STUDENTS' PERCEPTION OF USING WHATSAPP FOR LEARNING ENGLISH AT SMP ISLAM AS-SHOFA

Sri Wahyuni[1], Jismulatif[2], Mahdum[3]

[1,2,3] Universitas Riau, Pekanbaru, Indonesia
[1]*sriwahyuni0562@student.unri.ac.id*, [2]*jismulatif@lecturer.unri.ac.id*,[3]*mahdum.adanan@lecturer.unri.ac.id.*

ABSTRACT

This article examines how students' perceptions of the use of WhatsApp for learning English at SMP Islam As-Shofa and the differences between male and female students' perceptions of the use of Whatsapp. The research is a quantitative descriptive study, which involved 30 students in 2 classes. The instrument used is a questionnaire to obtain the data easily during the pandemic. Data were collected by distributing online questionnaires to the ninth-grade students of SMP Islam As-Shofa via Whatsapp group. The data were analyzed through a Likert scale to determine students' perceptions of using Whatsapp for learning English. The results indicate that learning through Whatsapp was quite feasible to use for learning English with a percentage result of 40% that had a positive perception. For the difference between male and female students, 24.4% of male students answered agreed with the positive perception and 21% of female students answered agreed with the positive perception. Whilst for the negative perception, 45.2% of students answered disagree. 23.8% of male students answered disagree and 22.4% of female students answered disagree.

Keywords: students' perception, WhatsApp, learning English

PERSEPSI SISWA TENTANG PENGGUNAAN WHATSAPP UNTUK PEMBELAJARAN BAHASA INGGRIS DI SMP ISLAM AS-SHOFA

ABSTRAK

Artikel ini membahas bagaimana persepsi siswa tentang penggunaan WhatsApp untuk pembelajaran bahasa Inggris di SMP Islam As-Shofa dan perbedaan antara persepsi antara laki-laki dan perempuan tentang penggunaan Whatsapp. Penelitian merupakan penelitian deskriptif kuantitatif dengan melibatkan 2 kelas dengan total 50 siswa. Instrumen yang di gunakan untuk adalah kuesioner untuk mendapatkan data dengan mudah selama masa pandemi. Pengumpulan data dilakukan dengan menyebarkan angket online kepada siswa kelas 9 SMP Islam As-Shofa melalui Whatsapp grup. Data di analisis menggunakan skala Likert untuk mengetahui persepsi siswa dalam menggunakan Whatsapp untuk pembelajaran bahasa Inggris. Hasil penelitian menunjukkan bahwa pembelajaran melalui whatsapp cukup layak digunakan dalam pembelajaran bahasa inggris dengan hasil persentase 40% memiliki persepsi positif. Untuk perbedaan antara siswa laki-laki dan perempuan didapat persentase sebanyak 24,4% siswa laki-laki menjawab setuju dengan persepsi positif dan didapat persentase sebanyak 21% siswi menjawab setuju dengan persepsi positif. Sedangkan untuk hasil persepsi negatif dengan persentase 45.2% siswa menjawab tidak setuju. Dan untuk perbedaan siswa laki-laki dan perempuan didapat persentase sebanyak 23.8% siswa laki-laki menjawab tidak setuju dan persentase sebanyak 22.4% siswa perempuan menjawab tidak setuju.

Kata Kunci: persepsi siswa, WhatsApp, pembelajaran bahasa Inggris

INTRODUCTION

Since the Covid 19 virus hit the world, many activities cannot be done outside, because this virus is contagious. Covid-19 is an infectious disease caused by a type of coronavirus that was newly discovered in the city of Wuhan, China (WHO, 2020). Many changes after this virus such as keeping distance, wearing masks, washing hands thoroughly, school, and work must be done from home. Teachers, students, workers, and others take advantage of technology during this pandemic, with technology having a big impact on humans such as in social life, work, even in education. Teachers and students can use social media, such as Zoom, Google Meet, Whatsapp, Instagram, and other social media.

SMP Islam As-Shofa is one of the schools that is currently implementing an online learning system. The online learning system at As-shofa Islamic Junior High School uses learning applications in the form of Zoom WhatsApp, Quiziz, and YouTube applications. It will be very interesting to know the perception of Whatsapp use that occurs during online learning. Online learning refers to a learning activity in which web arrangement is utilized with openness, network, adaptability, permitting different learning intelligence to be delivered (Iqbal Faza Ahmad, 2020).

The use of the Whatsapp application and other applications because it is difficult to meet face to face and see the condition of SMP Islam As-Shofa that uses social media such as Whatsapp so the researcher chooses Whatsapp as a learning media application implemented in English learning. The utilization of Whatsapp in considering English can offer assistance to students advance their language abilities (Khaloufi & Laabidi, 2017). In SMP Islam As-Shofa, the students perceive that whatsapp is valuablle to be utilized in English language learning. Whatsapp utilization gives the chance for students to discover out the learning material and practice their English language abbilities (Anas & Musdariah, 2018). In addition, Whatsapp can be utilized to draw in and develop students' interest and their positive attitudes toward learning English, and it is additionally expected that Whatsapp ough to be utilized regularly within the classroom in order to maximize language educating an learning (Tri & Nguyen, 2014). In expansion, different articles are shown on regulation home pages, individual blogs, and other common websites including almost the advantages of utilizing WhatsApp in learning and educating by utilizing its extraordinary aspects like chat groups, audio, videos, and illustrations (Salem M. Alqahtani et al., 2018). The students utilized Whatsapp for looking at information given by the teacher, and the teacher utilized Whatsapp for giving material and as a media for educating in the pandemic.

As Stated by (Rahmadi, 2020), Technology plays a significant part in today's instructing and learning preparation in terms of encouraging learning and progressing students exihibition. Utilizing and integrating a few mechanical gadgets may persuade students as well as teachers to do their conventional occupations in several alluring ways (Ta'amneh, 2017). Technology back in schools makes a difference for teachers to utilize it in teaching without losing time through solving computer program and equipment problems (Pourhosein Gilakjani, 2013).

The utilization of media within the learning handle in school is related to the level of mental advancement and the ability of students who take after the learning to prepare and adjust to the interests and abilities of students who can stimulate student inspiration towards learning (Afsyah, 2019). The utilization of modern technology in English education is broadly caught on as including the innovative application of strategies, apparatuses, materials, hardware, frameworks, and methodologies that are directly related to English language teaching and lead to the realization of anticipated objectives(Prayudi et al., 2021). WhatsApp, Instagram, Google Meet, Google Classroom, and Zoom are in a perfect world able to bridge learning exercises between teachers and students (Purba, 2021).

According to Nuraeni, C., & Nurmalia (2020), WhatsApp (WA) is one of the most popular messaging applications which can be accessed by using a mobile phone and Personal Computer (PC). WhatsApp is a mobile phone application and web-based social organization that coordinates distinctive features to communicate with other clients (Nihayati & Indriani, 2021). WhatsApp Application Messenger is very potential media in teaching. The user can send messages to individual or group in the form of text messages, photo, audio file, video file, and link of the web address to be accessed (Bouhnik & Deshen, 2014). WhatsApp as a learning medium concluded that in spite of the reality that there was no critical qualification between getting information from Whatsapp or instructional teachers. Hamad (2017) moreover found that WhatsApp can make progress in student learning and excitement, and offer assistance to students to develop English language abilities and learn from the mistakes of

accomplices or individuals in their groups. WhatsApp as a learning medium concluded that in spite of the reality that there was no critical qualification between getting information from Whatsapp or instructional teachers, Whatsapp include that was able to combine media, as well as the availability of facilitators and consistent learning anytime and anyplace, making it accommodating for teaching and learning exercises (Dhahir, 2020).

According to (Rahartri, 2019), the results appear that for the final 3 a long time (2016-2018), data administrations within the Puspiptek region are overhelmed by the use of Whatsapp as a communication media. The utilized of whatsapp in a push is 287 administrations or 53.85% (in 2016); 208 administrations or 60.82% (in 2017); and 205 administrations or 89.13% (in 2018).

Perception is a process of students interpreting, evaluating, accepting, giving opinions and testing the data and sensory responses to what they see. Understanding students' perceptions are generally imperative to decide what they need as distinctive era appear as distinct categories of acceptance (Abdullah et al., 2019).

Perception can be characterized as students' acknowledgment and interpretation of sensory information and how understudies react to that information. According to Omar et al., (2019) The type of perception, include: Cognitive, Affective, and Conative. Cognitive is the way to move forward a learner's ability to handle data more deeply, exchange and apply data to new situations, and result in improved and better-retained learning (Winn et al., 2019). The expected positive impacts of the utilize of technology in instruction emphatically depend on students' self-perceptions around their inspiration to utilize technology (Kahveci, 2010). Students with a positive experience in these administrative divisions may be more satisfied, which may assist lead to the spread of positive word of mouth, construct devotion among existing students and pull in potential students (Fajar & Larasati, 2022). Students' negative perceptions can lead to dejected learning results and diminished learning motivation and assurance (Kauffman, 2015). It is demonstrated that within the occasion that the

incorporates a great see of something or other people, it'll as well advantage him/herself. Perception can as well be considered an individual's interpretation of something (Amir et al., 2020).

The use of whatsapp in learning English is quite effective and efficient, making it easier for students and teachers in the learning process, besides that, learning using Whatsapp minimizes the use of paper, because to send assignments, notes and others, it can be sent in file format. Because at this time students in general are already using smartphones so that to support the skills of the English learning process students can use Whatsapp-based mobile learning which can be used anytime and anywhere so that students can prepare themselves in advance for learning activities. Therefore, to facilitate the implementation of English language learning and broaden students' knowledge, the researcher considers looking at students' perceptions of the use of Whatsapp for learning English. Consequently, this study aims to find out students perception on the use of Whatsapp for learning English. This study attempts to answer the questions; 1). What is the students' perception on the use of Whatsapp in learning English at SMP Islam As-Shofa? 2). What are differences in perception between male and female students about the use of Whatsapp in learning English at SMP Islam As-Shofa?

REASERCH METHOD

This research was a descriptive quantitative research. According to Van Wyk (2004) quantitative research is particular in its studying and experimentation because it builds upon existing speculations. According to Van Wyk (2004) the descriptive research approach may be a fundamental investigate strategy that analyzes the circumstance, because it exists in its current state.

In this study, student perceptions were seen from the perspective of using Whatsapp to learn English. This study involved 130 9th grade students. The researcher choose to take random sampling. In here, the researcher needs two classes to be representative, as a try out class and sample class. There were 5 classes of the grade

ninth. In this study, the classes which are chosen as the try-out was class IX.1 which consisted of 28 students, and the sample was class IX.2 and IX.3 which consisted of 50 students. The data were analyzed using spss 24.

Data collection used perception questionnaire guided by Likert scale using categories of Strongly Agree, Disagree, Neutral, Agree, and Strongly Agree (Joshi et al., 2015). This study uses a questionnaire to collect perception data. Questionnaire items on students' perceptions of the use of Whatsapp for learning English are 20 statements. The student's response expected from the questionnaire is in the form of agree or disagree answer by giving a score statement as follows:

Likert-Scale Description	Likert-Scale
Strongly Disagree	1
Disagree	2
Neutral/Uncertain	3
Agree	4
Strongly Agree	5

(Nyutu et al., 2021)

The questionnaire consists of 20 questions about the students' perception on the use of Whatsapp for learning English. This subchapter describes the technique of collecting data from the questionnaire. Determine the size of the alternative presentation of respondents' answers by proposing the following formula:

$$P \frac{f}{n} \times 100$$

Description:
P = large percentage of alternative answers
F = alternative frequency of respondent's answers
N = number of research samples

Presenting data in table form
Provide explanations and draw conclusions
(Anas Sudjono, 2012)

RESULTS AND DISCUSSION
Results of First Research Question

The first research question of this study is: 'What is the students' perception on the use of Whatsapp in learning English at SMP Islam As-Shofa?' The results from the questionnaire were presented in the following table:

Table 1. The result students' positive perception on the use of Whatsapp for learning English

No	Positive Perception	F(%)				
		SA	A	N	D	SD
1.	WhatsApp helps me improve my writing skills in English	10(20%)	24(48%)	14(28%)	2(4%)	0(0%)
2.	WhatsApp helps me improve my writing concentration in English	9(18%)	17(34%)	20(40%)	4(8%)	0(0%)
3.	WhatsApp helps me improve my writing comprehension in English	6(12%)	24(48%)	17(34%)	3(6%)	0(0%)
4.	WhatsApp enhances my writing	9(18%)	22(44%)	19(38%)	0(0%)	0(0%)

No		SA	A	N	D	SD
	knowledge					
5.	WhatsApp provides a base to learn writing in English	3(6%)	18(36%)	21(42%)	8(16%)	0(0%)
6.	WhatsApp motivates me to write in English	9(18%)	17(34%)	18(36%)	6(12%)	0(0%)
7.	WhatsApp makes to writing more enjoy in English	7(14%)	19(38%)	20(40%)	3(6%)	1(2%)
8.	WhatsApp makes learning writing more interesting	9(18%)	17(34%)	18(36%)	6(12%)	0(0%)
9.	WhatsApp helps me develop a more positive attitude towards writing English as a second language	4(8%)	20(40%)	21(42%)	4(8%)	1(2%)
10.	WhatsApp makes writing English easier	4(8%)	22(44%)	19(38%)	3(6%)	2(4%)
	Total	70(140%)	200(400%)	187(374%)	39(78%)	4(8%)
	Avarage	7(14%)	20(40%)	18,7(37,4%)	3,9(7,8%)	0,4(0,8%)

Table 1 it can be explained that respondents' about Students' Positive Perceptions on the use of Whatsapp for Learning English at high level. The highest answer was agree and neutral, students responded agree with the percentage 40%, and with a percentage of 37,4% of students responded neutral.

Table 2. The result students' negative perception on the use of Whatsapp for learning English

No	Negative Perception	F(%)				
		SA	A	N	D	SD
1.	I think the use of WhatsApp is very difficult, mainly by smartphone	2(4%)	0(0%)	13(26%)	21(42%)	14(28%)
2.	I lack access to computers or any mobile devices at home, it is difficult for me to use Whastapp	1(2%)	3(6%)	5(10%)	21(42%)	20(40%)
3.	I think the use	1(2%)	5(10%)	9(18%)	23(46%)	12(24%)

of WhatsApp is very difficult due to low-speed internet connection					
4. I think the use of WhatsApp is very difficult because of low economy.	1(2%)	3(6%)	10(20%)	20(40%)	16(32%)
5. I get frustrated by using Whatsapp, because of the slow-speed internet on my mobile	3(6%)	6(12%)	13(26%)	21(42%)	7(14%)
6. I dislike using Whatsapp because the small-sized screen causes me difficulty in navigation and typing	2(4%)	2(4%)	9(18%)	22(44%)	15(30%)
7. WhatsApp don't increase my confidence to learn English	7(14%)	2(4%)	16(32%)	25(50%)	0(0%)
8. WhatsApp enhances my confidence to write an essay in English	7(14%)	2(4%)	18(36%)	24(48%)	0(0%)
9. Whatsapp does not improve my English skill.	6(12%)	2(4%)	17(34%)	24(48%)	1(2%)
10. WhatsApp don't helps me learn new mistakes in writing English	5(10%)	6(12%)	3(9%)	25(50%)	1(2%)
Total	35(70%)	31(62%)	113(226%)	226(452%)	86(172%)
Avarage	3,5 (7%)	3,1 (6,5%)	11,3 (22,6%)	22,6 (45,2%)	8,6 (17,2%)

Table 2 it can be explained that respondents' about students' negative perceptions on the use of Whatsapp for learning English at poor level. The highest answer was disagree and neutral, students responded disagree with the percentage 45,2%, and with a percentage of 22,6% of students responded neutral.

Results of Second Research Question

The second research question of this study is 'What are differences in perception between male and female students about the use of Whatsapp in learning English at SMP Islam As-Shofa?' The results from the questionnaire were presented in the following table:

Table 3. The result Male Positive Perception on the use of Whatsapp for learning English

No	Positive Perception	F(%)				
		SA	A	N	D	SD
1.	WhatsApp helps me improve my writing skills in English	2(4%)	17(34%)	3(9%)	1(2%)	0(0%)
2.	WhatsApp helps me improve my writing concentration in English	3(6%)	11(22%)	7(14%)	2(4%)	0(0%)
3.	WhatsApp helps me improve my writing comprehension in English	2(4%)	13(26%)	6(12%)	2(4%)	0(0%)
4.	WhatsApp enhances my writing knowledge	3(6%)	13(26%)	7(14%)	0(0%)	0(0%)
5.	WhatsApp provides a base to learn writing in English	1(2%)	10(20%)	11(22%)	1(2%)	0(0%)
6.	WhatsApp motivates me to write in English	3(6%)	8(16%)	11(22%)	1(2%)	0(0%)
7.	WhatsApp makes to writing more enjoy in English	3(6%)	11(22%)	8(16%)	1(2%)	0(0%)
8.	WhatsApp makes learning writing more interesting	3(6%)	11(22%)	6(12%)	3(6%)	0(0%)
9.	WhatsApp helps me develop a more positive attitude towards writing English as a second language	2(4%)	10(20%)	9(18%)	1(2%)	1(2%)
10.	WhatsApp makes writing English easier	1(2%)	12(24%)	9(18%)	0(0%)	1(2%)
Total		23(46%)	122(244%)	77(154%)	12(24%)	2(4%)
Avarage		2,3 (4,6%)	12,2 (24,4%)	7,7 (15,4%)	1,2 (2,4%)	0,2 (0,4%)

Table 3 it can be explained that respondents about students' positive perceptions on the use of Whatsapp for learning English at enough level. The highest answer was agree and neutral, students responded agree with the percentage 24,4%, and with the percentage of 15,4% of students responded neutral.

Table 4. The result Male Negative perception on the use of Whatsapp for learning English

No	Negative Perception	F(%)				
		SA	A	N	D	SD
1.	I think the use of WhatsApp is very difficult, mainly by smartphone	0(0%)	0(0%)	3(6%)	11(22%)	9(18%)
2.	I lack access to computers or any mobile devices at home, it is difficult for me to use Whastapp	0(0%)	1(2%)	0(0%)	10(20%)	12(24%)
3.	I think the use of WhatsApp is very difficult due to low-speed internet connection	0(0%)	0(0%)	3(6%)	12(24%)	7(14%)
4.	I think the use of WhatsApp is very difficult because of low economy.	0(0%)	1(2%)	1(2%)	12(24%)	9(18%)
5.	I get frustrated by using Whatsapp, because of the slow-speed internet on my mobile	0(0%)	4(8%)	2(4%)	11(22%)	6(12%)
6.	I dislike using Whatsapp because the small-sized screen causes me difficulty in navigation and typing	0(0%)	1(2%)	2(4%)	13(26%)	7(14%)
7.	WhatsApp don't increase my confidence to learn English	2(4%)	0(0%)	9(18%)	12(26%)	0(0%)
8.	WhatsApp enhances my confidence to write an essay in English	2(4%)	1(2%)	7(14%)	13(26%)	0(0%)
9.	Whatsapp does not improve my English skill.	2(4%)	0(0%)	8(16%)	12(24%)	1(2%)

10. WhatsApp don't helps me learn new mistakes in writing English	1(2%)	2(4%)	7(14%)	13(26%)	0(0%)
Total		7(14%)	10(20%)	42(84%)	119(238%) 51(102%)
Avarage		0,7 (1,4%)	1 (2%)	4,2 (8,4%)	11,9 5,1 (23,8%) (10,2%)

Table 4 showed of respondents male negative perception on the use of Whatsapp for Learning English at enough level, the highest answer was disagree and strongly disagree, students responded disagree with the percentage 23,8%, and with the percentage of 10,2% of students responded strongly disagree.

Table 5. The result Female Positive Perception on the use of Whatsapp for learning English

No Positive Perception		F(%)			
	SA	A	N	D	SD
1. WhatsApp helps me improve my writing skills in English	7(14%)	8(18%)	11(22%)	1(2%)	0(0%)
2. WhatsApp helps me improve my writing concen-tration in English	6(12%)	7(14%)	2(4%)	2(4%)	0(0%)
3. WhatsApp helps me improve my writing compre-hension in English	4(8%)	10(20%)	11(22%)	2(4%)	0(0%)
4. WhatsApp enhan-ces my writing knowledge	7(14%)	7(14%)	13(26%)	0(0%)	0(0%)
5. WhatsApp provides a base to learn writing in English	2(2%)	7(14%)	10(20%)	8(18%)	0(0%)
6. WhatsApp motivates me to write in English	4(8%)	11(22%)	9(18%)	4(8%)	0(0%)
7. WhatsApp makes to writing more enjoy in English	4(8%)	9(18%)	12(24%)	2(4%)	0(0%)
8. WhatsApp makes learning writing more interesting	6(12%)	7(14%)	12(24%)	2(4%)	0(0%)
9. WhatsApp helps me develop a more positive attitude towards writing English as a second	2(4%)	9(18%)	13(26%)	3(6%)	0(0%)

language					
10. WhatsApp makes writing English easier	3(6%)	10(20%)	12(24%)	2(4%)	0(0%)
Total		45(90%)	85(170%)	105(210%)	26(52%) 0(0%)
Avarage		4,5 (9%)	8,5 (17%)	10,5 (21%)	2,6 (5,2%) 0 (0%)

Table 5 showed of respondents about female positive perception on the use of Whatsapp for Learning English at enough level, the highest answer was neutral and strongly agree, students responded neutral with the percentage 21%, and with the percentage of 17% of students responded strongly agree.

Table 6. The result Female Negative Perception on the use of Whatsapp for learning English

No	Negative Perception	F(%)				
		SA	A	N	D	SD
1.	I think the use of WhatsApp is very difficult, mainly by smartphone	2(4%)	1(2%)	7(14%)	11(22%)	6(12%)
2.	I lack access to computers or any mobile devices at home, it is difficult for me to use Whastapp	1(2%)	2(3%)	3(6%)	12(24%)	9(18%)
3.	I think the use of WhatsApp is very difficult due to low-speed internet connection	2(4%)	3(6%)	6(12%)	10(20%)	6(12%)
4.	I think the use of WhatsApp is very difficult because of low economy.	1(2%)	2(4%)	9(18%)	8(16%)	7(14%)
5.	I get frustrated by using Whatsapp, because of the slow-speed internet on my mobile	2(4%)	2(4%)	9(18%)	11(22%)	3(6%)
6.	I dislike using Whatsapp because the small-sized screen causes me	2(4%)	1(2%)	7(14%)	9(18%)	8(16%)

difficulty in navigation and typing					
7. WhatsApp don't increase my confidence to learn English	3(6%)	3(6%)	9(18%)	13(26%)	0(0%)
8. WhatsApp enhances my confidence to write an essay in English	5(10%)	2(4%)	9(18%)	11(22%)	0(0%)
9. Whatsapp does not improve my English skill.	3(6%)	2(4%)	10(20%)	13(26%)	0(0%)
10. WhatsApp don't helps me learn new mistakes in writing English	7(14%)	3(6%)	7(14%)	14(28%)	0(0%)
Total	28(42%)	21(42%)	76(152%)	112(224%)	39(78%)
Avarage	2,8 (4,2%)	2,1 (4,2%)	7,6 (15,2%)	11,2 (22,4%)	3,9 (7,8%)

Table 6 showed of respondents about female negative perception on the use of Whatsapp for Learning English at enough level, the highest answer was disagree and neutral, students responded disagree with the percentage 22,4%, and with the percentage of 15,2% of students responded neutral.

DISCUSSION

Based on 20 statements in the questionnaire, the findings show that students' perceptions of Whatsapp are at a high level. Students' perceptions about the use of WhatsApp for learning English have a positive perception with an average of 40% of students answering agree, for the difference in perceptions of male and female students about using Whatsapp is at a sufficient level for male students with a percentage of 24.4% answering agree and at a sufficient level for female students with a percentage of 22.4%. This means that the use of WhatsApp can be applied in schools but is not stuck with just one application. students have a greater percentage of choosing neutral compared to students because of the situation they face when using Whatsapp. The difference in the answers between male and female students is that male students agree that using Whatsapp can improve their ability, understanding, knowledge in English, and female students are still confused by using WhatsApp to improve their ability, understanding, knowledge in English so they choose neutral. For example, they decided to learn English more effectively in face-to-face meetings than using Whatsapp. Another example is the use of WhatsApp, students need a stable internet connection to help their learning process, and if the internet connection is not stable it will be quite difficult to access.

The results of this research in part the Ease of access to Whatsapp most of the students agree that Whatsapp contributes to their learning english process. Students agree that Whatsapp provides quick and easy access to material from Whatsapp. So, from the statement, it can be seen that Whatsapp is a good platform, students can use their smartphone or laptop with internet connection to connect to Whatsapp. The students agree that using Whatsapp made it easier for them and the students agreed that using WhatsApp on a computer was very easy just by scanning the barcode, they also agree that WhatsApp was easy to get and did not burden students in using WhatsApp via Smartphone.

These statements correspond to the previous findings by Susanti & Tarmuji (2016) the flexible and inexpensive use of Whatsapp can offer assistance for students in learning to learning English. According to Cetinkaya, (2017) The factor which is reacted positively to by students is the pictures utilized to support data texts and the foremost critical factor that students refer to as negative in connection to sending of data messages through the WhatsApp application is the timing of the messages, though in constrained numbers, a few explanations of the students, especially about the less than ideal messages that will cause distraction, appears that special care must be taken within the timing of the messages. So, they can access their learning materials,and they also can send and receive assignments using their smartphones anytime. Lecturers can send materials and assignments on Whatsapp and students can access, download and save them. Students can also understand and have more time to evaluate the material at home. Based on the results of the data on the perceived benefits of Whatsapp, the students were agree that Whatsapp was very affordable and easy to use during online learning.

Furthermore, students are more enthusiastic in learning English face to face in the class than in Whatsapp. Besides that, most of them committed that they feel comfortable collecting or downloading their materials and assignments using Whatsapp because it prevents the loss of the tasks themselves. They are also satisfied with the benefits of Whatsapp because Whatsapp is easy to use, then Whatsapp views are apparent and easy to understand, and Whatsapp are free for charge, paperless and flexible.

CONCLUSIONS AND RECOMMENDATION

The conclusion of this research was based on the research findings and discussion on students' perceptions on the use of Whatsapp for learning English. The results showed that students' perceptions of using Whatsapp for learning English were positive. The results showed that ten positive statements were at a high level, and ten negative statements were at a low level.

It means that Whatsapp gives many benefits and gives a positive effect for the students in learning English. Some features on Whatsapp help students in their learning English process. They can share their assignments with the teacher, and they also can easily access materials anywhere and anytime through Whatsapp.

Based on the conclusion above, the researcher gives several recommendations to students and researchers to pay attention to the following things:

1. Students in this study have high perceptions of the use of Whatsapp for learning English. Some students agree that Whatsapp benefits and gives a positive mark in their learning, but some students still need face-to-face learning. So, the use of Whatsapp depends on students' situation. The lecturer may combine Whatsapp with other media such as youtube, quizzis, and others to help students in the learning English process.
2. As this present study only focuses on the grade ninth SMP Islam As-Shofa population, hopefully, the following study can continue this research on the Junior High School and Senior High School. Thus, it can get more varied data. Besides that, It is suggested to the next researcher to find out how is the teacher's perception of the use of Whatsapp, this research can be a reference for another researcher in an effort to achieve common goals and improve the shortcomings of this research.

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