

ENGLISH STUDY PROGRAM OF GRAHA NUSANTARA UNIVERSITY STUDENTS' PERCEPTION TOWARD THE USE OF "WHATSAPP" FOR LEARNING

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ABSTRACT

The present study was intended to explore English Study Program of Graha Nusantara University students' perception of WhatsApp use for English learning. Twenty students at English Study Program of Graha Nusantara University, were involved in this study. The study employed a qualitative method with a case study design using questionnaires and semi-structured interview as data collection methods. Basic statistical analysis was used to analyze data from the questionnaire, and the data from interviews were analyzed using the flow model by Miles and Huberman. The results indicated that the students in this study use WhatsApp for learning and improving their English. It is shown that even though self-effort to internet access was the main obstacle in the learning, their reading and writing skills were found improved. This result in the future is expected to be able to make other faculties realize that smart phone application can enhance the learning environment and outcome. Further, they stated that WhatsApp provides them English content sources to practice their English skills, specifically listening, enlarges their vocabulary and increases their pronunciation knowledge. Besides, as social media provides a lot of English content, students can repeat English content which they like anytime and anywhere. The situation creates a stress-free language environment for students to be comfortable and motivated to learn English outside classroom. Students also stated their challenge in using WhatsApp for learning, such as internet connection problems, privacy, and inappropriate content. Based on the results, it can be concluded that students have a positive perception of employing WhatsApp to learn English.

Keywords : Online Learning, WhatsApp, Perception

I. INTRODUCTION

Recently, the whole world is facing the Corona 19 Pandemic. Schools and universities will be closed indefinitely. In general, change the learning process that takes place in the classroom to online learning. The current trend in education is for teachers to combine learning and ICT. Freiberger (2017) argues that teachers and school leaders are forcing a re-evaluation of the involvement of in the onset of new technologies. Technology invaded all sides of life. Recently education system is also rapidly developing. Technologies like computers, cell phones, smartphones and the internet are considered effective tools. However, most teachers are

making the best use of technology teaching English languages. Lailiyah and Cahyono (2016), "Some EFL teachers turn off opportunities to integrate technology into the classroom," p. 345. For example, teachers prefer to choose the traditional method of teaching English. It's probably because teachers integrate internet and mobile phone technology to make English learning is attractive and differentiated.

Freiberger (2017) says that application innovation is one of the new trends. E-learning is one of its kind, and Comerchero (2006) claims "e-learning is a flexible term used to describe how to teach through technology". This kind of learning requires

ICT, internet connection and other technological devices where teachers and students are separated by a distance. According to statistics, e-Learning is rapidly growing (Pappas 2015). In fact, more individuals, businesses and institutions are looking to e-Learning, recognizing the efficiency and convenience of eLearning.

Part of e-Learning itself is so-called mobile learning. Mobile Phone Technology is the most likely tool used to teach the English language. EFL teacher can use mobile phone and smart phone in message application. These types of learning use portable computing devices such as iPads, laptops, tablet PCs, PDAs, and smartphones with internet connectivity. Kukulska Hulme (2010) states, "This does not simply mean the physical movement of people, but can access the digital learning resources of people regardless of location and time to overcome physical constraints. It means an opportunity. "Therefore, teachers and students share opportunities to experience new teaching and learning methods outside the classroom.

There are many existing applications for mobile learning. The application especially is WhatsApp. Among, connects through 14 billion people, WhatsApp, one application is suitable for smartphones, suitable for almost all types of devices (including laptops and tablets) and operating systems, Kolum was discovered by 444 Jan in 2009. As its CEO, Kolum claims that 's huge user engagement and rapid growth is due to the simple and instant providing him with COREView metadata, citations and articles available on core.ac.uk for them to provide to users Jurnal Universitas Siliwangi. According to Cohavi (2013) in Bouhnik (2013), is from commercialized from from in 2010, this application provides users, many chat functions on the desktop, WhatsApp features, such as, Voice and video calls, photos and videos, document sharing, and URL links. Not only is free, there are also and simple operations. program allows program to access people of different ages and backgrounds from to. It allows to

communicate with anyone who has a smartphone Internet connection and applications in education, they feel happy environment and depth of knowledge with classmates appears (Bouhnik and Deshen 2014). In addition, East Turkistan Organization, Udosen, Emma (2016) middle school, schools, significant impact United States WhatsApp academic performance in Geography students at Akwa Ibom State. Amry (2014) also found that has a great positive effect on student performance after using this application.

This study presents students' perception of English Study Program after getting the learning using WhatsApp in Teacher Training and Education Faculty of Graha Nusantara University, 2020/2021 academic year. There were 40 students from four classes taking four different courses. They were 10 students from 2nd semester taking Listening Comprehension, 10 students from 6th semester taking Research on ELT course, 10 students from 4th semester taking Phonology course, and 10 students from 2nd semester taking Writing course. These students experienced mobile learning using WhatsApp. In the effort of maximizing the use of WhatsApp, the lecturer conducted various models of learning process.

After applying the application in the courses, the students' perception is then questioned. Thus, this study formulates: How is the students' perception toward the use of WhatsApp mobile application in their learning? The objective of this study is to describe the students' responses after learning using WhatsApp mobile application.

II. THE METHODOLOGY OF RESEARCH

This research used qualitative research focused on the case study design. Qualitative method is characterized by some points such as; exploring a problem, developing a detailed understanding of a phenomenon, collecting data based on words, analyzing the data for description using text analysis form and

interpreting the more significant meaning of the findings (Creswell, 2012). Also, Creswell (2009; as cited in Mohajan, 2018) stated that case study is defined as a research which explores a program, an event, an activity, a process, or one or more individuals genuinely to get a depth-knowledge about the action that we want to explore.

Moreover, a case study seeks to understand individual actors or groups of actors' perceptions of events (Cohen et al., 2012). Therefore, this study has a qualitative purpose of discovering the students' perception on the use of WhatsApp in learning English, including kinds of application they have been used, their behaviors using social media for learning English as well as the usefulness and challenges they faced on using social media. The data of this research was collected by distributing questionnaires and conducting semi-structured interview. The result of questionnaires and interview from the participant will be displayed descriptively to answer the research questions.

To conduct her study, the writer has several steps to collect data as described below:

The beginning step of research procedure was preparing the questionnaire of the research. The writer modified the questionnaire from four studies which were suitable with the aims of this research. Then the questionnaire item was verified by the writers' advisor to see whether the questionnaire items were appropriate with the study. Afterward, the writer created the online questionnaire form in Google form and requested the English teacher to share the link of online questionnaire on students' WhatsApp group. Then the writer collected the questionnaire result from Google form data and analyzed it.

After analyzing the data from questionnaire, the writer prepared the interview questions for students. Then, the interview questions were verified by the writers' advisors and were ready to be used. Nine interviewees were selected from the total

of participants. The selection of the interviewee was based on the result of questionnaire and recommendation from teacher. Then, the writer did interview with students one by one in Bahasa Indonesia via WhatsApp call. While interviewing students, the writer used recorder in order to record the proses of interview. The interview was conducted for three days and finished for around 15-30 minutes for all students. After that the writer transcribed the interview record for analysis.

After collecting data from the questionnaire and interview, both data needs to be analyzed. The data from the questionnaire were put into a table and summarized in form of frequency and percentage. The frequency and percentages result were copied from google form result. Then the researcher interpreted the data on the table.

Meanwhile, the data from interview were analyzed by using flow model by Miles and Huberman (1992). The model has some components to analyze, such as data reduction, data display, and drawing conclusion. The first is data reduction. It refers to the process of choosing, focusing, and summarizing the raw data from interview, observation, or documents, or others qualitative data (Miles et al., 2014). The researcher focused to choose which parts need to be included in the interview transcript.

The second stage is data display. In this stage, the selected data were presented in form of essays, tables, graphic, categorizations, and others. The purpose of displaying data was to help the researcher understand what was happening in the presented data and consider what to do next. In this study, the data from interview were presented in form of narration. The last is drawing and verifying conclusion. After displaying the data, the researcher created conclusion based on the research questions.

Furthermore, the data have to be checked for their credibility and accuracy. The writer checks validation of the data using triangulation strategy. According to Creswell

(2012), triangulation is a way of verifying data from multiple sources such as from different participants, data type, and data collection methods. In this research, the writer examined multiple sources, such as questionnaire response and interview response as many time as necessary to obtain a valid finding.

III. RESEARCH FINDINGS AND DISCUSSION

Research Findings

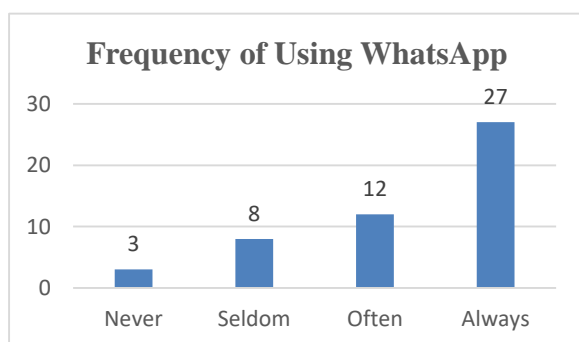
The results of the questionnaire administered are seen as follow:

Frequency of Using WhatsApp

Table 1.
Frequency of Using WhatsApp

Duration	Frequency	Percentages
Never	3	7,5 %
Seldom	8	20 %
Often	12	30 %
Always	27	67,5 %
Total	40	100 %

Figure 1.
Frequency of using WhatsApp



From figure 8 out of total respondents of 67,5% students indicate their high frequency of using WhatsApp. The other 30% stated often using WhatsApp, while the rest 20% are seldom and only 7,5 % are never using WhatsApp. The indication proves that

this application is now always in hand.

Preference on WhatsApp Use

Table 2.
Preference on WhatsApp Use

Preference	Frequency	Percentages
Like	9	22.5 %
Dislike	31	77,5%
Total	40	100 %

Figure 2.
Preference on WhatsApp Use

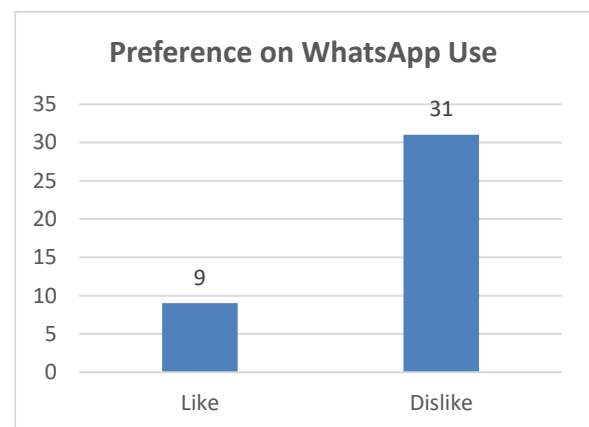


Figure 2 shows most students like using WhatsApp in learning as many as 77,5%. Meanwhile the 22,5% dislike its involvement in learning. These phenomena are in line with the problems they had during learning using WhatsApp.

Problems Arose

Table 3.
Problems Arose

Problems Arose	Frequency	Percentages
Internet Connection and Signal	6	15 %
Limited internet quota	2	5%
Prefer face-to-face learning	13	32,5%
Slow Loading	4	10%

Problems Arose	Frequency	Percentages
Application Error	1	0,25%
Limited memory storage	6	15%
Fine	8	20%
Total	40	100 %

Figure 3.
Problems Arose

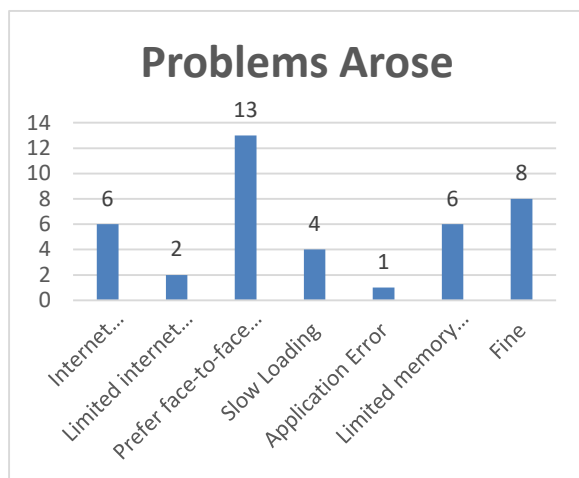


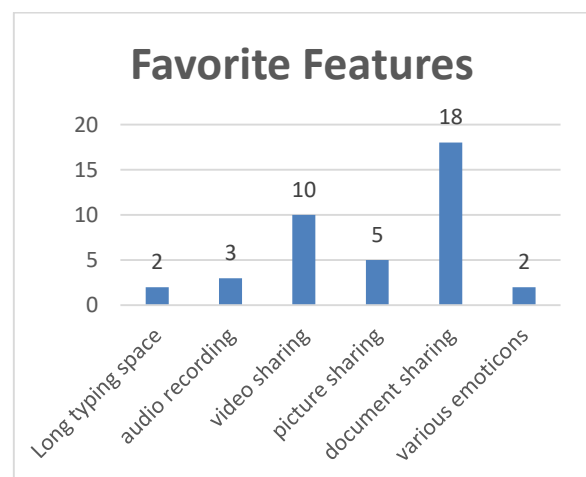
Figure 3. Problems Arose 15 % students declared that they had problem with internet connection and signal. The students must provide internet connection on their own effort. The 5% students also stated that limited internet quota was their big problem. Feeling unwilling to use their own internet quota has limited their learning. There are 32,5 % students prefer having face to face to online learning. As many as 10% also claimed that slow response/loading was annoying. 0,25% was also the error of application itself. Problems with memory storage arose as many as 15%. Conversely, 20% students had no problem with the application. Yet, most students claim that they liked learning using WhatsApp eventhough they must face problems during the learning.

Favorite Features in WhatsApp

Table 4.
Favorite Features in WhatsApp

Favorite Features	Frequency	Percentages
Long typing space	2	5 %
audio recording	3	7,5 %
video sharing	10	25%
picture sharing	5	12,5%
document sharing	18	45%
various emoticons	2	5 %
Total	40	100 %

Figure 4.
Favorite Features in WhatsApp



In this figure most users like its brand new feature, document sharing, as many as 45%. The use of audio recording feature (7,5%) was felt beneficial as they like it too. If 12,5% students liked the picture sharing, the other 13.16% liked picture sharing. Unlike other chatting application, this application enables its users to have long writing/passage. Finally, various emoticons (5%) are available to be attached in the setting. Figure 12. How much WhatsApp support the students After applying this application, the students of 66% felt that WhatsApp was good for supporting the learning. 26% respondents felt that this application is excellent.

English Skill Improved

Table 5.
English Skill Improved

Skill	Frequency	Percentages
Reading Skill	20	50 %
Writing Skill	10	25 %
Listening Skill	4	10 %
Speaking Skill	6	15 %
Total	40	100 %

Figure 5.
English Skill Improved

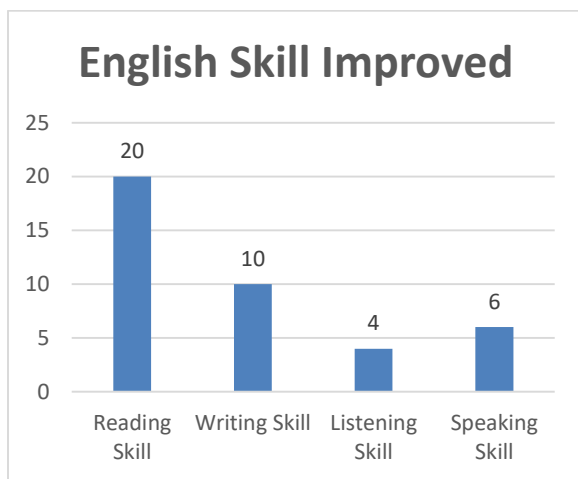


Figure 5. English Skill Improved The learning using WhatsApp then contributed to improvement of English skills. Around 50% students stated that their reading skill was improved. Then their ability in writing, 25%, was also improved. As listening skill also felt improved, 10%, and speaking skill, 15%, received least improvement.

Discussion

This study investigates the leveraging on WhatsApp seen from students’ responses after experiencing it in the learning. All information is gathered through questionnaire administered via WhatsApp too, sampling 40 students from various levels of English Department of Graha Nusantara University taking four different courses.

The results show that from the frequent use of WhatsApp, students like to involve it in the learning affecting their reading and listening skills improved. They also felt that this application had supported them nonetheless some problems came being the obstacle of the learning. The utilization of smartphone application like WhatsApp is not mainly for chatting and sharing information. Its function connecting people and features should be explored for education. The students’ possession on smartphones and their frequent use of this application proves that this chance is now always in hand. People connects themselves one another mostly via this application..

Amry (2014) declares “WhatsApp instant messaging is very easy to use. The majority of students use this mobile system for academic and other purposes. Students are quickly informed of every update and any message inserted by a member of a group.” Moreover, the learning using WhatsApp then contributed to improvement of English skills. As by using WhatsApp learning has become more personal, with its features there is no need to enforce the students to enjoy the learning. They can repeatedly read the passage the lecturers sent. Supporting by group discussion, the students can be able to comprehend the text. The real-time system of this application enables students receive feedback from the lecturer correcting the error in typing and how the error must be repaired. It has relation with Amry (2014) who claims “learning is becoming ubiquitous, durable and increasingly at odds with formal education. Increasingly, different types of learning happen outside of the classroom through social cooperation and collaboration between students to improve construction and knowledge sharing.” Notwithstanding, problems arise must also be anticipated. Bouhnik and Deshen (2014) have found that WhatsApp has contributed academic advantages. The students can access the material at anytime. They are assisted as the teacher is available so that the learning can be continued outside class. Further advantages that have been found in this

study, the improvement of students' reading and listening skill as well as its applicability on the content courses like Phonology and Research on ELT course, are in harmony with what Etim et. al. (2016) in their study also found that the utilization of WhatsApp affect better academic performance of students in Geography. From the advantages presented, this study is very limited in some areas. First, it only investigates the use of WhatsApp through students' responses after experiencing one particular course in one semester. The further study is challenged to examine broader area. The standardized format and rules in involving WhatsApp in the learning shall be further thought. Ultimately, the result of this study is expected to be able to make other faculties realize that smart phone application can enhance the learning environment and outcome.

IV. THE CONCLUSSIONS AND SUGGESTIONS

Conclusion

Based on the findings, students have a positive perception of the use of WhatsApp for learning English. They stated that social media provides an endless supply of English content which enables them to keep practicing their English skills specifically listening, enlarges their vocabulary, and increases their pronunciation knowledge. Further, as students can learn English from many ways in social media, they can choose English content they like and find things that are not taught by their teacher in the classroom. The situation creates a stress-free language environment for students so that students are comfortable and motivated to learn English outside school. Students also said their challenges, such as internet connection problem and inappropriate content.

Suggestion

After conducting the research and getting information about how students

perceived learning English WhatsApp, the writer would like to suggest English teacher explore and combine social media especially the social media applications that mentioned by students (YouTube, Instagram, and WhatsApp) as media in their classroom. However, before including social media in the classroom, the teacher must be equipped with knowledge about social media and spend much time to prepare students in using social media for learning. Next suggestion is addressed for students who are the user of social media to be more considered and wise to use social media not only for their pleasure but also for learning. Last, the researcher would like to suggest further research to explore more impact of social media on specific English skills and how to minimize potential challenges arise from the use of social media for learning English.

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