Chapter One

Introduction

This chapter discusses the introduction of the study. first, the researcher discusses the background of the study. second, the researcher explains the statement of the problem. third, the researcher states the problem in limitation of the problem. fourth, the researcher formulates the research question. fifth, the researcher determines the purposes of the study based on research question. The last, the researcher describes the significance of the study.

Background of the Study

In the era of globalization, the transmission of text-based messages and general information through use of mobile social applications such as WhatsApp, Facebook, Twitter, YouTube and other application devices are more and more frequent at universities and all tertiary education institutions (Amry, 2014) as cited in (Yin, 2016). From a list of social networking applications, WhatsApp has raised as the most popular messenger application among the college university students (Jadhav et al., (2013) as cited in (Yin, 2016). Due to severe situation of COVID-19 pandemic, teacher and students were forced to conduct online learning which was conducted synchronously or virtually. WhatsApp is a smartphone application for instant messaging. WhatsApp is an application commonly used to communicate with other people. Besides, WhatsApp is also used for learning forums between students and teacher. It allows the students to express their thoughts and ideas through various features of the WhatsApp application such as attaching images, sharing videos, sharing web links, recording videos and more. This provides faster and easier communication between students and develops their sharing ideas too, for example: WhatsApp groups. In addition, this is one of the creative teaching techniques used to attract interest, attention, and provide fun, attention, and learning for students. Bere (2012) states that in his study students prefer to use WhatsApp instead of the Blackboard learning environments for Computer Supported Collaborative

Learning (CSCL). The features on WhatsApp are considered easier to use and faster. Frumuselu et al., (2020) mentioned that WhatsApp has become a very popular platform that enhances and eases accessibility, encourages cooperation, and increases motivation so that learners take an active part in academic assignments.

Through WhatsApp, students can learn the material through the link provided by the teacher and the teacher's communication tool to give feedback to students via chat or call. Additionally, WhatsApp has up-to-date features that encourage both teachers and students to use it in order to enhance understanding. It can facilitate communication and provide feedback from the teacher. Provide feedback via WhatsApp which supports the interaction between teachers and students and encourages students to think more critically. Giving assignments create learning opportunities as students think about topics, discuss events, and question about specific content in the curriculum, Flick et al., (2020) as cited in Al Fadda et al., (2020). The discussions on WhatsApp enhance collaboration and exchange of ideas. WhatsApp application increases students' motivation and willingness to learn in immersion programs Plana et al., (2013) as cited in (Cetinkaya, 2017). Moreover, the effective use of WhatsApp increases students' sense of community, enhances knowledge sharing and promotes collaboration among peers (Minocha, 2009) as cited in (Yin, 2016). Overall, this research is looking at the comfort level, frequency of use, usefulness, reasons for messaging and communication between peers and faculty with the adoption of WhatsApp in pupils' learning (Lauricella & Kay, 2013) as cited in (Yin, 2016).

In using WhatsApp on learning can causes some problem for both students and teachers to run online learning. One of the problems is misunderstand between the lecturer and the student on the feedback in WhatsApp. According to (ZAN, 2019), Using the wrong scientific language or missing the correction may cause incorrect learning. If the teacher misses the error in the answer given by the student, the misconception may occur.

In addition, the phenomenon of using WhatsApp to receive feedback from teachers has begun to be felt by students of batch 2017 in learning English, including students who do not understand the feedback given by the teacher, either by WhatsApp call or WhatsApp messages. Students batch 2017 who received oral feedback who attached and received thesis files via WhatsApp. Therefore, this study aims to determine students' perceptions about the use of WhatsApp as a medium for receiving feedback from teachers in learning English.

Identification of the Problem

In the COVID-19 pandemic learning process of students at One of Private University in Yogyakarta is conducted online. Some courses use WhatsApp as a communication tool and teacher learning medium in giving feedback to students. Based on the researcher's conversation with some students, there are the problems encountered by the students in received feedback from the teacher via WhatsApp. Based on observation of the researcher observed all lecturers and students using WhatsApp to communicate. This is because WhatsApp is very easy to use, does not require a lot of quota and has features that support learning. Such as: WhatsApp messages, WhatsApp calls, video calls, file attachments, documents, images, videos. In this case the researcher will only focus on the benefits of WhatsApp as a medium for receiving feedback from teachers. As in face-to-face communication, incomprehension in the environment includes network problems in WhatsApp calls in the different region. In the studies on these applications, generally, minimisation of the problems and use of their potential to support education processes are emphasized.

Delimitation of the Problem

This study only focuses on students' perceptions of the use of WhatsApp as a medium to receive feedback from teachers in online learning in the era of the COVID-19 pandemic. The target is students of batch 2017 English Education, One of the Private Universities in Yogyakarta. Researchers examined students' perceptions about the use of WhatsApp as a

medium for feedback from the teacher with their experiences during the learning process. Researchers explored the benefits of WhatsApp and the challenges focus on receiving feedback from the teacher in English Language Learning.

Research Questions

Based on the delimitation of the problem, the research questions of this study are:

1. How did the students perceive the benefits of WhatsApp as a medium to receive feedback from the teacher?

2. How did the students perceive the challenges of WhatsApp as a medium to receive feedback from the teacher?

Purpose of the Research

Based on the research questions, the purpose of this study is:

1. To identify the students perceived the benefits of WhatsApp as a medium to receive feedback from the teacher.

2. To identify the students perceived the challenges of WhatsApp as a medium to receive feedback from the teacher.

The Significance of the Research

The significance of the study will be useful for:

Teachers

The benefit of this study for the teachers is to help teachers are considered when using WhatsApp to provide feedback to students. After knowing the benefits and challenges of using WhatsApp, teachers can monitor and provide feedback wherever they are. By understanding

the challenges of using WhatsApp as medium, the teacher will provide the strategies to avoid the challenges that the students might face when received the feedback.

Students

This study presents information about the students' perception on the use WhatsApp as medium to received feedback from the teacher in English Language Learning. After the students read this study, the students are supposed to understand the challenges of WhatsApp. By understanding the challenges of WhatsApp, the students are supposed to minimize the challenges.

Other Researchers

This study is expected to help other researchers become a material for discussion in conducting future research with other applications or conducting with quantitative research. For example: Microsoft Teams, zoom clouds etc. Hopefully this research can useful and contribute actively to the progress of science.