

STUDENTS RESPONSES IN LEARNING READING USING WHATSAPP

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Abstract

Nowadays, the use of mobile device not only to communicate but also to learn, to share information, to support teaching and learning especially after pandemic covid-19. As it is implemented by educators, on its process, it has hinger challenges to attract students' attention and interest during the online learning. This study entitled Students' Responses in learning reading using WhatsApp aims to identify the students' responses on the online learning through WhatsApp. The method used in this research is qualitative research method, while the subjects consist of 34 students. The obtained data from a questionnaire with an average percentage of 45.9%. It illustrated that the students felt that learning using Asynchronous could decrease learning enthusiasm due to a natural lack of interaction with the social environment.

Keywords: Online Learning; WhatsApp; Students Response

INTRODUCTION

Learning is a process that aims to transform knowledge and information to students (Muhlisin, 2018). During this pandemic, many teaching staffs used the Asynchronous learning method because they felt that they could provide material to the students even though they did not meet each other. *Asynchronous learning* is a general term that describes a learning mechanism carried out remotely through online media (Riwayatiningsih & Sulistyani, 2020). This study investigates the students' responses to the Covid-19 pandemic, and the students must learn by using Whatsapp through asynchronous or online learning. The implementation of this research is at one of the Vocational High Schools in Batujajar. The online application media commonly used in learning during the pandemic is Whatsapp because the students and the teachers are familiar with this chat media. However, many students feel that learning by using this method impacts to receiving information from the teacher. One of the subjects considered problematic by students in English is the difficulty of understanding the meaning of words. Learning the language is often regarded as dull, and the material is challenging, especially when online learning is conducted now (Setyaningsih & Rahmawati, 2021). Therefore, teaching staff often experience obstacles in the teaching process, such as a lack of students' interest in learning. The learning process depended on the students' distractions when studying at home (Nartiningrum & Nugroho, 2020), which resulted in an inadequate responses to learning English.

According to several studies, factors that can influence students' responses to their interest in learning English, namely challenging subject in memorizing new vocabularies, and less creative and innovative learning media (Safitri, 2021). Other obstacles include supervision of students who are lack to submit the assignments, and attendance. Meanwhile, students who do not have smartphones have problems not participating in WhatsApp learning activities (Arianti, 2020) (Efriana, 2021).

Response defines as reacting to treatment, reaction, and answer (KBBI, 2021). According to (Saifuddin Azwar, 2015), as cited (D.Miasari, 2017), the response is a reaction or solution that depends on the stimulus or is the result of the motivation; a person's response can be in the form of good or bad, positive or negative, pleasant or unpleasant. Improving the students' responses through the teaching and learning process is inside and outside the classroom (Majid, 2013).

Based on existing conditions, only less than half of students can participate physically and mentally in online learning which categorizing barriers into five categories: technological, individual, domestic, institutional, and societal barriers. (Baticulon et al., 2021). Meanwhile, other research using the qualitative descriptive research method can prove that learning by reading via chat applications can impact students, where it is challenging to receive knowledge from English subjects. There are many obstacles for students and teachers in learning through WhatsApp. These obstacles include the limitations of teachers in delivering material, poor internet connections, the use of internet quotas that are more wasteful, lack supervision of students, late collecting assignments, and attendance. In this study, the method used is qualitative descriptive using the Whatsapp chat application with one class of high school students (Arianti, 2020)

METHOD

To find the objectives of this research, the researchers used the qualitative method. According to Taylor (1984) cited in (Efransyah, 2019) the qualitative approach makes the researcher develop concepts, insight, and understanding from patterns in the data rather than assess preconceived models, hypotheses, or theories. Qualitative research questions understanding the meaning and experience dimensions of humans' lives and social worlds. According to Denzin and Lincoln (2005), as cited in (Aspers & Corte, 2019), Qualitative research is research that involves the study of the use and collection of various case studies, personal experiences, life stories, history, which describe moments and meanings and problems in everyday life. This study uses a questionnaire as an instrument used to obtain data on Students' Responses to Teaching Reading Using Whatsapp. The subject in this study was class XII in one of the Vocational High Schools in Batujajar which consist of 34 students.

RESULTS AND DISCUSSION

Results

After getting permission from the principal, the researchers began to give questionnaires to the students in class. The teachers offered questionnaires to direct their students to fill out them quickly. The students' responses towards learning reading by using Whatsapp expressed by "Yes" and "No" choices. The results of those questionnaire are represented as follows:

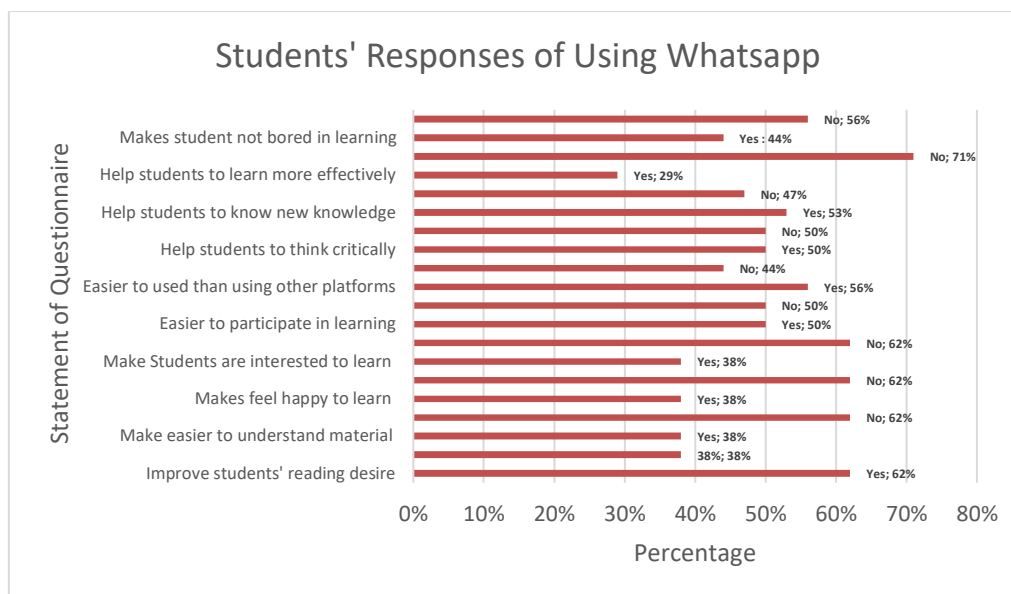


Figure 1 The percentage of Students' Responses in learning reading using WhatsApp

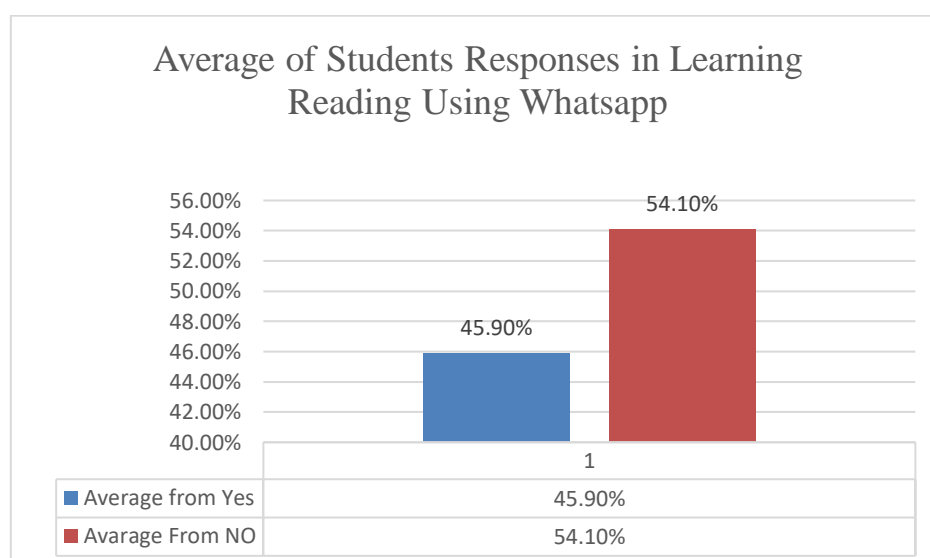


Figure 2 Average of students responses in learning reading using WhatsApp

The responses referred from the above figure are related to the learning process namely students' motivation to take part in learning, and the desire to carry out the teacher's instructions regarding the given task. Based on the questionnaire results on online learning reading using Whatsapp, mostly respondents showed a low response category.

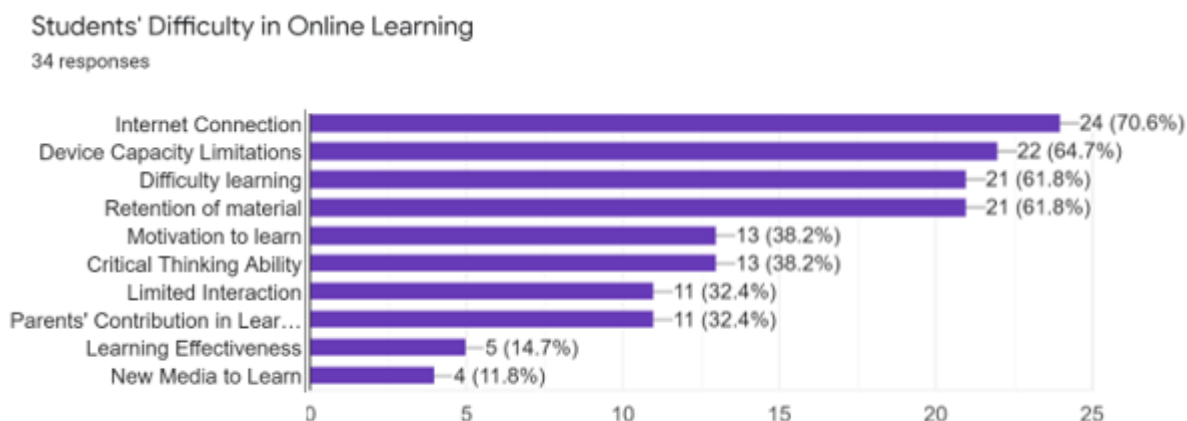


Figure 3 Students' difficulty learning using WhatsApp

From the above figure showed that nearly most students (70,6%) declared that they experienced an internet connection and signal problem. The students must provide an internet connection with their effort. The 70.6% of students also stated that a limited internet quota was their big problem. Feeling unwilling to use their internet quota has limited their learning. As many as 64.7% also claimed that device capacity limitations were their other big problem. 61.8% was also difficulty and delivery in education problems with motivation and critically thinking ability as 38.2%. Furthermore, 32.4% of students had a problem with limited interaction and parents' contribution in learning. However, most students claim that they understand better using WhatsApp even though they must face difficulties during the learning process.

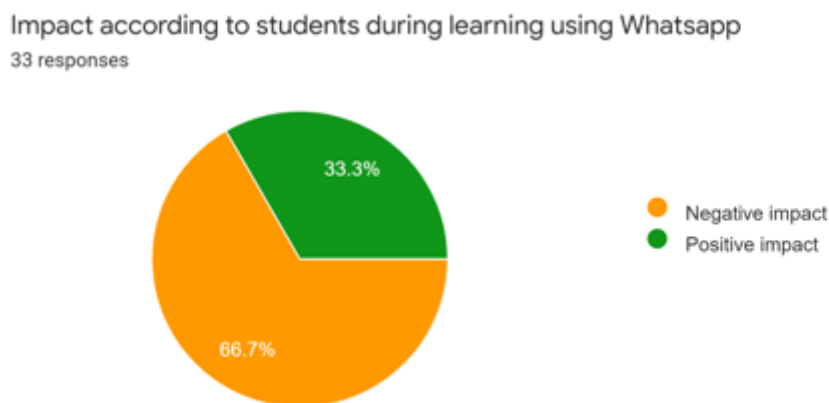


Figure 4 Students' response about the impact of learning using WhatsApp

The figure above illustrated some factors that affect students negatively because students face many problems. Online learning activities require students to understand and remember reading material and deliver material in files, videos, or images. This activity focuses on students in organizing meaningful information and provides an opportunity to review the current data to understand a concept well. The results reinforce this results (Rahmadi, 2020); the students are not ready to learn actively, collaboratively, and independently through WhatsApp groups. Learning activity through Whatsapp has to be facilitated by students' interaction in working together to understand the material given. Students negatively respond to sharing because of only one-way communication in this step. There is a difference between the implementation of face-to-face learning.

Discussion

This study investigates the leveraging of WhatsApp seen from students' responses after experiencing it in the learning. We collected information from the questionnaire with the students sampling of 34 students. The students' Responses in Learning Reading using Whatsapp are inadequate. According to the results of the questionnaire, the students felt that they could improve their reading skills from the frequent use of WhatsApp, which is 68%. However, they also thought that this application had not supported them in understanding the material because some problems came as obstacles to learning. The results obtained from the 38% questionnaire are below half the expected responses. Thus, the students' preference using WhatsApp they have to feel happy to learn using Whatsapp. However, the results from this study stated that 62% of the students think unhappy learning reading using Whatsapp, so that it affects the results obtained from the questionnaire 62% of students not interested in learning using WhatsApp then contributed learning English. By using WhatsApp, learning has become more personal with its features. There is no need to force the students to enjoy the learning. They can repeatedly read the passage the teacher sent. Therefore, the results obtained from the questionnaire were 50%. The students are easier to learn using WhatsApp than contributed to learning English, the real-time system of this application.

Increasingly, different learning styles happen outside the classroom through social cooperation and collaboration between students to improve construction and knowledge sharing. However, the students feel that Whatsapp is easier to use than other platforms. The questionnaire results obtained 56%, indicating students agree with this statement. The students can access the material at any time and the teachers help the students to continue learning outside the classroom. Further advantages in this study, the improvement of students' reading skills and its applicability, could support students to think critically. The questionnaire results, which is 50% students agree that Whatsapp can improve students' critical thinking. This study also found that Whatsapp helps students to know new knowledge. Students can learn to use every feature from Whatsapp to utilizing every part to develop reading skills. The results from the questionnaire obtained 53%. Expectations from the ease of using WhatsApp in learning can make learning effective. However, the students did not feel effective in learning using WhatsApp. The students opinion from the questionnaire results is 29% responses from the students. The ineffectiveness of learning using Whatsapp makes learning boring, as students feel, as seen from the results of the student response questionnaire obtained by 44%.

CONCLUSION

According to the results of the questionnaire, only 45,90% of the students responded "Yes" and 54,10 responded "No" in learning reading using Whatsapp. Mostly, they experienced significant disturbances, such as unstable internet connection and limited internet data. Thus, in conclusion, Whatsapp cannot make the students study comfortably and help them easily learn English better. The students felt that learning using Asynchronous could decrease learning enthusiasm due to a natural lack of interaction with the social environment.

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