STUDENTS' PERCEPTION ON THE USE OF WHATSAPP

APPLICATION AS A MEDIA FOR ONLINE LEARNING AT 11TH GRADE

SMK NEGERI 4 PANDEGLANG

UNDERGRADUATE THESIS

Arranged as one of the partial fulfillment of the requirement to obtain a Bachelor's Degree in English Education

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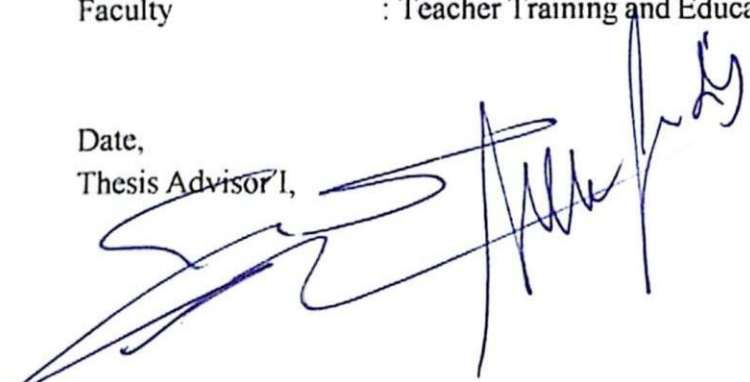2223170013

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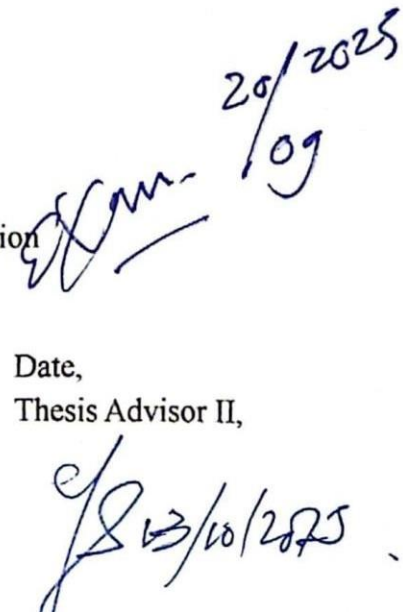
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This undergraduate thesis is highly dedicated to my beloved parents, brothers, and friends who always give me their full support, and unconditional love. "Thank you" will never be enough.

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"Whatever you are be a good one"

(Latif Abdul Muis, 2023)

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STUDENTS' PERCEPTION ON THE USE OF THE WHATSAPP APPLICATION
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ABSTRACT

This qualitative study delves into the perceptions of students regarding the use of WhatsApp as a medium for online learning in the 11th grade of SMK Negeri 4 Pandeglang. With the widespread use of mobile phones in education, particularly for innovative instruction, students and educators have embraced the opportunities presented by these devices. Mobile learning (m-learning) offers the flexibility for students to engage with educational material beyond traditional classroom settings, allowing learning to occur anytime and anywhere. WhatsApp, an increasingly popular instant messaging application, has gained prominence in educational contexts due to its interactive features, facilitating student-centered learning. This study aims to investigate how students perceive the use of WhatsApp as a medium for online learning and to explore the benefits and challenges associated with its implementation. The researcher employed a descriptive qualitative survey methodology, utilizing questionnaires and interviews as data collection techniques. The objectives of the research were to understand students' perceptions of WhatsApp applications for online learning and to identify the advantages and difficulties encountered. The findings reveal both advantages and disadvantages of using WhatsApp for learning purposes. While many students appreciate the flexibility offered by WhatsApp, some encounter challenges in understanding the material presented. Overall, this study sheds light on the multifaceted nature of implementing WhatsApp in educational settings, providing valuable insights for educators and researchers alike.

Keywords: Perception, English Study, WhatsApp, Online Learning

CURRICULUM VITAE

The researcher's name is Latif Abdul Muis. He was born in Pandeglang on March 15th, 1999. His mother is Lilis Lismawati, and his father is Ajid. He is the second of three brothers, Lili Kurniawan, and Ridwan Nasuha. The researcher graduated from SDN Bojong 4 in 2011, SMPN 1 Bojong in 2014, and SMKN 4 Pandeglang in 2017, and researcher has been interested in foreign languages, especially English since childhood, then continued his education at the English Education Department of the Teacher Training and Education Faculty of University of Sultan Ageng Tirtayasa in the same year as high school graduation. The researcher hopes that all the knowledge that has been studied can be useful for oneself and others.

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CHAPTER I

INTRODUCTION

1.1 Research Background

21st-century education underscores the importance of students possessing critical thinking skills, the capacity to relate knowledge to real-world scenarios, proficiency in information technology, and the ability to communicate and collaborate effectively. Attaining these skills necessitates the application of suitable learning methods that focus on mastering both content and skills. Besides selecting the appropriate learning approaches, the role of media and educational resources is crucial in ensuring an effective teaching and learning process.

Mobile phones have become increasingly utilized as educational tools, offering educators and students opportunities for innovative instruction and mobile learning (m-learning). This trend is supported by the characteristics of mobile phones, which enable students to engage in lessons and access educational materials from teachers outside of traditional class hours, facilitating learning that is less disruptive and more flexible than other forms of technology-enabled learning (Sharples & Vavoula, 2007).

WhatsApp, a smartphone application primarily used for instant messaging, has gained significant popularity in recent years, particularly in educational settings. Its features allow for real-time communication and collaboration among students and teachers, fostering student-centered learning environments. Through

WhatsApp, students can freely express their thoughts and ideas using various multimedia features such as images, videos, web links, and voice messages. Teachers can engage with students by responding to their questions and comments, initiating discussions, or posing new problems for exploration (Dunlap J.C, 2006).

One of the key advantages of WhatsApp is its ability to facilitate communication in real-time, leveraging Wi-Fi and cellular data connections to cover a large number of students quickly and efficiently. This enables students from the same class to easily communicate on specific topics, fostering effective communication and information sharing among group members (Guglielmo Trentin & Manuela Repetto, 2013). As a result, WhatsApp serves as a valuable tool for communication and information dissemination in educational settings, ensuring that students stay informed about learning-related activities and do not miss out on important information.

The introduction of smartphones and applications like WhatsApp has opened up new possibilities for enhancing the learning experience, especially in subjects like English, which can sometimes be perceived as dull or trivial. With traditional classroom learning often being perceived as boring and stressful by many students, educators are increasingly exploring innovative methods to make the learning process more enjoyable and engaging, even beyond the confines of the classroom.

During the COVID-19 pandemic, when online learning became necessary due to lockdown measures and social distancing protocols, platforms like WhatsApp were widely adopted by schools and educational institutions to facilitate

communication and learning activities. However, despite its widespread use, there were challenges related to communication and information dissemination, particularly for students whose parents did not have access to WhatsApp or for students who were less active on the platform.

Despite these challenges, educators recognize the importance of making the learning process enjoyable and accessible, especially for subjects like English. English language learning, from elementary school to tertiary education, requires creative and engaging approaches to foster a love for the language. By leveraging WhatsApp and other similar applications, educators can create interactive and dynamic learning experiences that resonate with students and make learning English more fun and engaging.

In essence, while there may be communication challenges associated with the use of WhatsApp for learning, its potential to enhance the learning experience and make English language learning more enjoyable makes it a valuable tool for educators and students alike. With proper implementation and support, WhatsApp can play a significant role in transforming the way English is taught and learned, fostering a more positive and effective learning environment..

This research aims to know the students' perception toward the use of WhatsApp Application in Learning English Teaching at 11th Grade SMK Negeri 4 Pandeglang. Based on the background described above, theresearcher is interested in doing research entitled:

"Students' Perception on the Use of WhatsApp Application as a Media for Online Learning at 11th Grade SMK Negeri 4 Pandeglang.

**1.2	Identification of The Problem**

According to the background of the study above, the researcher identifiesproblems to discuss in this study as follows:

1. Students of SMK Negeri 4 Pandeglang were lack of motivation to learn English.

2. Variation in the teaching of English in SMK Negeri 4 Pandeglang classes is very limited.

**1.3	Limitation of The Problem**

The problem in this study is limited to the Students' Perception of the use of WhatsApp application as a Medium for Online Learning at 11th Grade SMK Negeri 4 Pandeglang.

**1.4	Formulation of The Problem**

Following the limitations of the problem above, the researcher formulated the problem as follows:

1. What is the student's perception of WhatsApp Application as a media for online learning?

2. What are the benefits and difficulties of using WhatsApp Application used as a medium for online learning?

**1.5	Research Objective**

1. To know the Students' of SMK Negeri 4 Pandeglang's perception on the Use of WhatsApp Applicationas a Medium for Online Learning.

2. To know the benefits and difficulties of using WhatsApp Application used as a medium for online learning in SMK Negeri 4 Pandeglang.

1.6   Research Significance

a) **Theoretical Benefits**

Theoretically, this research's benefits are expected to contribute positive thoughtsin the development of science and education related to implementing WhatsApp applications as a media for online learning activities.

b) **Practical Benefits**

The aim of this study is to offer educators in the field of English language teaching valuable insights and innovative approaches. Utilizing WhatsApp Groups presents a viable option for teachers to enhance their instructional methods. By incorporating this platform into teaching practices, teachers can foster effective and efficient learning experiences, thereby facilitating students' development.

1.7   Operational Definition

To avoid misunderstanding of the meaning contained in this research paper, the researcher writes the operational definition that related to the researcher's propositions as follows:

1. Definition of Online Learning

Online learning represents an evolution of distance education, emphasizing the integration of education, instruction, and learning through information and communication technology (ICT). It involves leveraging ICT tools to facilitate access to educational resources and interactions via the internet.(Abaidoo & Arkorful, 2014)

2. Perception

Perception, a biological phenomenon occurring within the human brain, involves the reception of messages or information through the five senses: sight, hearing,

smell, taste, and touch (Slameto, 2003). This process entails summarizing and interpreting the gathered information, enabling individuals to respond positively or negatively to it. Consequently, perception revolves around the interaction between an individual and their surroundings via sensory input. Once an individual senses an object within their environment, it undergoes processing to derive its significance..

3. Learning Media

Learning media encompasses all physical and technical resources utilized in the learning process, aiding teachers in effectively delivering subject matter to students to facilitate the attainment of formulated learning objectives..

1.8   Organization of The Research

In this research paper, the researcher divided the organization of writinginto three chapters, they are:

1) Chapter one presents an introduction that consists of the research background, identification of the problem, limitation of the problem,formulation of the problem, research objective, research significance, operational definition, and organization of the paper.

2) Chapter two presents a theoretical framework that consists of perception, learning media, online learning, and previous studies.

3) Chapter three presents the Research Methodology, which consists of the Research Design, Research Instrument, Subject of the Research, Data Collecting Technique, Data Analysis Technique, and Research Procedures.

4) Chapter 4 presents Research Findings, Questionnaire Data, Interview Data, Research Discussion

5) Chapter five presents the Conclusion and suggestions.

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