"Whatsapp & Google Classroom?":

EFL Students' Perceptions on Online-Based Learning Amid the Covid-19

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Abstract—**This study aimed to investigate the EFL students' perceptions on online based- learning amid the Covid 19 using WhatsApp and google classroom applications at the first semester unit two of the English department Universitas Samudra. This research was conducted as descriptive quantitative method. The instrument of this research was questionnaire consisted of 16 items covered by Likert scale of respond as EFL students' perception. The sampling consists of 28 students of the first semester unit two at English Department Universitas Samudra. The research findings showed that the students had positive perceptions towards the use of WhatsApp and Google Classroom since they accommodated the students' needs to apply a technology in their learning. It can be seen from EFL student's perceptions in using WhatsApp and google classroom as media online in teaching learning process. Both online platforms were commonly used for the students. To complete the required data, the researchers have taken 28 samples of respondents regarding the use of online learning by the first-semester students majoring at English Department in Samudra University. A total of 17 students from 28 students strongly agreed that WhatsApp was more effective than the google classroom platform. who were sampled or equivalent 39,28% (11 students) of the survey sample stated that they unfamiliar enough with online learning it means they prefer to face to face than online learning.**

Keywords—WhatsApp, google classroom, online-based learning and students' perceptions

I. INTRODUCTION

Due to the impact of the coronavirus (Covid-19), The Indonesian Minister of Education and Culture, Nadiem Makarim, issued a Circular Note for schools and other educational institutions including higher education to temporarily stop the conventional teaching and learning activities in the schools and encourage the lessons to be conducted from home through e-learning [1]. The teaching and learning processes in educational institutions are ordered via online platforms by utilizing Information and Communication Technologies (ICT) [2]. Although the online teaching-learning is not a new mode in Indonesian higher education and institutions [2], the implementation of the online lessons cannot be presented without challenges [3], particularly in remote areas [4,5].

Electronic learning (e-learning) has changed the way of teaching and learning taking place on every level of education, including the primary and secondary levels or even the university level. This is a current phenomenon that cannot be avoided [5], which requires a struggling and an adaptation among educators and students in e-learning implementation [6,7]. It can be said performing an online teaching and learning with the challenges has been an important issue in most of the developing countries, including in Indonesia [3].

One of the drawbacks of the utility of the technology by teachers in the process of teaching and learning processes is the use of the platform for only as a channel to deliver and to collect the assignment [7]. Teachers' lack understanding of the features by online learning has become one of the reasons for it. Lack of connectivity in accessing the internet also has been another factor which mainly affects the students and their teacher while performing the delivery of teaching-learning activities [4,8], which finally it has decreased the students' motivation to learn by using the online learning platform applications [8,9].

Furthermore, based on our preliminary findings of the observations at first semester students at English Department, it was revealed that the online platforms were still not familiar to the students except for WhatsApp used a tool for sharing the assignments, information, materials. As it is understood that there have been several types of E-learning platforms nowadays such as zoom, google classroom, you tube, WhatsApp group, Edmodo, quizzes etc [2,5]. The most recent popular social network is WhatsApp application. WhatsApp Messenger is a proprietary, cross platform instant messaging application for smart phones. In addition to text messaging, users can send each other images, video, and audio media messages.

Students could deliver their responses freely and the teacher responds to students' inquiries and comments, starts new issues, or posts queries. WhatsApp helps the students to get enthusiastically involved in learning activities via various

features on this application. Online learning in this study refers to one of the appropriate media that can be used by most of the teacher or lecturer for keep students had an activity when there did their quarantine in their home, and teacher or lecturer hope this learning process is expected to give significant result for the students.

WhatsApp can cover large numbers of students within a short period of time. Students from the same class can easily have their dialogue on certain topics via this application as it affords immediate response within the group members to join the chat thus making the communication effective [10,11]. Based on the explanation above it can be said that WhatsApp can be easier to use with complete futures at that application.

Another usual application used on online learning any "Google classroom is known as a blending way of learning initiated in 2014 which takes into consideration the achievement of specific functions such as simplifying the students-teacher communication, and the ease of distributing and grading assignments. It provides students with a great occasion in submitting their work to be graded by their teachers online within the deadlines. Correspondingly, teachers can have a comprehensive vision relating to the advancement of each student, and they can return works along with the compulsory commentaries in case the student can revise their assignments.

Based on the explanation above this study aims to investigate the EFL students' perceptions on online based-learning amid the Covid 19 in using WhatsApp and google classroom applications at the first semester of English Department at Universitas Samudra.

II. RESEARCH METHODS

This research was conducted through a descriptive quantitative method. Gay et al argued "Descriptive research involved collecting data to answer question concerning the current status of the subject of study." In addition, quantitative research was the process of discovering knowledge by using numeral data as the instrument to find information about what was wanted to know. It means quantitative research used the data in the form of the numbers and statistic analysing. Subsequently, descriptive quantitative is numeral related to statistic descriptive such as measuring scale, portrays graphic and variability in regard all the data would be in numeral statistic and be explained in narrative.

In this research, the descriptive research was used to analyse the students' perceptions toward the EFL students' perception on online based-learning using WhatsApp and google classroom as media in teaching learning process at the first semester students of English Department unit two in Universitas Samudra. The sampling consists of 28 students at the first semester unit two.

The instrument of this research was questionnaire consisted of 16 items covered by Likert scale of respond as EFL students' perceptions. The statements contained in the questionnaire items were created in the form of positive statements where the responses used by a Likert scale. Sugiyono explains "The several measuring about social phenomena by using Likert scale such as attitudes, opinions, and some perceptions." There were four degrees of measuring of perception by using Likert scale be in the categories such as Strongly Agree (SA) = 4, Agree (A) = 3, Disagree (D) = 2, and Strongly Disagree (SD) = 1.

In collecting the data, the questionnaire was distributed as the instrument of the research to the students on the sample of the research. Then, they were asked to give response to each statement given on the questionnaire. After that, it was collected from the students. After collecting the questionnaire, the data were examined to interpret EFL students' perceptions on online based-learning using WhatsApp and Google Classroom to English Department students first semester in the academic year 2020/2021.

After the data was collected, the researcher conducted several procedures to analyse them. First, the researchers analysed the students' questionnaire responds. Second, the researchers calculated the frequencies into a table and put the results into percentages, calculated means of the score acquire. To find out the percentage of item, the researcher used formula as below: $P = F/N \times 100\%$.

III. RESULTS AND DISCUSSION

A. Results

The researchers, in this section, primary discussed the findings of the research related to the results of the questionnaire distributed to the 28 students of English Department first semester unit two at Universitas Samudra in applying WhatsApp and Google classroom as a media online based learning. The results of questionnaire as the responds of the students' perception are described as follow:

TABLE I.   RESULT OF QUESTIONNAIRES

No	Statement	SA	A	D	SD
1	Teaching learning process using E-learning can be easier to access	14,28% (4)	17,85% (5)	35,71% (10)	32,14% (9)
2	Teaching learning process using E-learning held as on time based on the schedule	14,28% (4)	25% (7)	39,28% (11)	21,42% (6)
3	Teaching learning process using E-learning can be easier to understand	17,85% (5)	14,28% (4)	53,57% (15)	14,28% (4)
4	The lecturers understand in conveying the material as online	21,42% (6)	50% (14)	17,85% (5)	10,71% (3)
5	The lecturers gave a change to students in asking and discussing the materials	17,85% (5)	57,14% (16)	14,28% (4)	10,71% (3)
6	The lecturers using WhatsApp and google classroom as media in teaching learning process	10,71% (3)	75% (21)	14,28% (4)	0,00% (0)
7	WhatsApp offers me more opportunities to interact with my lecturer and peers.	17,85% (5)	64,28% (18)	10,71% (3)	7,14% (2)

Table 1. Cont.

No	Statement	SA	A	D	SD
8	whatssapp saves time and effort by doing and submitting assignment electronically.	14,28% (4)	71,42% (20)	7,14% (2)	7,14% (2)
9	whatssaap supports e-learning through working in group.	10,71% (3)	67,85% (19)	17,85% (5)	3,57% (1)
10	Google Classroom gives me a chance to share my assigments with my lecturer and peers.	25% (7)	35,71% (10)	28,57% (8)	10,71% (3)
11	Google Classroom requires long time to master its use.	17,85% (5)	71,42% (20)	10,71% (3)	0,00% (0)
12	Google Classroom represents the interesting features like, streams, classroom, people and grades	17,85% (5)	35,71% (10)	35,71% (10)	10,71% (3)
13	I get frustrated by using whassapp because of the slow-speed internet.	17,85% (5)	53,57% (15)	17,85% (5)	10,71% (3)
14	I get frustrated by using google classroom because of the slow-speed internet.	14,28% (4)	71,42% (20)	14,28% (4)	0,00% (0)
15	as general WhatsApp more effective than google classroom	60,71% (17)	35,71% (10)	3,57% (1)	0,00% (0)
16	as general google classroom more effective than WhatsApp	17,85% (5)	17,85% (5)	60,71% (17)	3,57% (1)

SA: Strongly Agree, A: Agree, D: Disagree, SD: Strongly Disagree

Table 1 above clearly displays the students' perceptions on online based learning in using WhatsApp and google classroom as media in teaching learning process done in the first semester students of English Department at Universitas Samudra. It is evidently seen in the first, second, and third statement are the aspect of experiences on online based learning the average of answer disagrees such as ten students chosen 35,71% at the first statement, there was eleven students chosen 39,28% at the second statement and fifteen students 53,57% chosen to disagree at the third statement. It means that they unfamiliar enough on online based learning.

Regarding to the aspect of lecturers' capability at the statements of number (4), (5) and (6), fourteen students quite agreed for those statements. The lecturers understood in conveying the material as online, then sixteen students agreed that the lecturers gave a change to students in asking and discussing the materials. Further, the last twenty-one students agreed that most of the lecturers used WhatsApp and google classroom as media online based learning. It can be concluded that the lecturers understand enough for using a technology in teaching learning process than students.

The statements of number (7), (8), (9) on the students' perceptions are dealing with the application of WhatsApp. First, this online platform was used as media in teaching learning process by the lecturers as eighteen students agreed to use this application for 64.28%. Second, it can be said that twenty students (71.42%) had agreed that WhatsApp saved time and effort in submission of the tasks given by the lecturers. Lastly, there were nineteen students (67.85%) agreed that WhatsApp supported E-learning through working in group. The students have all group related each subject in online class.

Further, for the statements of numbers (10), (11), and (12) about Google Classroom, there were ten students or 35.71% agreed that the platform gave them a chance to share their assignments with their lecturer and peers completely. It can be proved by the menu of google classroom, they can share, attach the material such as videos, audios, and link of material to the google classroom with large capacities. Second, there were twenty students or 71.42% agreed that Google Classroom required long time to master its used, especially for the students whose stayed rural area that never touch by technology. Third, there were ten students or 35.71% responded that Google Classroom represents the interesting features like, streams, classroom, people, and grades. It makes the students interested with this application.

Based on the statements of number (13) and (14) about they felt frustrated by using WhatsApp and Google Classroom because of the slow-speed internet or unstable signal as we known that the students of Universitas Samudra from any kinds of region out of Langsa city. It can be approved by the average of students respond almost 60% conveyed unstable signal.

Based on the last statement of number (15), seventeen students or 60.71% strongly agreed that WhatsApp was more effective than Google Classroom. It can be seen from the content and function of the Google Classroom application. The last statement said that there were seventeen students (60.71%) who responded that the Google Classroom was more effective than WhatsApp. It means that the students more preferred to use WhatsApp as an online learning media rather than Google Classroom.

B. Discussion

Based on the EFL students' perceptions in using WhatsApp and google classroom as media online in teaching learning process. Both online platforms were commonly used for the students. To complete the required data, the researchers have taken 27 samples of respondents regarding the use of online learning by the first-semester students majoring at English Education Department in Universitas Samudra. A total of 17 students from 28 students strongly agreed that WhatsApp was more effective rather than Google Classroom platform. Besides, 15 students (53,57%) mentioned that they were unfamiliar with the online learning platforms and more preferred to have a face-to-face than online teaching learning process.

Regarding to the findings above, it can be concluded that the online based learning and teaching has many shortcomings from various aspects. They are about the students' experiences about online learning, the lecturers' capability in using a technology during distance learning, the common online platform used in teaching online learning, and the problem of the unstable signal. These findings are in line with Haerazi et al [12] and Pitura and Berlinska [13] who informed that the internet connection as a main problem faced by the students in

an online learning. Further, 16.4% of respondents confirmed that the main constraints in accessing the online learning were on quota depletion and the limited money they had to continue to refill internet quota.

Finally, the findings revealed that the students' positive responses in using WhatsApp rather than Google Classroom. This finding is in line with the conclusion mentioning that the Google Classroom is a solution of e-learning since it is useful, effective, and helpful to students in assisting in the e-learning.

IV. CONCLUSION

WhatsApp and Google Classroom is a useful application that can be applied during e-learning within the issue of Covid-19 to the first semester students of English Department in Universitas Samudra. The results of the research showed that the students had positive response toward the use of WhatsApp and Google Classroom on the aspect of students' experience regarding online learning. Consequently, WhatsApp and Google Classroom can be used as an effective tool in collecting students' assignments, especially in English subject. Moreover, this application also can be applied as an alternative teaching-learning platform during the Covid-19 since it helps students in assisting E-learning, especially in submission of the tasks given by the lecturers.

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