

ENGLISH STUDENTS PERCEPTION ON THE USE OF WHATSAPP GROUP IN SPEAKING CLASS

Dhiana Shilvina Salsabila¹⁾, Meiga Ratih Tirtanawati²⁾, Yuniarta Ita Purnama³⁾

¹Faculty of Language and Arts Education, IKIP PGRI Bojonegoro
email: dhianashilvina05@gmail.com

²Faculty of Language and Arts Education, IKIP PGRI Bojonegoro
email: meigaratihirtanawati@gmail.com

³Faculty of Language and Arts Education, IKIP PGRI Bojonegoro
email: yuniarta_ita@ikipgribojonegoro.ac.id

Abstract

Online learning is a new policy from the minister of education and culture in the midst of the covid-19 pandemic. It is the first time for english students in IKIP PGRI Bojonegoro do the online learning in speaking class. Speaking is one of the important skills learned in english language. In this era the technology is developing rapidly. Many applications that can support online learning, One of them is WhatsApp. WhatsApp is a simple, secure, and reliable messaging application. This research discuss about students' perception on the use of WhatsApp Group in speaking class. The study aim to find out english students perception on the use of WhatsApp Group in speaking class and to find out english students challenges on the use of WhatsApp Group in speaking class. This research includes qualitative research with descriptive qualitative. The participant of this research was 35 students of the thirth semester of English Education Department academic year of 2020/2021 in IKIP PGRI Bojonegoro. The techniques of collecting data are interview, questionnaire and documentation. In this research researcher analyzed data by data reduction, data display and drawing conclusions. The result show that students perception on the use of WhatsApp Group in speaking class is less interesting and less effective. Their challenges on the use of WhatsApp Group are internet connection, feeling bored and lazy, difficult to understand the materials and the time is not according to the schedule. online learning using WhatsApp Group in speaking class needs more interesting learning activity.

Keyword: English Students Perception, WhatsApp Group, Speaking Class

Abstrak

Pembelajaran online merupakan kebijakan baru dari menteri pendidikan dan kebudayaan di tengah pandemi covid-19. Ini merupakan kali pertama bagi mahasiswa bahasa inggris di IKIP PGRI Bojonegoro melakukan pembelajaran online di kelas berbicara. Berbicara adalah salah satu keterampilan penting yang dipelajari dalam bahasa Inggris. Di era ini teknologi berkembang pesat. Banyak aplikasi yang dapat mendukung pembelajaran online, salah satunya adalah WhatsApp. WhatsApp adalah aplikasi perpesanan yang sederhana, aman, dan andal. Penelitian ini membahas tentang persepsi siswa tentang penggunaan grup WhatsApp di kelas berbicara. Penelitian ini bertujuan untuk mengetahui persepsi siswa bahasa Inggris tentang penggunaan grup WhatsApp di kelas berbicara dan untuk mengetahui tantangan siswa bahasa Inggris tentang penggunaan grup WhatsApp di kelas berbicara. Penelitian ini termasuk penelitian kualitatif dengan deskriptif kualitatif. Partisipan dalam penelitian ini adalah 35 mahasiswa semester III Jurusan Pendidikan Bahasa Inggris tahun ajaran 2020/2021 di IKIP PGRI Bojonegoro. Teknik pengumpulan data adalah wawancara, angket dan dokumentasi. Dalam penelitian ini peneliti menganalisis data dengan cara reduksi data, penyajian data dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa persepsi siswa tentang penggunaan grup WhatsApp di kelas berbicara kurang menarik dan kurang efektif. Tantangan mereka dalam penggunaan grup WhatsApp adalah koneksi internet, merasa bosan dan malas, sulit memahami materi dan waktu yang tidak sesuai dengan jadwal. pembelajaran online

menggunakan grup WhatsApp di kelas berbicara membutuhkan kegiatan pembelajaran yang lebih menarik.

Kata kunci: *Persepsi Siswa Bahasa Inggris, Grup WhatsApp, Kelas Berbicara*

INTRODUCTION

The condition of teaching and learning in Indonesia has been changed significantly. It is caused by the outbreak of covid-19 (Corona Virus disease). Many sectors in life are also affected by this pandemic. Such as social, economic, and mainly in the education sectors. It made The Ministry of Education and Culture released a policy that the teaching and learning process for schools and universities implemented by online system or e-learning. These situations obliged students to master the technology for online learning. Not only master technology. They also prepare the internet quota, and their devices because they must be connected with the lecture at the same time.

In this era the technology is developing rapidly, (Costley, 2014) argues that “technology is a powerful contributor to learning if it is used to deepen students engagement in the meaningful and intellectually authentic curriculum”. Many applications that can support online learning, one of them is WhatsApp. WhatsApp is a simple, secure, and reliable messaging application. Compared to other applications, the WhatsApp application is classified as the most widely used and familiar. This massaging application lets users text, chat, and share media, including voice messages and video, with individuals or groups. WhatsApp supports group chat that makes you can talk with a group of friends, clubs, or any other group. It makes WhatsApp Group can be a facility to conduct online learning easily.

In using WhatsApp Groups as a learning medium in the classroom, there are advantages and disadvantages. The

advantages are that it can be accessed easily, costs are more affordable, study time is flexible. While the disadvantages are limitations of internet access, students tend to be less focused on learning, learning is more theoretical and has minimal practice because it is not possible to have direct interaction with students.

Speaking is one of four skills in language learning that have to be controlled by the students because these skills directly were linked with all the activities in daily life. It also can be a tool for students to communicate. (Woolf, 1980) states that speaking has a variety of meanings, they are such as: to tell, to say, to make known or as by speaking; to declare; to announce; to proclaim; to celebrate; to use or be able to use (a given language) in speaking, and to address. The students will be able to speak up their opinion, idea, or asking and getting information through speaking. (Burns, 1998) stated that “speaking is a combinatorial language skill”. According to (Chaney, 1998), “speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols in a variety of contexts. Speaking is a crucial part of second language learning and teaching.” It means that students should be able to communicate with the others to get or to share information and to express what they feel. Speaking for most people is considered the most difficult skill because it covers many aspects of English language skills, including pronunciation, listening, grammar, and vocabulary at the same time (Yanto, 2015). In learning speaking skill, the students need more oral practice so that they can be more confident to speak. Some learning techniques in speaking class such

as debates, discussions, seminars, storytelling, etc.

This is the first time for English students at IKIP PGRI Bojonegoro to study in speaking class using online learning system. There are no direct meetings between students and lecturers. Hence, I conducted this research to find out English students' perception on the use of WhatsApp Group in speaking class and their challenges on the use of WhatsApp Group in speaking class.

RESEARCH METHOD

In this research the researcher wants to find out the information about English students' perception and English students' challenges on the use of WhatsApp Group in speaking class. In this case the researcher will use the design descriptive qualitative.

According to (Ary, 2002) descriptive research studies are designed to obtain information concerning the current status phenomena. In qualitative research, there is a little or no statistic. According to (Patton, 2002) qualitative research is characterized by its aims, which relate to understanding some aspect of social life, and its methods which (in general) generate words, rather than numbers, as data for analysis. It means, which relates to understanding some aspects of social life, and uses the method of words not numbers.

This research was conducted in IKIP PGRI Bojonegoro. The location of this Bojonegoro Teacher Training and Education Institute is in Panglima Polim street no. 46 Bojonegoro. The participants of this research are 35 students of English students of the third semester of English Education Department in 2020/2021 academic year. The students of the third semester of English Education Department in 2020/2021 academic year are 30 female and 5 male.

The sources of data in this study consist of two types, namely primary and secondary. The primary data in this study is the result of an open-ended questionnaire and secondary data in the form of interviews and documentation.

The researcher uses some techniques in collecting the data. Those are interview, questionnaire and documentation. The type of interview used is a semi-structured interview. The researcher used this type of interview because the researcher wants to find problems more openly and in-depth. The interview consists of fifteen questions. The techniques used are recording, rewriting, summarizing, and analyzing data. Interviews were conducted with 8 English students. In conducting interviews, Indonesian is used to facilitate third semester English students answering questions. After that, the researcher translated the results of the interview in English.

The research questionnaire consisted of ten open-ended questions. The researcher used open-ended questionnaire because the researcher wants to obtain broad and in-depth answers. The questionnaire was given to 35 students. To make it easier for students to fill in, the questionnaire was prepared using Indonesian language. The researcher made an electronic questionnaire in the form of a Google Form, then distributed it to groups of WhatsApp third semester English students of IKIP PGRI Bojonegoro.

The researcher also collects the data using documentation. The documentation in this study is in the form of screen captures of learning activities in the speaking class using the WhatsApp Group. In this study the researcher used three steps in analyzing the data. The first is data reduction. Data will be selected and reduced so that only relevant data is used. The second is data display. Data

display is the process of presenting data after data reduction. The presentation of data in qualitative research is carried out in the form of summaries, charts, relationships between categories, patterns, and others so that it is easily understood by the reader. And the third is conclusion. The conclusions of the results of the study must be able to provide answers to the formulated problems.

RESULT AND DISCUSSION

Results

In this research, the researcher tried to find out English students' perception on the use of WhatsApp Group in speaking class and English students' challenges on the use of WhatsApp Group in speaking class. To obtain the data the researcher used a questionnaire, interview and documentation. Data collection techniques using questionnaire, interview and documentation aim to produce in-depth information and be able to answer the problems in this study. The process of collecting data was held on April, 19th 2021. The subject of this research is the third semester students of the English Education Department 2020/2021 academic year at IKIP PGRI Bojonegoro.

Open-Ended Questionnaire Results

The open-ended questionnaire consists of 10 questions. This questionnaire was given to all third semester students of IKIP PGRI Bojonegoro in the 2020/2021 academic year. There are 65,7% of 35 students in the class who filled out this questionnaire. To minimize the spread of COVID-19, researchers gave online questionnaires using the Google Form.

The first question on the questionnaire is asking about courses that teach speaking skills. All of the students answer that the course which teach

speaking skill in the third-semester is academic speaking.

The second is about the use of WhatsApp Groups while speaking learning. 56,5% students answer that speaking learning is used WhatsApp Group. 46,5% of students answered that partially speaking learning used the WhatsApp Group partly using Google Classroom.

The third question is about students' perception of the speaking class process using the WhatsApp Group. In this question, there are two kinds of answers. There are positive perception and negative perception from students. The percentage of students who have a positive perception is 52,2% and the percentage of students who have negative perceptions is 47,8%. Students who have a positive perception of the speaking class process using the WhatsApp Group argue that the process is systematic. The lecturer invites students absent, then the lecturer provides an explanation of the material and gives assignments. Tasks that have been given are asked to be sent via another platform. Students who have negative perceptions about the speaking class process using the WhatsApp Group argue that the process is complicated, not satisfactory, and ineffective because learning is done indirectly and students activity is very minimal so that communication between lecturers and students is hampered.

The fourth is about students' opinions during speaking class using the WhatsApp Group. There are positive and negative opinions from students. 69,6% students have negative opinions. They argue that the use of WhatsApp Group in speaking class make them confuse and difficult to understand the materials. And also they feel the speaking learning using WhatsApp Group less spontaneous to practice speaking skills. 30,4% students

have positive opinions about the use of WhatsApp Group in speaking class. They argue that using WhatsApp Groups in learning speaking is easier because they can coordinate directly with lecturers, enjoy to learn, more productive and they feel comfortable because they don't have to speak directly in front of lecturers and friends.

The fifth question is about students' perceptions are related to the motivations in learning speaking using WhatsApp Group during the covid-19 pandemic. There are two perceptions of students. The first perception is the use of WhatsApp Group in speaking learning is motivated and the second perception is the use of WhatsApp Group in speaking learning is not motivated. There are 39,1% students answer the use of WhatsApp Group in speaking learning is motivated. They argue that they are motivated to study seriously by using WhatsApp Group in speaking class. They also feel motivated because they can hone their ability to speak slowly by not speaking in front of many people directly. Students feel motivated to learn speaking when the lecturer gives the assignment to make videos by speaking English. There are 60,9% students answer the use of WhatsApp Group in speaking learning is not motivated. They argue that learning speaking using WhatsApp group is not motivating because it is boring and doesn't understand the material presented.

The sixth question is about student perception related to students' speaking abilities improvement in learning speaking skill using WhatsApp Group during the covid-19 pandemic. In this question, there are three kinds of answer, that are learning speaking skill using WhatsApp group can improve speaking ability, learning speaking skill using WhatsApp group can not improve speaking ability, and neutral. The percentage of students who have answer

that learning speaking skill using WhatsApp Group can improve speaking ability is 39,1%. They argue that it can improve speaking ability because they become more confident in speaking and the assignment given by the lecturer in the form of making videos can also improve their speaking skills. The percentage of students who have answer that learning speaking skill using WhatsApp group can not improve speaking ability is 52,2%. They argue that it can not improve their speaking ability because they feel there is a lack of interaction with fellow friends and for speaking learning there is less practice. The percentage of students who have neutral perception is 8,7%. According to them, speaking learning using the WhatsApp Group may can or may can not improve speaking skills depending on the person and material presented.

The seventh question is about student perception related to the effectiveness of learning speaking using WhatsApp Group during the covid-19 pandemic. In this question the students answer in two kinds. Effective and ineffective. There are 30,4% students answer that learning speaking using WhatsApp Group is effective. They argue that the use of group WhatsApp in the speaking class is effective because it can interact in groups, is more familiar to students, to prevent the spread of covid-19, does not consume a lot of internet quota and students are really monitored by lecturers so they cannot hide from all assignments. There are 69,6% students answer that learning speaking using WhatsApp Group is ineffective. They argue that the use of WhatsApp Groups in the speaking class is not effective because they cannot fully understand the speaking material, it is boring, uninteresting, and the communication between lecturers and students is hampered either because

students are lazy or lecturers' responses are not as fast as face-to-face learning.

The eighth question is about student challenges in the use of WhatsApp Groups in learning speaking. Based on the questionnaire, there were several challenges that have been experienced by students on using WhatsApp Group in speaking class. First, there are 8,7% students answer that their challenge is misunderstanding the materials. The second 4,4% students answer that their challenges is feeling lazy to learn. Third, the percentage 30,4% from 100% answer that their challenge is difficult to understand the material so that sometimes misunderstandings arise. Four, 8,7% students answer their challenge is the hours of speaking class that is not according to the schedule. Fifth, 17,4% percentage of 100% percentage students answer there are many challenges and 4,4% students answer that there are no challenges.

The ninth question is about student perception related to the advantages of speaking learning using WhatsApp Group during the covid-19 pandemic. There are several advantages of using WhatsApp Groups in learning speaking based on students' answers in this open questionnaire. The first advantages is easy. It can be seen from the percentage 17,4% from 100% students answer that the advantages of speaking learning using WhatsApp is easy. The second 8,7% percentage of students who has answer that the advantages is familiar. Third 17,4% of students answered that the benefits of learning in the speaking class using the WhatsApp Group is that they were free to express themselves. Fourth, the next advantages according 8,7% percentage of students answer that the advantage is learning activities become more relaxed. Fifth, 17,4% percentage students answer that the advantage is economical, neat and

systematic and 30,4 % percentage students answer there is no advantages.

The tenth question is about student perception related to the disadvantages of speaking learning using WhatsApp Group during the covid-19 pandemic. Students answered that there were several disadvantages in learning to speak using the WhatsApp Group. First, 17,3% of students answered that the disadvantages was a little interaction. Second, 8,7% of the student's percentage answered that the drawback was a little practice. Third, there is a 4,4% percentage of students who answer that learning in the speaking class using the WhatsApp Group is uncomfortable. Fourth, the disadvantages is poor internet connection with 21,7% percentage of students answering. Fifth, 4,4% of students answered that the deficiency was difficult. Sixth, 30,4% of students' answered that the drawback was that the lecturers did not explain the material in detail. Seventh, 4,4% of the students' percentage answered that there were many deficiencies and 4,4% answered that there were no disadvantages.

Interview Result

The first question in this interview is "Apakah ada mata kuliah yang mengajarkan tentang skill speaking di semester 3 ?"(Are there any courses that teach speaking skills in semester 3?). The analysis results of answers from 8 students to question number one are 8 students answered that the course that teaches speaking skills in semester 3 is academic speaking.

The second question in this interview is "Apakah pembelajaran speaking menggunakan WhatsApp?" (Does speaking learning use WhatsApp?). To make it easier to analyze the answers from 8 students, the researcher categorizes the answers that most often arise from the informants to the second question. The following are the results of the category of

question number two: the first category is learning to use WhatsApp Groups. There are 4 informants who say that learning speaking uses WhatsApp Group. The second category is learning using WhatsApp Groups and other platforms. There are 4 informants who say that learning speaking uses WhatsApp Groups and other platforms.

The third question in this interview is “Berapa lama penggunaan grup WhatsApp dalam pembelajaran di kelas speaking?” (How long does it take to use the WhatsApp Group in learning in the speaking class?). To make it easier to analyze the answers from 8 students, the researcher categorizes the answers that most often arise from the informants to the third question. The following are the results of the category of question number three: the first category is One hour. There are 4 informants who say that learning speaking uses WhatsApp Group is one hour. The second category is less than one hour. There are 4 informants who say that learning speaking uses WhatsApp Group is less than one hour.

The fourth question in this interview is “Apakah dosen menggunakan fitur yang ada di WhatsApp seperti share video, voice note, share gambar, atau hanya diketik saja dalam menyampaikan materi pembelajaran di kelas speaking?” (Does the lecturer use the features available in WhatsApp such as sharing videos, voice notes, sharing pictures, or just typing them in delivering learning material in the speaking class?). To make it easier to analyze the answers from 8 students, the researcher categorizes the answers that most often arise from the informants to the fourth question. The following are the results of the category of question number four: the first category is materials only typed. There is 1 informant who say that the materials in speaking class only typed. The

second category is use sharing video features. There are 7 informants who say that he lecturer use the features available in WhatsApp such as sharing videos.

The fifth question in this interview is “Bagaimana proses pembelajaran speaking di kelas menggunakan grup WhatsApp?” (How is the speaking learning process in class using the WhatsApp Group?). To make it easier to analyze the answers from 8 students, the researcher categorizes the answers that most often arise from the informants to the fifth question. The following are the results of the category of question number five: the first category is only send materials and assignments. There are 3 informants who say that the learning process in speaking class uses WhatsApp Group is only send materials and assignments. The second category is absent, give materials and assignments. There are 5 informants who say that the learning process in speaking class uses WhatsApp Group is first absent, than the lecturer given the materials and assignments.

The sixth question in this interview is “Apakah penerapan grup WhatsApp di pembelajaran speaking sesuai dengan espektasimu?” (Does the application of the WhatsApp Group in speaking learning match your expectations?). To make it easier to analyze the answers from 8 students, the researcher categorizes the answers that most often arise from the informants to the sixth question. The following are the results of the category of question number six: the first category is does not match with expectation. There are 7 informants who say that learning speaking uses WhatsApp Group is does not match with expectation. Their expectation are learning in speaking class using WhatsApp Group the lecturer more explore the use of features in WhatsApp Group, especially voice note and also do more

practice speaking in WhatsApp Group. The second category is a little match with expectation. There is 1 informant who says that learning speaking uses WhatsApp Groups is a little match with expectation for example, the lecturer still giving assignments and inviting interaction in WhatsApp Group.

The seventh question in this interview is “Bagaimana pendapat anda selama pembelajaran speaking menggunakan grup WhatsApp?” (What is your opinion during speaking learning using the WhatsApp Group?). To make it easier to analyze the answers from 8 students, the researcher categorizes the answers that most often arise from the informants to the seventh question. The following are the results of the category of question number seven: the first category is Less effective. There are 4 informants who say that learning speaking uses WhatsApp Group is less effective. Because the learning in speaking class using WhatsApp Group only shares material and assignment. The second category is bored. There is 1 informant who says that learning speaking uses WhatsApp Groups is making her bored. The third category is less exciting. There is 1 informant who says that the learning in speaking class is less exciting because there is no feedback response from students. The fourth category is monotony and lacks interaction. There is 1 informant who says that the learning in speaking class is monotony and lacks interaction. The fifth category is does not match with expectation. There is 1 informant who says that the learning in speaking class does not match with his expectation.

The eighth question in this interview is “Apakah pembelajaran di kelas speaking selama pandemi covid-19 menggunakan grup WhatsApp membuat anda termotivasi?”. To make it easier to analyze the answers from 8 students, the researcher categorizes the answers that most often

arise from the informants to the eighth question. The following are the results of the category of question number eight: the first category is motivated. There are 4 informants who say that learning speaking uses WhatsApp Group is making them motivated in learning in speaking class. They feel motivated because they should not speak in front of many people and sometimes the lecturer shares videos that related to the assignment. The second category is does not motivated. There are 4 informants who say that learning speaking uses WhatsApp Groups is does not motivated. It is because there is not much interaction between lecturers and students.

The ninth question in this interview is “Menurut anda apakah pembelajaran di kelas speaking menggunakan grup WhatsApp bisa meningkatkan skill speaking anda?(In your opinion, can learning in speaking class using the WhatsApp Group improve your speaking skills?). To make it easier to analyze the answers from 8 students, the researcher categorizes the answers that most often arise from the informants to the ninth question. The following are the results of the category of question number nine: the first category can improve speaking skill. There are 5 informants who say that learning speaking uses WhatsApp Group can improve speaking skills. according to them it can improve speaking skill if there is a desire, try and do not ashamed to ask. The second category can not improve speaking skill. There are 3 informants who say that learning speaking uses WhatsApp Groups is can not improve speaking skill. It is because speaking is related to the ability to speak in English while in the WhatsApp Group only material was given and there is not much practice in WhatsApp.

The tenth question in this interview is “Apa materi atau tugas pada pembelajaran speaking yang menurut anda bisa

meningkatkan skill speaking anda? (What materials or assignments in speaking learning do you think can improve your speaking skills?. To make it easier to analyze the answers from 8 students, the researcher categorizes the answers that most often arise from the informants to the tenth question. The following are the results of the category of question number ten: the first category is debate and speech. There are 4 informants who say that debate is an assignments or materials in speaking class which they think can improve their speaking skills. The second category is Presentation. There are 3 informants who say that presentation is an assignments or materials in speaking class which they think can improve their speaking skills. The third category make a video. There are 1 informants who say that make a video is an assignments or materials in speaking class which they think can improve their speaking skills.

The eleventh question in this interview is "Menurut anda apakah pembelajaran menggunakan grup WhatsApp efektif dalam pembelajaran speaking selama pandemi covid-19 ?"(In your opinion, is learning using WhatsApp effective in learning speaking during the Covid-19 pandemic?). To make it easier to analyze the answers from 8 students, the researcher categorizes the answers that most often arise from the informants to the eleventh question. The following are the results of the category of question number eleven: the first category is effective. There are 1 informants who say that learning speaking uses WhatsApp Group is effective. The second category does not Effective.

There are 7 informants who say that learning speaking uses WhatsApp Groups is not effective.

The twelfth question in this interview is "Menurut anda bagaimana pembelajaran

speaking bisa efektif dengan menggunakan grup WhatsApp? (In your opinion, how can speaking learning be effective by using the WhatsApp Group?). To make it easier to analyze the answers from 8 students, the researcher categorizes the answers that most often arise from the informants to the twelfth question. The following are the results of the category of question number twelve: the first category is lecturer should make learning activity more interesting. There are 4 informants who say that to make learning in speaking class be effective is the lecturer should make learning activity more interesting. Such as take advantages of various features that already available in WhatsApp Group in explaining materials. The second category is should be on schedule. There are 3 informants who say that to make learning in speaking class be effective is the learning should be on schedule. The third category is students must be more active. There is 1 informants who say that to make learning in speaking class be effective is students must be more active.

The thirteenth question in this interview is "Apa tantangan yang ada hadapi selama pembelajaran di kelas speaking menggunakan grup WhatsApp?"(What challenges do you face during learning in speaking class using the WhatsApp Group?). To make it easier to analyze the answers from 8 students, the researcher categorizes the answers that most often arise from the informants to the thirteenth question. The following are the results of the category of question number thirteen: the first category is signal. There are 3 informants who say that challenges they face during learning in speaking class using the WhatsApp Group is signal. The second category is feeling bored and lazy. There are 1 informants who say that challenges they face during learning in speaking class using the WhatsApp Group is feeling bored

and lazy. The fourth is difficult to understand the materials. There are 2 informants who say that challenges they face during learning in speaking class using the WhatsApp Group is difficult to understand the materials. The fifth category is misscommunication. There are 1 informants who say that challenges they face during learning in speaking class using the WhatsApp Group is misscommunication. The sixth category is manage time. There are 1 informants who say that challenges they face during learning in speaking class using the WhatsApp Group is manage time because she can't always hold her cellphone and she has a lot of work at home .

The fourteenth question in this interview is "Apa kelebihan pembelajaran menggunakan grub WhatsApp?(What are the advantages of learning using WhatsApp WhatsApp?). To make it easier to analyze the answers from 8 students, the researcher categorizes the answers. The following are the results of the category of question number fourteen: the first category is not wasteful on quotas. The second category is materials and videos can be viewed whenever needed. The third category is the time is flexible. The fourth category is more confident. The fifth category is can improve learning. The sixth category can send documents, photos, audio, videos as learning materials, can repeat material via cellphone easily, can communicate anywhere and anytime. The seventh category is the application is lightweight, saves quota and all students can use it. The Eighth category is more fun.

The fifteenth question in this interview is :”Apa kekurangan menggunakan grub WhatsApp?”(What are the disadvantages of using WhatsApp grub?). To make it easier to analyze the answers from 8 students, the researcher categorizes the answers. The following are the results of the category of

question number fifteen: can not be much mastered the material, makes students lazy and lacks practice when using WhatsApp Groups, not according to the schedule, students are less active when learning using the WhatsApp Group, lack of interaction, tasks cannot be organized systematically and memory fills up quickly, we cannot respond to each other using voice just typing, less use of existing features in WhatsApp and less frequent practices.

Discussion

The WhatsApp application is used as an application that helps students in the learning process in speaking classes during a pandemic. In this case the researcher has conducted research through interviews, questionnaires and supported by documentation to find out the perception of english students about the use of WhatsApp Groups in speaking class and the challenges of english students on the use of WhatsApp Groups in speaking class.

Based on the results of research conducted from April to May 2021 on third semester students at IKIP PGRI Bojonegoro by conducting interviews and providing questionnaires that the researchers have described, and supported by documentation, it can be seen that students' perceptions of the learning process in the speaking class using WhatsApp are a process of learning in speaking class is systematic. at the beginning of learning the lecturer greets and invites students to be absent, the lecturer delivers the material, then gives assignments and assignments are collected through other platforms. Utilizing WhatsApp as an online learning medium to support the learning process while at home in accordance with the policies issued by the Minister Nadiem Anwar Makarim who issued Circular Letter Number 3 of 2020 in Education Units through the Circular Letter of the Minister of Education and Culture Number 36962/MPK.A/HK/2020

concerning "Learning Online (In the Network) in order to prevent the spread of Corona Virus Disease (COVID-19)". This policy enforces the learning process from home with the help of distance learning media, one of which is the use of WhatsApp that has implemented in speaking classe. Learning activities are accessed via WhatsApp such as the delivery of materials, information, and assignments that are carried out by utilizing the video and document features.

According to (Rusman, 2018) that learning media can arouse the enthusiasm and motivation of students, but based on the results of interviews and open-ended questionnaires conducted with informants, it was found that most of their perceptions on the motivation in speaking class using WhatsApp, students felt less motivated. The practice of speaking is not directly, the learning make the students feel boring, and they don't really understand the material presented are the reason why they argued less motivated on the use of whatsapp group in speaking class.

Based on the results of interviews and open questionnaires, the speaking ability of students in the speaking class did not increase. The reason for their perception is that the first is due to the lack of interaction, both interaction between teachers and students, as well as students and their friends. According to (Pane, 2017) that learning and learning activities are an educational interaction process in order to achieve educational goals. while the second reason is lack of practice. According to them, speaking material using WhatsApp Groups can be directly practiced using the voicenote feature.

Furthermore, data from interviews and questionnaires revealed students' perceptions about the effectiveness of using WhatsApp grub in speaking class. This data refers to the category of student answers

that are less effective. The reason for the student's perception is because they feel learning is less interesting.

There are many features in the WhatsApp application as a learning medium that can be used By teachers as described in chapter II to make learning more interesting. According to Nasution, the benefits of learning media as a tool in the learning process are as follows: first, teaching attracts more students' attention so that it can foster learning motivation. Second, teaching materials will have a clearer meaning so that they can be understood better, and enable students to master teaching objectives well. Third, varied learning methods, not only communication verbally through the spoken words of the teacher, students are not bored, and teachers do not run out of energy.

From interview data and questionnaires revealed students' perceptions about the advantages on the use of WhatsApp Group in speaking class. there are several advantages that students convey, namely save quota, the timing is flexible, be more confident, can send documents, photos, audio, videos, easy, familiar.

If there are advantages there must be disadvantages. the data from the questions on the questionnaire and the interview revealed the disadvantages on the use of WhatsApp Group in speaking class. there are several disadvantages conveyed by students, namely lack of interaction, lack of practice, not on schedule, students are less active, memory full fastly, lack of use of features in the WhatsApp Group, and the lecture did not explain in detail.

Data from questionnaires and interviews revealed the english students challenges on the use of WhatsApp Group in speaking class. there are several difficulties faced by students during online learning in speaking classes using WhatsApp Group. First is Internet

connection. This is because the first factor is the location of student houses in rural areas, causing internet connections to be disrupted. The next factor is when online learning occurs and the lights go out or other factors that make the signal slow. Second is feeling bored and lazy. this means that their challenge during learning in speaking class using WhatsApp Group is a sense of laziness and boredom that arises due to learning that is less interesting and varied. Third is difficult to understand the material. Students feel that the challenges they face when learning online is that it is difficult to understand the material that has been delivered by the lecturer. Online learning, which is a new product in the

CONCLUSION

Based on the results of the research with the research problem of what is english student perception on the use of WhatsApp Group in speaking class and what is english student challenges on the use of WhatsApp Group in speaking class and the discussion that has been presented, it can be concluded that english students perception on the use of WhatsApp Group in speaking class is that students feel that the use of WhatsApp Group in speaking class is less interesting, resulting in a lack of motivation in learning and they cannot be maximally involved in the learning process as they cannot communicate directly with the teacher when there is material that has not been understood. And their perception of learning is less effective due to lack of interaction and practice. Meanwhile, the challenges they face are internet connection, feeling bored and lazy, difficult to understand materials, and the time is not according to the schedule.

midst of the COVID-19 pandemic, is a challenge in itself. For some students, the online learning system that they have just experienced is not as effective as the face-to-face system, especially for students whose reasoning power and intellectual ability are lacking, cannot ask the teacher face-to-face if there is subject matter that they do not understand (Rustiar Efendi, 2020). Fourth is speaking class hours that are not according to the schedule. It means that their challenge is speaking class hours that are not in accordance with the schedule. This makes them have to be able to manage time because at home they are also faced with various homework.

REFERENCES

- Ary, D. (2002). *Introduction To Research In Education*. USA: Wadsworth Group A Division Of Thompson Learning Inc.
- Burns, A. (1998). Teaching speaking. *Annual Review of Applied Linguistics*, 18, 102-123.
- Chaney, A. L. (1998). *Teaching Oral Communication*. Boston: Allyn and Bacon.
- Costley, K. C. (2014). The positive effect of technology on teaching and student learning. *Arkansas Tech University*.
- Pane, D. (2017). Belajar dan Pembelajaran. *Jurnal Kajian Ilmu-ilmu Keislaman*, 3(2), 333-352.
- Patton, M. C. (2002). *A Guide to Using Qualitative Research Methodology*. Paris: Médecins Sans Frontières.
- Rusman. (2018). *Belajar dan Pembelajaran Berbasis Komputer*. Bandung: Alfabeta.
- Woolf, B. W. (1980). Webster's New Colligate Dictionary.

Yanto. (2015). *Belajar Bahasa Inggris Melalui Media*. Kompasiana:
<http://www.kompasiana.com/yantomed/belajar-bahasa-Inggris->

melaluiimedia_5516fad3a333110
970ba8f2d