The Student's Responses on The Task Given Through Whatsapp Application in Learning English at Sman 3 Lengayang Pesisir Selatan

Fatricia Golda Nihalai[1], Yulmiati[2], M. Khairi Ikhsan[3]
Program Studi Pendidikan Bahasa Inggris STKIP PGRI Sumatera Barat

Article Info	Abstract
    	This research is motivated by students' responses when given assignments via the Whatsapp application in learning English at SMAN 3 Lengayang Pantai Selatan 2020/2021. This research is qualitative research with a descriptive method which aims to analyze and see perceptions and responses when given assignments via the Whatsapp application. in learning English. To obtain information, researchers conducted interviews, where samples were taken using a purposive sampling method. The total sample in this research was 25 students. The interview was conducted with voice notes via the WhatsApp application. By conducting interviews with 16 questions to students related to student responses. There are types of responses, namely positive and negative responses. The results of this research show that the majority of students have a positive response to the use of the WhatsApp application as a medium in learning because the WhatsApp application is easy to use during the Covid-19 pandemic. Almost no students had a negative response to using this application.

Corresponding Author:
Fatricia Golda Nihalai
Program Studi Pendidikan Bahasa Inggris STKIP PGRI Sumatera Barat
fatriciagolda@gmail.com

1. INTRODUCTION

Technology participates in advancements in the field of education by enabling access to knowledge worldwide. WhatsApp as an English language learning tool has been studied in various contexts (Denzin, 2011). This means that technology has important aspects that are needed to human in their life. After that, human and technology can not be separated each other because technology is used to help the human's works involving communication and information, transportation and also education.

Therefore, at this time technology has provided many benefits in progress in various aspects, especially in the world of education. During the pandemic Covid 19, a role appeared where people were required to maintain a distance from one another. Technology has played a role in changing the Corona Virus Disease (Covid-19) pandemic. Those who will avoid the crowds and people can be get knowledge although they learn from HP, and not hampered because there are virus covid 19. Nowadays, the popular application is the social media for people in the world, especially for the students. The students use social media for communication and interaction with their friend. They can share and get information easily using the WhatsApp application. The WhatsApp is an important application for the Indonesian people because they can communicate and interaction with each other using the WhatsApp application without meeting directly. In the educational context, WhatsApp is also used by the students to do interaction with their friends. The students either get or share information to their friend quickly.

Therefore, WhatsApp can become one of the learning tools in English learning because it has completed with various features that support learning activities between students to other students and students with their teacher outside the classroom. The teacher can communicate with students and the students could practice answering the teachers question using English. Therefore the students and the teacher could apply English in their life using the WhatsApp application.

Based on the pre-observation at SMAN 3 Lengayang, English teachers used WhatsApp as a learning media in teaching and learning English, because the spread of covid 19 this year has resulted in students not studying normally at school as usual (face to face). In this research, the researcher focuses to find out the students' response on task given through WhatsApp application in learning English at SMA 3 lengayang Pesisir Selatan.

Based on the phenomena above, the researcher is interested to find out what are the student's responses on the task given through WhatsApp application in learning English at SMAN 3 Lengayang. Sometimes, the teacher gives a task to the students in formal school. When students are given task by the teacher in learning formal (school), some students not pay attentions about the task. Therefore, so the researcher want to see what is the students' response when the teacher give task through WhatsApp application in learning English.

The purpose of this research is to find out what the student's responses on the task given through WhatsApp applicationin learning English at SMAN 3 Lengayang Pesisir Selatan. WhatsApp is societal connection that connects individuals to get and share the humongous worldwide information rapidly (Izyani, 2016). It is also as part of the social media growth. Whenever humans are sharing stories and influencing others, it is viewed as social networking. The production of knowledge among students is based on online social interactions. He explained that learning can also be influenced by numerous variables, including the cognitive and psychological state of the learner, teacher professionalism and nature and complexity of the pedagogical approach. Overall, the effectiveness of learning and teaching can be improved through social interaction and this benefits the students in sharing information which parallels with the social development literature defines that task is the way to develop the students' language competence with write the text (Kholida, 2018). Task is an activity that needs to be accomplished within a defined period of time or by a <u>deadline</u> to work towards work-related goals about the text. It is a small essential piece of a job that serves as a means to differentiate various components of a project. Task is students' perceived importance with respect to their identity or competence in a particular domain. Understanding students' prior knowledge of the task will be helpful to posit the design task in their existing schemata. Interest refers to subjective interest in the activity.

Meanwhile, the affordances and pedagogical benefits of technology in the English for Specific Purposes (ESP) and English for Academic Purposes (EAP) classrooms are widely acknowledged (Healey, 2018). One potential use of technolog y is in eliciting and managing students' responses. In practice, this situation tends to mean that the more confident students respond, or students are 'put on the spot by teacher-nominations. One way to address this issue is through response cards. Students can respond in unison with a card or whiteboard displaying the answer. Response cards are effective at all levels of education in increasing active responses, improving test scores, and motivating learners.

Meanwhile, two types in students' response, the first is the student response with specific response (Elfrida, 2019). The students' response with specific it means the students can explain about the material with specific and detail. For example, if the teacher gives the question to students about benefits of knowledge for the future and then one of students can explain the benefits of knowledge with specific and detail. The second is the student responses with open-ended, component is cognitive. The students response with their open ended with the students think about the material. This part, the teacher more find the cognitive from students in the students' response.

2. RESEARCH METHOD

the method of the research will be used descriptive design by the researcher. It is supported by Creswell (2008) that descriptive qualitative study aims at investigating detaily rendering of people, places, or events in a setting in qualitative approach. Based on the

explanation above, the researcher wants to analyze students responses on the task given through WhatsApp application in learning English.by using a qualitative approach and descriptive methods to describe this phenomenon.

the participants of this research are 25 students of first semester second grade at SMA 3 Lengayang. In this research, the researchers used purposive sampling because the main goal of purposive sampling is to focus on particular characteristics of a population that are of interest, which will best enable to answer the research questions. Purposive sampling is a technique widely used in qualitative research for the identification and selection of information-rich cases for the most effective use of limited resources (Patton, 2002). This involves identifying and selecting individuals or groups of individuals that are especially knowledgeable about or experienced with a phenomenon of interest (Cresswell & Plano Clark, 2011). The researcher taking the data using observation in WhatsApp application to see the students' responses. The research see the students' response with the data from the instrument.

The instrument of this research is interviews. Using the following questions such as:
1. Do you have a phone as a media for learning?
2. Is the availability of the internet network well?
3. Is you there carry out a task through from whatsApp application?
4. Can you get task information quickly through whatsApp application?
5. Can you to provide easy access in doing assignments through this whatsApp application?
6. Can you to do the assignments given by the teacher.
7. Does teacher give limit the time in carry out a task thtough whatsApp application ?
8.   Can you to submit assignments on time ?
9.   Can do assignments via WhatsApp according to the learning objectives of the teacher?
10. Can you to communicate well in assignments via WhatsApp?
11. Can you to use WhatsApp as a learning media technology?
12. Do you understand the material and assignments given by the teacher well through the WhatsApp application?
13. Can you make students play an active role in doing assignments?
14. Does of whatsApp provide new motivation for students in doing assignments?
15. Is assignments via WhatsApp is very useful for you?
16. Is WhatsApp application as a means for students to carry out assignments during the Covid-19 pandemic?

Five step of analyze descriptive data has to follow five steps. They were organizing data, analyzing data, description or theme, and interpreting (Creswell, 2009)

3. FINDINGS AND DISCUSSION

In conducting this research, the researcher used a descriptive research type with a qualitative approach. In this study, a qualitative approach would be used by researchers because this study will focus on analyzing the problem of students' responses on the task given through WhatsApp application in learning English. Researcher wants to find out the focus what the students responses. The participants of this research were 25 students of first semester second grade at SMAN 3 Lengayang.

Based on the data above,the second indicator the researcher found result that WhatsApp application are able the student get the assignment from the teacher in order to develop the

student competence in doing task by using WhatsApp. From 25 students gave this question, all of the students responsed positive in order to answer the question. This is proved through this application students are able to do the assignments given by the teacher. The students agree through this application students are able to do the assignments given by the teacher.

This conclude that the first indicator got positive response by all of students. The students agree that by handphone the student can learning english trhough WhatsApp with good internet connection. This prove that students respons that WhatsApp used .WhatsApp application can get task information quickly. This application is able to provide easy access for students do assignments.

Based on the examples above, indicator 3 the researcher found result that WhatsApp Students point of view agree that in doing the assignments given through the WhatsApp application, students are able to submit assignments on time. Task give a certain time span within the limit of giving tasks via the WhatsApp application. From 25 students gave this question, all of the students response positive in order to answerd the question. This is proved Task is an activity that needs to be accomplished within a defined period of time or by a deadline to work towards work-related goals about the text.

Based on interview done by researcher, 25 students given positive response. The positive respon showed According to students are greatly helped in doing assignments because students do not need to come to school. now there are rules to keep our distance and avoid crowds, so from home we can complete tasks by sending them directly to our respective WA and also we can discuss through the chat group in WA. Helped by WhatsApp Because during this pandemic we are not allowed to leave the house to maintain health protocols So if with WhatsApp we can continue to study online without having to go to school.

Based on the examples above, indicator 6 the researcher found result that WhatsApp giving assignments via WhatsApp is very useful and with the WhatsApp application as a means for students to carry out assignments during the Covid-19 pandemic From 25 students gave this question, 25 of the students in order to answered the question. This is proved of student response (positive and negative) to various types of instruction and identification strategies for using these types of instruction could help eliminate a key barrier to faculty adopting new instructional practices.

4. CONCLUSION

In summary, to students think that because the teacher usually gives assignments according to the details of the lessons that are followed, it can be useful for me in learning and understanding the material. Students are motivated because the assignments given by the teacher also determine the students' grades, whether they are good or not. Students think it is useful. Giving assignments via WhatsApp really helps students in the time discipline given by the teacher so that they educate students to be disciplined with time. Giving assignments through WhatsApp is more concerned with students being able to quickly do the assignments given by the teacher who ignores time to train students' readiness to study seriously.

The result of this researcher is suggested for researcher, teachers, students, reader and to other people who dedicated themselves for improving the students' responses teaching learning activity, especially in students' response. Thus, for the students will give new knowledge about response use WhatsApp application as learning English. Then for the teachers, they can get information about what the students response in learning use WhatsApp application. For the researcher, it will give contribution to add knowledge about the student's responses on the task given through WhatsApp application learning English.

5. REFERENCES

Aziza, M. (2018). An analysis of a teacher's questioning related to students' responses and mathematical creativity in an elementary school in the UK. *International Electronic Journal of Elementary Education*, *10*(4), 475–487.

Azwar, S. (2012). Sikap Manusia Teori dan Pengukurannya (2nd ed.).Yogyakarta: Pustaka Pelajar.

Bernard HR. Research methods in anthropology: *Qualitative and quantitative approaches*. 3rd Alta Mira Press; Walnut Creek, CA: 2002.

Cameron, L. (2001). Teaching Language to Young Learners. United Kingdom: Cambridge University Press.

Denzin, N. K. & Lincoln, Y. S. (Eds) (2011).The SAGE Handbook of Qualitative Research (Fourth Edition). UK: Sage Publication Inc.

Froyd, J., Borrego, M., Cutler, S., Prince, M., & Henderson, C. (2013). Estimates of use of research-based instructional strategies in core electrical or computer engineering courses. IEEE Transactions on Education, 56(4), 393–399. http://dx.doi.org/10.1109/TE.2013.2244602

Lawanto, O., Minichiello, A., Uziak, J., &Febrian, A. (2019). Task affect and task understanding in engineering problem solving. *Journal of Technology Education*, *30*(2), 21–38. https://doi.org/10.21061/jte.v30i2.a.2

Mistar, I., &Embi, M. A. (2016). Students' Perception on the Use of WhatsAppAs a Learning Tool in Esl Classroom. *Journal of Education and Social Sciences*, *4*, 96–104. http://jesoc.com/wp-content/uploads/2016/08/Edu-76.pdf

Moon, J. (2000).Children Learning English.Macmillan Heinemann English Language Teaching. Oxford: Macmillan Heinemann

Rahmawati, R. (2014). Students ' Responses Toward the Implementation of Theme-Based Teaching in EYL Class. *Journal of English and Education*, *2*(1), 76–83. http://ejournal.upi.edu/index.php/L-E/article/view/749/545