

CHAPTER 1

INTRODUCTION

A. Background

In Indonesia, there are significant challenges in handling the Covid-19 pandemic. The COVID-19 pandemic has forced social distancing policies or physical distancing. The Ministry of Education and Culture provides a policy for studying at home through online learning. People can see changes in various fields such as technology, economy, society, and education.

Minister of Education and Culture (Mendikbud) Nadiem Anwar Makarim issued Circular Letter 4 of 2020 concerning implementing Education in the Emergency Period of Coronavirus Disease (Covid-19). To prevent the spread of the coronavirus, WHO has appealed to stop or reduce activities that cause crowds to gather.

Education must continue to run, even though not all technology and systems are ready for online learning. For this reason, face-to-face learning is dismissed and ordered to hold online learning. With the advancement of increasingly sophisticated technology, teachers and students must have gadgets to send messages, make calls, watch movies, play music, and access the internet. Learning through the gadget allows students to participate actively, access materials from teachers outside of class hours, and be done anywhere and anytime.

Various media can also be used to support the implementation of the learning process, including Google Classroom, Zoom, Google Meet, and Schoology. However, such online learning also has disadvantages, students who self-study without parents are difficult due to weak internet signals and high accident costs. (Similarweb, 2016; Statista, 2016), stated that students prefer the WhatsApp application to support the learning process. Easy access to internet signals because there is no need for large allocations. Ho (2011) stated that WhatsApp (WhatsApp Messenger) is a free synchronous messaging application that can be used to send and receive instant messages between individuals and groups. By using WhatsApp, students feel helped in learning, which does not use too large quotas and smooth internet signal.

Usually, teachers send a link to learning videos from Youtube on WhatsApp Groups. From there, students can access the link to support learning. In addition to sending links, teachers also provide explanations related to the material presented and sometimes also hold discussions, to form critical thoughts of students.

However, there are some problems, such as not all students have android phones and do not have the WhatsApp application. From there, some students have difficulty getting learning information. In addition, they are also less active and tend to be passive when discussing, so the discussion becomes less than optimal. Students could deliver their

responses freely and the teacher responds to students' inquiries and comments, starts new issues, or posts queries (Dunlap, 2006).

Moreover, in the WhatsApp learning process, most of the students previously stated that learning in class was boring and tedious they feel stressed (Sihatul, 2018). They admit that they are often lazy during the online learning process. In addition, students also complained because they did not know what was meant during the learning process. Therefore, teachers also play an important role in making online learning situations as interesting as possible.

This researcher is to determine the Student's Perception on The Use of WhatsApp Application in the learning process at one of the junior high schools at Jatilawang. In previous studies, they used a survey to determine the learning process during online learning and using descriptive qualitative data to support it. In this study, the researcher used observation with five students using a pre-interview. And have found that currently, students and teachers use WhatsApp for the learning process, communicating and disseminating information related to learning through the WhatsApp application.

B. Research Question

In this study, the researcher focused on answering the question, "what are students' perceptions on the use of WhatsApp Application in learning process?".

C. Research Objective

This study aims "to know students' perception on the use of WhatsApp application in Learning Process."

D. Research Contribution

The author hopes that the results of this study can be helpful for readers, especially:

1. Teacher

From the results of this study, it is hoped that it can be helpful for teachers as evaluation materials during online English learning, especially when using the WhatsApp application for the learning process.

2. Readers

For readers, the researcher hopes to provide information, expand knowledge, and references Student's Perception on The Use of WhatsApp Application in Learning Process.

3. Researcher

To increase knowledge and experience in compiling a thesis and conducting research directly to get the results that want to be tested about Student's Perception on the use of WhatsApp Application in the English language.

E. Classifications of Terms

To provide a clear definition of understanding and to avoid misunderstandings between researchers and readers, the researchers, therefore, provide clarification regarding the terms used in this study as follows:

1. Student's Perception

Understanding perception can start from sensing the stimulus received by the senses, which raises the individual's attention, then passes on by the brain, and then the individual begins to realize something.

According to Slameto (2010: 102), perception refers to processes that correlate with transmitting information messages to the human brain through human perception, establishing a constant correlation with the environment.

2. Learning Media in Learning Process

a. Learning Media

According to Briggs (1977), learning media is a physical means to communicate learning content and materials such as books, movies, and videos. According to Briggs (1977), learning media is a physical means to communicate learning content and materials such as books, movies, and videos.

b. Gadget

According to Indrawan (2014), gadgets are small electronic devices equipped with special functions to download the latest information

with various technologies and features, and people will be more practical.

c. WhatsApp

Trevor (2013) says WhatsApp is considered the most accessible and most famous of all online tools practical tools that educators can use.

With the classification of terms from this study, this study intends to discover students' perceptions of using the WhatsApp application in learning process. So, researchers wanted to find out if the WhatsApp application could be used effectively in learning process with the perception of students who already feel how to learn English using the WhatsApp application.