THE STUDENT'S PERCEPTION TOWARD USING WHATSAPP IN
LEARNING READING

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ABSTRACT
The purpose of this study was to determine how students' perceptions the use of Whatsapp as a medium in reading learning. The method used is quantitative research. By collecting data using interview guidelines and questionnaires, respondents totaled 42 people. The research location is in the faculty of tarbiyah and teaching at the Alauddin State Islamic University of Makassar. The results of this study indicate that the use of Whatsapp in the second semester of English education students interpret social media as a place for convenience, learning, communication. Users have a motive, namely to keep up with the times and they also use WhatsApp as a place to share information on lectures, news, or the organizations they are doing. Communication that occurs after using Whatsapp becomes smoother, and it's easier to recognize close friends.

Keywords: Perception, Whatsapp, Learning Reading

INTRODUCTION
In academia, reading is a very important activity. Reading provides benefits for academics such as students because it can improve critical thinking. This is because in the process, reading involves predicting skills, checking, in-depth analysis, developing ideas (forming ideas), and two-way communication between readers and reading. (Goertel, 2018). Reading is a source of information, a means of consolidating, enriching vocabulary, developing ideas, developing mindsets, increasing student knowledge and developing this knowledge into a projection or tangible result that is useful for the lives of others if applied.
The capabilities that have resulted from the electronic age are causing an expansion beyond both human thoughts and feelings. Humans do not only rely on hearing or sight, but both at once. With the era of electrical engineering, the world seems to be getting narrower. The developments that occur can be seen from the emergence of smartphones, which currently offer many applications for communication. Smartphones are a growing medium by offering various services or applications that support all communication activities. People use smartphones not only for oral communication, but also written communication or SMS (Short Message Service).

Continued advances in information and communication technology have contributed to new opportunities to improve the accessibility and quality of education. The evolution of mobile technology has influenced learning styles and teaching methods of learners in educational environments where mobile devices are applied. One of them is the use of mobile learning in teaching activities.

Learning in the network (online) is an application of distance education online. This learning aims to increase access for students to get better and quality learning. Because, with online learning, it will give students the opportunity to be able to take part in a particular lesson or course. At the time of the outbreak of the corona virus (COVID-19) that is currently happening, it has had its own impact on the education sector in Indonesia. The rapid spread of COVID-19 has created concerns for the Government, especially the Ministry of Education and Culture, and among parents and students. This fact is what ultimately forced a number of universities to temporarily stop face-to-face teaching and learning activities in the classroom. This is clear to prevent the spread and transmission of COVID-19 to students.

Online learning is considered to be the best solution for teaching and learning activities in the midst of the COVID-19 pandemic. Even though it has been agreed upon, this study has caused controversy. For the teaching staff, online learning is only effective for assignments, while making students understand online learning material is considered difficult. In addition, the technological and economic abilities of each student are different. Not all students have facilities that support online learning activities. Inadequate internet connection, unsupported devices, and expensive internet quotas are obstacles to online learning. However, learning must continue. Each education provider has their own policies in responding to this rule. Several higher education institutions provide internet quota subsidies to students for the implementation of...
online learning. Although there are several higher education institutions in Indonesia that are ready to carry out online learning, the presence of COVID-19 shows that there are more higher education institutions that are not ready to implement an online learning system. For example, the use of online learning technology is still dominated by universities in big cities because of the financial capacity and availability of digital learning (e-learning) systems that are better than small campuses in rural areas. In addition, there are many educators who still have difficulty using online learning technology, either using e-learning or other platforms from third parties such as Zoom, Google Classroom, and CloudX. This makes online learning take place only by giving assignments remotely without any feedback or interaction with students.

In the current pandemic era, academics are required to work and carry out teaching and learning activities at home or work from home. However, this does not hinder the teaching and learning process, because currently there are various platforms that can provide access to communicate virtually. Therefore, reading activities are very easy to do to get information through digital media, by connecting to the internet network, you can access the information or reading material needed. Even reading activities are currently dominated by the use of social media. Social media has become a part of life for people in the world, especially in Indonesia. The use of social media is increasing day by day due to current digital developments and innovations. Social media has even become one of the basic digital needs of people in Indonesia. Social media consists of WhatsApp, Instagram, Facebook, Line, and so on.

In connection with the above, it turns out that the ease of accessing information is not in line with students’ reading interest. Some research results show that students’ interest in reading academic readings such as scientific journals or books is low, one of which is Yuyun Linda Wahyuni from UIN Sunan Kalijaga who conducted a research entitled Communication Effectiveness through the WhatsApp Application (Study of 2012 KPI Teachers on WhatsApp on Class KPI Students 2012). The research was conducted to determine the value and intensity of using the WhatsApp application, the language of communication used, and student satisfaction in discussions in the 2012 KPI group on the WhatsApp application. The result of this study is that there is satisfaction in using the WhatsApp application to socialize, especially in the 2012 KPI group which is characterized by effective communication. However, some students did not participate in the 2012 KPI group. In contrast to the above research, this study focuses on
students' perceptions of the use of whatsaap in reading learning in the current pandemic situation. Various factors caused the low interest in reading, such as libraries that did not support access to E-books, limited access to online sources, and incomplete related literature.

The results of preliminary observations made before the pandemic period in the Alauddin State Islamic University's English Study Program also showed that students were not accustomed to using scientific sources such as books and journals, both for written assignments and on presentation materials. The results of the research that showed the low interest in reading by students became a reference for researchers to conduct a study that focused on student perceptions in reading learning through the use of WhatsApp, on distance learning (PJJ) or online which is currently being applied by almost all educational institutions in Indonesia. In detail, this study aims to determine how the perceptions of students majoring in English, especially semester 2 students at the Tarbiyah Faculty and teacher training at UIN Alauddin Makassar on the use of the WhatsApp application in learning reading.

REVIEW OF LITERATURE
Perception and Whatsapp

Perception is a complex process that causes a person to receive or summarize information from their environment (Soekamto & Winataputra, 1997). According to Drever (1990), perception is a process for remembering or identifying something. Every individual has a different perception even though the object being observed is the same. A person's behavior is determined by their perception of themselves and their surroundings, so that what is done is a reflection of the surrounding environment, and perception is one of the predictors of individual behavior (Mayasari et al., 2010). Slameto (2010) states that perception is one of the factors that influence the cognitive character of students to be motivated in the learning process. One of the internal factors that can affect perception, namely experience or knowledge, experience or knowledge that a person has is a very important factor in interpreting the stimuli obtained, past experiences or what has been learned will cause differences in interpretation.

Several studies have been carried out related to online learning. Tantri (2018) conducted research on social presence in online learning based on the point of view of open and distance education learners. The results showed that online learning has a positive impact on connectedness, learning aspects, and social (socio-emotional) aspects. Khusniyah and Hakim
(2019) conducted research on the effectiveness of online-based learning by utilizing the use of a web blog on students' ability to understand English text. The results showed that there were differences in students' understanding abilities. In addition, online learning with a web blog has a positive effect on improving students' English reading skills. Kuntarto (2017) conducted research on the effectiveness of online learning models in Indonesian language lectures using online techniques.

Interactive Learning Model (OILM). The results showed that this learning model was able to increase the absorption of course material by students with an increase of more than 81%. Sofyana and Rozaq (2019) conducted a study on Whasapp-based combination online learning in class employees of the informatics engineering study program. The results showed that online learning increased student interest by 89% and had an effectiveness of 78%. Rusdiana and Nugroho (2020) conducted research on student responses to online learning courses in introductory Indonesian law using the VINESA UNESA e-learning. The results showed that the students' motivation when attending online lectures was 71% and the effectiveness of lectures was 76.4%. Mustofa, et al. (2019) conducted research on the formulation of online lecture models by utilizing the official government website as an effort to reduce disparities in the quality of higher education. The results showed that the online lecture system had a positive contribution to encourage disparities in the quality of higher education institutions in Indonesia.

Currently students are required to further improve their abilities and competencies as academics, especially in critical and analytical skills as their duties as agents of change. However, in the current era, students are more required to be able to master technology, especially the internet, because now all aspects of life have shifted to the digital world. Social media, for example, can be said that social media for students is a major need, especially during the current Covid-19 pandemic. One of the social media that is cheap and easy to use is WhatsApp, this application is widely used at all age levels.

WhatsApp Messenger is part of social media (Jumiatmoko, 2016). As for social media, this is an internet-based application that allows each user to share various kinds of content as needed (Dearstyne, 2011; Suryadi, Ginanjar, & Priyatna, 2018). In more detail, the WhatsApp Messenger application uses a 3G / 4G or WiFi connection for data communication. So, by using WhatsApp Messenger, we can chat online, share files, exchange photos, and others (Hartanto,
WhatsApp Messenger has various features that can be used to communicate with the help of internet services. The features contained in Whatsapp are Gallery for adding photos, Contact for inserting contacts, Camera for taking pictures, Audio for sending voice messages, Maps for sending various map coordinates, even Documents for inserting files in the form of documents. All of these files can be instantly sent via the free application. These various features certainly add to the ease and convenience of communicating via online media (Jumiatmoko, 2016).

The most used service through WhatsApp Messenger is the WhatsApp Messenger application, which is a free messaging application that works with group conversations. WhatsApp groups on various platforms and currently many Messenger are a service used among student discussion groups that can accommodate scholars to send messages up to 256 participants. The very amount of multimedia such as photos, videos, audios is numerous and can be collected together with just a simple text message in one application. Its members (Gon & Rawekar, 2017). Understanding can share information, discuss online, and build fun learning through this virtual space (Al Saleem, 2014; Amry, 2014; Jumiatmoko, 2016). The WA Group has pedagogical, social and technological benefits. This application provides support in the implementation of online learning. The benefits of using Whatsapp Messenger Group in learning according to Barhoumi (2015) include: 1) Whatsapp Messenger Group provides collaborative and collaborative learning facilities online between teachers and students or fellow students both at home and at school, 2) Whatsapp Messenger Group is an application free that is easy to use, 3) Whatsapp Messenger Group can be used to share comments, writings, pictures, videos, sounds, and documents, 4) Whatsapp Messenger Group makes it easy to disseminate announcements and publish their work in groups, and 5) Information and knowledge can easily created and distributed through various Whatsapp Messenger Group features. In connection with the above, there are several studies that show positive results from the use of the WhatsApp Messenger application, including research from Rajasingham (2011) which shows that the use of WhatsApp Messenger technology allows a shift in the learning process that was previously limited by classrooms to become wider and free. Furthermore, Herrington, Revees, & Oliver (2010) also found that messaging services in the WA Group improve the customer experience, in this case lecturers and students, who are brought together virtually, where they can directly communicate and carry out learning activities. Other studies have also found a direct correlation between the
willingness of lecturers to discuss together with their students on the cognitive, affective and motivational improvements of their students (Bower, 2008). In addition, social media is also beneficial for users, especially those with low self-esteem, because they prefer to avoid face-to-face meetings if they feel there are academic difficulties (Ellison, Steinfield, & Lampe, 2007).

The results of Ryan Angga Pratama's research from Balikpapan University showed that the subjects in this study were 34 Mathematics Education students at Balikpapan University who were taking lectures (observation of Number Theory. Data collection techniques were carried out by observing chat activities in the WA Group), documentation, and learning outcomes tests. The results show that the implementation of online learning through the WA Group is going well. This can be seen from the achievement of student learning outcomes which showed 27 out of 34 students scored above 70. In addition, students also felt they had a new learning experience, were able to express themselves more in discussions, the learning atmosphere (chat) was very relaxed, learning became more updates, and can be accessed anywhere if students forget the material they have learned.

WhatsApp is a messaging application for smartphones with a basic similarity to BlackBerry Messenger, where WhatsApp itself is used as a social chat media where information can be exchanged between individuals and in groups. Whatsapp is also a cross-platform messaging which allows us to exchange messages without the cost of SMS, because whatsapp messenger uses the same internet data plan for email, web browsing, and others. Whatsapp messenger uses a 3G or WIFI connection for data communication. The advantage of WhatsApp compared to other social media is that it can send or host text messages, pictures, and audio. When compared to Blackberry, there are D and R marks if the message has been read, compared to using WhatsApp, one check means that it is sent to the server and has not been read by the user, double tick means that it has been sent to the other person's cellphone, except in group conversations. If there is no internet connection, a clock will appear which means the message delivery is delayed.

Other advantages possessed by WhatsApp, the features that are owned by various, include the GPS facility via GPS or Gmaps hardware, integrated with the system, besides that WhatsApp also saves bandwidth so that in the operation process there is no need to log and load contact, so that data transactions are more efficient. WhatsApp can be used to view contacts on the
phonebook because of the facilities on WhatsApp that sync automatically with the phonebook. Unlike Blackberry Messenger which uses a PIN, a PIN on WhatsApp is a phone number so that you can do CALL directly from this application and facilities on WhatsApp have block, copy paste and search facilities. Some of the advantages possessed by WhatsApp compared to other media support any communication activities that will be carried out.

For communication students, the WhatsApp application is used to communicate and WhatsApp is an alternative tool or communication media that is widely used by students today, plus the WhatsApp application also provides a group chat feature to make it easier to discuss or provide information through groups such as communication science students. The majority of communication science faculties use the WhatsApp application to share news, exchange ideas, discuss various information on the world of lectures or information outside of university or just joking between friends.

**METHOD**

**Respondent**

The sample was taken using a purposive sampling technique which only focused on second semester students who were learning through WhatsApp since online learning was implemented due to the pandemic COVID-19. The method used is quantitative research. By collecting data using interview guidelines and questionnaires, respondents totaled 42 people. The research location is in the faculty of tarbiyah and teaching of Alauddin State Islamic University of Makassar.

**Instrument**

*The Challenge of Online Learning Process*

The implementation of online learning seems uneven and tends to be teacher-centered. In addition, if there is a discussion, some become a silence reader and the responses from students are a little shorter (Moorhouse, 2020). This research is supported in its findings that 10 out of 30 students really understand online learning, 7 out of 30 students understand, and the rest they answer sometimes they understand (Anhusadar, 2020). The interaction process between control and the classroom environment is very influential on students, such as the enthusiasm of students that occurs in the classroom environment (Hershkovitz, Elhija, & Zedan, 2019), but it will be
different if you carry out learning at home. So that it does not cause high motivation. In addition, infrastructure is the main facility in the smooth implementation of this online learning.

The impact of this pandemic does not only apply to students, lecturers who teach online also have difficulty adapting to learning. Lecturers who usually teach in class are not free to control the class, so it is rather difficult to monitor student progress. In addition, the delivery of material that was not optimal made it even more difficult for students to understand the material.

Procedures
In this article is a quantitative research study. The population used in this study were all students of the English language education department at UIN Alauddin Makassar. The sample was taken using a purposive sampling technique which only focused on second semester students who were learning through WhatsApp since online learning was implemented due to the pandemic COVID-19. The researcher was obtained using a questionnaire that was filled out online by students using Google Form which was distributed to all students in second semester. Students must provide honest answers in anonymity condition to maintain the validity of the answers.

Data Analysis
In addition, in-depth interviews were also used to several students to get more detailed information. The data analysis technique used in this quantitative research which consists of data collection, data reduction, data presentation, and conclusion drawing.

Challenges color this online learning process. Due to the slow network, the information or material that is conveyed takes a long time to be received by parents, or vice versa. This is also a factor of distance and network limitations in the neighborhood where students live. The response from students stated that in learning, the material presented was sometimes not in line with what the lecturer targeted. One of the students also added that in collecting assignments it was too much to give a period of time due to various reasons given by the students. Judging from one of the influencing factors, namely the quota and internet network are the main obstacles in the online learning process, because the internet quota accommodates the smooth learning process online.

FINDINGS AND DISCUSSION
Students Perception Toward Using Whatsapp In Reading Online Learning

The questionnaire was filled in online by second semester students of English major with a total of 42 respondents. Students majoring in English at the second semester were chosen because more, so it is possible to do research. Respondents' descriptions can be seen in table 1.

<table>
<thead>
<tr>
<th>No</th>
<th>Interval</th>
<th>Frequent</th>
<th>Percentage</th>
<th>Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>X &gt; 45.446</td>
<td>5</td>
<td>12%</td>
<td>Very High</td>
</tr>
<tr>
<td>2</td>
<td>41.262 &lt; X ≤ 45.446</td>
<td>14</td>
<td>33.33%</td>
<td>High</td>
</tr>
<tr>
<td>3</td>
<td>37.078 &lt; X ≤ 41.262</td>
<td>14</td>
<td>33.33%</td>
<td>Medium</td>
</tr>
<tr>
<td>4</td>
<td>32.894 &lt; X ≤ 37.078</td>
<td>8</td>
<td>19.05%</td>
<td>Low</td>
</tr>
<tr>
<td>5</td>
<td>X ≤ 32.894</td>
<td>1</td>
<td>2.40%</td>
<td>Very Low</td>
</tr>
<tr>
<td></td>
<td><strong>Jumlah</strong></td>
<td><strong>42</strong></td>
<td><strong>100.00%</strong></td>
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Based on the table above, the respondent's data shows that the frequency in the very high classification is 12%, 33.33% for the high and medium classifications. for the low classification 19.05% and for the very low 2.40% classification. From these data, it was found a mean score of 39.17, which means Students Perception toward using WhatsApp in learning reading was Medium.
The questionnaire consists of 10 statements. Each question item uses a Likert scale, namely: Strongly Disagree / STS (1), Disagree / TS (2), Neutral / N (3), Agree / S (4), and Strongly Agree / SS (5). The results of the questionnaire can be seen in Table 2.

The implementation of online learning is deemed not optimal in delivering learning material to students, because we usually learn in class face-to-face, now the delivery of material is through a container. So that lecturers feel that learning becomes meaningless for students. One of the factors is that learning is not done face-to-face, so the learning process is more focused in the form of assignments and discussions via the student whatsapp group. Coupled with the lack of student interest, because they learnt through a group in an application that predominantly contains text. It only stimulates visual power. "Moreover, after learning online, students play more on their cellphones after learning," said one student.

Overall, students are satisfied with flexible learning. With online learning, students are not constrained by time and place where they can attend lectures from their homes or from anywhere. With online learning, lecturers provide lectures through virtual classes that can be accessed anywhere and anytime, regardless of time and space. This condition allows students to freely choose which courses to take and which assignments to do first. Research by Sun et al., (2008) informs that the flexibility of time, learning methods, and place in online learning has an effect on student satisfaction with learning.

It was found that the unique research results from this study were that students felt more comfortable in putting forward ideas and questions in online learning. Taking part in learning from home made them less likely to feel the psychological pressure from the peers that they usually experience when taking face-to-face learning. The absence of the lecturer in person or physically also causes students to feel comfortable in expressing ideas. Conveying ideas through text also allows students to choose good words before submitting them to the discussion forum. The absence of physical barriers and space and time constraints makes students more comfortable in communicating (Sun et al., 2008). Furthermore, online learning eliminates feeling awkward, which in turn makes students dare to express questions and express ideas freely.

Online learning also has the advantage of being able to foster self-regulated learning. Using the Whatsapp application can increase learning independence. Kuo et al., (2014) stated that online learning is more student-centered which causes them to be able to bring up responsibility.
and autonomy in learning (learning autonomy). Learning online requires students to prepare their own learning, evaluate, organize and simultaneously maintain motivation in learning (Aina, M. 2016). Sobron, A. N., & Bayu, R. (2019) stated that online learning can increase students' interest.

The above is based on the student's statement (2) saying that: "For me, network constraints, unsupportive gadgets and so on make online learning ineffective like face to face on campus. Moreover, I did not understand the material because there was no direct explanation of the material from the lecturer in question. I personally hope that lectures can return to normal with a face-to-face system, and hopefully the Covid-19 outbreak will pass quickly. Aamiin”.

One of the efforts made by the government to overcome the limited internet quota is to provide compensation to every family affected by Covid-19. Each month provided by the government is Rp. 600,000. However, the community felt that these funds were insufficient, because the cost of living and the cost of education was so high.

In terms of timeliness of lectures, students think that online learning is not being carried out according to the predetermined schedule. The results of interviews with students (16) said that: "It is hoped that lecturers and students can attend on time. and when there is no class schedule, there should be no schedule that is not according to the schedule given by the campus. especially when the date is red. because many students have returned to their hometowns and have other activities”.

In terms of understanding theory and skills, students who have difficulty understanding practicum material carried out in online learning via Whatsapp. Student_21 said that: "Online, there are several courses that I don't understand and it's difficult to understand. Because it is not explained, we are only told to understand it. And I hope that if lecturers explain difficult subjects, please use video calls, and can apply them well, for example displaying learning powerpoints in zoom. Then friends, too, if the lecturer explained, the audio should be unmute, so that it can be heard clearly. So that if I was muted, I only saw the lecturer explain but didn't understand the explanation. That's all. Thank you, sis for giving me time to share what I feel online.”
Students are very happy with the WhatsApp Group chat media on the grounds that the use of this media does not consume a lot of quota, the network is more stable, can access anywhere, can repeat material again and is more effective and efficient as a whole, One of the most developed applications for education and is in great demand by in this era, namely WhatsApp (Prajana, 2017). This media is able to facilitate communication between lecturers and students by utilizing several features to disseminate learning information, including chat groups, photos, videos, voice messages, and documents. WhatsApp Group media is also sometimes disliked by students. This is because according to respondents' reasons, the WhatsApp Group media has too many chats coming from classmates so that the lecturer chats are piled up, not all students respond, some even don't open the group at all when the lecture is in progress, it is difficult to understand the material because it is not explained directly, prefer listening, rather than reading sometimes abbreviated writing, often misunderstand and confusion in doing assignments to make you sleepy.

CONCLUSION

The conclusion of this article is that whatsapp has been known and used by almost all people not only because it is quite easy, but also because of the many benefits of whatsapp that can be obtained as a medium of information. Reading subject is an important subject in the English department, because it is one of the competencies that must be possessed by students majoring in English education. Students' perceptions of the use of WhatsApp were quite positive, as shown in the questionnaire results filled in by respondents.

REFERENCES


