient and ineffective for students in face-to-face learning with teachers and friends. Therefore, due to covid 19, students are asked to study at home using social media.

WhatsApp is a learning system that allows the delivery of teaching materials to students using the internet or other computer network media that can be accessed anytime and anywhere. Although, based on the questionnaire data in appendices 2, it can be seen that individual student perceptions of the use of the *WhatsApp* application for online learning during the COVID-19 pandemic, after researchers analyzed the questionnaire, the results showed that as many as 103 of 168 respondents gave a good perception.

CONCLUSION

Based on the research results, it can be concluded that the teacher used the *WhatsApp* application as a substitute for face-to-face English during the pandemic. Teachers consider the use of the *WhatsApp* application because it does not burden the quota for students so that all students can be actively involved in participating in the online learning process because at the school, the Kemendikbud quota is not accepted by students regularly every month, so parents must fulfil their facilities to support online learning. In using the *WhatsApp* application, teachers use the features contained in the *WhatsApp* application, such as messages, voice messages, documents, videos, images and so on. Teachers use the features contained in the *WhatsApp* application to improve students' abilities. Even with the use of the *WhatsApp* application, teachers can evaluate the extent of students' abilities with the material that has been studied at the end of the meeting. However, online learning is felt by students to be very dull. Using the *WhatsApp* application always provides motivation. Thus, this motivation can make students excited and re-interested in learning English even though it is done online.

Besides that, the use of the *WhatsApp* application for online learning during the covid-19 pandemic, when viewed from the results of the analysis of survey data of questionnaire distributed to 168 respondents of grade VIII at one Junior High School in Kota Jambi showed that respondents were given a good perception of the use of *WhatsApp* application for online English learning during the pandemic.

Using the *WhatsApp* application with existing features is very helpful in the online learning process. However, the voicemail feature has not been optimized in the student learning process. Therefore, teachers should consider using the voicemail feature to deliver materials so that students can easily understand the materials being studied and not just material sourced from the internet. In addition, viewed from the use of the *WhatsApp* application, which the teacher considered at one of the schools where this research was conducted, the *WhatsApp* application can cover all students who are not supported the online learning process. This application is considered because students and parents are not burdened with large quotas.

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