The Use of WhatsApp in Learning English During Pandemic Covid-19: Students' Perception*

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Article Info	Abstract
	There is no denying that digital technology permeates every aspect of modern life. One of the technology products is WhatsApp. During the pandemic covid-19, teaching and learning using WhatsApp in Indonesia are carried out for various fields of study, teaching and learning English. This study aims to discover the students' perceptions of learning English through WhatsApp and describe the media they need to learn English. The research method to be used is based on a descriptive method concerning a quantitative approach. The research instrument in data collection was a questionnaire. The study shows that WhatsApp as a learning medium during the Pandemic did not help students learn English because WhatsApp did not provide qualified features for holding large numbers of Call meetings. Furthermore, zoom and google meet media can be used in call meetings because both can accommodate large numbers in one call.

Introduction

Education is essential to developing high-quality human resources; hence, education should be organized as effectively as possible following its development over time. Time development is characterized by the ever-developing presence of Science and Technology, which encourages numerous changes, including in education. The extremely rapid development of science and technology in the twenty-first century renders practically all human activities susceptible to Science and Technology application; therefore, an effort is required to discover the sciences more easily (Wiyono et al., 2012). (Priwantoro et al., 2018).

There is no denying that digital technology permeates every aspect of modern life. Technology permeates every facet of our daily lives and our tasks at work. Consequently, there has been a progressive embrace of technology in the classroom to make teaching and learning valuable (Bonsu et al., 2020). Although social media platforms were initially developed to facilitate people's interactions with one another in a social setting, they have since evolved into a tool that can be used for teaching, learning, and the exchange of educational content. Learners are also better prepared for the 21st century by using social

media outside of the classroom. In this century, kids will need to be imaginative, collaborative, and creative, and they will need to communicate effectively in a world that is always changing (Redecker et al., 2009). The youth's familiarity with the social media platform's user interface is the primary motivation for its use in educational settings, followed by its low cost. It is the capacity to enable students to share and access valuable information and connect and interact with one another, their teachers, and other stakeholders (Qualman, 2009; Gon & Rawekar, 2017).

The year 2010 marked the beginning of WhatsApp Messenger, one of the most popular programs for social networking. The development of this platform superseded the SMS platform, which allowed for the exchange of instant messages without using the internet (Bouhnik & Deshen, 2014). WhatsApp Messenger didn't take long to become a widely used method for sending messages to both people and groups. Text messages, phone and video conversations, the attachment of photographs, audio files, video files, stickers or emoticons, and links to web addresses are all included as functionalities of the WhatsApp Messenger application. A further feature of WhatsApp Messenger is its end-to-end encryption, which protects users' conversations and audio and video calls. The colossal social media company had two billion members who logged into the platform daily as of October 2020. (Clement, 2020). As a result of the robust qualities that the WhatsApp messenger possesses, its application has now been expanded to include teaching and learning in underdeveloped nations worldwide, particularly during the era in which the COVID-19 pandemic was active. Because it enables students to study anywhere and at any time, collaborate, share learning materials, easily access study topics and material, and foster interaction between learners and teachers, WhatsApp Messenger has been extended to the realm of teaching and learning (Bansal & Joshi, 2014; Gon & Rawekar, 2017).

Teaching using WhatsApp in Indonesia is carried out for various fields of study, one of which is teaching English. English is an international language that every individual is required to master. In this globalization era, English is important in our life. It is the second most spoken language in the world. Globalization has made the use of English more widespread. The ability to speak and write properly in English has become one of the benchmarks for skills in the professional world. Because of that, various ways have been done by the government to achieve this. Including entering English into the subjects at school, one of which is at the high school level. The Senior High School phase is the final level of the school towards the lecture phase, and it is hoped that the understanding of English learning can achieve the target that participants can master English well.

Learning English in senior high schools is important considering that apart from us, it is a preparation for the globalization process. Still, as provisions for high school students to continue higher education levels, it is determined that teaching English is a subject that students must master. Students must complete this subject to develop their abilities, as English has become a requirement in many sectors of life (Astri et al., 2022). As a professional teacher in language teaching, especially teaching English methodologies for greater effectiveness in students' mastery of English, designing and implementing materials, tests, and practices. Teachers are responsible for educating students with little or no knowledge in an adequate English-speaking environment.

People have recently been pushing for English as their target or a second language to be used based on all interactions and communications that play a dominant role in every aspect of their life (Nasrullah et al., 2021). English is most widely used in the teaching and learning

process, both formal and non-formal (Asnawati et al., 2021). This shows that the teachers enrich inappropriate ways in the teaching atmosphere, therefore teaching English as a second language by applying new and modified models (Farida et al., 2020) so that the results of the teaching process can provide more input to achieve better learning outcomes (Arfan.

However, During pandemic covid-19 in Indonesia, all places or buildings at all school levels have to be closed even though the teaching and learning process must still be carried out (Misnawati, 2021), one of which is at SMA NEGERI 20 Pangkep. Based on SMAN 20 Pangkep, it is challenging to access the teaching and learning process carried out at home through an online teaching system using available learning media such as zoom meetings, Facebook, Google Meet, Google Classroom, and classroom Whatsapp.

However, those media can be used in the learning process due to limited student quotas and inadequate networks for those who live in the interior. Therefore, the learning media used by SMAN 20 Pangkep is the average WhatsApp media, such as in-class XII IPA II.

Based on these reasons, it is very important to research the analysis of students' perception of using WhatsApp in teaching English learning English with special purposes in the English Study Program class XII IPA II SMAN 20 Pangkep. This study focuses on the problem of learning media, namely WhatsApp, used by class XII IPA II SMAN 20 Pangkep in learning English. The results of this study will later become a reference for the next stage of learning, namely strategy formulation and method development.

WhatsApp Messenger for Teaching and Learning

WhatsApp's use as a teaching and learning tool has been extensively studied and documented. Utilized in teaching and learning, the platform can enhance students' critical thinking (Kustijono & Zuhri, 2018). Gon and Rawekar (2017) likewise found that the technological, educational, and instructional benefits of using WhatsApp for teaching and learning greatly outweigh the downsides. The immediate response from the instructor and studying at any time and place were the two primary benefits of utilizing WhatsApp in the teaching and learning process (Gon & Rawekar, 2017). Furthermore, WhatsApp Messenger's familiar user interface makes it easy for kids to navigate (Mpungose, 2020). This could suggest that most students would prefer WhatsApp Messenger, with which they are already familiar, over LMS.

In addition, the nature of WhatsApp Messenger allows students to improve their writing skills. Students' punctuation and sentence structures who learn via WhatsApp tend to improve (Fattah 2015). Moreover, WhatsApp enables quick access to instructional resources, the capacity to create online groups, and end-to-end encryption to protect the privacy of pupils (Rosenberg & Asterhan, 2018). Thus, WhatsApp enables students to access and share a vast array of instructional resources, including audio, visual, audio-visual, voice, and video calls, while protecting their data with effective end-to-end encryption (Bouhnik & Deshen 2014).

Student's Perception

Perception comes from the word "perception," an English word. The word means to receive or to take. There are different interpretations regarding perceptions and definitions that accompany it. According to Slameto (2013), as one of the responses that humans have, perception determines the process of receiving information. Rakhmat (2011) argues that the experience experienced by every human being that gives birth to the interpretation of the message can also be classified as perception. Walgito (2010) argues that various stimuli received by the five senses can be categorized as perceptions. According to Irwanto (2014),

various symptoms, which are a form of sense, can be categorized as perceptions because the symptoms from various events experienced produce new thoughts so that they give birth to perceptions, so some state perception as "the interpretation of experience.") So, perception is a direct response from someone's absorption to know some things through sensing. Perception is subjective because it depends on the circumstances and abilities of each individual so that individual interpretations will differ from one individual to another.

Thus, this study objects to find out the students' perceptions of learning English through WhatsApp and describe the media that they need in learning English through the research questions as follows:

1. What are the students' perceptions of learning English through WhatsApp with special purposes in the English Study Program class XII IPA II SMAN 20 Pangkep?

2. What are the media students need to learn English in the English Study Program class XII IPA II SMAN 20 Pangkep?

Method

The research method to be used is based on a descriptive method concerning a quantitative approach. The research instrument in data collection was a questionnaire. As stated by Creswell (2002) and also Gay (2009) that in conducting survey research, the instruments which can be used to gather the data are questionnaires and interviews, but the researcher only used questionnaires to find out students' necessities and also to seek students' wants and lacks. Therefore, this study will use data analysis from the respondents' questionnaire results, namely CLASS XII IPA II students, amounting to 29 students.

The procedure of this research is; (1) collecting data obtained from the questionnaire submitted to students, CLASS XII IPA II; (2) classifying the questionnaire results; (3) identifying WhatsApp media to meet the needs of learning English to improve student skills based on the data that has been obtained; (4) describe the data so that it can answer the existing problems.

Results and Discussion

Based on the survey that has been conducted, the first question asks about how important it is for students to learn English. Most answers were very important, with a percentage of 69%. This shows that students feel they need English language skills because, in the future, they will face direct career needs that require fluency in speaking, listening, writing, and reading in English. The second most important answer is important with a percentage of 27.6%, and the rest is quite important. The percentage is in diagram form as follows:
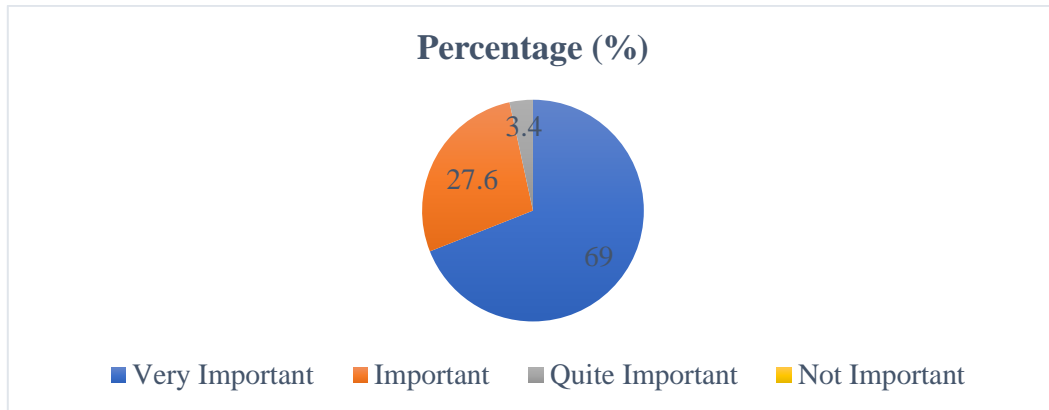
Figure 1. The Important of English

The conclusion is that students are aware of their need to learn English. So it is very important learning must be fulfilled even during the Covid-19 period. Therefore it needs to be supported by media that can provide understanding related to learning English. And the media used by students of class XII IPA II is WhatsApp with a lecture learning model accompanied by material files in ppt form.

Based on this, the second question is whether WhatsApp media during the pandemic helped them learn English. The result is that WhatsApp use only helps a little, with a percentage of 44.8% as the highest result because the WhatsApp app has very limited features. It can only be used to send messages by writing and voice notes, including call meetings but only limited to 10 people. This is in stark contrast to the number of students who are 29 people to be able to meet face to face even though using the social media app so that the teacher can explain the material as in the conditions of teaching directly at school.

The second point is that the WhatsApp media helps them understand English with a percentage of 34.5%, very helpful 13.8%, and not helpful 6.9% with the following diagram:
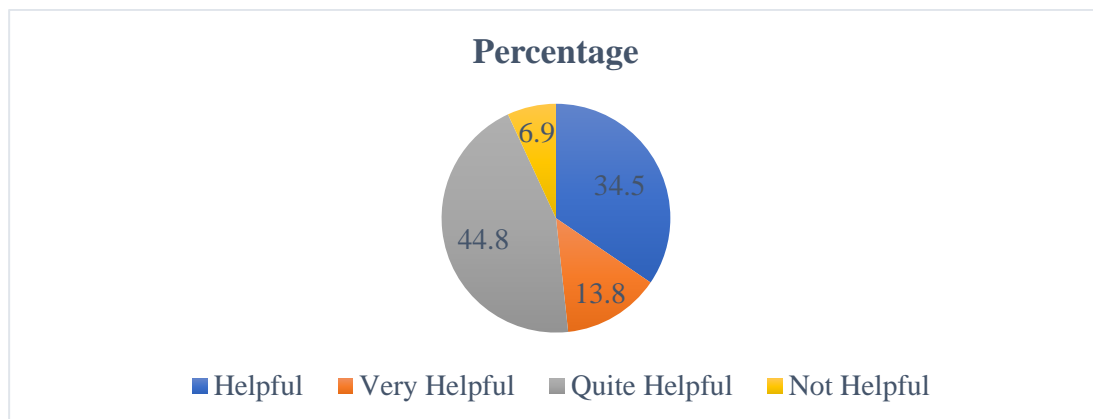
Figure 2. The Usage of Whatsapp in Learning English

Based on the results of the second question, the third question is how the delivery of material is done through the WhatsApp app. The result of the delivery of material that the teacher has done is good with a percentage of 44.8%, very good 20.7% balanced quite well only 20.7% the rest was not good either 13.8% as the lowest percentage. The diagram is as follows:
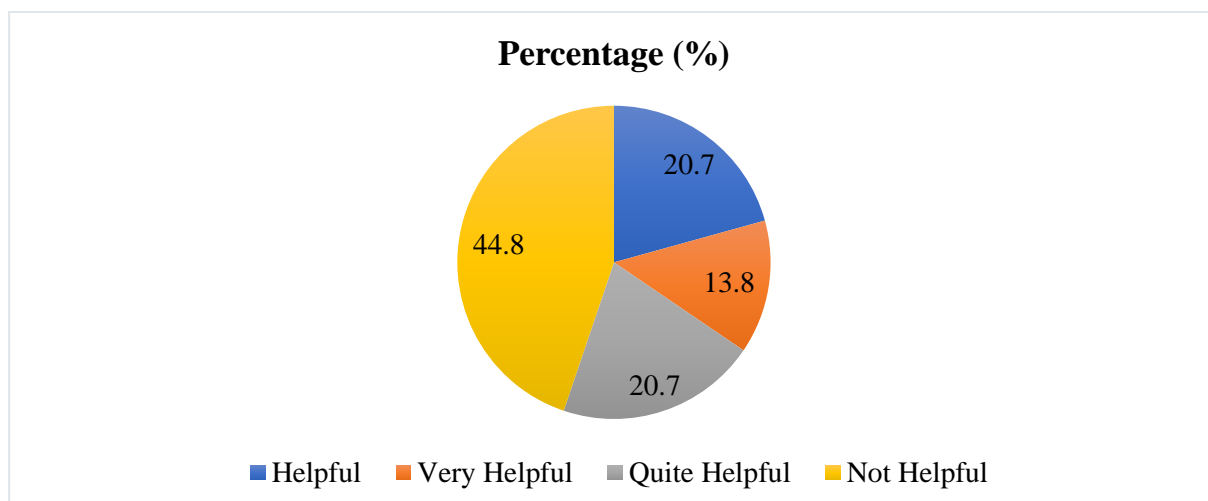
Figure 3. The Percentage of The Delivery of Material Via Whatsapp

The conclusion is that good teacher delivery must be supported by good media so that the learning material can be understood by these students based on the second diagram, which shows that some students feel that they are not helped. Therefore, in delivering material, it should be done face-to-face between the teacher and students so that students can digest the material presented. When something is not understood, they can ask directly, like when learning occurs at school. This can be achieved when using the zoom app or google meet only.

Conclusion

It can be concluded that using WhatsApp as a learning medium during the Pandemic did not help students learn English because WhatsApp did not provide qualified features for holding large numbers of Call meetings. Furthermore, zoom and google meet media can be used in call meetings because both can accommodate large numbers in one call.

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