THE PERCEPTION OF THE THIRD YEAR RAMBAH SAMO JUNIOR HIGH SCHOOL STUDENTS TOWARD WHATSAPP FOR ENGLISH LEARNING MEDIUM

Annisa Arum Melati[1] M. Syarfi[2] Masyhur[3]

annisa.arum4431@student.unri.ac.id, syarfi@lecturer.unri.ac.id mahsyur@lecturer.unri.ac.id

Contact: 082284020056

English Education Study Program
Department of Language and Arts
Faculty of Teacher Training and Education
Universitas Riau

Abstract: *The objective of this research is to find out the perception of the third year Rambah Samo junior high school students toward Whatsapp for English learning medium. This research uses quantitative method with a survey approach. The sample for this research included 42 third year SMPN 5, Rambah Samo who experienced in learning English through WhatsApp as learning medium. The instrument of this research was a questionnaire using a Likert-type scale. Based on the recapitulation of perception indicators, it is known that the third year students of SMPN 5 Rambah Samo good towards this learning medium. The score obtained is 74.4. They admit that WhatsApp is an interesting learning medium. This can increase their self-confidence, create creativity in thinking, encourage them participate well and bravely in group discussions. On top of that, using WhatsApp they can understand the material better. And they admit that, using WhatsApp as a learning medium is time and cost efficiency.*

Key Words: *Perception, WhatsApp, Learning Medium.*

PERSEPSI SISWA SMP RAMBAH SAMO TAHUN KETIGA TERHADAP WHATSAPP UNTUK MEDIA PEMBELAJARAN BAHASA INGGRIS

Annisa Arum Melati[1] M. Syarfi[2] Masyhur[3]
annisa.arum4431@student.unri.ac.id, syarfi@lecturer.unri.ac.id mahsyur@lecturer.unri.ac.id
Contact: 082284020056

Program Studi Pendidikan Bahasa Inggris
Jurusan Pendidikan Bahasa dan Seni
Fakultas Keguruan dan Ilmu Pendidikan
Universitas Riau.

Abstrak: Tujuan dari penelitian ini adalah untuk mengetahui persepsi siswa kelas tiga SMP Rambah Samo terhadap Whatsapp sebagai media pembelajaran bahasa Inggris. Penelitian ini menggunakan metode kuantitatif dengan pendekatan survey. Sampel untuk penelitian ini adalah 42 siswa kelas tiga SMPN 5 Rambah Samo yang berpengalaman dalam pembelajaran bahasa Inggris melalui WhatsApp sebagai media pembelajaran. Instrumen penelitian ini adalah angket dengan menggunakan skala tipe Likert. Berdasarkan rekapitulasi indikator persepsi diketahui bahwa persepsi siswa kelas tiga SMPN 5 Rambah Samo adalah baik terhadap media pembelajaran tersebut. Skor yang diperoleh adalah skor 74, 4. Mereka mengakui bahwa WhatsApp merupakan media pembelajaran yang menarik. Hal ini dapat meningkatkan rasa percaya diri mereka, menciptakan kreatifitas dalam berpikir, mendorong mereka untuk berpartisipasi dengan baik dan berani dalam diskusi kelompok. Selain itu penggunaan media pembelajaran WhatsApp juga efesien waktu dan biaya.

Kata Kunci: Persepsi, WhatsApp, Media Pembelajaran.

INTRODUCTION

Technological developments make it easier for teachers to create an effective and enjoyable learning environment. One of them is by utilizing technology as a learning medium for example the WhatsApp application. WhatApp has become a medium of learning, especially in learning English. Easy to use and has great features to use in learning English. As a learning medium, Pustikayasa (2019) explained that WhatsApp allows students to directly connect to WhatsApp without logging in multiple times. In addition, messages and files can be stored and accessed by students even if they are not connected to the internet. This can make it easier for students to review material and do assignments anytime and anywhere.

According to Bahtiar (2021) WhatsApp allows its users to send messages, pictures, videos and voice messages both individually and in groups. Yuskandina et.al (2021), also explain that it allows students and teachers to form groups to communicate, discuss and send materials and assignments with each other. These advantages make WhatsApp usable as a learning medium in educational institutions and schools, especially in learning English.

For example in teaching reading skill, teachers can used the WhatsApp Messenger feature. According to Napratilora et.al (2020), students are more interested in reading texts through the WhatsApp messenger than through printed documents or books. According to Trisnawati (2022), in order that students get used to listening with the correct pronunciation, teachers can use WhatsApp features such as sending videos, providing examples of pronunciation via voice notes or sending English recordings to practice listening to students. To practice students' speaking skills, teachers can use the voice note feature. Furthermore, According to Nurazizah et.al (2019) WhatsApp voice notes can be applied for learning how to speak English and make learning activities more interesting. This sort of WhatsApp voice notes are also simple and easy to use.

SMPN 5 Rambah Samo is one of the schools that has implemented teaching English trough WhatsApp. The use of WhatsApp stems from the ban on face-to-face learning due to the Covid-19 pandemic last September 2019. WhatsApp seems to be able to overcome the challenges caused by the pandemic in the process of teaching and learning English at SMPN 5 Rambah Samo. Even though face-to-face learning is now allowed again, and learning at SMPN 5 has been carried out offline, teachers and students still use WhatsApp as a medium for learning English. For example media for sharing material and information privately or in WhatsApp groups, assignment collection, and group learning media through WhatsApp groups and video calls.

However, to ensure that learning is effective and enjoyable and learning objectives are achieved, teachers also need to know how students perceive WhatsApp as a learning medium. For that, efforts are needed to find out how students perception toward WhatsApp as a learning medium. Surveys can be conducted to find out how students think about WhatsApp as a medium for learning English.

Based on the explanation, this research aims to find out students' perceptions of the Third Year Rambah Samo Junior High School Students toward WhatsApp for English Learning Medium.

RESEARCH METHODOLOGY

This research is quantitative research with a survey approach. According to Watson (2015) Quantitative research refers to various approaches that systematically research social phenomena by analyzing statistical or numerical information. This research was conducted on September 8th to October 31th, 2022 at SMPN 5 Rambah Samo by giving face-to-face questionnaires. The study took place in SMPN 05 Rambah Samo who has experienced learning English trough WhatsApp during distant learning.

DATA ANALYSIS TECHNIQUE

This research was used a questionnaire as the instrument. The blueprint of the questionnaire can be seen on the table 1 below.

Table 1. The Blueprint of Questionnaire of the Perception of the Third Year Rambah Samo Junior High School Students toward Whatsapp for English Learning Media

No	Indicators	Sub Indicators	Number of the Question	Total
1.	Students acceptance of learning English through WhatsApp	Learning English through WhatsApp By sight	1, 2,	6
		Learning English through WhatsApp based on access speed	3, 4, 5, 6	
2.	Student Understanding of Learning English through WhatsApp	Accessing English learning materials through WhatsApp	7, 8,	6
		Use of WhatsApp features	9, 10, 11, 12	
3.	Students assessment of learning English	The effectiveness of the WhatsApp application in learning English	13, 14, 15, 16,	7

	Thinking ability	17, 18, 19
through WhatsApp		

The data in this research were analyzed using descriptive statistical analysis. Sugiyono, (2011) in Kurniawan et.al (2020) explains that descriptive analysis is an analysis used to describe the collected data as it is without intending to make conclusions that apply to the public or generalizations. The steps taken in collecting data for this research are:

1. Collecting data
2. Moved the data into the table
3. Scoring data by converting raw scores into scores using SPSS20 for Windows.
4. Determine the criteria or categories of student perceptions of the percentage.

Table 2. Student Perception Percentage Criteria

Presentation interval	Information
75-100%	Very good
51-75%	Good
26-50%	Pretty good
0-25%	Not good

Source: Kurniawan et.al (2020)

5. Made a graphic table containing the number of students and student perceptions based on 3 perception indicators.
6. Classify categories of 3 indicators of student perceptions toward WhatsApp in English Learning.
7. Calculate the average value by using SPSS20 for Windows.
8. Determined the category of student perception as a whole perception indicator.

Draw conclusions from the results obtained from data recapitulation of 3 indicators of student perceptions of WhatsApp in English Learning.

RESULT AND DISCUSSION

The discussion for each indicator, as explained in the previous chapter, was described on these following tables.

Student Perception Percentage Criteria

No	Interval	Category
1	76-100%	Very Good

2	51-75%	Good
3	26-50%	Pretty Good
4	0-25%	Not Good

Source: Kurniawan et.al (2020)

Recapitulation of the perception of third grade students of SMPN 5 Rambah Samo, Rokan Hulu towards WhatsApp as an English learning medium based on Indicator 1, namely Student Acceptance of WhatsApp as an English learning medium.

The following is a recapitulation of student acceptance indicators for WhatsApp as an English learning medium.

Table 3. Indicators of Student Acceptance in Learning English through WhatsApp

Interval	Total of the Students	%	Category
76-100	15	36%	Very Good
51-75	27	64%	Good
26-50	-	-	Pretty Good
0-25	-	-	Not Good
Total (∑)	42	100%	
Total Score	3018,2		Good
Indicator Average	71.9		

Based on Table 3. It can be concluded that the third grade students of SMPN 5 Rambah Samo received English learning well through WhatsApp. This is indicated by no respondents who gave Not Good and Pretty Good answers, 27 respondents who answered Good with a percentage of 64%, and 15 respondents answered Very Good with a percentage of 36%. The indicator of student acceptance in learning English using WhatsApp resulted in an average score of 71.9 and was included in the Good category.

Recapitulation of the perception of third grade students of SMPN 5 Rambah Samo, Rokan Hulu towards WhatsApp as an English learning medium based on Indicator 2, namely Students' understanding of learning English through WhatsApp

The following is a recapitulation of indicators of student understanding in learning English through WhatsApp.

Table 4. Indicators of Student Understanding in Learning English through WhatsApp.

Interval	Total of the Students	%	Category
76-100	14	33%	Very Good
51-75	28	67%	Good

Interval	Total of the Students	%	Category
26-50	-	-	Pretty Good
0-25	-	-	Not good
Total (∑)	42		
Total score	3022,7		Good
Indicator Average	72,0		

Based on Table 4. It can be concluded that the third grade students of SMPN 5 Rambah Samo have a good level of understanding in learning English using WhatsApp. This is shown from the frequency of respondents who answered Good as many as 28 respondents with a percentage of 67% and answered Very Good as many as 14 respondents with a percentage of 33%. In addition, it can also be seen that the average overall indicator of students' understanding in learning English using WhatsApp produces an average value of 72.0 which indicates that students' understanding of learning English through WhatsApp is in the Good category.

Recapitulation of the perception of third grade students of SMPN 5 Rambah Samo, Rokan Hulu towards WhatsApp as an English learning medium based on Indicator 3, namely student assessment of English Learning through WhatsApp

The following is a recapitulation of indicator 3, namely student assessment in learning English through WhatsApp.

Table 5. Student Assessment Indicators in Learning English through Whatsapp

Interval	Total of the Students	%	Category
76-100	14	36%	Very Good
51-75	26	60%	Good
26-50	2	5%	Pretty good
0-25	-	-	Not Good
Total (∑)	42		
Total Score	2945,5		Good
Indicator average	70,1		

Based on Table 5. It can be seen from the frequency of respondents who gave pretty good answers as many as 2 respondents with a percentage of 5%, the frequency of those who answered Good was 14 respondents with a percentage of 33%, and Very Good 26 respondents with a percentage of 62%. In addition, it can also be seen that the average overall student assessment indicator in learning English trough WhatsApp gets an average score of 70.1. Judging from the average value obtained, it shows that the assessment of students in learning English through WhatsApp is in the Good category.

Recapitulation of the Perception of third graders of SMPN 5 Rambah Samo towards learning English through Whatsapp as a learning medium based on the Three Perception Indicators.

The following is the perception of third grade students of SMPN 5 Rambah Samo related to student acceptance, understanding and assessment of learning English through WhatsApp which can be seen in Table 6.

Table 6. Recapitulation of Perceptions of Third Grade Students of SMPN 5 Rambah Samo on Learning English through Whatsapp

Intervals	Totals	%	Category
76-100	44	35%	Very Good
51-75	80	63%	Good
26-50	2	2%	Pretty Good
0-25	-	-	Not Good
Totals (∑)	126		
Total scores	3126,9		Good
Average Indicator	74,4		

Based on Table 6. It can be seen from the frequency of giving Pretty Good answers as much as 2 with a percentage of 2%, the frequency of Good answers as much as 80 with a percentage of 63%, and Very Good as many as 44 with a percentage of 35%. In addition, it can also be seen that the average overall student assessment indicator of the perception of third grade students of SMPN 5 Rambah Samo towards learning English through WhatsApp as a learning medium gets an average score of 74.4. This shows that the perception of third grader students at SMPN 5 Rambah Samo towards WhatsApp in learning English is in the Good category.

Discussion

Perception is a response to a stimulus received by someone, this is said by Echols & Shadily in Pratisti & Yuwono (2018:138). We need to know student perceptions related to the stimulus that the teacher provides in order to be able to evaluate in learning.

Students as subjects in learning have an important role in the learning process to achieve learning objectives. One of the stimuli given by the teacher is the learning media used. Moreover, it is important for us to know how students perceive the use of WhatsApp learning media so that they can take corrective steps and guidelines for making decisions (Maryati & Bataningrum, 2021).

In this research, 3 indicators were used to determine students' perceptions of learning English using WhatsApp. This is in accordance with Akbar (2015) where there are 3 perception indicators, namely acceptance, understanding and assessment. The perception of third graders at SMPN 5 Rambah Samo towards learning English using WhatsApp as a learning medium in distance learning on the first indicator, namely acceptance, got an average score of 71.9% and got a good category. This shows that the third grade students of SMPN 5 Rambah Samo are well receptive to learning English activities through WhatsApp.

The perception of third graders at SMPN 5 Rambah Samo on learning English through WhatsApp as learning medium for English on the second indicator, namely understanding, resulted in an average score of 72.0% and was included in the good category. Shows that students understand English learning activities carried out online using WhatsApp.

The perception of third graders at SMPN 5 Rambah Samo towards learning English through WhatsApp as a distance learning medium on the third indicator, namely assessment, resulted in an average score of 70.1% and was included in the good category. Shows that learning English through WhatsApp runs effectively and can improve students' thinking ability.

The average value of each indicator of students' perceptions of learning English using WhatsApp is different, this is influenced by factors that influence perceptions consisting of internal factors in the form of attention, interest, experience while external factors are teachers, learning methods, materials, facilities and infrastructure, school environment and friends (Ariyantara, 2016).

Based on the data above, it can be seen that the average third-grade student's perception of SMPN 5 Rambah Samo towards learning English through WhatsApp produces an average score of 74.4% and is included in the good category. So, this proves that learning English through WhatsApp has a positive effect on student learning activities and is effectively used as an alternative medium in learning English at SMPN 5 Rambah Samo.

Whatsapp is a cross-platform messaging application that allows us to exchange messages without SMS fees, because WhatsApp uses internet data which makes it easy to access communication. The WhatsApp application connects directly to the phone number and provides the service for free. apart from being a size that doesn't overload the phone's memory, WhatsApp is in great demand because of its simple and easy-to-use features, namely as a medium for sending messages, sharing photos, videos and documents as well as group chats (WhatsApp groups).

Pustikayasa (2019) in her research also explained the advantages of WhatsApp as a learning medium, namely:

1. Learning is not only focused on the teacher, because students can discuss comfortably without fear of being wrong and embarrassed through the WhatsApp group feature.
2. The quality of learning increases because teachers can be creative in giving materials and assignments to students.
3. Students can be more creative in doing the assignments given and can easily send their work, either in the form of text messages, videos, images, sounds or other documents that are appropriate to their learning.
4. Studying through WhatsApp is more environmentally friendly because it doesn't require hard copies for lecture materials or assignments.
5. WhatsApp makes it easy for teachers to provide additional material to students outside of class.

Based on the benefits of features on WhatsApp, it can be concluded that WhatsApp can facilitate student learning and can facilitate the learning process. In using WhatsApp, teachers can explain learning activities to students through the WhatsApp Group, provide assignments, tests and feedback directly and straightforwardly than other learning applications such as Google Classroom which require more technical and practical skills to operate.

With the convenience provided in its use, making WhatsApp a preferred learning medium by students, so that they feel happy and excited when learning English using Whatsapp. This makes WhatsApp the main tool for online learning and teaching. The application of WhatsApp media as an effective medium in learning can meet the needs and abilities of students with targeted teaching materials and assessments, combined with timely feedback to support student learning (Budianto & Arifani, 2022).

Several research have found that learning English through WhatsApp can improve students' reading, writing, and speaking skills and can increase student participation in learning through WhatsApp discussions (Imawan, 2021).

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the results of the research and discussion, it can be concluded that learning English through WhatsApp has a positive effect on student learning activities and is effectively used as an alternative medium in learning English at SMPN 5 Rambah Samo. The perceptions of SMPN 5 Rambah Samo students towards online learning through Whatsapp are seen from 3 perception indicators, as follows:

The first indicator, namely acceptance, produces an average value of 71.9%, the second indicator, namely understanding, produces an average value of 72.0% and the third indicator, namely assessment, and produces an average value of 70.1%. Based on the recapitulation of the perception indicators of third graders at SMPN 5 Rambah Samo, it can be concluded that students' perceptions of learning English through WhatsApp as a learning medium are good, at 74.4%.

Recommendation

Based on the results of the research conducted, the following researchers convey some suggestions related to this research:

1. WhatsApp is an alternative solution that is used as English learning medium especially for distant learning. It is hoped that teachers can improve effective and innovative learning through WhatsApp as a learning medium. And students can be more motivated to increase their enthusiasm for learning with the ease of features available on the WhatsApp application.
2. Further research is needed to determine students' perceptions of learning English using WhatsApp in a wider population.

BIBLIOGRAPHY

Akbar, R. F. (2015). Analisis Persepsi Pelajar Tingkat Menengah Pada Sekolah Tinggi Agama Islam Negeri Kudus. *Edukasia : Jurnal Penelitian Pendidikan Islam*, *10*(1), 189–210. https://doi.org/10.21043/edukasia.v10i1.791

Ariyantara, A. B. (2016). Faktor-faktor yang mempengaruhi persepsi siswa kelas VII SMP Negeri 4 Wates terhadap proses pembelajaran permainan bolabasket. Pendidikan Jasmani Kesehatan dan Rekreasi, 5(6).

Bahtiar, D. Y. (2021). EFL Students' Perceptions toward Whatsapp Chat Group for English Learning. In *S1 thesis*. University of Jambi.

Budianto, L., & Arifani, Y. (2021). Utilizing whatsapp-driven learning during covid-19 outbreak: Efl users' perceptions and practices. *Call-Ej*, 22(1), 264–281.

Imawan, M. (2021). *Student's Perceptionon WhatsApp as the teachers Media in teh Teaching of English during Covid-19 at SMPN 1 Wangi-Wangi*. Muhamadiyah University of Kediri.

Kurniawan, J., Kurniaman, O., & Munjiatun. (2020). Persepsi Mahasiswa PGSD FKIP Universitas Riau Terhadap Perkuliahan Daring Menggunakan Google Classroom Pada Masa Pandemi Covid-19. *Jurnal Persada*, *III*(2), 75–79.

Maryati, & Bataningrum, N. P. (2021). *Jurnal Pendidikan Ekonomi dan Akutansi. 15 (1)*, 31–41.

Napratilora, M., Lisa, H., & Bangsawan, I. (2020). Using WhatsApp as a Learning Media in Teaching Reading. *MITRA PGMI: Jurnal Kependidikan MI*, *6*(2), 116–125. https://doi.org/10.46963/mpgmi.v6i2.129

Nurazizah, H., Frihatin, L. Y., & Sugiarto, B. R. (2019). *Whatsapp Voice Note in Speaking Class*. *3*(3), 5–10.

Pratisi W. D, & Yuwono, S. (2018). *Psikologi Eksperimen; Konsep, Teori dan Aplikasi*. Muhamadiyah University Press.

Pustikayasa, I. M. (2019). Grup WhatsApp Sebagai MediaPembelajaran.Widya Genitri: Jurnal Ilmiah Pendidikan, Agama Dan Kebudayaan Hindu, 10(2), 53-62.

Sugiyono. (2018). *Metode Penelitian Kuantitatif dan R&D*. CV. Alfabeta.

Trisnawati, Chatarina Catur Ani. (2022). *Whatsapp Dan Pembelajaran Bahasa INGGRISitle* (M. Hidayat, Miskandi, & Y. Setiawan (eds.)). Pusat Pengembangan dan Penelitian Indonesia.

Watson, R. (2015). Quantitative research. Nursing standard, 29(31).

Yuskandina, T. A., Wahyuna, Y. T., & Sumarta. (2021). *Students' Perception on Learning Vocabulary through WhatsApp Group Media During Covid-19 Pandemic*. *8*(2), 6.