

## THE ANALYSIS OF STUDENTS' PERCEPTION ON THE USE OF WHATSAPP GROUP (WAG) AS MEDIA IN LEARNING WRITING DURING PANDEMIC ERA

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### ABSTRACT

This research aimed to know the students' perception of the use of WhatsApp group (WAG) as media in learning writing at the ninth grade of SMPN 3 Solok in the 2021/2022 academic year. This research was conducted by using quantitative descriptive research was used as the design for this research. In collecting data, questionnaire was used as the instrument of the research in collecting the data given to the students. In this case the researcher used 30 number of statements which based on 3 aspect of students' perception. The aspects of perception were divided into cognitive, affective, and psychomotor aspects. The finding of the research can be concluded that students' perception on the use of WhatsApp group as media in learning writing during pandemic era at the ninth grade students' of SMP 3 Solok at 2021/2022 academic year was in the "Good" level. It can be seen from students' positive responses in responding the questionnaire given about the use of WhatsApp groups in learning to write during the pandemic. Through this research, teachers are advised to encourage students to use WhatsApp groups in learning to write during pandemic because based on the research that has been done, WhatsApp groups have had a good impact and response from students in learning, especially in writing activities.

**Keywords** :Writing,WhatsApp group, Perception

### 1. INTRODUCTION

The spread of Covid 19 has had a significant effect on people's lives. In the education sector, for instance, the teaching and learning activities are changed drastically from face-to-face teaching to online teaching activities.

In the teaching and learning process, the teacher needs strategy or media to make the real conditions in the classroom fulfill the outcomes of the English subject. Furthermore, there are different kinds of media used in the

teaching process in the pandemic era such as Google Classroom, WhatsApp group, Moodle, Website, Zoom meeting, and Google Meeting.

In many classes, the teachers tend to use the WhatsApp group (WAG) as one of the learning communication media. This system has a negative and positive impact on learning English, especially in learning writing. Based on the observation with the teacher of English in SMP 3 Solok, it shows that the positive impact of using WAG is effective in terms of time and place. On the other hand, this system is different from normal learning. The teacher was to implement the distance learning process. In addition, students and teachers should not attend the classroom at school. Besides that in terms of time, it can be done at any time according to the agreement between students and teachers. In this case, the students are expected to learn from home more actively.

Learning to write through the WhatsApp group is very fun because the students can interact by giving comments to their teacher. Through WhatsApp, students can write the task using this medium based on the teacher's instruction or even upload it to the group on WhatsApp itself. This achievement can be made descriptively using WhatsApp and can be applied in the daily teaching and learning process. Moreover, in teaching and learning activities students said they are motivated because a lot of English information has been shared by the teacher through the WhatsApp group.

The negative impact of the use of this application is constrained by the internet network because not all

students live in urban areas so that students do not fully get learning and have a limited internet quota. It is a factor in the obstruction of the teaching and learning process so that many students are left behind in their studies for longer teaching activities online and many students are getting bored so that students cannot accept the given learning material. It can be concluded that the biggest problem in the teaching and learning process through WhatsApp is internet connection.

This article was conducted to see the analysis of students' perception on the use of WhatsApp group as media in learning writing during pandemic era at the ninth grade students of SMP N 3 Solok in the 2021/2022 academic year. It was proved by the score of students answers by using a questionnaire.

## 2. LITERATURE REVIEW

There are several experts who define what writing is. According to Harmer (2010:31), writing is a way to produce language and express ideas, feelings, and opinions in written form. In other words, writing is a process for conveying or delivering ideas, thoughts, opinions, and feelings by considering some components of writing to make good paragraphs, so that the readers can understand the messages easily. Nunan (2011:88) states that writing is the process of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs. It means that it will include the choice of words, grammatical structure, punctuation, etc. So that, it will be clear to the reader to understand the

information and achieve the aims of communication in written form. Moreover, Spratt, Pulvernes, and Williams (2012:26) state that writing is an activity to communicate messages or ideas in the form of letters and symbols. It means that writing is conveying a message through a written form as a way of communication between the writer and the reader. The writer should be able to convey the messages clearly to make the reader understand them. Langan (2015:14) states that writing is the activity of a writer to the reader to express ideas, thoughts, and feelings clearly and effectively in the written form. The writer requires knowledge of using appropriate grammar and the art of using rhetoric such as arranging the words, phrases, sentences, and paragraphs. The writer has to master the rules in using components of writing such as vocabulary, spelling, grammar, morphology, and syntax to produce a good written text. Richard and Renandya (2012:309) state that there are five components of writing. First is content which has to be relevant, logical, and clarify. Second is organization, as a process to find a suitable topic and organize the sentences into good paragraphs. Third is syntax, it is considered contextual for sentence structure, border, and choice of stylistic. Fourth is mechanics, in mechanics the writer should pay attention to spelling, punctuation, and structure of words. The last is accuracy, which means the sentences should have logical evidence and available resources. Abu Rass (2014:30) says that there are some components of writing. They are content, organization, purpose,

audience, vocabulary and the last is mechanics. Zemach and Rumisek (2013:3) state that there are six steps of writing process such as pre-writing (choose a topic, gather ideas, organize), drafting (draft and write the outline of paragraphs from start to finish), reviewing and revising (review structure and content), and rewriting (revise structure and content, proofread, and make final corrections). Meyers (2014:12) defines some processes of writing. Firstly is exploring ideas, it means discovering ideas and planning the writing. Secondly, pre-writing consists of brainstorming (listing our thoughts), clustering (writing the subject in the middle of the page and then circling it), and free writing (writing without worrying about sentence structure, spelling, logic, and grammar). The third is organizing, this process involves selecting, subtracting, and adding ideas into words. Fourthly is writing the first draft, in this process, the ideas were arranged in some reasonable order. Harmer (2015:4) states that there are four main elements in the process of writing. The first is planning. In planning, there are three main issues that the writer has to consider, they are the purpose of their writing, the audience they are writing for, and the content structure which means how to sequence the facts, ideas, or argument which was decided to include. The second is drafting. In this process, before starting to write the writer has to make an outline of what they are going to write. Thus, the writer needs to make a list and has to focus on which ideas or topics to include in the piece of their writing. The Third is editing (reflecting and

revising), here the writer checks and edits his work, and perhaps the way something is written is ambiguous or confusing.

Andi Miladiyah (2017:18) states that the use of the WhatsApp program is very effective with the support of its features compared to other instant messaging applications. Pranajaya & Hendra Wicaksono (2019: 14) state that WhatsApp is an internet-based application that is one of the most popular impacts of the development of information technology. Larasati (2021:9) states that some excellent features include group chat (group chat) or often known as WhatsApp Groups (WAG). By page official WhatsApp, WhatsApp Groups can share messages, photos, and videos for up to 256 people at once. This feature can also name groups, mute or adjust notifications, and still much more. In addition to being able to send messages and photos this application is also available to send documents in the form of PDF, JPG, or RAR which makes it easier for us to send important data. From these various advantages, WhatsApp Group (WAG) is an online learning tool used by teachers in the learning process. Jain, Luaran, and Rahman (2016:12), the WhatsApp application is particularly popular because its enhanced capabilities allow users to interact in a variety of ways.

According to Dunlap (2019:14), students can express their responses freely and the teacher responds to students' questions and comments, starts new problems, or sends questions. WhatsApp is one of the most interesting teaching methods

that attract attention, responsiveness, and student-based learning.

Mulyana (2008:171-172), human perception is actually divided into two, namely the perception of the physical "environment and perception of humans". Robbins (2013:14), perception is a process that is taken by each individual to organize and interpret the impression from the senses that you have in order to give meaning to the surrounding environment. Many factors can influence perception, starting from the perpetrator of the perception, the object being perceived, and the existing situation. Slameto (2017:18), perception is a process experienced to achieve awareness or understanding of sensory information, the process by which a person selects, organizes, and interprets information. Suemanto in Rohani (2019: 7), perception does not only happen at one time, but it can happen in the past, present and future. Rohani (2019: 8) says that each individual has her/his own types of perception which are grouped into five such as visual, auditory, motorical, tactile and mixed perception. Hornby (2011: 997), perception is the way you notice things, especially with the senses, the ability to understand the nature of something, an image, an idea or a belief you complain about to change public perception that standards in schools are falling. Evyta Tri Handayani and Dyah Aminatun, (2018) "Students' point of view on the use of WhatsApp groups to elevate writing ability". The result of this study was a descriptive quantitative study with 37 students of the English Education study program as the participants. Zidni Ma'ruf, Nurul

Fadilah, Pegiawan Basofi, and Akmal, (2019) International Journal of Scientific & Technology Research. The title is "Students' perceptions of using WhatsApp in Paragraph Writing Class". The main purpose of this research is to find out what are the perceptions of second semester students of English education study program of using WhatsApp in a paragraph writing class. This research used a qualitative method with a case study. Nchindo Richardson Mbukusa in (2021), University of Namibia, and the title is Perceptions of students on the Use of WhatsApp in Teaching Methods of English as Second Language at the University of Namibia. The main purpose of this research is to find out how social networking applications such as WhatsApp could be used outside and in the classroom. The researcher found out how this might compliment the classroom teaching attitudes. This research used a Descriptive Quantitative method with data collection using questionnaires.

### **3. RESEARCH METHOD**

This research design of this study was descriptive quantitative research, because the purpose of this research focused on the analysis of students' perception on the use of WhatsApp group as media in learning writing during pandemic era at ninth grade students of SMP N 3 Solok in 2021/2022 academic year. The population of this research was the ninth grade students of SMP N 3 Solok in 2020/2021 academic year. The total population was 148 students in 5 classes. Namely classes IX.1, IX.2, IX.3, IX.4 and IX.5. The sampling technique used in this research was cluster

random sampling, Cluster random sampling is a sampling technique in which the selection refers to groups not individuals. As cluster random sampling, the researcher took a sheet of paper to write down several classes then withdrew the lot and the selected class was the sample of this study. The result of lot technique was that class IX 1 was chosen as the sample. It was done on 18 July 2022 and there were thirty three (33) students as the sample. In this research, the questionnaire was used to get students' perception in learning writing by using WhatsApp group during the pandemic era. In the questionnaire, the research used 3 (three) aspects to measure students' perception in learning writing in the WhatsApp group during the pandemic era, namely cognitive, affective and psychomotor. The questionnaire was scored by using Likert scale, the researcher used the Likert scale for scoring the result of the questionnaire. The total item of the questionnaire was 30 items.

The research questionnaire consisted of items that focused on students' perceptions in learning writing in the WhatsApp group during the pandemic era. To make it easier for students to fill in, the questionnaire was prepared by using Indonesian so it does not need to be translated again by the researcher. The researcher made an electronic questionnaire in the form of a Google Form, and then it was sent to the WhatsApp group of the ninth grade students at SMP 3 Solok. The researcher informed the informant that the questionnaire remained confidential and did not affect the value of English lessons.

After the researcher collecting the data, the researcher analyzed the result of the data. The researcher analyzed the questionnaire that was answered by the sample. The researcher concluded the percentage of students' perception on the use of WhatsApp group as media in learning writing during the pandemic era. The formulation suggested by Riduwan (2010:89) has five criteria to conclude the analysis of characteristics, as follows:

$$P = F/N \times 100\%$$

Where:

*P* = the percentage of the response

*F* = Frequency

*N* = Total of respondents

Then, after getting the total percentage of students' perception in learning writing in the WhatsApp group score, the researcher classified the percentage based on the categorized answer of the questionnaire in table 3.

**1. Table 3.6: Score Interpretation of Students' Achievement**

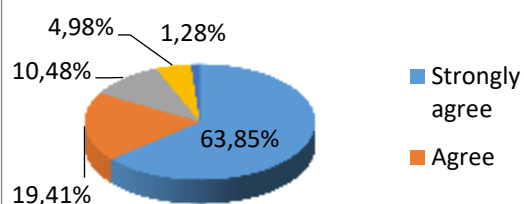
Range of the Grade	The Quality
81-100	Very Good
61-80	Good
41-60	Fair
21-40	Weak
0-20	Poor

#### 4. RESULT AND DISCUSSION

The analysis was conducted to determine the students' perception on the use of WhatsApp Group, it had been developed into three aspects:

cognitive, affective, and psychomotor is given a choice of answers, namely: SA (Strongly Agree), A (Agree), N (Neutral), D (Disagree), Strongly Disagree (SD). The researcher identified each item and given the score for each item of questionnaire that has been filled in by 33 students as the respondents who became the sample.

**Chart 1. The Percentage of Students' Scores in Perception**

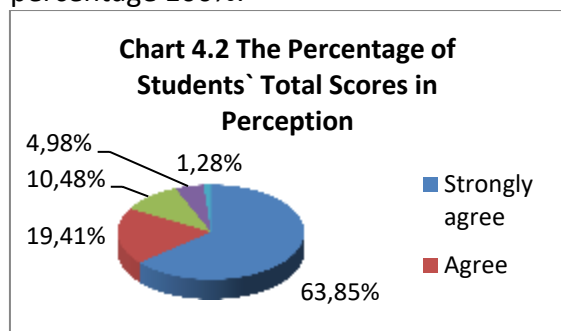


Based on the table and chart above, it can be illustrated that there were 3978 total scores from students' (63, 85%) of the students' scores were strongly agreed (SA). In the option of agree (S), the students' (19, 41%). In the category of neutral (N), the students' (10, 48%). In the option of disagree (D) the students' (4, 98%) and in strongly disagree (SD) the students' (1, 28%).

The highest score was 2.540 (63, 85) in the category strongly agree, it can be classified as good classification. It means that the students had a good perception on the use of WhatsApp as media in learning writing during the pandemic era.

Total scores of the students' perception. Total score: SA (240), percentage 63, 85%. A (772), percentage 19, 41%. N (417) percentage 10, 48%. D (198), percentage 4, 98%. SA (51), percentage

1, 28%. Total score 3978 and percentage 100%.



Based on the table and chart above, it can be seen that the answer strongly agree (SA) is 2540 (63.85%). It means that students' perceptions were categorized as good in using WhatsApp groups (WAG) as a medium in learning to write during a pandemic.

#### 4.2 Discussion of research data

After Students' perception of the use of WhatsApp groups as media in learning writing during the pandemic era at the ninth grade of SMPN 3 Solok at the 2021/2022 academic year was good. It can be seen from, three aspects of statements in the questionnaire, which are cognitive, affective, and psychomotor. From the analysis, it was found that the students showed good perception (63) toward the use of WhatsApp group in learning writing during the pandemic era.

First, based on the cognitive aspect the result of the students' perception of the use of WhatsApp group in learning writing got good percentage. The students are able to understand that material given through WhatsApp and they can also answer questions well. This is in line with, Rosa Linda (2021; 1) says that the students have a positive response to the use of WhatsApp in learning to write.

Second, based on the affective aspect the result of the students' perception of the use of WhatsApp group in learning writing got a good percentage. Students do assignments faster, send writing assignments given via WhatsApp and students feel comfortable learning to write via WhatsApp. This is in line with Eka Wulandari (2021:23), who found that WhatsApp group is learning writing using WhatsApp can bring positive effects and benefits during the learning process and can also develop students' writing skills.

Third, based on the psychomotor aspect the result of the students' perception of the use of WhatsApp group in learning writing got fair percentage. Students are more active in asking for writing material in WhatsApp groups, responding to teacher questions in WhatsApp groups, and showing positive behavior, while studying on WhatsApp. This is in line with Mirzon Daheri (2020:17) who states effective online learning medium to achieve learning objectives.

Fourth, based on the three aspect cognitive, affective, and psychomotor the result of the students' perception of the use of WhatsApp group in learning writing good percentage. Students are very happy in learning, are more active in asking questions to the teacher and make students become more independent in doing writing assignments given by the teacher through the WhatsApp group. This in line with Yoandita Eka Putri (2019:17) says that students quickly understand writing material through the WhatsApp group.

In conclusion, students' have no difficulty in learning to write through

WhatsApp groups. They have been able to use WhatsApp groups as medium in learning to write. Besides that, they are used to answering each of the indicators given and the results are good. The results of the study stated that students' perceptions of using WhatsApp groups in learning to write had a positive effect on learning to write in class IX of SMPN 5 Solok.

## 5. CONCLUSION

The purpose of this research was to know the Students' perception of the use of WhatsApp groups as media in learning writing during the pandemic era at ninth grade students of SMP N 3 Solok in 2021/2022 academic year. Based on the finding of the research on chapter four, it can be concluded that the students showed good perception toward the use of WhatsApp group in learning writing during the pandemic era.

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