Students' Perception on the Use of WhatsApp Messenger as a Learning Tool in Writing Class

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ABSTRACT

This research was concerned with the students' perception of the use of Whatsapp in teaching writing. The objectives of this research were as follows: 1) to analyze the activities were carried out in using WhatsApp messenger in the learning process at the Seventh Grade Students of SMP N 18 Surakarta in Academic Year 2019/2020; 2)To analyze the students perceive the applications and students' perception towards the use of WhatsApp at the Seventh Grade Students of SMP N 18 Surakarta in Academic Year 2019/2020; 3)to analyze students frequency in use WhatsApp Messenger to learn writing skills the Seventh Grade Students of SMP N 18 Surakarta in Academic Year 2019/2020. In this research, the researcher used qualitative method. The researcher used source observation, interview, questionnaire, and documents as the source of the data. The result of this research showed that there were some activities were carried out using WhatsApp such as: the students used WhatsApp as the tool for communication and discussion with their friend or the teacher outside the class, sent the assignment by students, giving assignment by teacher. The students perception toward using WhatsApp such as: students can learn anywhere and save their energy in learning English, WhatsApp help students to develop their English writing. The students frequency in using WhatsApp such as: students used WhatsApp to did their assignment and sent the result to the teacher at least once a week, students used WhatsApp to communicate with their friends everyday.

Keywords:Writing Skills,Whatsapp Messenger,ICT,Whatsapp for Teaching Writing.

INTRODUCTION

The use of ICT in learning English has a big influence. Learning English by utilizing technological developments can make it easier for teachers and students to develop English language skills, especially writing skills. The use of ICT in education is beneficial for teachers especially foreign language teachers because they can improve inter-cultural communication competencies and also by using ICT students can

broaden their horizons to the information needed as a student (Han, 2016). So, in the 21st century the teacher and students have to master in technology. According to Hermawan&Yunita&Deswila(2018), ICT is an important medium for improving the quality of education, by using ICT for learning more innovative, active and interactive. And also gives students the opportunity to develop their insights through various sources from the internet. The concept of education in the 21st century is that teachers are expected to develop relevant knowledge in order to form creative, competitive, and mastering the thecnology for students (Cakrawati,2017).

The development of technology in the 21st century is very rapid. All activities can be done easily with the help of technology, especially education. The development of technology that is currently developing is used by the Indonesian people to find the latest information related to what is happening nowdays (Trisiana&Sugiaryo&Rispantyo, 2019). This causes that the use of technology has become a culture of Indonesian people. Digital Cultural is where people make lifestyle changes from traditional to modern by utilizing technological developments to change the quality of life to accommodate changes in the environment and human needs. According to by Lin & Chen & Liu (2017), the rapid development of technology such as the internet network and communication technology helps the world of education in implementing digital learning by sharing the latest innovations replacing traditional learning. The implementation of online learning cannot be separated from students technical readiness in facing it. According to Winarso (2016), The readiness of students in learning is how the condition of students is able to accept the material provided by the teacher and give a good response during the learning process in achieving goals. It means that, readiness of students in online learning affects learning outcomes as long as

they receive the material. Regarding the implementation of online learning, teachers have a perception of the use of technological developments to attract students' interest in the learning process. According to Windiarti, Fadillah, Dhermaati, and Pratolo (2019), teacher perception is the teacher thought of something that has been done which can be expressed in an attitude. It means that, The teacher's perception in implementing online learning is that the experience of teachers in mastering technology and preparing material properly can help students readiness for online learning and get learning outcomes that are in accordance with learning indicators.

In Indonesia, English is considered one of the languages that difficult to learn for students. This is because English is not the mother tongue of students. In fact, English is very important in education. According to Subandi, Choirudin, Mahmud, Nizarudidin, and Hermanita (2018), the development of online media can support the learning process

of students by utilizing the internet network that can be accessed anywhere and anytime. In the world of education the use of ICT by teachers to make changes from traditional methods to the modern era, for example, students can use their smartphones so they can learn anywhere comfortably. The use of ICT supports teachers in teaching, one of them is language learning because it can improve the quality and effectiveness of learning, besides that it can improve the mastery of ICT by teachers and students in the era of technology that is always developing and changing (Sari, 2017). One of the utilization of ICT in education is the implementation of online learning in learning English. Evidence of the use of technological advances in the learning process is that teachers and students use WhatsApp messenger as their communication tool in discussions related to English lessons. According to by Ajid (2018), the learning process of writing skills through Whatsapp done by the teacher can improve students' writing skills.

Learning writing skills using WhatsApp, the teacher can send photos or videos into discussion groups and the teacher asks students to write their responses or opinions on the photos or videos sent by the teacher beforehand.

Based on the explanation above, the researcher wanted to peel up about the activities were carried in using whatsapp, thestudents perception toward the use WhatsApp, and the students frequency in using Whatsapp to learn writing skill at the seventh grade students of SMP N 18 Surakarta in the academic year 2019/2020.

THEORETICAL REVIEW

Writing skill is the productive activities that can help students express their ideas or feelings in written form. Writing skill is an important skill in English for students to master because they can develop their ideas and expressions creatively in written form (Meiranti, 2012). It means that with the learning writing skills students can develop their creativity in expressing their ideas in written form. Writing skill is the ability to make a final result of learning several steps of writing, the steps are organizing ideas, planning, and generating ideas (Clementson, 2005:11). In learning the skills of students not only carelessly write whatever they want. Students also need to know what are the components of writing skills. According to Brown (2004:246), there are five componentss in writing, those are vocabulary, grammatical, content, organization, and mechanic. It means that, learning component of writing is one of the most important things for students to learn so students can get good writing.

The use of ICT-based media is very helpful for teachers in delivering English learning materials and helps students to increase their interest in learning foreign languages. According to Saptani (2017), along with the development of ICT, education in Indonesia has also begun to use ICT in teaching and learning. Educational

activities must use innovation from ICT to provides opportunities for teachers and students to gain new experience. One technology that helps students and teachers is a smartphone. The application used by teachers in the teaching and learning process is Whatsapp. According to Gon and Rawekan (2017), the development of technology the use of Whatsapp applications has increased in student groups as an online communication tool in the form of groups with classmates because it is a low cost, good accessibility, and time efficiency. Teachers often use WhatsApp because in reality all students have WhatsApp on their smartphone and are always accessed by students, so it easier for teachers to implement online learning through WhatsApp messenger. The use of WhatsApp application can be used in teaching writing. WhatsApp is a well-known application to make it easier for users to communicate, especially for students. Learning using WhatsApp is very effective for students to learn all skills in English, especially writing (Susanti,2016).

Students can freely use WhatsApp in writing English, they can exchange messages using English with other students to practice and improve their writing abilities. According to Fattah (2015), using WhatsApp the students can learn and practice with short texts to develop their writing skills using each student writing one or two sentences then sending them to the WhatsApp group and following the other students until the story was finished.

METHOD

The researcher used a qualitative method in the research. According to Yin (2016:8), qualitative research is research involving the analysis of people's behavior, personal experience, historical, and describing the moment or meaning in people's life. It means that qualitative is the process of carried out systematically by collecting data from analyzing interviews and observing people about the problem that faced.

The subject of the research was VII A and VII B grade students of SMP N 18 Surakarta in the academic year 2019/2020. The population are 240 students. The researcher used a random sampling method to determined the research sample. The data source of this research was observing, interview, questionnaire, documents. The researcher observed student learning outcomes obtained from the teacher. Besides that, the researcher has conducted interviews with English teacher Mrs. D.W and submitted 15 questions. Besides that, there were seven indicators

RESEARCH FINDINGS

In this stage, the researcher wants to explained the questionnaire that was distributed before. The distributed questionnaire was used to answer the three problem statements that have been formulated previously. Below this was an explained of the results of the research that answered three problem statement:

questionnaire to made questionnaire items. Before distributed to the sample, the researcher tested the validity and reliability of the questionnaire items as much as 50 to 30 non-sample but still one population. The result of the validity and reliability, there were 30 items questionnaire that valid and consistent. Then, the researcher distributed 30 questionnaires to the 30 actual sample. The data was collected then analyzed to know about the use of Whatsapp in teaching writing at seventh grade students of SMP N 18 Surakarta in the academic year 2019/2020.

1) The activities are carried out in using WhatsApp messenger in the learning process

The researcher divided the first problem statement in 3 three questionnaire indicators, they were: Utilization of using WhatsApp in Writing skills learning, The students learning style, The problems faced by students in using WhatsApp in writing skills learning.

Table 1. The activities carried out in using WhatsApp messenger

No.	Statement	Answer				
		SD	D	N	A	SA
1.	I use WhatsApp to communicate with friends outside of school hours.	3,3 % (1)	6,7 % (2)	6.7 % (2)	80 % (24)	3,3 % (1)
2.	I use WhatsApp to do assignments for writing English from the teacher.	0	0	13,3 % (4)	80 % (24)	6,7 % (2)
3.	I use WhatsApp to do my English writing assignments without worrying about other friends cheating.	0	6,7 % (2)	20 % (6)	63,3 % (19)	10 % (3)
4.	I use WhatsApp to send English assignments given by the teacher.	0	3,3 % (1)	6,7 % (2)	70 % (21)	23,3 % (7)
5.	I have difficulty to understand the instructions (instructions) given by the teacher online through WhatsApp.	3,3 % (1)	6,7 % (2)	16,7 % (5)	56,7 % (17)	16,7 % (5)
6.	I have difficulty understanding online English learning through WhatsApp.	0	3,3 % (1)	13,3 % (4)	73,3 % (22)	10 % (3)
7.	I prefer learning writing English skills with classmates in the classroom.	0	6,7 % (2)	6,7 % (2)	60 % (16)	33,3 % (10)
8.	Online learning through WhatsApp sometimes takes too long to get a response from the teacher.	3,3 % (1)	3,3 % (1)	6,7 % (2)	63,3 % (19)	23,3 % (7)
9.	I have difficulty to understand learning English writing skills online through WhatsApp.	0	6,7 % (2)	10 % (3)	70 % (21)	13,3 % (4)
10.	Online learning through WhatsApp is too much work given by the teacher.	0	6,7 % (2)	16,7 % (5)	56,7 % (17)	20 % (6)
11.	Online learning through WhatsApp sometimes teachers are less clear in providing material.	0	10 % (3)	13,3 % (4)	48,3 % (14)	30 % (9)

Based on the table above, it showed the result of the eleventh

questionnaires. The result was: 1) 80% of respondents use WhatsApp as a means of communication with friends outside school hours and to do assignments given by the teacher; 2) 70% of respondents use WhatsApp as a tool for sending English assignments given by the teacher; 3) 63.3% of respondents use WhatsApp to do the work of the teacher without worrying about cheating friends. Besides, while using WhatsApp as an online learning tool the respondents also encountered several obstacles such as: 1) 56.6% of respondents had difficulty in understanding the instructions given by the teacher in assigning tasks; 2) 63.3% of respondents think that online learning through English sometimes gets a long response from the teacher; 3) 56.7% of respondents thought that online learning made teachers often assign assignments rather than give up the material. (See Table.1)

2) The students perceive the applications and the students' perception of WhatsApp

The researcher divided the second problem statement in 3 questonnaire indicators, they were: Students' perceived usefulness of WhatsApp Applications, Students' perceptions of using WhatsApp in smartphones for writing learning skills, and student behavior of using WhatsApp in writing skills.

Table 2. the students' perception of using WhatsApp

No.	Statement	Answer				
		SD	D	N	A	SA
1	WhatsApp makes it easy for me to discuss writing skills lessons with friends outside of school	0	6.7% (2)	10% (3)	66,7% (20)	16,7% (5)
2	WhatsApp makes easy for me to study anywhere and anytime.	0	0	13,3% (4)	73,3% (22)	13,0,3% (4)
3	Whatsapp helped me to get information related to English learning material quickly	0	10% (3)	16,7% (5)	70% (21)	3,3% (1)
4	Whatsapp helped me to develop ideas in writing English.	0	13,3% (4)	10% (3)	70% (21)	6,7% (2)
5	Whatsapp helps me save time and energy in learning English.	0	3,3% (1)	16,7% (5)	73,3% (22)	10% (3)
6	Learning English vocabulary through WhatsApp is difficult to understand.	0	0	13,3% (4)	56,7% (17)	30% (9)
7	Learning grammatical in writing English through WhatsApp is difficult to understand	0	3,3% (1)	16,7% (5)	76,7% (23)	3,3% (1)
8	Learning to use WhatsApp is sometimes boring.	0	10% (3)	13,3% (4)	60% (18)	16,7% (5)
9	Learning to write English through WhatsApp helps me to make conclusions from a text.	0	10% (3)	20% (6)	63,3% (19)	6,7% (2)
10	I rarely pay attention to punctuation, capital letters, and spelling when writing English through WhatsApp.	3,3% (1)	6,7% (2)	16,7% (5)	60% (18)	13,3% (4)
11	I will always use Whatsapp to develop my English vocabulary.	0	6,7% (2)	26,7% (8)	60% (18)	6,7% (2)
12	I will use WhatsApp to practice stringing words into sentences in English.	0	6,7% (2)	23,3% (7)	60% (18)	10% (3)
13	I always seriously to do my English writing assignments given by the teacher through WhatsApp.	0	0	20% (6)	76,7% (23)	3,3% (1)
14	I will always use WhatsApp to develop my English writing skills.	0	10% (3)	20% (6)	60% (18)	10% (3)

From the result of the distributed the questionnaire in Table 4.2, it can be concluded was: 1) 66.7% of respondents think that WhatsApp makes it easy for them to discuss with friends outside school hours; 2) 73.3% of respondents think that by learning through WhatsApp they can learn at any time and save energy and time; 3) 70% of respondents think that using WhatsApp helps them to get information about the materials of English quickly; 4) 56.7%

respondents think that learning English vocabulary through WhatsApp is difficult to understand; 5) 76.7% of respondents thought that learning grammatical English is difficult understood through WhatsApp; 6) 60% of respondents thought that online learning using whatsapp is sometimes boring. Besides that, researchers also observed student behavior in online learning through distributed questionnaires: 1) 60% of respondents thought that they would always use WhatsApp to develop vocabulary, practice arranging words in English and they will use WhatsApp to improve their ability in writing English.; 2) 76.7% of respondents thought that they are always serious in doing the tasks given by the teacher.

3) The students frequency in use WhatsApp Messenger to learn writing skills

In the third problem statement, there was only one questionnaire indicator

Table 3. The students frequency in use WhatsApp Messenger to learn writing skills

No.	Statement	Answer				
		SD	D	N	A	SA
1	I use WhatsApp to study for 2 hours each day	0	6,7% (2)	56,7% (17)	33,3% (10)	3,3% (1)
2	I use WhatsApp to discuss with friends and teachers in English lessons for 2 hours.	0	6,7% (2)	60% (18)	33,3% (10)	0
3	I use WhatsApp to collect English assignments at least once a week.	0	0	13,3% (4)	80% (24)	6,7% (2)
4	I use WhatsApp every day to communicate with friends outside of school hours.	0	6,7% (2)	10% (3)	60% (18)	23,3% (7)
5	I use WhatsApp to communicate with an English teacher at least 2 times a week.	0	0	26,7% (8)	66,7% (20)	6,7% (2)

Based on the table.3, it showed the result of five statements. The result was: 1) 33.3% respondents thought that they used WhatsApp to study only for 2 hours per day; 2) 33,3% of respondents think that they use WhatsApp to discuss assignments or material with their teacher or friend for 2 hours and use WhatsApp every day to communicate with friends; 3) 80% of respondents think that they use WhatsApp to collect English assignments at least 2 times a week; 4) 66.7% of respondents think that they

communicate with an English teacher at least 2 times a week.

DISCUSSION

In this study, researchers observed online learning in SMP N 18 Surakarta, especially in seventh grade through the distribution of questionnaires to students. In this study, three problem statements have been formulated by researchers. At this stage, researchers will discuss the results of research in the form of questionnaires that have been distributed to students to answer problem statements.

1) The activities carried out in using the WhatsApp messenger in the learning process.
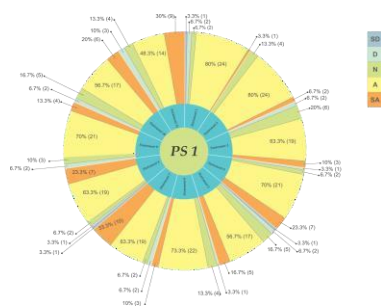
Diagram 1.The activities carried out in using the WhatsApp messenger

After the researcher was distributed the questionnaire, the results related to the first problem statement about the activities carried out in using the WhatsApp messenger in the learning process were: 80% of students utilize WhatsApp as a communication tool with friends and teachers outside school hours, 70% of students use WhatsApp as a tool for working on and sending assignments given by the teacher, and 63.3% of students assumed that by working on assignments through WhatsApp they don't worry their work will be imitated by their classmates. It is in line with the theory according with theory according to Susanti & Tarmuji (2016), the use of Whatsapp that flexible and cheap can help students in learning to writing English. The teacher can optimize the use of whatsapp such as creating discussion groups and then sharing audio, video, picture and link. And also, it is in line with the previous research was conducted by Gon and Rawekar (2017), using Whatsapp in English learning can support students to share

their knowledge and they can free to respond to the material provided by the teacher.

2) The students perceive the applications and students' perception towards WhatsApp
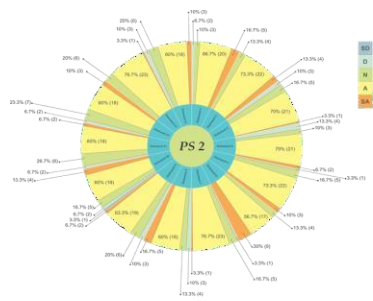

Diagram 2. students' perception towards WhatsApp

In this study, researchers have distributed questionnaires related to the second problem statement about the students perceive the applications and students' perception towards WhatsApp. From the distribution of the questionnaire, it was found that by online learning through WhatsApp 66.7% of students argued that they could discuss with friends related learning material outside of school hours,73.3% of students argued they could study anywhere at any time and save time also energy, and 70% of

students can found information related to material quickly through WhatsApp, and 60% of students argued they always use WhatsApp to learn English vocabulary and develop ideas . It is in line with the previous research was conducted by Jafari & Chalak (2016), learning English with whatsapp can have a good impact on writing skills, students can develop the words they get after learning, and remember them. And the other previous research that in line was according to Alshammari (2017), the WhatsApp application is an effective tool to help students in learning English. Especially in writing skill, they can show improvement in developing ideas in writing and have a lot of vocabulary. This statement was in line with the theory according to Pawlizcak (2015), English writing skills are activities that help students to improve their ideas, thoughts, their way of thinking and help students to achieved their goals in good writing. It means that students can develop their English language skills through WhatsApp the students can exchange

messages with friends using English vocabulary.

3) The students' frequency in use WhatsApp Messenger to learn writing
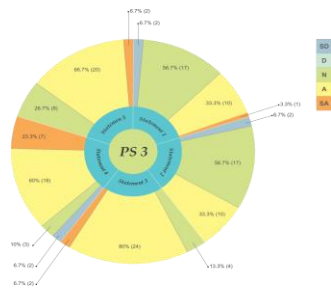

Diagram 3. The students' frequency in use WhatsApp Messenger to learn writing

In this study, from the distributed of questionnaires about students frequency in use WhatsApp Messenger to learn writing get results, such as: less than 50% of students used WhatsApp to study for only 2 hours a day, 80% of students used WhatsApp to submited English assignments 2 times a week, less than 50% ooof students used WhatsApp to discuss with teachers and friends for 2 hours while learning English. It is in line with the previous research was conducted by Ma'aruf & Fadilah et al (2019), the use of whatsapp which is

often used by students makes it easy for teachers to use it as a learning medium, especially in learning writing skills.. It also was in line with the theory according to Mahajan & Kalpana (2018), Online-based learning can help students improve their learning abilities and increase their motivation in learning English, so students more often practice what they have learned.

CONCLUSION

Based on the discussion above, the conclusions from the results of the study were explained as follows: The activities were carried out in using WhatsApp can be said to be very good, such as: 1) students use WhatsApp as a means of communication with friends or teachers outside school hours; 2) use WhatsApp to do assignments from the teacher and sent assignments to the teacher.

Students' perceptions in the use of Whatsapp in English learning, especially writing skills, are as follows: 1) students can learn

wherever and whenever; 2) students can discuss with the teacher and his friends outside of school hours; 3) students can find information from friends or teachers about learning material quickly. With students utilizing WhatsApp in online learning, they can study anywhere while discussing together with teachers or friends without having to meet face to face quickly and easily. The students frequency of the use WhatsApp were students usually use WhatsApp to send assignments twice a week. They also usually discuss with teachers and friends while learning English 2 hours a week. Students also use WhatsApp every day to communicate with frie

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