STUDENTS PERCEPTIONS IN USING WHATSAPP AS LEARNING MEDIA

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Abstrak

Penelitian ini bertujuan untuk mengetahui persepsi siswa dalam menggunakan WhatsApp sebagai media pembelajaran pada siswa kelas XI SMA Negeri 1 Suti Semarang Tahun Ajaran 2020/2021. Penelitian ini merupakan penelitian survei deskriptif dengan metode deskriptif kuantitatif. Partisipan penelitian ini berjumlah 30 siswa. Alat pengumpulan data menggunakan kuesioner online (tertutup) sebagai alat bantu. Kuesioner tertutup merupakan instrumen yang dimodifikasi berdasarkan Embi (2016) yang terdiri dari 20 pernyataan yang dinilai dalam empat skala likert. Untuk membantu peneliti menghitung data dan mengelola grafik, peneliti mengoperasikan Ms. Excel 2016 dan SPSS versi 18 untuk pengukuran frekuensi dan persentase data. Temuan ini menyatakan bahwa hampir semua siswa memiliki persepsi positif terhadap penggunaan WhatsApp sebagai media pembelajaran. Temuan ini menunjukan indikasi bahwa hampir semua aspekpembelajaran berbasis WhatsApp memperoleh skala setuju. Temuan juga menunjukkan bahwa WhatsApp sangat membantu, bermanfaat, dan fleksibel untuk mendukung kegiatan belajar siswa, walaupun untuk mengakses internet dalam pembelajaran online masih terbilang mahal. Oleh karena itu, dari uraian di atas peneliti menyimpulkan bahwa WhatsApp merupakan salah satu media yang dapat digunakan untuk menunjang proses pembelajaran khususnya di sekolah.

Kata Kunci: *Persepsi Siswa; WhatsApp; Media Pembelajaran*

Abstract

This research aimed to find out students' perceptions in using WhatsApp as learning media to the Eleventh Grade students of SMA Negeri 1 Suti Semarang in the Academic Year of 2020/2021. This research was descriptive survey design in quantitative describe method. The participants of this research were 30 students. The proposed research applied online questionnaire (close-ended) as a tool. The closed-ended questionnaire was modified instrument based on Embi (2016) which consisted 20 statements rated four Likert-scale. To help researcher calculating the data and managing the charts, the researcher operate Ms. Excel 2016 and SPSS version 18 to measurement of frequenc and percentage of the data. The findings stated that almost all students had positive perceptions on the use of WhatsApp as learning media. The findings indicated that almost all of aspects of WhatsApp were averaged at agreed scale. The findings also indicated that WhatsApp is helpfull, useful, and flexible to support students learning activities, however to access the internet in online learning is still expensive. Therefore, from the explained above the researcher conclude that, WhatsApp is a media that can be used to support learning process especially in the school.

Keywords: *Students' Perceptions; WhatsApp; Learning Media*

Introduction

Technology gives an immense impact on human lives where the use of mobile learning in education carries positive response to the learning development. Mobile learning is learning through mobile technology such as mobile phones, smart phones, e-readers, and tablet devices without being limit by time and location. Based on Mohammed and Lawal, (2018:8), "mobile learning (M-learning) is a form of distance education that involves connectivity through mobile devices and occurs when a learner is not confined to a predetermined location". Moreover, mobile learning was a technology that can be used at any location and at any time, including at school, workplaces, at home, and an in transit.

As researcher can see in the current situation, the spread of Covid 19 the epidemic is sweeping the world. This is a own challenges for educational institutions, especially in junior high school. Al-Hunaiyyan *et al* (2018:281), stated that in the educational environment, it is a challenge to implement an efficient m-learning project because of the complex environment that combines management, pedagogical, technological, social and cultural issues. For this reason, researcher found a new way of teaching English that could help students learn and create an exciting learning process and help them continue learning after they left classroom through the using of a smart phone.

One of those media was the use of WhatsApp. Because WhatsApp that can help students and teacher in teaching and learning activities continue without having to meet face to face. Based on Embi, (2016:96), "WhatsApp is a smartphone application for instant messaging". WhatsApp can be a faster and easier media communication for students to develop their ideas for example, in the WhatsApp group. All students from the class can discuss certain topics through this application because it provide a direct response in group members to join the conversation so as to make communication effective. (Mbukusa, 2018), stated that students could deliver their responses freely and the teacher responds to students' inquiries and comments, starts new issues, or posts queries. So, WhatsApp can help students to be more enthusiatic in learning activities through various features in this application. The reason WhatsApp used in this study is

that students has used WhatsApp to interact with each other on several topics that interest them.

So far, the literature about strategy of WhatsApp used can be found in individual researches and reviews. The relevance of literature between WhatsApp using made the researcher decide to link the information as research references. Firstly, the researcher will present valid and practically useful findings. Mohammed & Lawal, (2018:17), conducted a research entitled "Students' perceptions on mobile learning". The results show mobile learning has been recognized by most academicians including it significant benefits that emerge to be partial accept for didactic used. In other, Embi, (2016), conducted a research entitled "Students' Perception on the Use of WhatsApp as a Learning Tool in ESL Classroom – A Descriptive Study". The findings of research show the used of WhatsApp was significant as a useful tool in language learning among the students. In addition, research review also supported valuable reference by Alfattah (2015), conduct a research entitled "The Effectiveness of Using a WhatsApp Messenger as One of Mobile Learning Method to Develop Students' Writing Skills (A quasi-experimental design School of Administrative and Human Science, Qassim Private Colleges)". The result show most of the participants liked to used their mobiles as instructional tools to help students in learning English.

However, the literature on WhatsApp used is very limited. Thus, this is the main reason for the researcher is interested in conducting a research which focuses on students' perceptions in using WhatsApp as learning media approach to the students.

METHODOLOGY

Research Design

The research had sought current trend of students' perceptions in used WhatsApp. A survey research was accomplished as an appropriate research design to concern in this trend. The present survey research design was consisted of procedures to administer in quantitative research. In other word, the propose research apply descriptive quantitative design.

In relation to the types of survey research design, the researcher will put on cross-sectional survey designs conducted in a short-term survey. This survey had a

gather present data of participants in the short amount of time. For this case, the investigation concern to catch small institutional scale of variables, which takes place at SMA Negeri 1 Suti Semarang.

Subject of Research

The population was all items in any field of investigation. The population can be define as group of individuals having same characteristic that distinguishes from other groups (Creswell, 2012:318). The population in this research were the eleventh students of SMA Negeri 1 Suti Semarang in the academic year of 2020/2021.

The researcher used a non-probability sample design, which was specifically used a purposive sampling strategy. The main reason why the researcher used purposive sampling is because, based on the results of a survey that had been conducted, the school concerned only has one class. The researcher chose 30 students had been the target in the investigation.

Data Collection

This part discusses how the researcher to collected data from the students. The technique of collecting data in this research the researcher apply online questionnaire. Based on Dornyei (2007), online questionnaire there is no face- to-face interaction between researcher and participants. Because prohibition of direct contact between researcher and subjects in situation where indirect communication implements, therefore researchers conducted online questionnaire as a tool for collecting data with close-ended questionnaire to find out the students' perceptions in using WhatsApp as learning media. Online questionnaire facilitate students to fill out the instruments by accessing through Google form.

Data Analysis

This research was implemented quantitative data. To analyses the data acquire as well as answering research question, the researcher prefer to choose descriptive analysis. To manage the data analysis for quantitative data, the researcher use descriptive statistics analysis. Based adjustment on tool of data

collection, the researcher was treating the data by applying calculation technique of likert scale.

Research Findings

Data from current samples (n=30) have been collected. The researcher used online questionnaire to measure the students' perceptions in using WhatsApp as learning media. The researcher asked 30 students' in one class at eleventh grade of SMA Negeri 1 Suti Semarang. The questionnaire consisted of 20 statements and measured with positive statements. The researcher would describe the result of data analysis used chart below:
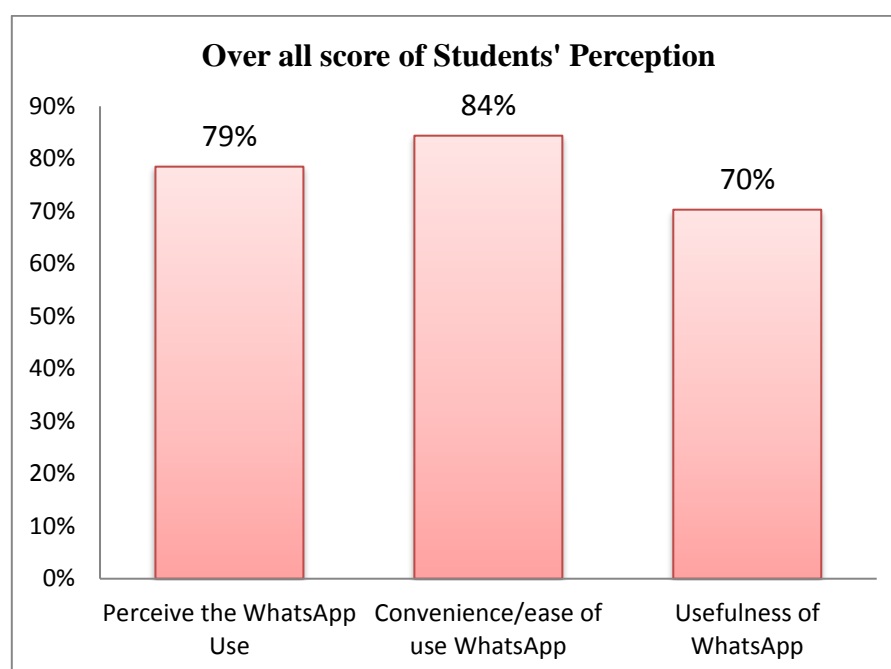

Figure 4.1 Overall students' perceptions in using WhatsApp as learning media.

Descriptive statistics were used to reveal the overall level of students' perceptions in using WhatsApp as learning media at eleventh grade of SMA Negeri 1 Suti Semarang. From Figure 4.1, it can be seen that convenience/ease of use WhatsApp (84%) as highest ranked, most of students realized use WhatsApp in learning process is an alternative because in current situation is facing a pandemic WhatsApp ease to use. WhatsApp is one of media or tool in learning of communication between teacher and students.

Perceive the WhatsApp use (79%) ranked second highest, practically it was usually used, easy to used, fast and easy to share learning material. Meanwhile, the usefulness of WhatsApp got percentage (70%) response. Most of students

realized to download WhatsApp on their smart phone because of WhatsApp today highly to help the students especially at the school in order to deliver and receive any information quickly and effectively.

From the explanation above, the average of each aspect is 78% means that, from three category aspect the students agree WhatsApp as learning media, because WhatsApp was facilitated students and teacher in learning process. For specific explanation on 20 questions which covers in three categories were discussed below:
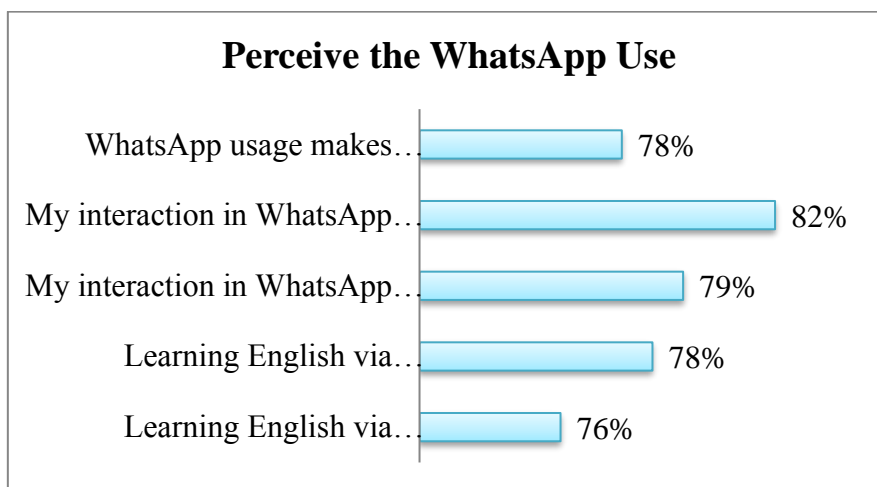

Figure 4.2 Perceive the WhatsApp use.

Based on Figure 4.2 above showed that every item in reactions to students' how they perceive the WhatsApp use. The result showed the highest percentage of the item my interaction in WhatsApp messaging was understandable (82%). Meanwhile, the lowest percentage of the item learning English via WhatsApp is a good idea (76%). From the explanation above, the average of each aspect is 79% means that, from fives category aspect the students agree WhatsApp as learning media, because WhatsApp was facilitated students and teacher in learning process.
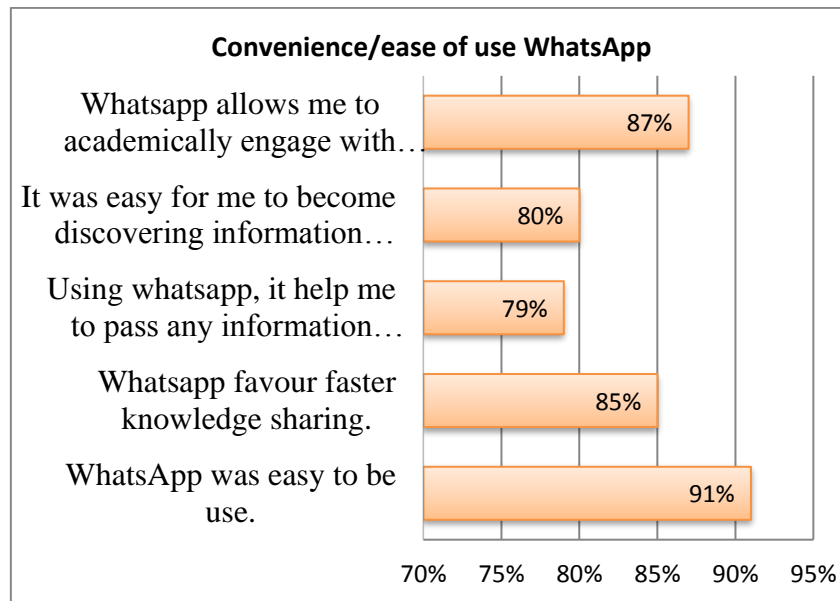
Figure 4.3 Convenience/ease of WhatsApp use

Figure 4.3 above showed that every item in reaction to students' how convenience/ease of WhatsApp use. The result showed the highest percentage of the item WhatsApp was easy to be use (91%). Meanwhile, the lowest percentage of the item using whatsapp, it help me to pass any information discuss easily (79%). From the explanation above, the average of each aspect is 84% means that, from fives category aspect the students stated for strongly agree WhatsApp as learning media. For example: students or teacher can upload the videos, pictures, relating to language and voice recordings can provide an explanation of the topics to be taught more clearly than what is written.
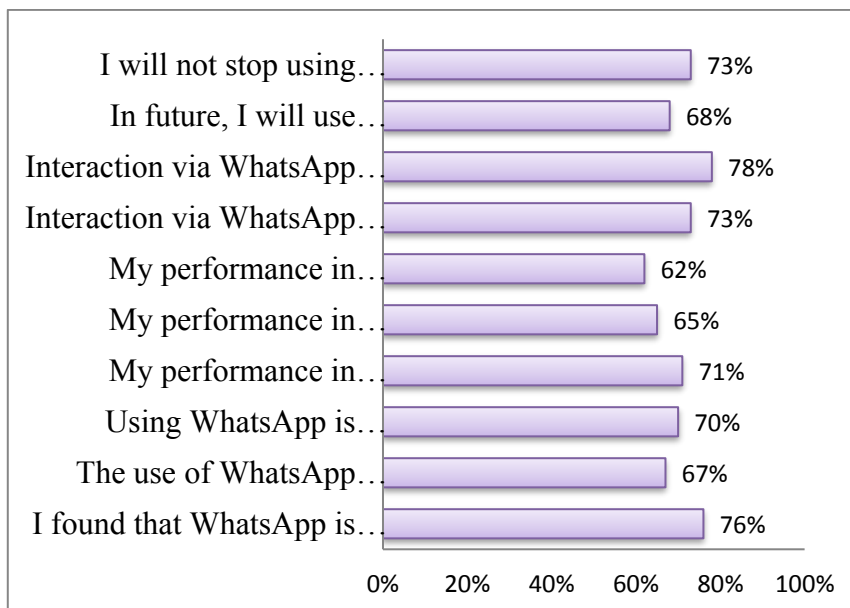
Figure 4.4 the usefulness of WhatsApp.

Figure 4.4 above showed that every item in reaction to the usefulness of WhatsApp. The result showed the highest percentage of the item Interaction via WhatsApp helping me to increase my confidence level in language activity (78%). Meanwhile, the lowest percentage of the item my performance in English speaking has improved by the use of WhatsApp (62%). From the explanation above, the average of each aspect is 70% of students stated for agree WhatsApp is useful as a learning media. WhatsApp today is highly helping the students especially at the school in order to deliver and receive any information quickly and effectively. For example: sharing learning material in the form of audios, videos, images.

Discussion

The results showed that students agree or positive response in using WhatsApp as learning media, because WhatsApp was facilitated the students and teacher in learning process. The result were consistent with the previous research of (Embi, 2016; Mbukusa, 2018) that found students had positive perceptions towards WhatsApp as learning media. And contra with the previous research of Mardiah (2020) found that students are not interested in using WhatsApp as learning media because it was less helful in teaching and learning proces.

Furthermore, the result had been discussed clearly from the each aspects of the questionnaire. The first aspect is perceive the WhatsApp use. The results showed that students have created their positive responses in using WhatsApp as

learning media especially of perceive the WhatsApp use. It gave a high responses on perceive among the students because of WhatsApp was easy to learn and easy to use. The data obtained shows that the students' highest percentage response from positive statements is in agree.

The Second aspect is the convenience/ease of WhatsApp use, the results showed that students have created their positive responses in using WhatsApp as learning media especially the convenience/ease of WhatsApp use. It gave a high responses among the students because of WhatsApp was easy to quick sharing knowledge and helped in discussing the information easily. For example like uploading videos related language and voice recording. The data obtained shows that the students' highest percentage response from positive statements is in strongly agree which shows that students strongly agree to use WhatsApp because WhatsApp was give students freedom to discuss about personal issues that embarrassed to shared through the mutual process.

The last aspect is the usefulness of WhatsApp, the results showed that students have created their positive responses towards the usefulness of WhatsApp as learning media. It gave a high response among the students because WhatsApp can help the students more confidence and active in the language activity also can help the students' learning the language better. The data obtained shows that the students' highest percentage response from positive statements is in agree.

Conclusion

This descriptive research conducted in quantitative research about students' perceptions in using WhatsApp as learning media in learning process. This research was conducted is SMA Negeri 1 Suti Semarang. The researcher concluded that students of eleventh grade were agree using WhatsApp in learning process. Because WhatsApp very helpful students in accessing learning material and communication with their lecture, also WhatsApp can be used as an evaluation material for teachers, that WhatsApp can be used as a media in teaching. In this research, questionnaire was applied by researcher to measure the students' perceptions in using WhatsApp as learning media to support learning process.

The use of questionnaire was aim to get the data obtained from students perceptions. Based on the analysis the result of students response, it revealed that more than 50% students agree using WhatsApp as a learning media. The researcher come the conclusion that most of students used WhatsApp to receive assignments and home workfrom their teacher and also help them to submitted their assignment. Previous research from Embi (2016) and Mbukusa (2018) are consistent with the result of this research.

Therefore, from the explained above the researcher conclude that, WhatsApp is a media that can be used to support learning process especially in the school.

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