WHATSAPP GROUP AND GOOGLE CLASSROOM-BASED LEARNING MATERIALS IN ENGLISH CLASSES: STUDENTS' PERCEPTIONS
(Study Case taken from College of Vocational Studies – IPB University)

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ABSTRACT

The aim of this study is to explore the students' perception of the use of WhatsApp Group and Google Classroom-based learning in English classes at College of Vocational Studies - IPB University, Bogor. The study was taken for the applied multimedia learning system by the teachers as the authors of this paper. The data were taken from questionnaires of the students' perception of the implemented based learning by using Likert scale. The scoring system was done by recommended and an un-recommended points. The data were analyzed descriptively using table scoring of percentage 1-100 aiming at the students' points of view or opinions. The result of this study which was focused on learning material in English classes proves that the students agree that this based learning is effective to be applied and used. The average score of perceptions is 89 indicated from the six components of the product (comfortability, content, efficient use, language, clarity, and fun-use).

Keywords: *WhatsApp Group, Google Classroom, Students' Perception, Bogor, Based Learning Material*

INTRODUCTION

The application of technology has become an obligation to be used in learning in recent years. Students can enjoy the learning process, and teachers can also facilitate in teaching. Although of course face-to-face or conventional teaching cannot be compared to learning applications, learning media applications can be very helpful and improving previous learning outcomes. Until this year, there have been many technology-based learning applications, for example, blogs, podcasts, instant messages, online social communities, online video sharing, online

videos, and audio conferencing tools. According to Koc (2016), these things are the application of technology-based learning that can contribute to teaching and learning in this century. Although it remains in the order that parent and teacher coordination is important, students can choose when and where to study. To support this opinion, Wannapiroon (2012) argues that students in applications can share ideas, exchange materials, discuss learning topics, and develop their own knowledge.

Multimedia applications cannot be separated from the use and influence of social media. Social media such as Facebook, YouTube, Twitter, blogs, and wikis greatly facilitate students' independent learning so that they can freely apply and show ideas about what they know. However, the developments of ideas that are not educational and even lies are very close to social media. In this case, teachers and parents need to choose good and effective social media learning in learning, as long as students enjoy them. Sakkir (2019) argues that teaching staff and teachers should understand and adopt social media so that they are not be out of date with their students.

Boas (2011) theorizes that social media can facilitate learning and is easy to implement. However, he added that caution in choosing media would be necessary to maintain the student learning system so that it can be controlled. In implementing it, social media is mediated by using electronic communication devices and computers that allow people to create, share ideas, and exchange information on the internet. It is essential that social media is also a collection of dedicated communication networks free to interact with a large number people around the world. Tess (2013) believes that social media has existed for ease of communication for all people in all corners of the world as long as they are connected to the internet. In the selection of learning social media, teachers must consider the effectiveness and efficiency of learning outcomes. Therefore, teachers can get input from learning social media that has proven effective. Two learning platforms with effective social media are WhatsApp Group and Google Classroom.

WhatsApp Messenger is a freeware, cross-platform messaging, and voice over service owned by Facebook. It allows users to send text messages and voice messages, make voice and video calls, and share images, documents, user locations, and other media. This application runs on mobile devices but is also able to apply in desktop computers, as long as the user's mobile device remains connected to the Internet while they use the desktop application as well. The service requires the users to own a standard cellular mobile number for registering with the service. In educational use, this application is being used together, and it also applies to use group named WhatsApp Group. In accordance to do better applied of/with better application of this platform, the teachers also use Google Classroom to validate

the based learning run well. Google Classroom is a free web service which is developed by Google for schools that makes to simplify designing assignments. The main purpose of Google Classroom is to streamline the process of sharing files between teachers and students. It integrates documents, sheets, slides, e-mail, and calendar into a cohesive platform to manage student and teacher communication. Both of these applications have been parts of the Indonesian education ecosystem by providing, improving, and distributing quality education for teachers and students.

In the applications of the platforms, the authors applied these online based learning systems (by using these two applications) at College of Vocational Studies – IPB University where the researchers are also teachers. In achieving learning success including social media-based learning, Ghazali (2010) believes that six activities can be applied by students, especially teenage students. The six activities required are: (1) understanding media introduction, (2) mastering the introduction of social media structures, (3) taking the essence of learning, (4) understanding relationships with textbooks used in schools, (5) understanding new meanings in accordance with the context and linking it with face-to-face learning, and (6) analyzing and adjusting understanding and compatibility between the application of online and face-to-face learning. With this consideration, researchers can see and prove it well and effectively.

In West java, especially in Bogor, there are a large number of schools and universities that are equipped with adequate libraries and computer labs. To maximize these facilities, these schools, often use well-proven applications. Some schools, especially those with the higher standardized educational systems that use additional curriculum outside the National Curriculum for universities, often enrich the application of learning with multi-media learning, especially online learning. These schools often use books and literacy originating from Oxford and Cambridge University Press which have been recognized by a lot of schools and universities in the world. In addition, because these schools use the online assessment as one of the grading evaluations outside the regular examination, they use books published by renowned publishers as handbooks in learning. The advantage of implementing the application is that in addition to increasing interest in learning, it can also improve the ability of imagination and freedom of expression. One school that supports this research is College of Vocational Studies– IPB University, where the school applies the regular learning systems and also uses the online-based learning systems as supporting materials so that the online media can be easily applied. To observe the effects and efficiency of this application, this research will focus on students' perceptions that will be applied in the questionnaire.

By filling out the questionnaire, the teachers can see that the role of both applications is highly necessary for the students. However, before conducting research on how to improve student learning processes through social media, the researchers must initially know the students' perspectives/perceptions on social media in the classroom. Alnujaidi (2017) argues that perception is an external factor that focuses on one's perspective, understanding, trust, and reaction to an innovation. With this theory in mind, this study aims to illustrate students' perspectives on the use of WhatsApp Group and Google Classroom in the language learning process.

METHODS

The subjects in this study were students from the three classes of the fourth semester from in College of Vocational Studies – IPB University. They were from the management of an agricultural business class of English Business subject (125 students). This study used a questionnaire to test students' perceptions on the application of WhatsApp Group and Google Classroom-based learning material in English classes. The researchers needed to know students' perceptions on the materials designed for the development of English skills. The research data through filling out an online questionnaire with Google's form stated that perception influences emotions and behavior, and influences students' beliefs in the learning environment. The researchers provide an evaluation form for students to find out their responses to the design of the implementation of WhatsApp Group and Google Classroom-based learning materials in English classes that have been developed by the researchers who are also active as teachers.

There were six indicators used in filling out the questionnaire, namely: comfort, content, efficient use, language, clarity, and fun to use. The questionnaire for students' perceptions was on the effectiveness of online media after product implementation. Data were collected from a questionnaire that was analyzed quantitatively. Instrument data obtained from questionnaires on students' perceptions regarding the implementation of WhatsApp Group and Google Classroom-based learning materials in English classes were assessed using a Likert scale based on Likert theory (1932). The assessment system was carried out positively and negatively. For positive statements, a positive rating system, namely: A (85 -100) which means highly recommended, B (65-84) which means good or recommended, C (51-64) which means fair, and D (0 - 50)) which means it is not recommended. These data were then analyzed using percentages. Data from the questionnaire were analyzed using a Likert Scale. It aims to measure students' opinions on the feasibility of whether learning media still need to be/is recommended or not.

FINDINGS AND DISCUSSIONS

To find out students' perceptions on the application of WhatsApp Group and Google Classroom-based learning materials in English classes, the researchers distributed questionnaires to the students in the form of Google online form. The data were analyzed using a Likert Scale indicated by the percentage of questionnaires from 125 students. There were six indicators used in filling out the questionnaire, namely, comfort, content, efficient use, language, clarity, and fun to use. The indicator components were compiled to be filled by the students on the appropriateness of the applications that have been developed. From the results table of the questionnaire, the students agreed that the application of WhatsApp Group and Google Classroom-based learning material in English classes matched the level, needs, and daily life of the students. The researchers concluded that the average value of students' perceptions was 89 which showed that the six indicators used in filling out the questionnaire as a whole showed good compatibility by applying the platforms sustainably to the students.

Table: 1 Likert scale

Positive rating score	Category	Negative rating score
A (85 -100)	Highly recommended	D (0 - 50)
B (65-84)	Good or recommended	C (51-64)
C (51-64)	Enough/ Sufficiently used	B (65-84)
D (0 - 50)	Not recommended	A (85 - 100)

Table: 2 Students' Perception

No	Indicators	Components	Average score	Classification
1	The appropriateness of comfort	a. The comfortability of online media	95	Highly recommended
		b. The comfortability and suitability with no hoax in based learning	85	Highly recommended
		c. The comfortability of direct use/instant connection	82	Good or recommended
2	The appropriateness of content	a. The addition of insight knowledge	97	Highly recommended
		b. The suitability with students' daily lives	93	Highly recommended
		c. The accuracy of material substance	85	Highly recommended

No	Indicators	Components	Average score	Classification
		d. The suitability between WhatsApp Group and Google Classroom and school's textbook/ material	90	Highly recommended
3	**The appropriateness of efficient use**	a. The updated materials are updated	95	Highly recommended
		b. The efficiency of time and needs	75	Good or recommended
4	**The appropriateness of language**	a. The clarity of spelling	90	Highly recommended
		b. The accuracy of the English grammar	95	Highly recommended
		c. The use of effective language	87	Highly recommended
5	**The appropriateness of clarity**	a. The simplicity of materials	95	Highly recommended
		b. The understandable sentences for each text	90	Highly recommended
		c. The coherence in text and questions	90	Highly recommended
6	**The appropriateness of fun to use**	a. The based learning contains a lot of entertinments	88	Highly recommended
		b. The suitability of points given after finishing each chapter	75	Good or recommended
		c. The collaboration among the students	95	Highly recommended
Total			**1567 1602**	
Average			**89**	**Highly recommended**

The researchers explain that students can use WhatsApp Group and Google Classroom-based learning materials in learning. The reasons for using both applications include:

1. the comfort of the students in using WhatsApp Group and Google Classroom,

2. the appropriateness of the content of learning which can be understood by the students,

3. the efficiency of learning by the students in the use of time,

4. the language use and the application of online learning can be understood,

5. the clarity of applied learning which runs well,

6. the fun/enjoyment in using this based on learning easily applied in personal computers or even in cellphones.

From the findings and explanations above, the researchers can say that the use of the applications of WhatsApp Group and Google Classroom-based learning material in English classes can be applied and are highly recommended for teaching. This shows that there is an increase in students' learning skills and their interest in using WhatsApp Group and Google Classroom.

CONCLUSION

WhatsApp Group and Google Classroom-based learning materials in English classes designed for the development of learning skills in this study have met the acceptance criteria, and this was proven by the results of students' excellent perceptions. This score is categorized as a highly recommended or positive perception score which was confirmed using a Likert Scale. The average value of students' perceptions is 87 which shows that of the six product components (comfort, content, efficient use, language, clarity, and fun to use)

as a whole show a much recommended use in learning in English classes in general. Using a questionnaire to measure student opinions shows that WhatsApp Group and Google Classroom can significantly increase students' interest in learning, especially in the application of online learning. Based on the analysis of the questionnaire, the authors/researchers (?) concluded that the students strongly agreed to use WhatsApp Group and Google Classroom.

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