

# Students' Satisfaction On Using Whatsapp For Online Learning At The Fifth Semester Students Of English Education Program In Iain Bukittinggi

Mai Saroh<sup>1</sup>, Arifmiboy<sup>2</sup>

<sup>1,2</sup> State Islamic Collage of Bukittinggi, Bukittinggi.

Email: [msyarohlubis@gmail.com](mailto:msyarohlubis@gmail.com), [arifmiboy@yahoo.co.id](mailto:arifmiboy@yahoo.co.id)

## Abstract

This research is motivated by differences in views regarding the satisfaction of using the WhatsApp for online learning in IAIN Bukittinggi. Some of the problems that exist in IAIN Bukittinggi include dissatisfaction with the purpose of learning to use WhatsApp, during the teaching and learning process the features of the WhatsApp application do not support due to disruption of the internet network. Thus, students in the English education program in Bukittinggi who initially studied directly in the classroom had to switch to the WhatsApp application which was used as a medium for online learning during the Covid-19 pandemic. This research was conducted to find out how the satisfaction level of classes A, B, C at the fifth-semester students in the English education program in IAIN Bukittinggi for online learning is. The design of this research was a survey, and the instrument used is a questionnaire. The subjects of this research were students of classes A, B, and C with a total of 90 students and students who will be used as research samples as many as 90 students. The instrument validity test was carried out by distributing instruments to four experts as instrument validators and analyzing the data using quantitative descriptive techniques with percentages. Based on the results of research conducted by the researcher, the title of this research is the students' satisfaction with using WhatsApp for online learning in the English education program in IAIN Bukittinggi. The researcher conducted research to determine how the level of students' satisfaction in learning English with the objectives and utilization of the WhatsApp features. The result showed that the level of students' satisfaction with the learning objectives is 54%. It means that quite satisfied based on the data interpretation that has been determined. While the use of the WhatsApp feature is 66,5%. It means that satisfied. Thus, students had a positive attitude towards using WhatsApp for online learning. In light of the findings of the study, it is quite recommended that lecturers should use learning classes that use WhatsApp as a learning platform during the Covid-19 pandemic.

**Keywords:** *Student Satisfaction, Whatsapp, Online Learning.*

## INTRODUCTION

Online learning is a learning process that is done electronically using computers and network-based media. It is not only accessing information online but also guiding students to achieve certain goals and outcomes. In online learning, several platform applications can be used to support more effective learning one of them is WhatsApp. Online learning is used to refer to web-based training, e-learning, distributed learning, internet-based learning, web-based instruction, cyberlearning, virtual learning, or net-based learning and a subset of distance education and embraces a wide set of technology applications and learning processes (Moore, 2014). Therefore, Online learning regarding the electronic web and application to support the teaching-learning process especially era Covid-19 pandemic. Satisfaction is the feeling of being happy with the achievement of the expectations of something that is used. In this research, this satisfaction is the media in online learning. The media question is WhatsApp. Customer satisfaction is an evaluation of the experience of consuming a product or service (Pourhosein Gilakjani & Sabouri, 2016). Customer

satisfaction is a feeling of pleasure or disappointment as a result of the comparison between perceived and expected performance or products (Fitriati et al., 2017). In fact, in the academic areas, customer satisfaction is the same as students' satisfaction. According to Edens, students' satisfaction is a key factor in persistence in action, as a satisfying student experience on campus tends to make an effort to graduate. Therefore, student satisfaction is the student's attitude towards fulfillment, expectations, and needs of students, especially towards WhatsApp. Social media refers to the web and mobile-based technologies to transform communication into interactive dialogue (Soliha et al., 2019). One of the social media in the interactive dialogue category is WhatsApp. It is one of the social media that is in demand and the most widely used to date, especially the fifth-semester students of the English education program. Therefore, students can develop their knowledge of anything as well as assist students in their learning process during the pandemic Covid-19 through WhatsApp. WhatsApp is a common application that is used by students to communicate with fellow students which are used to exchange information on learning problems or other activities related to their needs. WhatsApp is a free messenger application that works across multiple platforms and is being widely used among undergraduate students to send multimedia messages like photos, videos, audio, along with simple text messages (Gon & Rawekar, 2017). Acton were the inventors of the WhatsApp application in 2009, (Singh & Wang, 2020). who formerly had invented Yahoo (Arslan, 2006). For the communication category, the most popular social media application among students is WhatsApp. Moreover, WhatsApp provides a conversation platform to everyone which allows the existence of a relationship among them (Budiman & Devie, 2015). It promotes information and knowledge sharing unconsciously. The conversations between students using WhatsApp (smartphone application) demonstrate the sharing of academic information (Hamad, 2017). Thus, the WhatsApp application can enhance the students' learning performance in WhatsApp conversation or discussion while learning the online process. WhatsApp social media through a variety of features provided can be used for more useful activities, for instance for education (Arslan, 2006). While the function of WhatsApp in the development of education includes the use of educational technology so that the use of WhatsApp features in learning activities can increase the effectiveness of learning. Thus, WhatsApp provides various features for the learning process especially learning from home during the COVID-19 pandemic. This research focuses on WhatsApp because WhatsApp is a social media application that is designed to facilitate users in communicating through various available features and is often used by students when online learning processes. WhatsApp has the following collaborative features: 1) multimedia: it allows the user to exchange videos, text messages, images, and voice notes, 2) group chat: it supports the interaction of up to 50 group members. 3) unlimited messaging: The number of messages you can share on WhatsApp is unlimited, 4) cross-platform engagements: interact and with different devices (personal digital assistants, smartphones, Galaxy tablets) can messages one another through various media (text messages, pictures, videos, voice notes), 5) Offline Messaging: Messages are saved automatically when the devices are off or outside the coverage area, 6) No charges involved: there are no charges involved for using WhatsApp as it uses same internet data plan which is used for email or web browsing, 7) Pins and users name: WhatsApp user need not remember passwords or usernames as it works via phone numbers and integrates with users' address books (Janggo, 2019). Thus, there are some features in the WhatsApp application to support the learning process during online learning.

Based on preliminary research that the researcher has done by interviewing some students through personal online messages at Fifth Semester Students of English Education Program in IAIN Bukittinggi, the researcher found some problems. There are some problems with using WhatsApp for online learning. The first is about the objectives of learning by using WhatsApp. In addition, "learning objectives are not achieved effectively because usually, students are lazy to listen to voice recordings because the voice recordings are sent too long. It can be concluded some students think that the learning objectives by using

WhatsApp are not maximum and the students tend to feel unsatisfied with the objective of learning because is not effective when learning the English process and some students contrast it. The next problem is about the features of WhatsApp. Sometimes The features of WhatsApp are often unsupported. Features of WhatsApp sometimes experience problems because the signal is not good so that teaching and learning activities are interrupted such as when taking attendance or sending an assignment. Thus, some features are often unstable because the problem is from the various aspect and some of their contrast of it. The last, learning activities during the teaching-learning process, the students tend to be passive and less understanding. Hence, some problems that researchers found by online interviews.

## METHODS

### *Research Design*

This research was quantitative, especially survey research design. Survey research was a procedure in quantitative research in which investigators administer a survey to sample or to the entire population of people to describe the attitudes, opinions, behaviors, or characteristics of the population(King, 1991). Survey research collects data at a particular point in time intending to describe the nature of existing conditions or identify standards against which existing conditions can be compared, or determining the relationships that exist between specific events(رازی, 1384).

Based on the explanation above, the researcher used survey research to find out and to get information about students' satisfaction on using WhatsApps for online learning at the fifth-semester students of the English Education Program in IAIN Bukittinggi Academic Years 2020/2021

### *The Subject Of The Research*

The population and sample of this research are as follow:

The population is the whole which is the object of research. the population is a generalization area consisting of objects or subjects that have certain qualities and characteristics that are determined by the researcher to be studied and then draw a conclusion(lii et al., n.d.). Therefore, the sample of this research was entirely at the fifth-semester students of the English Education Program in IAIN Bukittinggi in academic years 2020/2021 in which consisted of three classes with a total population were 90 students. The amount of this is shown in the table below:

**Table 1. The Total of the Fifth Semester Students of English Education Program in IAIN Bukittinggi Academic Years 2020/2021**

Class	Amount of students
PBI 5 A	28
PBI 5 B	31
PBI 5 C	31
Total	90 students

Source: Administrasi IAIN Bukittinggi

In this research, the researcher used a sampling technique by using total sampling. Total sampling is taking the same sample as the population which exists(Furwana, 2019). Sugiyono states that total sampling is a sampling technique where the number of samples is the same as the population. Because the total population of the fifth-semester students was less than one hundred students, the researchers used the total sample technique. Therefore, the researcher focused on the Fifth Semester Students of the English Education Program in IAIN Bukittinggi of 2020/2021 period which consists of 90 students.

In collecting the data, the researcher decided questionnaire collect data. Data analysis is the simplification of data into one form easiest to read and interpret. After the data was collected, the researcher performs data processing to facilitate analysis. With data analysis, this can provide meaning that is useful in solving problems research. As for steps in processing the data what is done, they are (Nurhamidah et al., 2018):1) Editing, The initial steps taken to check the questionnaire have been collected back from respondents, done to

get reduce errors and deficiencies in the questionnaire, 2) Coding, Giving this code is intended to make it easier for researchers at the time to do an analysis. Code the answer, which means putting the number for each answer. The results of questions that are closed will provide an alternative answer that is ordinal, meaning there are gradations, sequences, and levels. below presents the code for closed-ended answers, which are as follows (Panatut Thoifah):

**Table 2. Rating Likert Scale for Positive Statement**

Statement	For statement Skor
	Positive (+)
Sangat Puas	5
Puas	4
Cukup Puas	3
Kurang Puas	2
Tidak Puas	1

(Source : Panatut Thoifah)

By entering data (numbers) into the table according to needs, after that arrange the numbers so that the students can be calculated the number of cases in various categories. In this case, using tables frequency, so it can be seen the number of respondents who answered the question. The technique of analyzing the data in this research is percentage technique by using the formula suggested by (Sudijono) as follow:

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

Where: P= the percentage of the result

F= the percentage of answers on each question

N= the total amount of the sample

After that, finding means of the data by using the formula suggested by Sudijono as follow:

$$Mx = \frac{\sum x}{N}$$

Where: Mx = Mean

$\sum x$  = Total of percentage

N = Amount of items

Next, the researcher categorizes the level of usage of WhatsApp for online learning among students, the researcher used the table of the category (Anas Sudijono)

**Table 3. The Data Interpretation**

The range of category	Interpretation
0% - 20%	Not Satisfied
21% - 40%	Less Satisfied
41% - 60%	Quite Satisfied
61% - 80%	Satisfied
81% - 100%	Very Satisfied

(Source: Panatut Thoifah)

Data analysis is a series of processes in order grouping, making a sequence, manipulating, summarizing data so that it is easy to read and give meaning to the data. The data were analyzed by using the form above to get the result, and then start to analyze deeply by converting it into words as descriptive quantitative research.

## RESULTS AND DISCUSSION

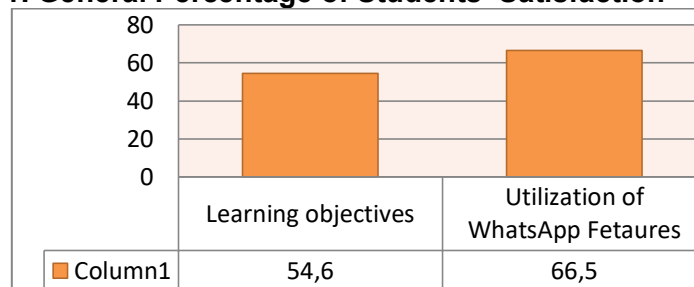
### Results

According to the research question about the students' satisfaction with using WhatsApp for online learning, the researcher will describe with the general explanation. The

researcher limits the problem to two things namely learning objectives and utilization of WhatsApp features. Learning objectives by using WhatsApp is divided into three aspects. There are cognitive, affective, psychomotor. the features of WhatsApp are divided into seven features namely group chat, WhatsApp on the web, WhatsApp calls and video calls, end-to-end encryption, photos and videos, voice notes, and document. Each of the chosen was served in the form of a percentage.

According to the students' answers to the questionnaire form, there are 20 questions for students' satisfaction with using WhatsApp for online learning. The chart below shows the percentage of learning objectives and utilization of WhatsApp features and each aspect and feature with different levels of frequency. The description of the data about the students' satisfaction on using WhatsApp for online learning at the fifth-semester students of English education program in IAIN Bukittinggi academic years 2020/2021 are as follow :

**Graphic 1. General Percentage of Students' Satisfaction**



The chart above explained the total percentage of the students' satisfaction with using WhatsApp for online learning. The highest aspect that was chosen was the utilization of WhatsApp features (66,5%) and the lowest chosen aspect was learning objectives (54,6%). The percentage was gotten by finding the average of each process chosen by the students. The total percentage above would be revealed further in the analysis of the data.

For a more detailed description of each frequency, the chart above divides frequencies into very satisfied, satisfied, quite satisfied, less satisfied, and not satisfied. Based on the interpretation of the percentage in the table ( see a table in chapter III ), learning objectives and utilization of WhatsApp was quite satisfied category or was (  $\geq 41\%$ - $\leq 60\%$ ). The researcher field agrees with the student, the level of students' satisfaction on using WhatsApp for online learning is quite satisfactory.

### Analysis of the Data

Expressed satisfaction students are a positive attitude towards students teaching and learning process services carried out by lecturers because there is a match between what is expected and needed by the reality it received(Nursalam, 2013). If the teaching and learning services received are suitable for what is expected by students, students would be satisfied, and if the service received is not appropriate, then students will feel dissatisfied. There are some forms of students' satisfaction with using WhatsApp for online learning. They had ten indicator questionnaires. Each indicator has two statement items.

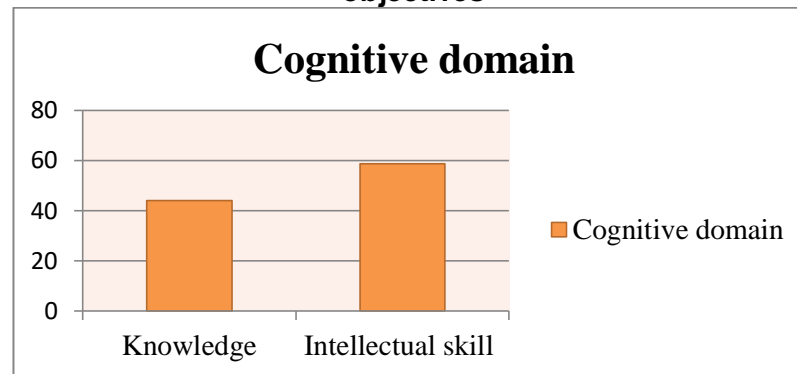
Based on the questionnaires of respondents answered, the researcher found how the students' satisfaction level on using WhatsApp for online learning at the fifth-semester students of English education program in IAIN Bukittinggi. The result of the respondent answer could be seen in the following graphic below:

### Learning Objectives

#### Cognitive domain

The first indicator of the questionnaire is the cognitive domain. The cognitive domain in the learning objective includes knowledge and intellectual skill.

**Graphic 2. Students` satisfaction in the cognitive domain of learning objectives**



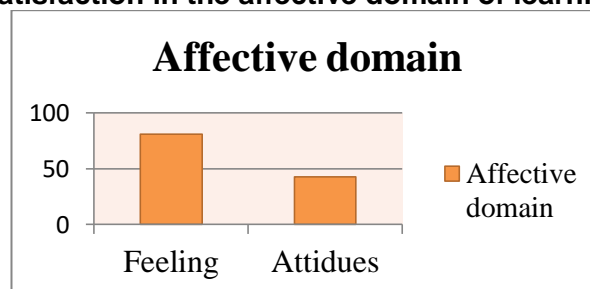
Source data: research data

Based on the graphic above, this related to the level of student satisfaction of cognitive domain in learning objectives on using WhatsApp for learning. There are two descriptions in the cognitive domain namely knowledge and intellectual skill. First is knowledge with 44%. Second is the intellectual skill with 58,7% Based on the data interpretation, there are very satisfied till not satisfied. In the cognitive domain of learning objectives, the highest percentage aspect of student satisfaction is in intellectual skill with an average score of 58,7%. Based on total mean of all categories is 51,35%. From the result, the researcher can be concluded that students` satisfaction of learning objectives in the cognitive domain is quite satisfied because it is on the interpretation scale  $\geq$ of 41%- $\leq$ 60%.

### **Affective domain**

The second indicator of the questionnaires is the affective domain. The affective domain in learning objectives included feeling and attitudes.

**Graphic 3 Students` satisfaction in the affective domain of learning objectives**



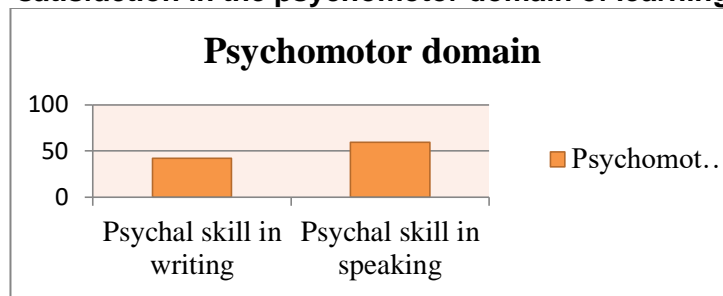
Source data: research data

Based on the graphic above, this related to the students` satisfaction with using WhatsApp for learning English. There are two categories of the affective domain in learning objectives, the first is feeling with 80,9% and the second is Attitudes with 42,7%. Based on the data interpretation, there are the very satisfied till not satisfied. Based on total mean of all aspects is 61,8%. From the result, the researcher can be concluded that students` satisfaction in the method of the learning process is satisfied because it is on the interpretation scale  $\geq$ of 61%- $\leq$ 80%.

### **Psychomotor domain**

The third indicator of the questionnaires is the psychomotor domain. The psychomotor domain in learning objectives included psychical skills in writing and psychical skill in speaking.

**Graphic 4. Students` satisfaction in the psychomotor domain of learning objectives**

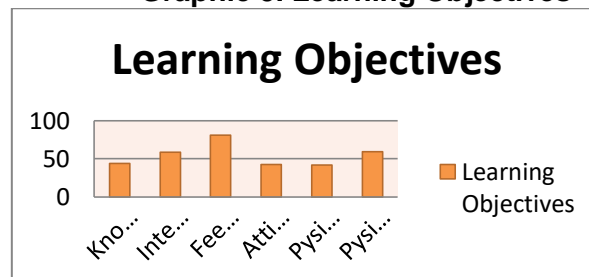


Source data: research data

Based on the graphic above, this related to the students' satisfaction with using WhatsApp for online learning. There are two categories of Psychomotor domain in learning objectives, first is a psychical skill in writing with 41,8% and the second is a psychical skill in speaking with 59,6%. Based on the data interpretation, there are the very satisfied till not satisfied. Based on total mean of all aspects is 50,7%. From the result, the researcher can be concluded that students` satisfaction in the psychomotor domain of learning objectives is quite satisfied because it is on the interpretation scale  $\geq 41\%$ - $\leq 60\%$ .

The total percentage (54,6%) is the mean of each percentage of the item. Each percentage was gotten from the total score divided by the ideal score and timed with 100%. Then, learning objectives on using WhatsApp showed in detail figure of learning objectives as described below:

**Graphic 5. Learning Objectives**



Source data: research data

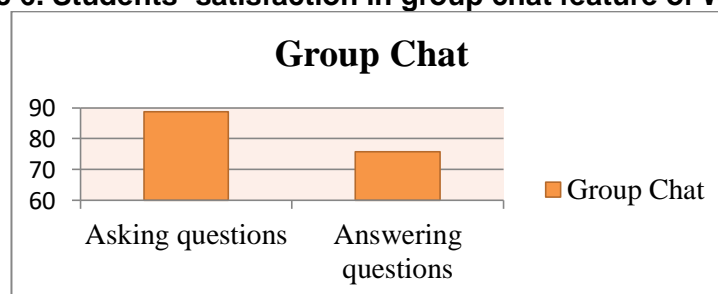
Based on the chart above, the researcher showed the highest choice by students was learning objective in affective domain regarding feeling during using WhatsApp for online learning and the lowest chosen by the students was Psychomotor domain regarding writing during on using WhatsApp for online learning.

**Utilization of WhatsApp features**

**Group chat**

The fourth indicator of the questionnaires is group chat. The group chats feature in WhatsApp included asking and answering questions when discussion activity in group chat feature.

**Graphic 6. Students` satisfaction in group chat feature of WhatsApp**



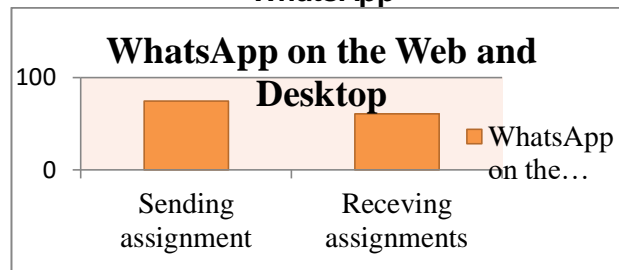
Source data: research data

Based on the graphic above, this related to the students' satisfaction with using WhatsApp for online learning. There are two activities of group chat feature in the utilization of WhatsApp features, first is asking questions with 88,7% and second is answering questions with 75,8%. Based on the data interpretation, there are the very satisfied till not satisfied. Based on total mean of all activities is 82,25%. From the result, the researcher can be concluded that students' satisfaction in the group chat feature is very satisfactory because it is on the interpretation scale  $\geq 81\%$ - $\leq 100\%$ .

#### WhatsApp on the Web and Desktop

The fifth indicator of the questionnaires is WhatsApp on the Web and Desktop. WhatsApp on the Web and the Desktop feature in WhatsApp included sending and receiving assignments when there are activities to do assignments.

**Graphic 7. Students' satisfaction in WhatsApp on the Web and Desktop feature of WhatsApp**



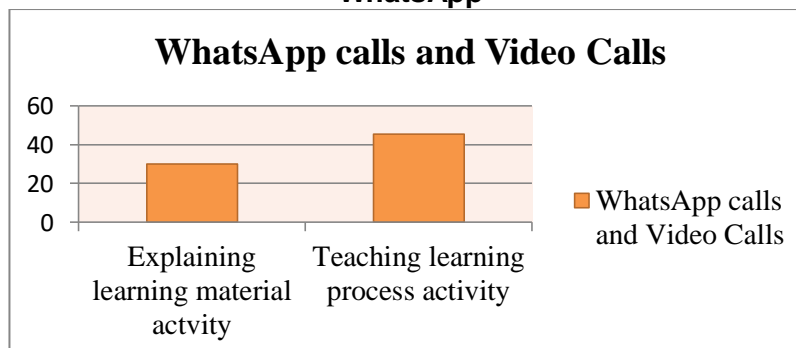
Source data: research data

Based on the graphic above, this related to the students' satisfaction with using WhatsApp for online learning. There are two activities of WhatsApp on the Web and Desktop feature in the utilization of WhatsApp features, first is sending task with 74,4% and second is receiving task with 60,2%. Based on the data interpretation, there are the very satisfied till not satisfied. Based on total mean of all activities is 67,3%. From the result, the researcher can be concluded that students' satisfaction in WhatsApp on the Web and Desktop feature is satisfied because it is on the interpretation scale  $\geq 61\%$ - $\leq 80\%$ .

#### WhatsApp call and video call

The sixth indicator of the questionnaires is WhatsApp call and video call. WhatsApp calls and video calls feature in WhatsApp included explaining learning material and teaching-learning process activities.

**Graphic 8. Students' satisfaction in WhatsApp calls and video calls feature of WhatsApp**



Source data: research data

Based on the graphic above, this related to the students' satisfaction with using WhatsApp for online learning. There are two activities of WhatsApp calls and video calls in the utilization of WhatsApp feature, first is explaining learning material with 30% and second is teaching-learning process activity with 45,3%. Based on the data interpretation, there are the very satisfied till not satisfied. Based on total mean of all activities is 37,65%. From the result, the researcher can be concluded that students' satisfaction in WhatsApp

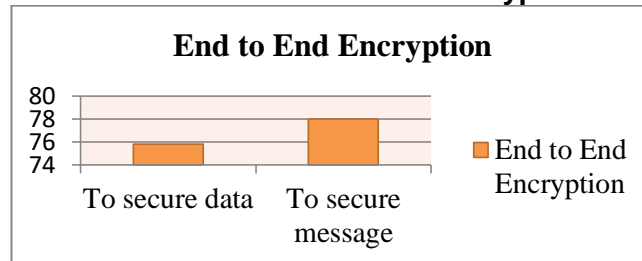


calls and video calls are less satisfied because it is on the interpretation scale  $\geq$ of 21%- $\leq$ 40%.

### End to End Encryption

The seventh indicator of the questionnaires is End to end encryption. The end-to-end encryption feature in WhatsApp included secure data and secure message activities.

**Graphic 9. Students` satisfaction in End to end encryption feature of WhatsApp**



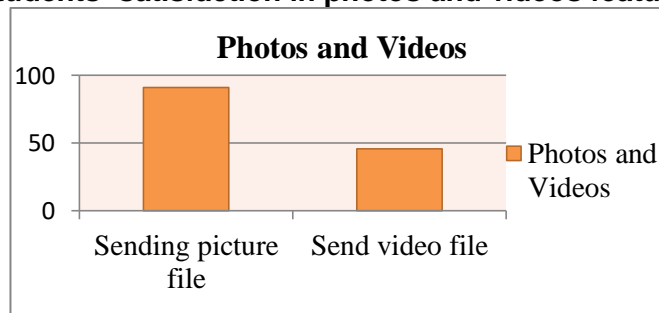
Source data: research data

Based on the graphic above, this related to the students' satisfaction with using WhatsApp for online learning. There are two activities of end-to-end encryption in the utilization of WhatsApp features, the first is secure data with 75,8% and the second is the secure message with 78%. Based on the data interpretation, there are the very satisfied till not satisfied. Based on total mean of all activities is 76,9%. From the result, the researcher can be concluded that students` satisfaction in WhatsApp calls and video calls are satisfied because it is on the interpretation scale  $\geq$ of 61% - $\leq$ 80%.

### Photos and Videos

The eighth indicator of the questionnaires is photos and videos. Photos and videos feature in WhatsApp included sending picture files and videos when related to learning material by the lecturer.

**Graphic 10. Students` satisfaction in photos and videos feature of WhatsApp**



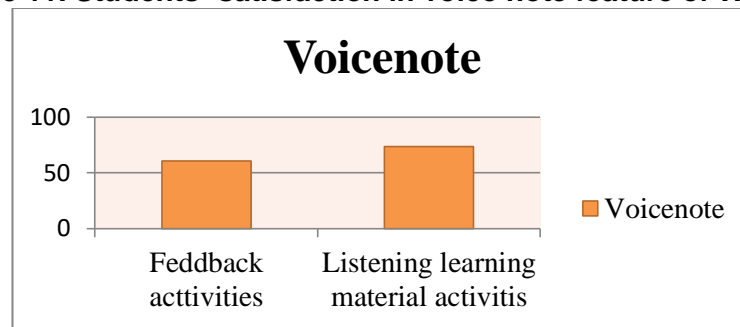
Source data: research data

Based on the graphic above, this related to the students' satisfaction with using WhatsApp for online learning. There are two activities of photos and videos in the utilization of WhatsApp features, the first is sending picture files with 91,1% and the second is sending videos to file with 45,6%. Based on the data interpretation, there are the very satisfied till not satisfied. Based on total mean of all activities is 68,35%. From the result, the researcher can be concluded that students` satisfaction in photos and video features is satisfied because it is on the interpretation scale  $\geq$ of 61% - $\leq$ 80%.

### Voice note

The ninth indicator of the questionnaires is voice notes. The voice note feature in WhatsApp included getting feedback and listening to learning material activities by the lecturer.

**Graphic 11. Students` satisfaction in voice note feature of WhatsApp**



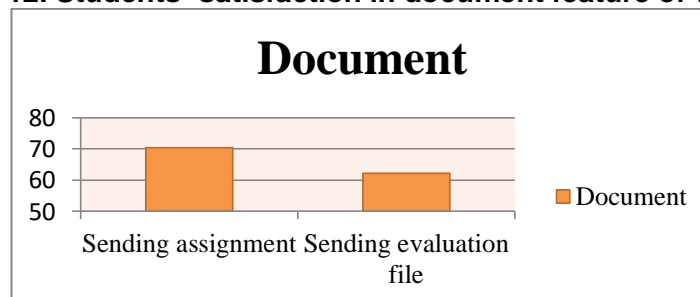
Source data: research data

Based on the graphic above, this related to the students' satisfaction with using WhatsApp for online learning. There are two activities of voice note in the utilization of WhatsApp features, the first is feedback activities with 60,4% and the second is listening learning material activities with 73,3%. Based on the data interpretation, there are the very satisfied till not satisfied. Based on total mean of all activities is 66,85%. From the result, the researcher can be concluded that students` satisfaction in voice note features is satisfied because it is on the interpretation scale  $\geq 61\%$ - $\leq 80\%$ .

**Document**

The tenth indicator of the questionnaires is the document. document feature in WhatsApp included to sent assignment and evaluation file.

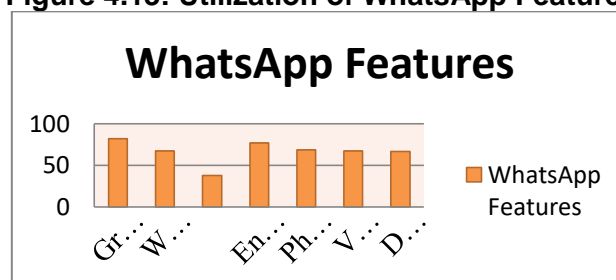
**Graphic 12. Students` satisfaction in document feature of WhatsApp**



Source data: research data

Based on the graphic above, this related to the students' satisfaction with using WhatsApp for online learning. There are two activities of the document in the utilization of WhatsApp features, the first is sending assignments with 70,4% and the second is sending evaluation files with 62,2%. Based on the data interpretation, there are the very satisfied till not satisfied. Based on total mean of all activities is 66,3%. From the result, the researcher can be concluded that students` satisfaction in document features is satisfied because it is on the interpretation scale  $\geq 61\%$ - $\leq 80\%$ . The total percentage (66,5%) is the mean of each percentage of the item. Each percentage was gotten from the total score divided by the ideal score and timed with 100%. Then, utilization of WhatsApp features in online learning showed in detail figure of the utilization of WhatsApp features as described below:

**Figure 4.13: Utilization of WhatsApp Features**



Based on the chart above, the researcher showed the highest choice by students was the group chat feature and the lowest choice by the students was the WhatsApp calls and video calls feature.

## Discussion

This section presents the discussion based on the findings of the research. Several things can be noted down related to the student's satisfaction with using WhatsApp for online learning. WhatsApp is a free messenger application that works across multiple platforms and is being widely used among undergraduate students to send multimedia messages like photos, videos, audio, along with simple text messages (Gon & Rawekar, 2017). This feature has several utilization for online learning during pandemic Covid-19. Therefore, WhatsApp is usually used for learning among students especially in online learning during the Covid-19 pandemic. As well as with WhatsApp, the students have a different satisfaction level. Some students judge positively and negatively. It depends on their satisfaction. This research is aimed to answer the research question, to answer the research question, the researcher conducted descriptive research to describe the phenomena in numerical data to get detailed information. Then, the instrument to collect the data is a questionnaire using the Likert scale for the positive statement. To find the result of the research, data are analyzed using percentages and mean formula. From the finding of the research, it shows the student's satisfaction with using WhatsApp for online learning at the fifth-semester students of English education program can be divided into two things namely Learning objectives and utilization of WhatsApp features :

### Learning Objectives

This aspect consists of six items. The overall percentage for this kind of strategy is 54,6%. In detail, learning objectives by using WhatsApp with the frequency of very satisfied 1,3%. The satisfied frequency is 17,7 %. Quite satisfied frequency got 33,3%, less frequency is 43,7, and not satisfied frequency got 4,0%. What learning objectives will be studied by students and what will be achieved at the end of learning. Learning objectives also describe specific behaviors that will lead to goals, specific, and measurable. In Bloom's taxonomy of objectives, learning can be classified into three domains, namely: 1. Cognitive (Knowledge and intellectual skills), 2) Affective (feelings and attitudes), 3) Psychomotor (Physical skills) (Elfitrayani & Gistituati, 2019). Thus, when online learning by using WhatsApp should have three domains because the learning objective when online learning same as learning in general. Although learning objectives did not get 100%, but this domain gave results quite satisfied because the percentage score of these items are 54,6% and if it is consulted to the interpretation of the percentage in the table ( *see the table in chapter III* ), the percentage score is the range of 41% - 60 % or it was quite satisfied level.

### Utilization of WhatsApp features

In general, students choose this category 66,5%. Students choose the utilization of WhatsApp features with a variety of percentages. A few of the students choose very satisfied with this aspect 11,2%, satisfied with 42,2%, some students choose quite satisfied with 22,1%, less satisfied with 17,3, and not satisfied choose this category with 7,1%. This aspect consists of 14 items. WhatsApp is the platform most widely used by students in the academic area. It is supported by Sonia and Alka state that WhatsApp is a free messenger application that works across multiple platforms and is being widely used among undergraduate students to send multimedia messages like photos, videos, audio, along with simple text messages. Besides, the Patient also stated that the conversations between and among students using WhatsApp (smartphone application) demonstrate the sharing of academic information. Therefore, the researcher conducts this research because WhatsApp is a platform that is most widely used by students during online learning during the Covid-19 pandemic.

The utilization of WhatsApp features gave results at the satisfied level because the percentage score of these items are 66,5% and if it is consulted to the interpretation of the

percentage in the table ( see *the table in chapter III* ), the percentage score is the range of 61% -80 % or it was satisfied level. Based on the finding, the researcher found that the average of students' satisfaction on using WhatsApp for online learning for two categories namely learning objective and utilization of WhatsApp features is 60,55%. Thus the interpretation of the data is 60,55% or was  $\geq 41\%$ - $\leq 60\%$  "quite satisfied". It means that the level of students' satisfaction on using WhatsApp for online learning at the fifth-semester students of the English education program in IAIN Bukittinggi got quite satisfied. The researcher field agrees with the student, the level of students' satisfaction on using WhatsApp for online learning is quite satisfactory.

## CONCLUSION

Based on the findings and discussion that have been presented in the previous chapter, it could be concluded that the students in the fifth semester of the English education program in IAIN Bukittinggi have some satisfaction about using WhatsApp for online learning regarding learning objectives and utilization of WhatsApp features. That was concluded by the mean score of each category. Students' satisfaction with using WhatsApp for online learning. learning objectives with the percentage 54,6% percentage (quite satisfying category), and utilization of WhatsApp features with a percentage of 66,5% (satisfied category).

## REFERENCES

- Budiman, C., & Devie. (2015). Pengaruh Student Satisfaction Terhadap Competitive Advantage Dengan University Reputation Dan Student Loyalty Sebagai Variabel Intervening. *Business Accounting Review*, 3(1), 386–397.
- Gon, S., & Rawekar, A. (2017). 8454-16768-3-PB.pdf. *MVP Journal of Medical Sciences*, 4(June), 19–25. <https://doi.org/10.18311/mvpjms/2017/v4i1/8454>
- Hamad, M. M. (2017). *Using WhatsApp to Enhance Students' Learning of English Language " Experience to Share ."* 7(4), 74–87. <https://doi.org/10.5539/hes.v7n4p74>
- lii, B. A. B., Pendekatan, A., & Penelitian, J. (n.d.). *Sugiyono, (2014), Metode Penelitian Kuantitatif, Kualitatif, dan R & D, :Alfabeta, Bandung, Hlm26. 2015.*
- Jango, W. O. (2019). The Effectiveness of Using Cooperative Script Method to Improve Students' Reading Comprehension on Recount Text of 8thGrade Students of SMP N Kewapante, Maumere in Academic Year 2017/ 2018. *Wiralodra English Journal*, 2(2), 210–220. <https://doi.org/10.31943/wej.v2i2.54>
- King, G. R. D. (1991). Creswell's Appreciation of Arabian Architecture. In *Muqarnas* (Vol. 8). <https://doi.org/10.2307/1523157>
- Moore, A. L. (2014). *A Research Review of Cognitive Skills, Strategies, and Interventions for Reading Comprehension.* 1–22. <http://downloads.learningrx.com/reading-comprehension-research-paper.pdf>
- Nurhamidah, S., Pulungan, S. M., & Harida, E. S. (2018). the Analysis of Teachers' Strategies in Teaching Reading Comprehension At Sman 2 Padang Bolak. *TAZKIR: Jurnal Penelitian Ilmu-Ilmu Sosial Dan Keislaman*, 4(2), 299. <https://doi.org/10.24952/tazkir.v4i2.1149>
- Nursalam. (2013). Faktor-Faktor yang Mempengaruhi Kepuasan Siswa Menurut. *Journal of Chemical Information and Modeling*, 53(9), 1689–1699.
- Pourhosein Gilakjani, A., & Sabouri, N. B. (2016). How Can Students Improve Their Reading Comprehension Skill? *Journal of Studies in Education*, 6(2), 229. <https://doi.org/10.5296/jse.v6i2.9201>
- Singh, Y., & Wang, L. W. (2020). Analysis of diagonal G and subspace W approximations within fully self-consistent GW calculations for bulk semiconducting systems. *Physical Review B*, 101(23), 1–33. <https://doi.org/10.1103/PhysRevB.101.235157>
- Solihah, P. H., D, S., & Abdullah, A. (2019). Tingkat Kepuasan Pemanfaatan Grup Media Sosial Whatsapp Bagi Mahasiswa Ilmu Komunikasi Uin Suska Riau. *Jurnal Riset Mahasiswa Dakwah Dan Komunikasi (JRMDK)*, 1(4), 248–254.