

A STUDY ON THE STUDENTS' PERCEPTION OF UTILIZING WHATSAPP AS A TOOL OF TEACHING LISTENING TO ASSIST DISTANCE LANGUAGE LEARNING

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Abstract

Listening is one of the skills in English which should be mastered well by the person who learns it. As the foreign language, it is not easy for the Indonesian students to master this skill. Moreover during the lockdown period of Covid-19 epoch when the students have distance language learning as the government policy, the process of teaching and learning especially teaching listening becomes more difficult. The use of tool is so important to support the process of teaching and learning in this situation. WhatsApp is chosen as the tool in the process of teaching and learning. This study aims to explore the English undergraduate students' perception of the utilizing WhatsApp as a tool of teaching listening to assist distance language learning. The data were analyzed using questionnaire and interview. After analyzing the data, the research findings show that students have positive perception towards the use of WhatsApp for learning listening. It is an easy, fun, pleasant and good tool to use in the teaching learning process. It makes the students enthusiasm to learn and can help them to get the listening audio material which they must listen easily.

Keywords: *WhatsApp, Perception, Listening, English*

INTRODUCTION

Listening is one of the skills in English language which should be mastered well by the person who learn it. As the foreign language, it is not easy for the Indonesian students to master this skill. Moreover during the lockdown period of Covid-19 epoch when the students have distance language learning as the government policy, the process of teaching and learning listening becomes more difficult. The use of tool is so important to support the process of teaching and learning in this situation. WhatsApp is chosen as the tool in the process of teaching and learning.

The use of WhatsApp has increased sharply (Tavangarian, Leypold, Nölting, Röser, & Voigt, 2004). WhatsApp is an Instant Messenger technology such as SMS with internet data assistance with more attractive supporting features (Kongchan, 2008) (Kurniawati, Maolida, & Anjaniputra, 2018). The WhatsApp application is potential to be used as a learning tool. The use of the WhatsApp application has occurred in schools and colleges. The survey shows that 90% of students, students and lecturers use the WhatsApp application in their daily life, as well as in learning activities. WhatsApp has various features that can be used to communicate with the help of internet services. The features contained in WhatsApp are gallery for adding photos, contacts for inserting contacts, camera for taking pictures, audio for sending voice messages, maps for sending various map coordinates, even document to insert files in the form of documents. All these files can be instantly sent via the free application. These various features certainly make it easier to learn to communicate through online media. Group WhatsApp is a discussion group service that can accommodate up to 256 participants, a very large number and can be collected in just one application. Its members can share discussions and information online through this virtual space. Development of learning resources and media is one of the courses that can be applied through online learning through the use of WhatsApp.

Teaching is really hard work since it requires many skills, thinking, and decision making. It is like a work of art, not a job which anybody can do. Teachers should bear in mind that learning is not a product or outcome. In fact, it is an active process, which involves evaluating the learning

experiences, receiving and constructing knowledge. It is the learners' responsibility to learn. They may choose to learn about what, when, and why they learn. Bulut and Durak (2002: 2-3) stated that the learners be encouraged to express their perception overtly, both for themselves and their teachers. Doing so would allow learners to consider why they are participating in certain activities, how these activities help them learn English, and what use they can make of them both for academic purposes and outside of the classroom.

As teachers, we should accept the fact that without learners' participants in teaching and learning activities, there will not be effective and enjoyable teaching. That is very main reason for taking the perception for the learners in the classes into consideration. Students' point of view becomes matters because of its effect on learning. It also forms a major part of his or her learning life, becoming part of the lessons he or she is inspected to learn (Brookhart, 2003). Thus, students' perception plays as a very important role to support the learning process in classrooms activities. Sekuler, R dan Blake, R. (1990) said that Perception is what person (student) feel about particular thing both conscious and unconscious, whether visual or auditory and thought that are caused by process going on the brain. In other words, perception is people's opinion about something that they are thought is true. It means that perception refers to someone sense or view toward a certain object.

Since learning is a change in an individual caused by experience, it is necessary to know students' perception. Perception is closely related to attitudes, so when we talk about perception, we explained ones attitudes or behavior. Attitudes itself is combination of personality, believes, values, behaviors, and motivations. Many researches towards WhatsApp benefits in improving language learners' skills had been conducted, but just a few researches about students' perception towards WhatsApp itself. As researcher believes that positive perception plays an important role towards students' successful in learning English, as positive perceptions will motivate and encourage students to actively engage in the activity again and again. That is why this research needs to be conducted as the result will fill the gaps on similar research findings. The researcher in conducting this research applied descriptive qualitative study to investigate students perception. The researcher hopes to get in-depth understanding of students' perceptions towards the use of WhatsApp for learning listening.

METHOD

This is descriptive qualitative study. The informants are the students from third semester of the listening class. There were 30 students in the class. In order to obtain in depth data of students' perceptions towards the use of WhatsApp for learning listening, data collection was conducted in two stages, namely: questionnaires, and interview. Researcher in conducting questionnaires used closed-ended questionnaires, with yes / no answers. While to obtain a long and detailed answer, researcher used qualitative interview. Researcher paid attention to some aspects which can be seen in the questionnaire where participant can address their perceptions towards the use of WhatsApp for learning English. Questionnaire was given through Google form.

In this research the data analysis used: (1) Data Reduction: According to Iskandar (2009: 140) data reduction is the process of collecting research data. Sugiyono (2009: 338) mentioned the data obtained from the field is quite a lot: it should be noted for accurately and detailed. The researcher summarized data, chose things that are basic, focused on things that are important, searched themes and patterns and discarded the unnecessary. (2) Data Display: According to miles and Huberman (1984) the most frequent from of display data for qualitative research data in the past has been narrative text. According to Sugiyono (2014: 249), the further point out the in the

qualitative research, the presentation of data can be done in the form of brief descriptions, charts, flow carts connections between categories and like. The researcher concluded that to display data, explicitly provided all the record-keeping during the interviews in the order to draw the first approach of analyzing data. (3) Conclusion Drawing/ Verification: According to Iskandar (2009: 142) conclusion is further analysis of the data reduction, and display data so that data can be inferred. Thus, conclusions in qualitative research might to able to answer the formulation of the problem is formulated from the beginning. But maybe not because the formulation of the problem in qualitative research is temporary. (4). Instrumentation: According to Gulo (2000) research instrument are written guidelines about interview, or observation, or lists of questions, which are prepared to obtain information. To know students' perception toward the use of WhatsApp application in teaching listening, the researcher gave instruments in the form of questionnaire and interviews as a tool to collect data from information sources (informant).

DISCUSSION

The Students' Perception of Utilizing WhatsApp as a Tool of Teaching Listening to Assist Distance Language Learning

This research aims to find the students' perception of utilizing WhatsApp as a tool of teaching listening to assist distance language learning. Based on the result of questionnaire sheet, it can be seen that almost students have positive perceptions of using WhatsApp in learning listening during the distance learning.

Table 1. Data Analysis of Questionnaire (Adopted from Louis Cohen:2007)

No	Questions	Answer		Percentage (%)	
		Yes	No	Yes	No
1.	Does WhatsApp make you easy to learn in listening class?	29	1	96,7	3,3
2.	Does WhatsApp make you enthusiastic to learn in listening class?	25	5	83,3	16,7
3.	Is WhatsApp a pleasant tool in learning listening?	20	10	66,7	33,3
4.	Are you getting bored in learning process?	12	18	40	60
5.	Do you like to participate in learning listening using WhatsApp?	24	6	80	20
6.	Is WhatsApp a good tool in teaching learning process?	22	8	73,3	26,7
7.	Does WhatsApp make good interaction between the students and lecturer?	20	10	66,7	33,3
8.	Does WhatsApp help you to listen the audio material?	28	2	93,3	6,7
9.	Does WhatsApp give an opportunity to study in a group or pairs?	17	13	56,7	43,3
10.	Does WhatsApp help you to improve Learning Achievement?	16	14	53,3	46,7

Based on the questionnaires answered by 30 students, it can be found that 29 students or 96,7% of the students answered that WhatsApp is an easy tool to use in listening class. Only 1 student or 3,3% of the students answered that it is difficult to use in listening class. Based on the deeper interview with the students, they said that most of them have this application and have used it long time before the pandemic of COVID-19, so most of them have been familiar with this application. They also used to use it for chatting with their friends outside the lecturing. So, they think that it is an easy tool to use.

25 students or 83,3% of the students answered that they feel enthusiastic to learn listening by using this application. Only 5 students or 16,7% of the students answered that they do not feel enthusiastic to learn listening by using this application. 20 students or 66,7% of the students loved this tool to use in the listening class, while 10 students or 33,3% of the students did not have the same opinion. 12 students or 40% of the students got bored in the teaching and learning process by

using this tool, while 18 students or 60% of the students enjoyed the teaching and learning process by using this tool. 24 students or 80% of the students participated actively during the teaching and learning process, while 6 students or 20% of the students were not active in the class. 22 students or 73,3% of the students answered that WhatsApp is a good tool to be used for teaching listening, while 8 students or 33,7% students did not think the same. 28 students or 93,3% of the students thought that this tool helped them much in getting the audio material, while 2 students or 6,7% of the students did not have the same feeling. Most of the students thought that it is fun to have listening class by using this tool. They could download the audio material through this application easily by using their mobile phone or their note book, then they listened to the audio repeatedly until they understood the content of the audio.

20 students or 66,7% of the students stated that they can make good interaction with the lecturer by using this tool, but 10 students or 33, 3% of the students did not have the same perception. 28 students or 93,3% of the students said that this tool help them much during the teaching and learning process in distance learning, while 2 students or 16,7% of the students stated that it does not help much for them. 17 students or 56,7% of the students answered that this tool gave opportunity for them to study in group or in pairs, while 13 students or 33,3 % of the students did not have the same perception. 16 students or 53,3% of the students answered this tool helps them to improve their learning achievement, while 14 students or 46,7% of the students did not have the same opinion.

Most of the students had positive perception toward the use of WhatsApp as a tool of teaching listening to assist distance language learning. Most of them thought that it is an easy, fun and pleasant tool to use. This tool could make the students participated actively during the lecture. It is a good tool to use in the process of teaching listening. This tool could make easy interaction between the students and the lecturer. The students could get the audio material easily through this tool. They also could do the discussion in group or in pairs. Moreover, it could help them to improve their achievement in learning listening.

CONCLUSION

The students have positive perceptions towards using WhatsApp as a tool of teaching listening to assist distance language learning. WhatsApp is easy to use in the teaching learning process. It makes the students enthusiasm to learn and can help them to get the audio they must listen easily. It is a fun, pleasant and good media in teaching learning process. It is not a boring media. The students like to participate in the WhatsApp because they can have opportunity to study in pair or individually and it can improve their achievement in listening.

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