Students' Perception on Using Whatsapp Messenger and Google Clasroom in Learning English at The Second Grade Students of SMKN 3 Payakumbuh

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Abstrak

Penelitian ini dilatarbelakangi karena maraknya penggunaan media pembelajaran online WhatsApp Messenger dan Google Classroom dalam proses pembelajaran jarak jauh, namun siswa mempunyai persepsi yang berbeda-beda terhadap penggunaan aplikasi ini. Penelitian ini merupakan penelitian deskriptif kuantitatif. Pengumpulan data dilakukan dengan menggunakan kuesioner. Populasi dalam penelitian ini adalah seluruh siswa kelas dua SMKN 3 Payakumbuh. Peneliti menggunakan proportional stratified random sampling untuk menentukan jumlah sampel. Sampel pada penelitian ini berjumlah 51 responden. Untuk menganalisis data, peneliti menghitung persentase dari setiap pernyataan yang dipilih oleh siswa. Hasil penelitian menunjukan, persepsi siswa tentang penggunaan WhatsApp dan Google classroom sangat positif, hal ini dibuktikan dengan total persentase analisis data untuk kategori "The Perceiver", adalah 84% dengan persepsi sangat positif. Untuk kategori "The Target" persentasenya 85% dengan persepsi sangat positif. Untuk kategori "The Situation" persentasenya sebesar 83% dengan persepsi sangat positif. Rata-rata persentase tersebut adalah 84% dengan persepsi sangat positif. Persepsi siswa tentang penggunaan Google Classroom, total persentase analisis data untuk "Perceived ease of use" adalah 79%. Untuk kategori "Perceived usefulness" persentasenya adalah 83%. Untuk kategori "Behavioral Intention" persentasenya adalah 80%. Untuk kategori "Actual system use", persentasenya adalah 79%. Rata-rata persentase tersebut adalah 80% dengan persepsi sangat positif.

Kata Kunci : *Persepsi, Siswa, Whatsapp, Google Classroom*

Abstract

This research was carried out because the widespread use of online learning media WhatsApp Messenger and Google Classroom in the distance learning process, but students have different perceptions of the use of these applications. This research was quantitative descriptive. Data collection was done by using a questionnaire. The population in this study were all second grade students of SMKN 3 Payakumbuh. Researcher used proportional stratified random sampling to determine the number of samples. The sample in this research amounted to 51 respondents. To analyze the data, the researcher calculates the percentage of each statement, finds out the mean of each sub-variable, and conclusions with the level of rating quality. The result of the research show that students' perception on using WhatsApp and Google classroom is very positif, It can be proven by the total percentage of data analysis for "The Perceiver" category,the percentage is 84% with very positive perception. For "The Target" category, the percentage is 85% with very positive perception. For "The situation" category, the percentage is 83% with very positive perception. The average of these percentages was 84% with very positive perception. Students' perception on using Google Classroom, the total percentage of data analysis for "Perceived ease of use" is 79%.

For "Perceived usefulness" category, the percentage is 83%. For "Behavioral Intention" category, the percentage is 80%. For "Actual system use" category, the percentage is 79%. The average of these percentage was 80% with very positive perception.

Keywords : *Perception , Students, WhatsApp, Google Classroom*

INTRODUCTION

Language learning provides a variety of learning approaches, including the MALL approach (mobile assisted language learning). MALL's learning approach allows students to study anywhere and anytime using a mobile device (Hasyim,Harwati,2017). In the education sector, the students was unable to attend school due to the emergence of the Covid-19 pandemic. Thus, MALL is one of the solutions during the COVID-19 pandemic which has had a significant impact on the world of education.

Distance learning is an institution-based formal education in which students and teachers are located in separate locations, thus requiring an interactive telecommunication system to connect them and the various resources needed in it (Abidin,Zainal, 2020). The implementation of distance learning requires a tellecomunications system that utilizes the development of technology and information.

In Indonesia, distance learning was carried out by various levels of education from elementary school, junior high school, high school, to college. There are no more learning activities in classrooms as is usually done by teachers and lecturers. In distance learning activities, one of the most widely used and owned technologies is mobile devices or smartphones as learning media for students both inside and outside the classroom. This is because most students nowadays always carry a mobile device or smartphone to school, into class, and wherever they go. This means that most school students at this time already have their own devices.

Technological developments that have been advanced are very useful during the pandemic, more specifically the internet, smartphones, and laptops are now widely used to support distance learning. Nowadays technology has advanced, we can stay connected in various ways without actually being in the same room with other people physically. Thus, the teaching and learning process can still be carried out by utilizing existing information technology.

By adopting the habits of students who always access their cell phones or smartphones, it is better to learn English using the MALL (Mobile Assisted Language Learning) approach, which is an approach to using mobile devices for teaching and learning activities. Mobile assisted language learning has arrived and shows great potential to help educators build information and knowledge sharing for learning through mobile devices (Azli, Parilah,2018). On the basis of the popularity, effectiveness, efficiency, and benefits of cell phones, many experts said and agree that the Mobile-Assisted Language Learning (MALL) approach, which is an approach using mobile devices for teaching and learning activities, is very effective to use in developing and teaching English learning in the neo-millennial generation (Ramadhanti,Salma, 2019). Many experts argue that MALL is very useful in the teaching and learning process.

Many schools in various countries have started implementing the MALL approach in the classroom, such as one in Cairo, Egypt that used the Facebook application to discuss and practice students' language skills such as writing, reading, grammar, and pronunciation . Thus, based on the opinions of the experts above, the authors can conclude that Mobile Assisted Language Learning (MALL) is a learning approach using mobile devices for teaching and learning activities that can be used by teachers , lectures and students anywhere and anytime.

Various kinds of applications or platforms can be used as media for distance learning, including google meet, google classroom, zoom, Edmodo, study house, quipper school, but the obstacles found when using these applications are that they require a stable network and quite a lot of internet data plans. One application that can be used for distance learning is the

WhatsApp application. WhatsApp application is a medium that can connect many people at one time. One of the strength of using WhatsApp application is facilitates online collaboration between educators and students.

The most widely used chat application for Indonesian people is Whatsap. Almost all Indonesian people use the Whatsapp application to support communication with their colleagues. Especially now that all activities was carried out online, several agencies such as offices, government, schools, universities in supporting communication choose to use Whatsapp as the medium. The use of Whatsapp as a communication medium is most visible in teaching and learning activities at the school and colleges. Some educators used the Synchronous e-learning strategy, which is an interactive distance learning model using instruments such as videos and online conversations, but not a few teachers choosen an asynchronous strategy to use Whatsapp as a means to provide material to their students by creating Whatsapp group then the teacher sends the material through the group.

The used of WhatsApp application as a medium for online learning, this application has several potentials. The first potential obtained includes making easier for the community to keep in touch. The second potential is WhatsApp as a medium for studying online. The next potential is to make it easier for teaching and learning activities when this application is used in the asynchronous learning process, it will save more on internet data plans than synchronous distance learning using video calling applications which consume a lot of internet data plans. Many WhatsApp features support asynchronous learning to send material to students, discuss the subject matter, or share academic information, or just check student attendance. Not only Whatsapp Messenger, the teacher also combines the use of other applications in the distance learning process, which is google classroom. Google classroom aims to provide convenience in creating and giving assignments to students that are paperless.

Google Classroom is one of the learning media that can create class groups for each class and sub group for several groups in the class, making assignments, creating quizzes, discussion rooms, assessment, and copies of material and tasks that are automatically stored in Google Drive .

The feature that often used by teachers in using Google Classroom is creating assignments that serve to give assignments to students. Besides that there is a create topic feature that is quite interesting from other features, which can be used to create learning topics that will be discussed in class. Virtual google classroom so that students can actively participate in lectures both in regular classes which are conducted face-to-face or in google classroom classes. Hence, Google Classroom is designed to make it easier for teachers to save time, manage classes and improve communication with their students. Google Classroom also make it easier for students and teachers to connect with each other outside of school.

Learning English using WhatsApp and Google Classroom is a new thing for the students at SMKN 3 Payakumbuh. This gave various diverse perceptions of learning English used WhatsApp and Google Classroom. Student's perception is very important for evaluating the effectiveness of learning medium that used by teacher in learning process. There are two types of perception by Irwanto in quated Agustin; Melani; & Irwandi, those are positive perception and negative perception (Agustin, etc., 2021). Positive perception is a perception that describes all knowledge and the responses that continue with the effort of its utilization and negative perceptions is a perceptions that describe all knowledge and responses that don't aligned with an object in perception. Every students has they own perception and it differences between one and another (Aulia, etc., 2021). Perception is what someone feels about a certain thing, both consciously and unconsciously, both visually and auditory, and thoughts caused by a process that occurs in the brain (Qiong,O, 2017). Perception is a process of receiving a stimulus from what has been seen or heard through the senses. The perception of students, teachers can change what is not liked by students and can improve what has been liked by students, whether it is about how to teach or how to deliver material to students. Student perception is essential indicator that is closely related to the learning

process. Student perceptions are closely related to learning outcomes. The successfulness of technology in supporting learning does not depend on the technology, but it depends on how the users perceives toward the technology which could give contribution to the learning. Thus, the students perception toward technology to support their learning is important to achieve further successful implementation.

The researcher has conducted a preliminary research at SMKN 3 Payakumbuh. WhatsApp Messenger and Google Classroom is a learning medium that used in this school. These applications considered to be the most common application and most frequently used by students and teachers. In addition, WhatsApp and Google Classroom is also an application that is not too wasteful of internet data plans and has many features that are quite adequate for the learning process.

The researcher came to the school and asked the teacher how the learning process when using WhatsApp and Google Classroom. The teacher said that she used WhatsApp Messenger to discuss the learning material and Google Classroom for the students to collect assignments. The researcher has done interviewed thorugh WhatsApp Messenger and structured-interviewed to the second grade students of SMKN 3 Payakumbuh. Based on the interviewed, the students have various perception about the use of WhatsApp Messenger and Google Classroom. The students said that using WhatsApp as a learning medium was quite fun because it was very practical and they did not need to come to school to study. They can learn at ease. They also said that using google classroom could make it easier for them to collect assignments and take class absences. However, students also said that there were several problems with the use of WhatsApp and Google Classroom as online learning media.

First, the students felt bored studying using WhatsApp, it cause there were no variations were used by the teacher in teaching english. Second, the students felt lazy to do assignment because there were too many assignments given by the teacher. Third, the students complained that they were not too concentrated on studying when used WhatsApp and Google Classroom. Many factors cause this, including a learning atmosphere that is not conducive at home and there were many notifications that appear from other applications on their smartphones. Although there were students said that learning used whatsapp sometimes felt fun because they don't have to come to school to study. Fourth, the teacher gave more assignments than explained the subject matter. Thus, some students felt difficult to understanding the material given by the teacher because they have try to understand the material themselves and the number of tasks compared to the explanation of the material made students felt overwhelmed to do it. Fifth, despite the ease and practicality of using the Whatsapp Messenger and Google Classroom application, the students also complained that the assignments they send was often undelivered and the network is unstable. Sixth, the storage on some students' smartphone was full, so sometimes they have to delete other files when downloading materials that have been sent on WhatsApp and Google Classroom. Seventh, the teacher did not used all the features on whatsApp and Google Classroom so students felt the learning process was less effective.

RESEARCH METHOD
a. Research Design

The purpose of the research was to know the students' perception of the use of WhatsApp Messenger and Google Classroom at the second-grade students' of SMKN 3 Payakumbuh. Based on the general purpose of the research, the study was classified as quantitative descriptive. Quantitative research can be interpreted as research based on the philosophy of positivism, used to examine certain populations or samples, sampling techniques are generally carried out randomly, data collection used research instruments, data analysis is quantitative or statistical with the aim of testing the established hypothesis (John W Creswell,2009). This study used a descriptive approach with the aim of describing the object of research or research results. Descriptive research is descriptive quantitative because the description uses size, number, or frequency (John W Creswell,2009). The

quantitative research method is one type of research whose specifications are systematic, well-planned, and clearly structured from the beginning of the research to the making of the research design.

b. Population and Sample

A population is an object or subject in an area that meets the requirements related to research problems. The population is a generalization area consisting of objects/subjects that have certain qualities and characteristics determined by researchers to be studied and then drawn conclusions (John W Creswell,2009). Thus, the population is the total number of objects or phenomena to be studied. The population taken by the researcher was all of the second grade students at SMKN 3 Payakumbuh. There were 506 students from 18 classes.

The researcher had limitations in conducting research both in terms of time, energy, funds and a very large population. Then the researcher took a sample that is truly representative. The sample was any portion of the poplation less than total. A sample is the part of refresentative of the population which is going to be research (S ajay Singh, 2014). The sampling technique used proportional stratified random sampling with the aim of obtaining a representative sample by looking at the second grade students population at SMKN 3 Payakumbuh which was stratified, consisting of several heterogeneous (different) classes. Sampling for research according to Suharsimi Arikunto in Hatmoko HJ if the population was less than 100 people, all of them should be taken, if the population is more than 100 ,the sample can be taken 10-15% or 20-25% or more . The number of samples in this study was taken 10% of the 506 students to be 51 students.

c. Instrumentation

The instrument used to measure the students' perception on using WhatsApp messenger and Google Classroom is Questionaires. The researcher used likert scale as the measuring scale.

Scala Likert Category

Category	Scale
Strongly Agree	5
Agred	4
Neutral	3
Disagred	2
Strongly Disagree	1

Source:Sugioyono,MetodePenelitian Kuantitatif,Kualitatif,R&D.Bandung: Alfabeta. 2012.p.93

These questionnaire contains Positive and Negative statement. The table below is a scale for Positive statements and Negative statements.

Positive statement			Negative statement		
Strongly Agree	SA	5	Strongly Agree	SS	1
Agree	A	4	Agree	S	2
Neutral	N	3	Neutral	N	3
Disagree	D	2	Disagree	TS	4
Strongly Disagree	SD	1	Strongly Disagree	STS	5

Criteria for the Classification

Scale	Category
0% - 25%	Very Negative
26% - 50%	Negative
	Positive
51 % – 7 %	Very Positive
76 % - 100%	

Source : Mulyani, etc., 2021

d. Technique Of Data Collection

Collecting data, the researcher conducted it by applying several steps: 1) The reseacher came to the school office and asked permission to the english teacher to do the research. 2) The teacher asked the respondents in each classes to come to the class. 3) The researcher distributes the questionnaire to the respondents. 4) The researcher explained to the respondents how to fill the questionaire. 5) The respondents has 20 minutes to fill the questionnaire. 6) The researcher collected all the questionaire and analyzed it.

e. Technique Of Data Analysis

After getting the data, the researcher describes the data. In describing the data of the students' perception of using WhatsApp messenger and Google Classroom , the researcher follow these following steps: 1) The researcher collected the questionnaire. 2) The researcher calculated the percentage of the data. 3) The researcher find out the mean of the data. 4) The researcher used the table of category. 5) The researcher analyzed the data study all available data of source, which is questionnaire. 6) The researcher analyzed the data study all available data of source, which is questionnaire.

FINDINGS AND DISCUSSIONS

a. Findings

The items answered by the students from the questionnaire were further analyzed to find the percentage of the data. Data was analyzed by using formula and then served into table and chart. The items from the questionnaire of students' perception on using WhatsApp were 25 items which consist of *the Perceiver* (12 statements), *the Target* (6 statements), and *the situations* (7 statements). The items from the questionnaire of students' perception on using Google Classroom were 22 items which consist of *Perceived Ease of Use* (9 statements) , *Perceived Usefulness* (9 statements) , *Behavioral Intention (*2 statements) and *Actual System Use* (2 statements).The first description of the data is about the students' perception on using WhatsApp Messenger are as follow:

The Percentage of student's perception on using WhatsApp messenger
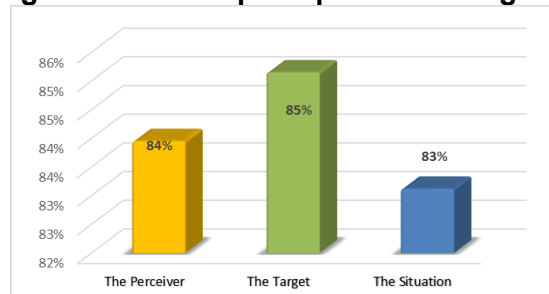
Based on the interpretation of the percentage in the table , the sub variable of the Perceiver, The Target and The Situation category.
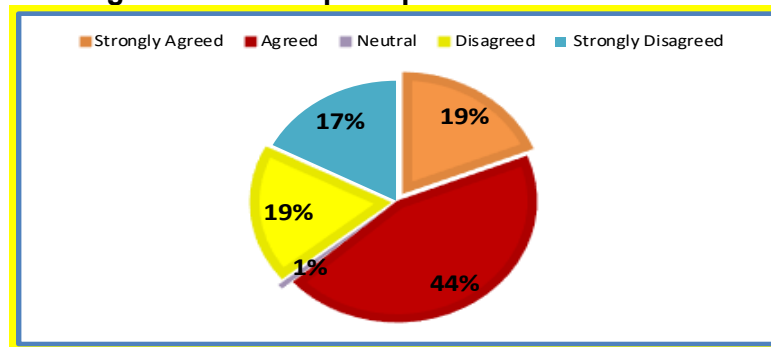
The percentage of students' perception in the terms of "The Perceiver"
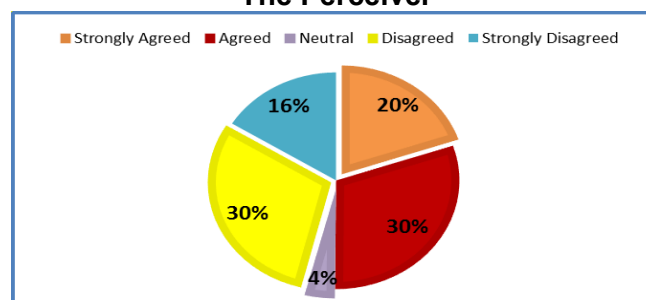
Based on the diagram above, this research showed the percentage of "the Perceiver". The highest score was Agreed (30%) and disagreed (30%). The second was strongly agreed

(20%). The third score of percentage was strongly disagreed (16%). Next ,was Neutral applied by (4%).

The percentage of students' perception in the terms of "The Target"

According to the diagram above, this research showed the percentage of score students' perception on using WhatsApp in term "the Target". The highest frequency of choose by students was agreed (44%) and continued by strongly strongly agreed (19%), Next disagreed applied (19%) , then strongly disagree (17%) and last Neutral (1%).

### The percentage of students' perception in the terms "The Situation"
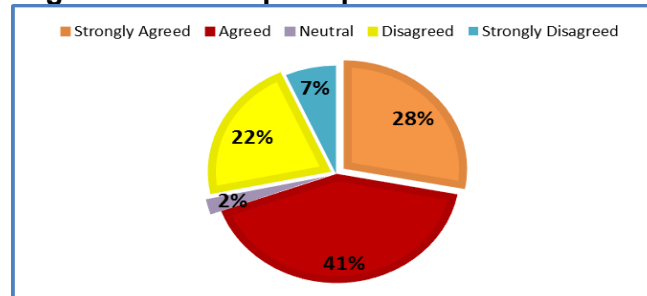
Based on the diagram above, this research showed the percentage of score students' perception on using WhatsApp in term "the situation". The highest frequency choose by students was agreed (41%) and continued by strongly agreed (28%). Next disagreed applied (22%) , then strongly disagree (7%) and last Neutral (2%).

General Percentage of students' perception on using WhatsApp

| No	Sub-Variable	Percentage	Interpretation
1	The Perceiver	84%	Very Positive
2	The Target	85%	Very Positive
3	The Situation	83%	Very Positive
	Mean	**252% : 3 = 84%**	**Very Positive**

So the general percentage of student's perception on using WhatsApp has been percentage (84% in category Very Positive) was average of the percentage of each item. Each percentage was 100% obtained by devidin the total score by the ideal score and time.

**The Percentage of student's perception on using Google Classroom**
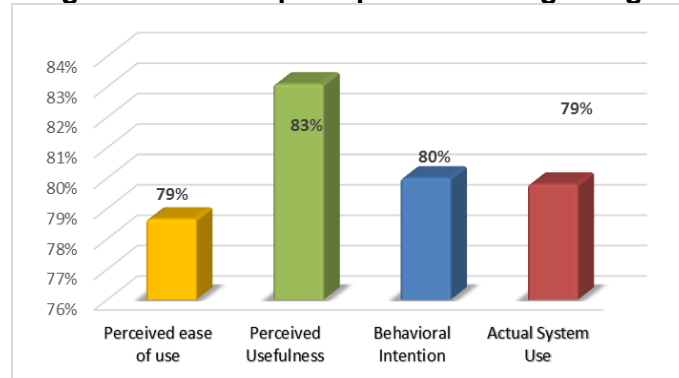
Based on the interpretation of the percentage in the table (see table in chapter III), the sub variable are, Perceived Ease of Use, Perceived Usefulness, Behavioral Intention and Actual System Use.

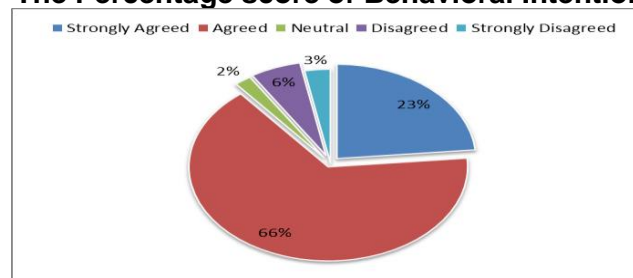**The percentage of score "Perceived ease of use"**
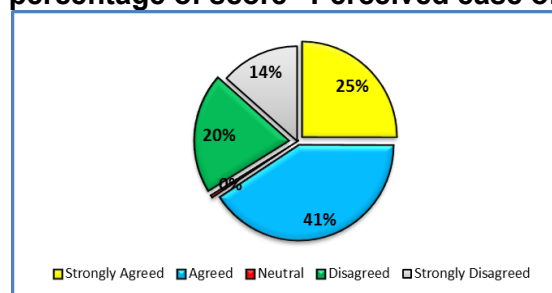
According to the diagram above, this research showed the percentage of score Perceived ease of use. The highest frequency choose by students was agreed (41%) and continued by strongly agreed (20%). Next disagreed applied (20%) , strongly disagreed (10%) and last Neutral 0%.

The Percentage score of Perceived Usefulness
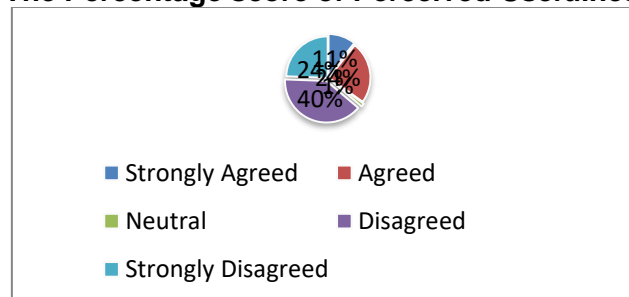
According to the diagram above, researcher showed the percentage of score Perceived Usefulness. The highest frequency choose by students was disagreed (40%) and continued by strongly disagreed (24%). Next agreed applied (24%) , strongly agreed (11%) and last Neutral 1%
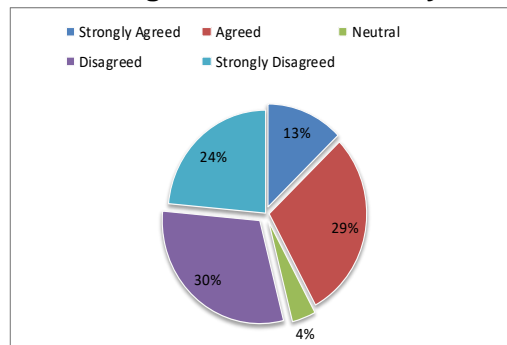
The Percentage score of Behavioral Intention

According to the diagram above, researcher showed the percentage of score Behavioral Intention. The highest frequency choose by students was agreed (66%) and continued by strongly agreed (23%). Next disagreed applied (6%) , strongly disagreed (3%) and last Neutral 2%.

The Percentage score of Actual System Use

According to the diagram above, researcher showed the percentage of score Actual system use. The highest frequency choose by students was disagreed (30%) and continued by agreed (29%). Next strongly disagreed applied (24%) , strongly agreed (13%) and last Neutral 4%.

General Percentage of students' perception on using Google Classroom

No	Sub-Variable	Percentage	Interpretation
	General Percentage of students' perception on using Google Classroom		
1	Perceived ease of use	79%	Very Positive
2	Perceived Usefulness	83%	Very Positive
3	Behavioral Intention	80%	Very Positive
4	Actual System Use	79%	Positive
	Mean	**321 : 4 = 80%**	**Very Positive**

The general percentage of student's perception on using Google Classroom has been percentage (80% in category Very Positive) was average of the percentage of each item. Each percentage was 100% obtained by devidin the total score by the ideal score and time.

b. Discussion

Based on the result of the research, the students' perception on using WhatsApp Messenger and Google Classroom is very positive. Students accept the use of WhatsApp and Google Classroom applications which are considered as media that make it easier for students to collect assignments and as learning media. This research was supported by Wahyuni, who said that WhatsApp being a medium that makes it easier to collect assignments can save time (Wahyuni,Nadia, 2018). The students were interested in the use of WhatsApp in learning activities. Based on the students experience, they understood the use of WhatsApp for learning English and students did not find it difficult to use WhatsApp in learning.

The students hope that the use of WhatsApp can help them understand the English material. The students hope that with the use of WhatsApp, they can get good grades on learning English even though learning using WhatsApp and hope that the use of they can actively communicate with the teacher and other students through WhatsApp application. Anggraini stated that by using Whatsapp group , the relationship between students with one another becomes very familiar in the school environment and outside of school (Anggraini,Andreas, 2019). The students did their own English exercises and assignments. Students also collected English exercises and assignments on time. In line with the statement of Noviana, etc, Online learning media (Whatsapp and Zoom) teach students to

communicate each other in distance learning and students become independent from friends when students learn using online learning media (Noviana, etc., 2021). The students become independent from friends when they learn using online learning media.

Although students have a positive perception, there are some negative statements were agreed by students. As in the use of whatsapp, students agreed with the statement that the teacher did not explain the learning material well. This is in line with Wahyuni's statement which said that the delivery of learning materials through WhatsApp also less effective because not all students can understand what the teacher said without meeting face to face, the teacher will also find it difficult to know the seriousness of the students in the lesson (Wahyuni ,Nadia. 2018). According to Putra, et al, giving assignments that only rely on technology such as Whatsapp without being equipped with media that meets visual, auditory, and kinesthetic and read/write elements have bad potential for weak learners' ability to absorb lessons (Putra, etc., 2021). In addition, teachers also did not use all the features contained in the WhatsApp and Google Classroom applications. Students also cannot ask questions at any time when there was learning material that they did not understand.

Students agreed that the Google Classroom application is useful as an online learning medium, the students felt happy using the Google Classroom application and the features in Google Classroom are more interesting than other learning applications. The students often use the Google Classroom application and they recommend using the Google Classroom application for learning activities. According to Triana,Google Classroom can make it easier for students in the learning activity because through Google Classroom students can easily get information or announcements, work on and submit assignments, and students can save their learning materials and use them whenever and wherever students want (Triana, etc.,2021). This is in line with the results of the research that the researcher has done, the students agreed with the statement that Google Classroom makes it easier for students for learning activities such as taking attendance sheets, downloading materials, sending assignments, and others.

CONCLUSION

Based on the findings and discussion that have been presented in the previous chapter, there are some students who agreed with the statement that the teacher does not explain the learning material well, the teacher does not use all the features of the whatsapp and google classroom application, and students cannot ask any time about learning material that they do not understand. Although there were some negative statements that students agreed with, students accept the use of the Whatsapp application as a learning medium.

Students agreed that the Google Classroom application is easy to use and useful as an online learning medium, the students felt happy using the Google Classroom application and the features in Google Classroom are more interesting than other learning applications. The students often use the Google Classroom application and they recommend using the Google Classroom application for learning activities.

Teachers should be better at explaining the learning materials to the students. It is better if the teacher does distance learning using the application, the teacher should use several application features so that the learning process is not boring and students feel enthusiastic in learning. The teacher could use podcast in online learning to improve their skill in listening english (Rahmiyati, etc., 2021). The online teaching and learning process can achieve the learning objectives well. The teacher also could use podcast in online learning to improve their skill in listening english.

From the overall results of the questionnaire distributed to students, students have very positive perception on using WhatsApp messenger and Google Classroom in english learning at the second grade students of SMKN 3 Payakumbuh.

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