

THE STUDENTS' PERCEPTION ON OPTIMIZING WHATSAPP TO SUPPORT THE MAIN LISTENING CLASS

Iwan Setiawan

iwancassava1997@gmail.com

ABSTRACT

A few meetings of the main listening class caused the lack for students to practice their listening skill. For new English students, listening skill is more difficult than other English skills. Listening needs more practice than one instance in hearing. The use of the tool in the process of teaching and learning listening skill is very necessary. The optimizing WhatsApp was carried out to give guidance for students to practice their listening skill and they did not only rely on the learning in the main class because the main listening class was carried out only three meetings for three months in Basic Training Class. The research aimed to find out Basic Training Class students' perception on optimizing WhatsApp to support the main listening class. The researcher used descriptive qualitative research. The data collection technique was observation, interview and documentation. After analysing data, the researcher found that the optimizing of WhatsApp to support the main listening class gives the positive impact. It can be seen from the students' perception. They are motivated and interested in practicing listening regularly, they don't only rely on the learning in the classroom, and they can improve their listening skill.

Keywords: teaching listening, the students' perception, WhatsApp

INTRODUCTION

Listening skill is the primary process in learning a foreign language, as the key to successfully studying the language is to accept language input correctly. Helgesen (2003) mentioned that listening is an active skill. When the students listen, they process what they hear and connect it to other information they know. The most frequently used language skill is listening. Students can understand language by listening. Listening is an essential skill for language learning because it is most commonly used in everyday life and develops faster than other language skills, implying that it facilitates the development of other language skills, according to Flowerdew and Miller (2005). Therefore, listening is a skill that deserves equal treatment with others, both in the classroom and in the preparation of language teachers. Buck (2001) states that listening is the ability to identify and

understand what others say. Understanding a speaker's accent or pronunciation, grammar, and vocabulary, as well as grasping his meaning, is required.

According to Farrell and Mallard (2006), listening involves correctly interpreting incoming speech and responding appropriately to the speaker, especially in face-to-face conversations where listeners must be able to contribute verbally. However, to understand the spoken language, listeners must overcome some difficulties or problems, whether internal or external. Internal problems can be attributed to the listener's prior knowledge, whereas external problems can be attributed to the situation of the listening process. To overcome the problems, the listener should practice listening more frequently, get as much exposure to spoken English as possible, such as through English movies, songs, international news, and so on, and become more familiar with the English language itself. Thus, the tutor must be creative in using media, prepare suitable material, and have an interesting and motivating strategy in teaching listening skills.

Teaching listening skill has not been obtained even though 40% of daily communication was spent listening. Moreover, Kavaliauskiene, (2011) mentioned that "listening remains one of the least understood processes in language learning." The process of listening and learning in the classroom cannot be smooth. Students continue to believe that listening is difficult. Because the materials are too rigid, the speaker's pronunciation is complicated to understand because they listen to it once or thrice from the audio. Becoming stuck in learning listening skills sometimes happens to the students. That may cause by students' limits to practising listening in English. In Happy English Course 2, Students of Basic Training Class only get three meetings of listening class for three months, which caused the lack of practising listening class and can raise some problems for students in teaching and learning listening skill process.

The problems of teaching listening are divided into two types. According to Hayrapetyan (2016), "These difficulties are of two types: 1. coming from the listeners; 2. caused by the listening material. The first problem students have, involves: a) making predictions about what the speaker talks about; b) guessing unknown words or phrases; c) recognizing points. The second problem involves a)

unfamiliar topics; b) different accents; c) authentic material; d) colloquial words; e) speed of speech. Solutions to the problems." Based on the definition above, it is possible to conclude that strategy is essential in learning to listen. However, because of students' various categories and characteristics, the strategies used will differ for each individual. For example, as with strategies, some students require strategies in other contexts but do not require them in others. Furthermore, students' interest in how teachers teach is critical. As a result, the students require problem-solving strategies. The teacher can use media to solve the problem of teaching and learning the listening process.

Media is an essential factor contributing to a learning process's success. Media is a carrier of messages or information between the source and recipient of information. In other words, media use is closer to the meaning of the information received than only using verbal language. Ashar (2011) also expresses the grouping of learning media types, such as 1. Visual media is the media used only to rely on the sense of sight, for example, print media such as books, journals, maps, and pictures. 2. Audio media is a type of media that only relies on hearing, for example, tape recorders and radio. 3. Audio-visual media are films, videos, and TV programs. 4. Multimedia is media that involves several types of media and equipment in an integrated manner in a learning process or activity. Miarso (2004) argues that "Learning media are everything that is use to channel messages and can stimulate the thoughts, feelings, attention, and willingness of the learner so that it can encourage the learning process".

Thus, it can conclude that media are all physical tools that can present messages and stimulate students to learn, such as films, books, and pictures. The arrangement of learning media must be in such a way as to support the teaching and learning atmosphere. Teaching and learning activities are a system. According to Miarso (2004), learning media has the following functions: a) To create a practical learning situation, b) The use of media is an internal part of the learning system, c) Learning media is essential to achieving learning goals, d) The use of media in learning is to accelerate the learning process and assist students in understanding the material presented by the teacher, e) The use of media in learning is intended to

enhance the quality of education. Thus, the media is an integral part that cannot be separated from learning. Media has a broader scope.

Furthermore, learning is impossible without learning media. Therefore, media must be present in every learning activity. According to Pribadi (2017), the media becomes a means of learning activities, making the learning process more effective and efficient. Media use is adjusted to the needs, characteristics of students, and the material presented. For example, in the learning, which is carried out to support the main listening class, the tutor chooses media such as audio listening, questions in pdf form and videos sent via WhatsApp. Interesting media can motivate the students to practice and improve their listening skills, and the students will positively perceive the teaching and learning process.

Students' perceptions can cause by the teaching and listening process. According to Walgito (2004), perception is the organization and stimuli received by the organism or individual that is meaningful and is an activity integrated inside the individual. In other words, everyone in this world has a perception of everything, but everyone perceives things differently. Based on the statements above, it can conclude that our senses create perception. Furthermore, the meaning of perception is anyone's response or judgment toward an event, object, or attitude as an agreement or disagreement statement, in terms of the ability to distinguish groupings, focus, and so on. That is, students must be able to differentiate methods of grouping or differentiating focus in learning. For example, in learning groups with other students, they can distinguish their understanding of the material and focus on learning goals without being influenced by other friends.

In this research, the researcher will use two types of perception to gain the student's perception of the optimization of WhatsApp to support the main listening class. The two types of perception related to this study are personal perception by Zaden (1984) and learned perception by Walters (2004). 1. Personal perception Zaden (1984) stated that person perception refers to those processes by which we come to know and think about others, their characteristics, qualities, and their inner state. This type is related to students who have personal perceptions. Every student has a different perspective on the teacher's characteristics, media and material, the

way the teacher teaches, the teacher's quality, the instructional media used by the teacher in the teaching and learning process, as well as each student's perception of the material taught by the teacher. 2. Learned perception According to Walters (2004), "learned perception is a perception formed around personality, culture, and habit." For instance, a student who used to learn the eastern atmosphere can have a negative perception of the learning style of the western students, who mainly raise their left hand to answer the teacher's question. Therefore, it can conclude that students' perception refers to a general tendency to form opinions about others. However, each student has a unique perspective on other people. Several factors influence this, including psychology, family, culture, and motivation. Furthermore, students provide responses or judgment in interpreting sense impressions to give meaning to their environment.

According to the preceding statement, the researcher wants to know the students' perception of optimizing WhatsApp as a learning media to support the main listening class in the Basic Training Class at Happy English Course 2. WhatsApp is one online listening media that can combine with traditional listening learning. That could be easy learning listening skills because the students can practice listening regularly, and the learning processes occur not only in the classroom or face to face but also outside the classroom via WhatsApp.

METHOD

This research is descriptive research with a qualitative approach. This research was conducted at Happy English Course 2 in the Basic Training Class (BTC) program. This English course is located on Jl. Pinang 3C Singgahan – Pelem – Pare - Kediri. Meanwhile, in this study, the primary data sources were course residents, including teachers and students. While the second source, namely written sources, researchers will use an attendance list, lesson plan and photos of the learning process where the teacher uses learning media facilities to deliver the material as supporting data. This research used a purposive sampling technique. The researcher chose purposive sampling because the researcher had already determined the object and subject of the research, and the researcher knew the target

to provide data and information for the research. Purposive sampling used to determine the sample is teachers and students.

The samples in this study were all students from one class of the Basic Training Class program, which consisted of ten students and one tutor in the listening class. The data collection techniques used to know students' perceptions are passive participatory observation; in this study, the researcher observed how the optimization of WhatsApp as a medium to support learning in the main listening class by engaging directly in the activities performed by the resource people, by joining the WhatsApp Group, observing how the process of learning activities took place with the WhatsApp media, to optimize the observation process with the involvement of researchers. The researcher can live and feel directly what the subject feels so that the data obtained has a definite position following the actual situation. Semi-structured interviews are used to obtain something more open, in which the informants are asked for their thoughts and ideas on various issues. The researcher used an interview guide and documentation to conduct interviews in this study. The documentation used in this study was in the form of interview recordings, screenshots of optimizing WhatsApp as a media to support learning in the main listening class and supporting photos to complete the research data.

After getting the data, the researcher used triangulation. Technical triangulation is done by comparing and rechecking the information obtained through different techniques; in this case, the data from observations in optimizing WhatsApp media will then be compared with interview and observation data and use documentation as supporting data from interviews and observations. The data analysis technique uses the Miles and Huberman model. The data analysis steps are based on the Miles and Huberman model in Sugiyono (2016): data reduction, data display, and drawing conclusion/verification. 1) Data reduction means summarizing, selecting the subject matter, focusing on the data under study and discarding unnecessary data. 2) Data display: This study's data is presented as narrative text. The data is arranged in a short description to make it easy to understand the phenomena that occur and prepare for further actions based on what has been learned. 3) Concluding/verification Conclusions and verification in this

study were carried out by comparing the process of the optimization of WhatsApp as a medium to support the knowledge gained in the listening class as a result of teacher and student observations and interviews about WhatsApp optimization. This researcher conducted this research with several stages that have been made to achieve success in research. In this research, the stages started from determining the research object, determining the focus of the problem, preparing research instruments, conducting research and preparing the report.

FINDING AND DISCUSSION

FINDING

1. The Process of Optimizing WhatsApp to Support the Main Listening Class in Happy English Course 2.

The data was collected by using observation and documentation. The observation is carried out on Friday the 3rd, 10th, and 17th of June. The observation shows that optimizing WhatsApp to support the main listening class in Happy English Course 2 runs well. In this study, researchers focused on the process of optimizing WhatsApp to support the main listening class in happy English course 2. This study examines how the tutor optimizes WhatsApp to support the main listening class. Based on the observation, In the learning process, by optimizing WhatsApp to support the main listening class, it is not like listening learning in the classroom where the tutor and students are active in communicating. In optimizing WhatsApp to support the main listening class, the tutor allows students to be creative according to their abilities. The tutor only directs and provides suggestions during the discussion if students have problems answering the questions sent. Incorrect, the tutor takes students' answers, and after knowing the results of student answers, the tutor invites direct discussions or discussions in WhatsApp groups.

The researcher concludes that WhatsApp groups are only for sending material such as listening to audio, question, and video. Students can practice their listening skills regularly, and they don't rely on learning in the classroom; this method is done because students also have busy schedules every day, so the

listening tutor makes this way so it does not disturb the students' schedules in the main class, It can be said that this is an additional class. Listening material is given once a week and the processing time to answer the question is two days. On Friday, the tutor sends listening material; on Monday, the tutor checks the students' answers and then provides feedback on the student's answers. After responding to the student's answers, the tutor gives new material for listening.

2. The Students' Perception on Optimizing WhatsApp to Support the Main Listening Class in Happy English Course 2.

The data was collected by using interview, observation, and documentation. Interview was carried out on Friday 17th of June and observation on Friday 3rd, 10th, and 17th of June. Based on the interviews and observations above, it can be seen that students can easily apply the use of the WhatsApp feature in learning because it is easy to use and students can also manage their internet data especially all students have the WhatsApp application so they don't need to download the application again. WhatsApp optimization helps students to improve their listening skills, and they find this a fun way because they are not just stuck in learning in the classroom.

The students also easily download the material that has been sent by the tutor and can listen to audio listening repeatedly because if in class students only get three repetitions of audio listening, they can even listen to the audio every time and anywhere, not only in class. This course also raises their interest and motivates students to always learn. The students can also see the improvement in understanding audio listening due to the sufficient time for them to play the audio repeatedly because they take the basic program where the students have not studied listening regularly. The topic is not difficult. Many students think that the topic is easy to understand. The students usually have difficulty in finding the meaning of the vocabulary and speaker's pronunciation.

Based on interview of the students in the basic training class program, they think that listening is a difficult skill, but because of the optimizing of WhatsApp, they can understand the topic in the audio provided. When the

students get difficulty, they ask their friends or tutor directly or through WhatsApp groups. The tutor also discusses the material sent via WhatsApp in additional classes such as the camp program. The finding of interview also shown positive perception from students. They are interested and motivated in practicing listening skill in their free time and can practice listening skill wherever moreover they can get improvement of their listening skill.

Discussion

Based on the findings with data collection techniques using interviews, observations, and documentation, the optimisation of WhatsApp to support the main listening class is quite good, and the tutor has good teaching preparation. The tutor prepared to teach media, lesson plan and material of listening. In optimizing WhatsApp to Support the main listening, The tutor allows students to ask questions if they have difficulty, and if no one asks, then the tutor allows students to be creative (Miarso, 2004). In this case, WhatsApp sends material and carries out explanations and a little discussion. Students responded favourably to the learning process via WhatsApp. Tutors also provide students with opportunities. Study independently and give them plenty of time to practice their listening skills. Discussions about students' answers are often held directly during the camp program. Using tests, they are learning evaluation in optimizing WhatsApp to support the main listening class. This test is carried out in the main listening class. The test can be in the form of completing sentences or retelling the audio students have heard (Ashar, 2011). Through the test, the teacher can see the development of students. The tutor uses this way because the teaching in the listening class is not optimal, students only get the opportunity to play audio three times, and the majority of students in the Basic Training Class program are students who do not have sufficient ability to listen so that the teacher optimizes WhatsApp to support the main listening class. Therefore, the optimization of WhatsApp to support the main listening class has a positive impact.

Students' perceptions show that they can improve their listening abilities through WhatsApp. They get the opportunity to study independently, practice

listening skills anywhere and anytime, and play audio repeatedly so they can understand the topic in the audio even if they can complete the sentence. Students are also interested in the topics given by the tutor. The topics given are topics that are familiar to students. The students are also motivated to develop their listening skills. Motivation is very important in everything that will be done, which becomes the strength to get the best in doing something, even in the learning process, and motivation is needed (Maslow, 1943). Motivation makes the learning process easier and more interesting. During the educational process, that motivates students in the process of encouraging to support students' learning and can achieve learning goals.

CONCLUSION

Based on the findings in the study, the researcher concluded that Students' perception of optimizing WhatsApp to support the main listening class in Happy English Course 2 had a positive impact on improving students' listening skills. Based on an analysis of research conducted on students' perceptions of WhatsApp optimization, it is stated that learning with WhatsApp contains positive values because learning using WhatsApp is easy to use and the listening learning carried out by tutors and students is very simple. The tutor only sends audio and listening questions, gives a little explanation, and motivates students to practice listening regularly. Optimizing WhatsApp is one-way tutors can help students improve their listening skills. However, they only get three meetings in three months, so they have difficulty. Moreover, the students start learning English from basic material. The students also positively perceived optimizing WhatsApp to support the main listening class and could improve their listening skills, as seen from their answers to listening questions sent via WhatsApp groups. Optimizing WhatsApp as a learning medium also increases students' interest and motivation to practice their listening regularly and not only depend on listening learning in the classroom.

REFERENCES

- Ajmal, M., Alrasheedi, S., Keezhatta, M. S., & Yasir, M. G. (2020). COVID-19 and Online English Language Teaching: Students' Response And Feedback. *The Asian ESP Journal*, 16(5.2), 47 - 66.
- Albers, R., Davison, C. J., & Johnson, B. (2015). Inquiry-based learning: Emirati university students choose WhatsApp for Collaboration. *Learning and Teaching in Higher Education: Gulf Perspective*, 14(2), 37 - 53.
- Arfi, V. R., & Fudhla, N. (2021, December). *Journal of English Language Teaching*, 10(4), 547 - 553.
- Bouhnik, D., & Deshen, M. (2014). WhatsApp Goes to School: Mobile Instant Messaging Between Teachers And Students. *Journal of Information Technology Education*, 13, 218 - 231.
- Dewi, S. R. (2019, June). Utilizing WhatsApp Application For Teaching Integrated English (A Case Study At University Of Technology Yogyakarta). *REFLEKSI EDUKATIKA : Jurnal Ilmiah Kependidikan*, 9, 165 - 171.
- Dunlap, J. C. (2006). Using Guided Reflective Journaling Activities to Capture Students' Changing Perceptions. *TechTrends*, 50(6), 20 - 26.
- Fauzi, I. (2021). Teaching English Using WhatsApp During Learning From Home: Impacts To Students And Implication To Teachers. *LET: Linguistics, Literature and English Teaching Journal*, 11(2), 59 - 78.
- Fauzi, I., & Angkasawati, P. (2019). The Use of Listening Logs Through WhatsApp in Improving Listening Comprehension of EFL Students. *JOALL (Journal of Applied Linguistics and Literature)*, 4(1), 13 - 26.
- Ghee, T. T., Terng, H. f., & Chui, H. C. (2019). Students' Perception of WhatsApp as an Effective Medium for Enhancing Listening Skill in Foreign Language Learning. *Pertanika Journal of Social Sciences & Humanitis*, 27(2), 833 - 845.
- Kavaliauskienė, G. (2011). Blended Learning in ESP Listening . *English for Specific Purposes World*, 10(31).

- Marleni, L., Sari, N., & Hardi, V. A. (2021). Listening Comprehension by using Video in Online Class Through WhatsApp. *Al-Ishlah: Jurnal Pendidikan*, 504-514.
- Mbukusa, N. R. (2018). Perceptions of students' on the Use of WhatsApp in Teaching Methods of English as Second Language at The University of Namibia. *Journal of Curriculum and Teaching*, 7(2), 112 - 119.
- Nugroho, A., & Atmojo, A. E. (2020). Digital Learning Of English Beyond Classroom: EFL Learners' Perception And Teaching Activities. *JEELS (Journal of English Education and Linguistics Studies)*, 7(2), 219 - 243.
- Nurjanah, Miranti, I., & Dwiastuty, N. (2018, January). The Correlation Between Students' Habit In Listening Song And Students' English Listening Skill. *DEIKSIS*, 10(01), 43 - 48.
- Oktaviani, H. (2021). The Effect Of Using Songs To Increase Young Learners' Vocabulary Achievement Through WhatsApp. *Jurnal Ilmiah STBA*, 7, 075 - 085.
- Purba, J. I., Hutagalung, A. Y., Pakpahan, E. T., Manurung, P. S., & Napitupulu, S. (2022, February). Listening Problems In Private Course. *Multiscience*, 121 - 126.
- Rajabi, P., Mahmoodi, K., & Hosseini, S. A. (2021). Flipped Classroom Model and Its Impact on Iranian EFL Learners' Classroom Anxiety And Listening Performance. *Computer-Assisted Language Learning Electronic Journal (CALL-EJ)*, 22, 1 - 16.
- Sari, F. W. (2021). A Study on The Students' Perception of Utilizing WhatsApp as A Tool of Teaching Listening to Assist Distance Language Learning. *Cakrawala Bahasa Jurnal Ilmiah Prodi Pendidikan Bahasa Inggris*, 10(1), 13 - 17.
- Setyowati, Y. (2019). Let's Listen Through WhatsApp: An energizing listening exercise in EFL Class. *Journal of Physics: Conference Series*, 1-5.
- Siregar, S. D., Melati, E., & Wahyuni, S. (2021). Self-assessment Optimization Through WhatsApp Features for Increasing Students' Listening Comprehension. *English Journal for Teaching and Learning*, 09(01), 13-24.

- Tendiami, A. (2017). The Use of Communicative Approach In Foreign Language Learning Through Listening Activity By Using WhatsApp Application. *1st English Language and Literature International Conference (ELLiC)*, 23-29.
- Terng, H. F., Heng, L. T., & Yih, M. B. (2021). Utilizing WhatsApp Messenger to Enhance Listening Skills of Civil Engineering Degree Students in Mandarin Course at UiTM Penang Branch. *International Journal of Modern Languages and Applied Linguistics*, 51-60.
- Wijaya, A. (2018). Students' Responses Toward The Use Of WhatsApp In Learning. *Journal of Teaching & Learning English in Multicultural Contexts*, 2, 47 - 55.
- Woottipong, K. (2014, August). Effect of Using Video Materials in The Teaching of Listening Skills for University Students. *International Journal of Linguistics Macrothink Institute*, 6(4), 200 - 212.
- Zebua, E. P. (2020). The Analysis of The Students' Perception Toward Online Learning in Listening Subjects During Pandemic Time of Covid 19. *Didaktik*, 14(2), 2448 - 2453.