WHATSAPP AS MEDIA IN TEACHING AND LEARNING ENGLISH: PERCEPTIONS AND CHALLENGES IN VOCATIONAL HIGH SCHOOL

Lilik Nur Hayati, Rini Lindawati, Nurhayati Ganinda

Faculty of Teacher Training and Education, Majapahit Islamic University

Mojokerto, Indonesia

nlilik928@gmail.com

ABSTRACT

This research aims to (1) find out the teachers' perceptions of using WhatsApp as media in teaching english, (2) know the students perceptions of using WhatsApp as media in learning english and (3) describe the teachers' perceptions of using WhatsApp as media in teaching english. The researchers conducted a Mixed method research. The subject of this research were one of the english teacher and Students in X-JB's class of SMK Pgri Sooko Mojokerto. The data were collected through Interview and Questionnaire. The results showed that the teacher and students had positive perceptions of using WhatsApp as media in teaching and learning English. Moreover, students experience more active improvement in class discussions and more enthusiastic, but from this good change, there are challenges faced by the teacher. Teacher must be brave against these challenges because we are teachers, whatever challenges we have to face in order for learning to be successful.

Keywords: *WhatsApp, Teaching and Learning English, Perceptions, Challenges*

INTRODUCTION

At the end of 2019, the world was shocked by an outbreak of a disease caused by a virus called corona or better known as Covid-19 (Corona Virus Diseases-19). The number of cases continues to grow over time. In addition there were cases of 15 medics infected by one patient. According to Relman (2020) cited in Yuliana (2020) Finally it is confirmed that the transmission of this virus is from human to human. The outbreaks of this virus spread very quickly to various countries in the world. So that's why the WHO (World Health Organization) declared the outbreak of the spread of Covid-19 as a world pandemic today. As a result of this Covid-19 pandemic, it leads to the implementation of various policies to break the distribution of Covid-19 in Indonesia. One of them is physical distancing which is a rule to keep a safe distance between people, avoiding

crowds and avoiding close associations with many people. The government implemented a policy that is Work From Home (WFH). This policy is an effort applied to the community by working work from home. Education in Indonesia has become one of the areas affected by the Covid-19 pandemic. Hence, the government implemented a policy called Study From Home (SFH). Therefore, students and teachers must be *working* and *studying from home* due to this pandemic.

By *working* and *studying from home*, students and teachers must master technology to support online learning. The WFH and SFH program can force and accelerate them to master digital learning technology as a necessity for them. The demands of the needs make them able to know online learning media that can support as a substitute for direct classroom learning, without reducing the quality of learning materials and achievement targets in learning. Various online learning media were tried and used, one of them is WhatsApp.

Almost all people in every age are using WhatsApp. WhatsApp acts as a platform of sending and receiving messages to and from individuals or groups in a form of text messages, images, audio, video files as well as web addresses, (Linda & Ri'aeni, 2018). In educational context, whatsApp can also be used by teachers to give feedback to the students' assignment. Therefore, using teaching media such as WhatsApp is one effective way to send and receive messages containing online assignments then the teacher will give a comment or feedback on their assignments.

There are many positive outcomes when students using WhatsApp. As stated by Mhandeni & Mwakapina (2016) students are always worried about making mistakes as they learn, but WhatsApp makes them feel relaxed among friends. In this case, they are likely to participate and learn more; especially it does not need face to face interactions. Firstly, by using WhatsApp, students become more active in teaching-learning activities and help students in learning the language better. Secondly, students more motivated when they can discuss their assignments without being noticed by other friends. Thirdly, when the teacher and students implement WhatsApp, the teacher will respond to their assignments by giving them feedback or comment. Furthermore, according to Chipunza & Rambe (2013), WhatsApp has turned into a shared platform that promotes accessibility, motivates cooperation, and strong motivation to take a lively component in academic

assignments. In brief, using Whatsapp can help students to consult privately and in detail with their teacher through feedback, and then the students will be revising their assignment and submitting it through WhatsApp without feeling confused.

Using WhatsApp as teaching media can help both teachers and students in the English teaching and learning process. According to Susanti & Tarmuji (2016), WhatsApp has flexibility and useful features to text, to call, and to send video, audio, links, location, document, pictures. Hence, these features make WhatsApp the best mobile application to support teaching and learning of English languages using mobile phones. Student in X-JB's class at PGRI Sooko Mojokerto using WhatsApp as a media, especially in learning English. Accordingly, WhatsApp is the best mobile application that can support English teaching & learning process because of its good features.

Teaching English plays an important role in position and success as a foreign language. The success of teaching and learning English is influenced by the students' perceptions. If the teachers know the students' perceptions of the process of teaching and learning English, they can decide the appropriate teaching media. The students will be able to learn the materials if they understand their perceptions. By understanding their perceptions, they will know what they need and what teaching media which is useful for them. If the students have good perceptions of teaching and learning English using WhatsApp when *studying from home*, it can lead the teachers and students to achieve a good result of the English teaching and learning process. If the students have negative perceptions the teacher should change or modify the teaching media to get the students' attention and interests. Thus, good or bad perceptions can be identified by knowing students' and teachers' perceptions of the teaching media.

As it is already explained before, students' and teachers' perceptions influence the teaching and learning of English. Teachers need to know students' perceptions of whether they have good opinions on the use of WhatsApp or not. It is also important to support their English learning, whether it is helpful or not for the students and teachers. However, the success of teaching and learning English is not easily obtained. Many challenges and obstacles are passed by teachers and students to make learning successful. In this case, the researchers is interested in identifying teachers' challenges using WhatsApp as media in teaching and

learning English when *studying from home*. Based on the explanation above, the researchers is interested to identify students' and teachers' perceptions and also teachers' challenges of using WhatsApp as media in teaching and learning English when *studying from home*.

There are some previous research that conducted by the researchers related to this research. The research conducted by Ma'ruf et al (2019) entitled *English Students' Perceptions of Using WhatsApp in Paragraph Writing Class.* The purpose was to investigate English students' perceptions of using WhatsApp in paragraph writing class. The result showed that all of the participants agreed that WhatsApp can be implemented to support their learning activities in language learning, especially in paragraph writing class.

Another research is conducted by Mwakapina (2016) entitled *WhatsApp Mobile Tool in Second Language Learning: Opportunities, Potentials and Challenges in Higher Education Settings in Tanzania.* The purpose was to investigate the opportunities, potentials provided by WSNT and its challenges when is used to supplement L2 classroom interaction in universities. The result of data analysis showed that WSNT plays a great role to the largest

extent in helping students learn English interactively and collaboratively.

The third previous research entitled *Students' Perception of Using WhatsApp in Blended Learning on Reading Comprehension* by Astarilla (2018). The researcher said that her purpose was to investigate students' perception of using WhatsApp in blended learning on reading comprehension. The result of data analysis showed that the positive aspects of using WhatsApp in blended learning on reading comprehension gave more benefits to the students' learning activities and their performances.

The fourth previous research entitled *Students' Perception On the Use of WhatsApp as a Learning Tool in ESL Classroom* by Mistar and Embi (2016). The purpose was to examine the use of WhatsApp as a learning tool and students' perception on the use of WhatsApp. The result of data analysis showed that WhatsApp is significant as a useful tool in language learning among the students and it increases students' engagement in learning through WhatsApp discussion.

The fifth previous research entitled *Students' Perception of WhatsApp as an Effective Medium for Enhancing Listening Skill in Foreign Language Learning* by Ghee et al (2019).

The researchers said that their purpose was to investigate whether university students learning Mandarin as a foreign language consider WhatsApp as a useful medium that enhances and/or improves their listening skill. the result of data analysis showed that most of the students (73,7%) liked to use WhatsApp for listening practice, and 71% of the students listened to all the podcasts released by their lecturer. They reported that WhatsApp was a suitable, effective, fast and easy to use medium to deliver the podcasts to them.

The last previous research entitled *The Impact of Mobile Language Learning (WhatsApp) on EFL Context: Outcomes and Perceptions* by Alghamdy (2019). The purpose was to identify the manner in which mobile phones enhance and provide more interactive lessons, while increasing the outcomes of EFL students in English. The result of data analysis showed that most EFL learners highlighted that using mobile language learning method (WhatsApp) enabled them to increase their social skills, confidence, while helping them to create positive relationships with their colleagues and the teacher.

From those researchers above, the similarity is that the present and the previous research use WhatsApp as media. And the difference is the subject of the research in the present research used the teacher and student.

RESEARCH METHODOLOGY

In this research, the researchers used Mixed method research. Mixed methods is research in which the investigator collects and analyses data, integrates the findings and draws inferences using both qualitative and quantitative methods in a single study (Creswell & Tashakkori, 2007). Therefore, the researchers used Mixed method research because the researchers want to gain a more complete understanding of research problems. The subject in this research is one of the English teacher and Student in X-JB's class at Vocational High School of PGRI Sooko Mojokerto who have ever used WhatsApp as media in teaching and learning english when *studying from home.* To collect the data, the researchers used instrument. The instruments of this research were Interview and Questionnaire. In qualitative data, the researchers used Interview to get the data how is the teachers' perceptions and teachers' challenges of using WhatsApp as media in teaching English while in quantitative data, the researchers used close-ended questionnaire to get the data how is the students' perception of using WhatsApp as media in learning English.

Qualitative Data

In qualitative data, the researchers used Interview to get the data how is the teachers' perceptions and teachers' challenges of using WhatsApp as media in teaching english when *working from home*.

In this research, the researchers used semi-structured interview considering interview guide as instrument. This type requires the researcher to design or arrange guideline from the topic (Moleong, 2005). This guideline acts as a main focus of interview. This interview used open ended questions which are to give free thought, suggestions, recall information learnt, or detailed answers from the respondent (Leo, 2002). This interview was given to english teacher. There were 15 basic questions to collect data about teachers' perceptions and teachers' challenges of using WhatsApp as media in teaching English.

Quantitative Data

In quantitative data, the researchers used Questionnaire to get the data how is the students' perceptions of using WhatsApp as media in learning english when studying from home.

It is written of questions to be answered by a number of people. In this research, questionnaire is used to collect data about students' perception on using WhatsApp as media in learning English. This questionnaire was given to X-JB's class at PGRI Sooko Mojokerto who have ever used WhatsApp as media in learning English when *studying from home*. Each students get 10 statements of questionnaire to obtain the data about students' perceptions of using WhatsApp as media in learning English when *studying from home*.

A valid instrument must have high validity, it means that an instrument which lacks validity is said to be invalid instrument (Arikunto, 2002). The method was used in measuring the validation of this instrument is Face validity. According to Taherdoost (2016) face validity is a subjective judgment on the operationalization of a construct. Face validity is the degree to which a measure appears to be related to a specific construct, in the judgment of non-experts such as test takers and representatives of the legal system. In other words, face validity refers to researchers' subjective assessments of the presentation and relevance of the measuring instrument as to whether the items in the instrument appear to be relevant and clear.

Data is called a valid one when it can measure something which is wanted by uncovering the variable studied exactly (Arikunto, 2002). The method

was used in measuring the validation of this data is Triangulation. Triangulation may be defined as the use of two or more methods of data collection the study of some aspects of human behavior (Cohen, 2000). The purpose of triangulation is to increase the credibility and validity of the findings. In this research, the researchers collects the data using interview and questionnaire to know the students' and teachers' perceptions and teachers' challenges of using WhatsApp as media in teaching and learning English. Therefore, the researchers used Methodological triangulation. Methodological triangulation is a process in which various methods such as observation, interview etc (Denzin, 1978).

Data analysis is used by researcher to analyze the collected data. Bogdan et al (1982) in Sugiyono (2009) explains that data analysis is the process of systemically searching and arranging the interview transcripts, field notes and other material that accumulate to increase the readers' understanding of them and allows the researchers to present the data.

Quantitative Data

The first step to process the data was the researchers read all of the answers in the questonnaires, then the researcher made the classification of the same answer for each statement. After all of the answers were classified, the answer were calculated into the percentage. Then, the results were put on the table and the results were dicussed based on the categories in the questionnaire blueprint.

Students who had positive perceptions on using WhatsApp as media in learning English when studying from home tended to choose "Agree" and "Strongly agree". It means that using WhatsApp as media helped them in learning English when studying from home. For those students who had no idea about the statements tended to choose "Neutral". On the contrary, students who had negative perception tended to choose "Disagree" or "Strongly disagree". The researchers counted the total of the agreements. Then, the total of the agreements was divided with the total of the participants and times with 100%. This is the formula based on Riski (2016) on her research:

$$\sum = \frac{\sum x}{\sum n} \ x \ 100\%$$

Note:

Σ = Final total amount

$\sum x$ = Total respondents who choose the same degree of agreement

$\sum x$ = Total all of the respondents

Qualitative Data

In analyzing the data interview, the researchers employed the method as suggested by Miles and Huberman (1994) covering data reduction, data

display and conclusion drawing. It can be explained as follows:

1. Data Reduction

The researchers reduce original data by choosing the important point, focusing on particular part of topic.

2. Data Display

Data display can be called as stage which provides qualitative data in short explanation, chart, flowchart and many other kinds.

3. Conclusion

The last step in analyzing the data is conclusion drawing. The collected data is categorized, found pattern and finally concluded by the researchers. Finally, in this step the researchers got the result and conclusion of the research.

RESULTS

Findings

1. Students' Perceptions of Using WhatsApp as Media in Learning English

a. Benefits of WhatsApp

The finding showed that WhatsApp as media in learning English give beneficial for them. More than half of the students strongly agreed that WhatsApp as media in learning english helps the students in completing many tasks.

b. Effects of WhatsApp

Using WhatsApp as media in learning english makes them feel more active in class discussions. They felt more active in class discussions than when learning face to face. They are trying to be more active in class discussions, otherwise they will not understand the material.

c. Students' Experiences

The average students feel have a pleasant experience when learning english using WhatsApp as media. Students also do not have any problems in the internet when they want to submit the assignments through WhatsApp.

2. Teachers' Perceptions of Using WhatsApp as Media in Teaching English

a. Benefits of WhatsApp

WhatsApp is also simple not complicated, so he uses it for teaching. The teacher don't need to use any kind of technology. Students can also access it easily.

The principle is that we must prepare the material, examples, exercises, and the instructions must also be clear. they become more enthusiastic in learning when

studying from home using WhatsApp as Media.

b. Effects of WhatsApp

There was change of the students, for example they become more enthusiastic in learning when studying from home using WhatsApp as Media.

c. Teachers' Experiences

Using WhatsApp as Media in Teaching English is efficient, but indeed every time using any application everything must be an obstacle. Then actually WhatsApp is a simple technology, because nowadays children have mastered very well about social media. So that the use of WhatsApp media for them is already familiar

3. Teachers Challenges of Using WhatsApp as Media in Teaching English

a. Giving Feedback

When giving feedback to students, it must be more detailed. It means one by one, because assignments are sent individually via WhatsApp

b. Time Management

The challenge is when they are collecting assignments, it's late at night, the teacher feel disturbed about it. Because it's not working hours

c. Different Capability

The ability of each student in catching message is different. Some students will be understand when the teacher explained well, but some of them need more times to understand.

d. Teachers' Experiences

The obstacle is that there are children who do not have cellphones.

Discussion

1. Students' Perceptions of Using WhatsApp as Media in Learning English

The students agreed that using WhatsApp as media in learning English give beneficial when *studying from home* in a pandemic like this. WhatsApp is easily accessible for them in learning English when studying from home. It can helps the students in completing many tasks while *studying from home* more easily.

The students feel using WhatsApp as media in learning English can give positive effects. The students feel more active in class discussions. They also feel their ability to think critically & logically increases. Mona (2017) in her research found that during using WhatsApp as a teaching tool, there

was a clear development in the performance of the students. Students have shown very good communication skills especially when they helped each other whenever the teacher was out of net access.

Using WhatsApp as media is a pleasant learning experience for them. Based on Mistar & Amin Embi (2016) who indicated that WhatsApp provides various functions, for instance text messages, audio files, attached images, and links to any websites and video files, which can be shared. It gives benefits and makes a pleasant learning experience for the students when *studying from home.* Some of students have any problems on the internet when they want to submit the assignments through WhatsApp. It gets positive perception which there were 15 students (43%) who chose Strongly Agree. It can be concluded that many students did not have any problems in the internet when they wanted to submit the assignments through WhatsApp. They have a good signal in their home area.

It can be concluded that the students have positive perceptions of using WhatsApp as media in learning English.

2. Teachers' Perceptions of Using WhatsApp as Media in Teaching English

The teacher stated that using WhatsApp as media in teaching English is efficient, because students can easily access unnecessary kinds of technology, but indeed every time using any application, there must be obstacles. When teaching learning process, there is miscommunication, but the ability of every students is different. Some once explained immediately understood, some need many time.

When working from home, the teacher uses WhatsApp as Media in Teaching English because WhatsApp is simple, there is no need to use any kind of technology. Students can also access easily. As stated by Mohammed Alhabbash (2012) in his study that he decided to use WhatsApp as a teaching tool Because it was the most common application used between the students, did not need to have a computer, attainable and did not cost much. He reported that this tool is interesting and more exciting for students. The teacher also stated that the student were already proficient in IT. The use of social media is already proficient. So children have mastered it well about social media, So that the

use of WhatsApp as media for them is already familiar

The teacher also stated that the students experienced a change. The student becomes more enthusiastic in learning when studying from home using WhatsApp as Media. It can be concluded that when studying from home students are more enthusiastic in completing assignments so that assignments do not pile up and finish quickly, but from that, the teacher feels a little discomfort when using WhatsApp as media in Teaching English. Students collect assignments when it is not working hours and the teacher feels disturbed. In addition the teacher limit the time duration to submit the assignment. Not immediately today must be collected.

3. **Teachers' Challenges of Using WhatsApp as Media in Teaching English**

The challenge faced by the teacher in giving feedback when using WhatsApp as Media in Teaching English when *working from home* is it must be more detailed. It means one by one, because the assignments are sent individually via WhatsApp, but in reality the teacher gave the assignments through group subjects. For example X-JB created an English Subject group. So the participants of the group are students X- JB and the teacher, not with the other teachers. So the function of the group is that it only gives information, but they must submit the assignments via personal chat. It means that the group discussion on WhatsApp is not used properly.

Additionally, the challenge faced by the teacher is in time management when using WhatsApp as Media in Teaching English when working from home. It is because the students are often collect the assignments in outside working hours.

The next challenge faced by the teacher is in giving material when using WhatsApp as Media in Teaching English when working from home. It is the ability of each student in catching message is different. So that make misunderstanding between the teacher and the students.

Inhibiting factors faced by the teacher is when using WhatsApp as Media in Teaching English, the teacher stated that there are obstacles, such as financial factor. It is like there are children who do not have cellphones. In X-JB there are some students who don't have cellphones. Maybe around 4 students. The teacher can't provide a solution.

It is contrast with supporting factors when using WhatsApp as Media in Teaching English. The teacher stated that the supporting factor is that students have mastered well about social media so teacher don't need to explain about the media.

But in reality the students also complain about not having an internet package. So teacher gave reinforcement in a good way too because what they complained of included financial problems and teacher could not help too.

To overcome the challenges above, the teacher mentioned firstly, in giving feedback, the way to overcome it is that the teacher have to do it, indeed it is our duty. If we don't do it in the sense of giving detailed feedback then students will not understand it forever. Secondly, for limit the time duration to submit the assignments, the teacher can gave a few days of duration to collect the assignment. Not immediately today must be collected. When collect the assignment, the teacher explain that the maximum time when they must collect it. With the hope that they will not collect it at night so it's not disturb teachers' privacy. Thirdly, the teacher should try to give the material and instruction more clearly. With the hope that the students will understand the material more easily and quickly.

Conclusion

The result showed that the students had positive perceptions of using WhatsApp in learning English. It is intended that using WhatsApp as media in learning English were considered as useful and meaningful. Students also experience more active improvement in class discussions and more enthusiastic.

The teacher also had positive perceptions of using Whatspp in teaching English. The teacher feels happy when using WhatsApp as media in teaching English because WhatsApp is simple application. In addition, it enables the teacher to give explanation without any effort, because he just need to deliver the material through WhatsApp.

The teachers' challenges when using WhatsApp as media in teaching English are giving feedback, time management, different capability. the teacher stated that the challenge was definitely there, but from these challenges made him learn to be a professional teacher.

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