

# The Students' Perception on English Learning Media During Covid-19 Pandemic

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## Abstract

This study aims to determine students' perceptions of English learning media used by their teachers during the covid-19 pandemic. The researchers applied descriptive qualitative method to achieve the research objectives. The data collected were in the form of questionnaires and interviews. The subjects of this study were students of SMPN 1 Tarowang. The population used in this study is class VIII consisting of four classes and using 5 samples for each class using random sampling where the total sample is 20 students. Based on the findings and discussion of the previous chapter, the researchers conclude the Students' perceptions of the use of WhatsApp group media in online English learning at SMPN 1 Tarowang have many positive perceptions. This is supported by questionnaires and interviews which show that many students have positive perceptions in their responses. Of the several themes found, two of them are included in positive perceptions, namely flexibility and affective. Perception of using WhatsApp group media explained that WhatsApp group was an easily accessible medium and almost all students already understood its use. Meanwhile, according to students, zoom meetings have features that are not so easy to understand. WhatsApp media and zoom meetings should be used in schools that have easy internet access or in schools located close to the city.

Keywords: *Students' Perception, WhatsApp Group, Zoom Meeting, English Learning.*

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## 1. Introduction

The world is currently being hit by the Corona virus outbreak. Corona virus Diseases 2019 (Covid-19) is a new type of disease that have recently been identified in humans almost all across the world. On January 30, 2020 WHO has declared it a public health emergency that is causing trouble all around the world. On March 2, 2020, Indonesia reported the first confirmed cases of Covid-19 as many as 2 cases. Covid-19 has had a major impact in various sectors, such as in the economic, social, cultural, religious, and even education fields. Indonesia is one of the countries affected by the corona virus outbreak which is still growing in terms of the number of victims

infected with COVID-19. However, the learning system must still be implemented even though the government has appealed to all residents to stay at home, work from home, study from home, and worship at home. Because this requires us to self-quarantine at home to break the chain of spreading the virus. During this pandemic, education in Indonesia is still implemented by implementing a new system.

The pandemic is changing the pattern of our education. all conventional face-to-face classes are turned into online classes so that students have difficulty understanding the given language learning. Language is one of the subjects that must be given to all levels of

formal schools in Indonesia, from basic education to higher education, this is based on Law no. 23 of 2003 concerning the National Education System. Use language to communicate, share experiences and increase knowledge. Language has an important role for humans because language is a communication tool used in daily life communication. One of the languages that need to be learned in formal schools in Indonesia is English. English as an international language is of course widely used in various fields of life, one of which is education.

According to Purwanto (2020), Indonesia has taken the same policy to close all educational activities, agencies and the government in order to stop the spread of the COVID-19 virus and provide other alternatives to students that have an impact on educational institutions. The impact of the spread of COVID-19 is that the interaction between educators and students is limited. students are required to use different learning applications than usual, such as learning through the Edmodo application, WhatsApp groups, Zoom and so on. The online learning process has an impact on student achievement, lack of interest in learning and mentality due to changes in learning methods. Each student has different abilities and willingness in terms of learning. The online learning process that we have seen so far is mostly smooth, although communication from most educators and students is limited due to unstable networks and media specifications that are not familiar to students. This makes the subject matter difficult to understand, especially practice-based lessons.

In the current pandemic, many students are bored with online learning, especially English subjects, so teachers must prepare additional material and a non-monotonous learning process when teaching so that students are able

to understand the material well. There are many ways that can be used when doing online learning. The learning media presented by the teacher are different and the ability to understand each student is also not the same. The importance of knowing students' perceptions of the learning media used is able to assist teachers in preparing more interesting media learning methods or models so that they are easily understood by all students.

According to Latipah (2012: 64) perception is the process of detecting a stimulus, this meaning is built based on existing physical representations with the knowledge we already have. Students' perceptions in the learning process are very important to be researched. Student perception in learning is the student's point of view on something that we give or apply when we carry out learning activities. Perceptions formed can help teachers to improve and evaluate systems, methods, or learning materials that we provide or apply to them. Online learning in this pandemic period is something new or unusual for school students. Therefore, online English learning that is carried out will cause different perceptions for each student. Because the perceptions that arise from students come from the observations, they make during the online learning process.

The results of these observations will be determined by students' perceptions, whether positive or negative from the observations made by students. These student perceptions will be used as material for evaluating the advantages and disadvantages of online social English learning using media during the pandemic. So, the perception given by students is important because it will determine the outcome of the student learning process their English during the pandemic.

Another opinion was expressed by Learner in Abdurahman (2003:151) which defines perception as a limitation used in the process of understanding and interpreting sensory information or intellectual ability to plan the meaning of data received from various senses. Michotte (2017) defines perception as a phase of the total process of action that allows us to adapt our activities to the world in which we live. Here, students' perceptions can be described as opinions that are developed after experiencing certain experiences that require adjustment. Therefore, the researchers were inspired to conduct research on students' perceptions on their English learning media during the Covid-19 pandemic. Students' perceptions are focused on the material, and delivery of assignments, online learning platforms that suit their needs and conditions. These factors are needed to bring students' perceptions of online learning media to be more contextual with the needs of this research.

In this case, it raises students' perceptions of the implementation of online learning in schools. In online learning activities, students are also expected to be able to develop and control themselves in positive ways, be able to work together in the environment, and be creative, innovative, skilled, have physical fitness and healthy living habits to participate in online learning activities during the pandemic. this Covid-19. Perception is the ability to see, understand, then interpret a stimulus so that it is something meaningful and produces interpretation. Perceptions of students reflect their attitudes or behavior derived from observations during the online learning media process.

The results of these observations will lead to a perception where the perception can be positive or negative depending on the observations of each individual. When online learning takes place, some students think that

online learning is not fun and very boring because they only listen and see movements through videos or direct movements from the teacher. This assumption is different from what is expected by teachers who strive to make learning as interesting as possible so that students feel happy, comfortable and don't feel burdened to take part in online learning during the covid-19 pandemic.

Then, there are several problems related to the implementation of online learning during the COVID-19 pandemic, namely, the quality of the internet network is not yet stable so that it becomes an inhibiting factor in the implementation of conducive online learning. As well as the low motivation of some students in participating in online teaching and learning activities. Then, another problem faced is the lack of communication between parents and teachers regarding child development during online learning activities during the pandemic.

There are several studies that has been conducted by previous researchers that relevant to this research, one of them is Aburezeq and Ishtaiwa (2013), they have conducted study to investigate teacher's perception of the impact of WhatsApp and the challenges of using WhatsApp as mobile learning. They found that WhatsApp platform offers teachers a space for communicating, expressing ideas and exchanging information anytime and anywhere. But they also found that there are four challenges of using WhatsApp, the challenges are expenses involved in WhatsApp use, extra work load, distraction to learning and the last is lack of students' commitment for effective participation.

The difference between the research that will be complete by the researchers and the previous research is the previous research focus to find out teachers' perception of using

WhatsApp as mobile learning. While the researchers will focus to investigate students' perception on learning English media during covid-19 pandemic. In this research, the media that will be investigate are WhatsApp and Zoom Meeting.

Based on the explanation above, considering that schools are currently implementing an online learning process including in learning English, the researchers decided to analyze the students' perceptions on learning media that applied by English teachers. By the title "The Students' Perception on English Learning Media during Covid-19 Pandemic".

## **2. Literature Review**

### **2. 1. Definition of Perception**

Perception is broadly interpreted as a form of thinking about something that is form a certain attitude pattern. Perception is also a process of entering information or messages into the human brain (Slameto, 2010). Perception regulates the pattern of human attitudes and interactions that are carried out continuously with their environment. This is because perception is generated from a series of experiences about an object, event or relationship that a person gains by interpreting messages and synthesizing information (Rachmat, 2005).

### **2. 2. English Learning**

English learning is to develop English language skills contextually and can be accepted according to the context and conditions and daily situations of students. Rayner (2001) suggest that, as an international language, English is the most widely spoken language in the world. English can be considered as an international language with

the presence of Anglophone speakers who see it spread across five continents. English is not only used by Anglophone speakers, but is used by the world community, especially people who tend to be modern.

### **2. 3. E- Learning**

According to Ardiansyah 2013, E-learning is a learning system used for the teaching and learning process without having to meet face-to-face between teachers and students. Moreover, according to Michael (2013), E-Learning is learning that organized using an electronic or computer system in order to support the learning process.

### **2. 4. Learning Media**

Asyhar (2012:8) learning media is anything that can convey or distribute messages from a source in a planned manner, so that a conducive learning environment occurs where the recipient can carry out the learning process efficiently and effectively. Moreover Heinich, et al (1982) learning media are media that carry messages or information that aim to instructional or contains teaching purposes. From the explanation above according to some experts, it can be concluded that learning media is something that teachers use in conveying information and knowledge from several sources and learning media can also stimulate students' learning intentions.

### **2. 5. WhatsApp/ WhatsApp Group**

WhatsApp is one of the media applications that are now popularly used by online- based learning. WhatsApp is a potential Internet-based application to be used as a communication media. WhatsApp is also a place to communicate from people who are far away. WhatsApp is a social media application

that is used among the public to share messages and in schools the teaching and learning process is used as the assignment of assignments and learning materials by teachers.

## **2. 6. Zoom Meeting**

Zoom Meeting is a video conference application developed by a company from the United States (Zoom Video Communications, Inc.). which can be used on computers or smartphones. Zoom meeting is a video-based learning media. Zoom meeting is a video-based learning media.

## **3. Research Methodology**

### **3. 1. Research Design**

This research relies on qualitative data. According to Cresswell (2012), qualitative research is used to investigate a topic and gain a better understanding of an understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researchers build a complex, holistic picture, analyzes word, reports detailed views of information, and conducts the study in a natural setting". In connection with the explanation above, this study uses a descriptive design with qualitative methods. This study aims to provide an explanation of the students' perception on English learning media used by their teachers during the pandemic.

### **3. 2. Research Instrument**

In order to collect data, the researchers used questionnaire and interview. The instruments are used to obtain the deep and rational data and the answer of the research questions in the problem statement.

## **4. Findings**

The findings of the research show the result of the questionnaire and interview to answer the research questions in the first chapter. The research question is "How do the students' perceive the English learning media used by their teacher during covid-19 pandemic?" The researchers collected data through questionnaire and interview. There are 5 respondents as taken from every Eight-grade in SMP Negeri 1 Tarowang.

There are ten statements in the questionnaire and five questions from all statement in the questionnaire and interview. Based on the data, result found four themes, namely flexibility, social interaction, affective, and effectiveness. For the interview questions, the themes of flexibility, affective, social interaction, reliability, and improving academic achievement also emerged. Each theme has its own advantages and problems. Here are the findings:

### **4. 1. Data from WhatsApp**

#### **a. Flexibility in learning English media using WhatsApp**

From the results of the questionnaire above, it can be seen that the dominant students answered agree on WhatsApp are easier to use in English learning media during the pandemic. Below are comments from some of the students who have filled out the questionnaire that.

#### **(Student 1, 23/02/2021)**

*... Menurutku WhatsApp bagus kak, karena ada beberapa fitur WhatsApp yang memang mudah dan sekarang juga WhatsApp bisami video call banyak kak jadi bisa digunakan sebagai media pembelajaran dalam bentuk vcam tanpa menggunakan kode dan password*

lagi. (I think WhatsApp group is good, because there are some features of WhatsApp that are easy and now WhatsApp can also make video calls with large amounts so it can be used as a learning medium in the form of Vcam without using codes and passwords again).

#### **b. Affective in learning English media using WhatsApp**

Affective is everything related to the attitudes, character, behavior, interests, emotions, and values of each individual. English learning media using WhatsApp groups is a new thing faced by students which raises various attitudes, behaviors and emotions that arise from each student during English language learning with media during this pandemic.

The results of the statement in the questionnaire related to the affective of the exhibition that many students agreed to use WhatsApp learning media in English online learning and most students believed that using WhatsApp learning media could motivate them to improve their skills in learning English. So, WhatsApp and have a positive effect on students during English language learning during the Covid-19 Pandemic.

#### **c. Reliability using media WhatsApp group in learning English during a pandemic.**

Reliability is the ability of applications used in information systems to be able to operate without experiencing significant errors in the long term and to be reliable in the process of retrieval, processing, and presentation of good information and trust with a level of truth/confidence. In addition, the system can also display the required data and information in a timely manner and always up to date.

#### **(Student 1)**

...Masalah yang sering saya temui kak, seperti biasa jaringan saya buruk (Error), jadi kadang

kalau guru mengirimkan tugas saya terlambat tahu kak. (A problem that I often encounter as usual my network is bad (Error) so sometimes if the teacher sends my assignment too late, I know).

#### **(Student 3)**

...Alhamdulillah tidak pernah ka dapat masalah kak kalau pembelajaran dimulai menggunakan media WhatsApp group karena menurutku WhatsApp biar jelek sedikit jaringan kak tetapji masuk notifikasi, kecuali kalau hilang betul kak. (Alhamdulillah, I never get into trouble if I start learning using the WhatsApp group media, because I think WhatsApp will make network a bit ugly but it's still a notification, unless it's true that the network is missing).

Based on the students' comments above there are some students who have the same problem with a bad internet connection when the learning process starts or the collection of assignments begins. This is related to research conducted by Andi Saputra (2001) who found that technical problems were one of the contributing factors because online learning media often experienced errors when accessed simultaneously by many people.

#### **d. Social interaction in learning English using media WhatsApp and zoom meeting during the pandemic**

From the results of the questionnaire above, it can be seen that the dominant students answered agree about using media WhatsApp group making it easier to communicate and participate actively in the English learning process. This can be seen from student comments:

**(Student 1)**

*.. Menurut saya kak, media WhatsApp bagus kak, karena WhatsApp sudah menjadi media komunikasi siswa maupun yang bukan siswa dan tidak sulit digunakan jika ingin berkomunikasi baik itu telepon, voice note, atau berkomunikasi dengan mengirim pesan. (In my opinion, WhatsApp is a good media because WhatsApp has become a media of communication for students and non-students and is not difficult to use if you want to communicate by telephone, voice note, or communicate by sending messages.*

**e. The use of WhatsApp Group media in learning English improves academic achievement**

During the pandemic, teachers do their best for online learning, such as preparing materials, choosing methods and media that will be used for learning in order to achieve good and quality learning goals. Therefore, students must follow changes in the learning model used by teachers so that they can continue to learn and students' knowledge can continue to increase. However, the teacher's expectations are not all-in accordance with reality because some students feel that during online learning their knowledge does not increase because during online learning there are several system problems that students usually face during the learning process that make them not optimal in learning. participate in online learning. This can be seen from student comments:

**(Student 1)**

*...Pengetahuanku tidak meningkat kak, karena biasanya tertinggal dalam pengumpulan tugas atau pembahasan materi dikarenakan jaringan internet tidak mendukung ditempat tinggal ku kak nah kan kita tau tanpa jaringan internet kak tidak bisaki juga gunakan WhatsApp group atau dapat notif dari WhatsApp group. (My knowledge is not*

*increasing because I usually lag behind in collecting assignment or discussing material because the internet network doesn't support where I live. We know without an internet network, can't also use WhatsApp group or get notification from WhatsApp group).*

We know that not all students experience an increase in knowledge during online learning but there are also some students who experience an increase. Here are comments from some students:

**(Student 1)**

*...Sedikit meningkat kak dibanding dengan pembelajaran tatap muka, karena kalau tatap muka kak, kita di larang membuka kamus lewat hp kak cuman bisa lewat kamus buku dan biasanya kalau kamus buku kurang lengkap kak. Nah kan kalau lewat WhatsApp group, kalau guru kirim tugas atau materi langsung bisa di cari secara keseluruhan artinya. (It's increased a little compared to face-to-face learning, because if we meet face to face, we're not allowed to open a dictionary on or cellphone, we can only go through the book dictionary and usually the book isn't complete. Now, if go through the WhatsApp group if the teacher sends assignments or materials directly, we can search for whole meaning.*

**(Student 2)**

*..Menurut kak lumayan meningkat kak karena biasanya kalau guru kasih ki tugas dirumah kadang kalau ada yang tidak dimengerti tidak bisa maki pertanyakan tetapi kalau WhatsApp group bisa ki langsung pertanyakan langsung kak tanpa menunggu pertemuan berikutnya lagi.(According to me, It's quite improved because usually when the teacher gives you homework sometimes if I don't understand something i can't ask questions but if you have a WhatsApp group I can directly ask questions without waiting for the next meeting again).*

## 4. 2. Data from Zoom Meeting

### a. Flexibility in learning English media using Zoom meeting

From the results of the questionnaire above, it can be seen that the dominant students who answered disagreed at the zoom meeting were easier to use in English learning media during the pandemic. Below are comments from some of the students who have filled out the questionnaire.

#### Student 1 (23/12/2021)

*.. I think the Zoom meeting is a bit complicated, Sis, because where we have to re-enter the username and password and the use of the media is a little confusing for me, who is still a junior high school student. (menurut saya Zoom meetingnya sedikit susah Kak, karena di mana kita harus memasukkan ulang username dan password dan penggunaan medianya sedikit membingungkan buat saya yang masih anak SMP).*

#### Student 2 (23/12/2021)

*.. I think it's difficult, Sis, and it's not easy to understand how to use the features. (Menurut saya susah kak, dan cara penggunaan fituranya juga tidak mudah)*

That not all students have the same ability and knowledge in dealing with situations or conditions. Therefore, here are the comments of students who do not find it difficult to use the zoom meeting media:

#### Student 3 (23/12/2021)

*.. In my opinion, zoom meeting learning media is a bit easy, Sis, it's easy that we just enter the username and password or click on the link that has been created by the teacher. (Menurut saya media pembelajaran zoom meeting ini sedikit mudah Kak, caranya mudah kita tinggal memasukkan username dan*

*password atau klik link yang sudah di buat oleh guru).*

Based on the results of the questionnaire and some student comments above, it shows that Zoom meetings are not easy to use by junior high school students who previously did not have prior knowledge.

### b. Affective in English online learning using Zoom meeting

Several statements contained in the questionnaire related to affective. Based on the results of questionnaire number 2 "Saya setuju menggunakan Zoom meeting sebagai media pembelajaran bahasa Inggris saat pandemi", Student responses indicate that there are 5 students agree, 10 students disagree and 5 students strongly disagree. It can be seen from students' comments

#### (Student 1)

*...Alasan saya tidak setuju kak, karena susah untuk dipahami dan terlalu sulit untuk saya. Apa lagi zoom meeting penggunaan internetnya tidak sedikit dan jaringan internet harus betul-betul baik. (The reason I don't agree is because it's hard to understand and too difficult for me. What's more, zoom meetings have a lot of internet usage and the internet network must be really good).*

#### (Student 2)

*...Alasan saya tidak setuju karena faktor ekonomi saya yang tidak mendukung karena penggunaan media Zoom meeting dalam proses pembelajaran itu membutuhkan kuota internet yang banyak kak dan kita ketahui dimasa pandemi ini pendapatan orang tua juga tidak mendukung. (.. The reason I don't agree is because my economic factors don't support it because the use of Zoom meeting media in the learning process requires a lot of internet quota, and we know that during this*

*pandemic, parents' income also doesn't support).*

**(Student 3)**

*...Alasan saya memilih tidak setuju kak, karena zoom meeting memiliki keterbatasan waktu dalam setiap sesi pertemuan, jadi kadang kalau menjelaskan materi gurunya dan waktunya sudah habis pasti tiba-tiba terhenti kak dan harus buat link baru lagi”, (The reason I chose not to agree is because the Zoom meeting has limited time in each meeting session, so sometimes if you explain the teacher's material and the time is up, it will suddenly stop, and you have to create a new link again).*

**c. Reliability using media Zoom meeting in learning English during a pandemic.**

**(Student 1)**

*...Masalah yang sering saya temui itu error biasa aplikasi zoom karena jaringan tidak mendukung kak. (The problem that I often encounter is the usual error of the zoom application because the network doesn't support it.)*

**(Student 2)**

*...Biasa lambat respon kak zoom meeting kalau tidak bagus juga jaringan kak atau kadang keluar sendiri kak biarpun sudah meki masukkan username dan passwordnya. (It's normal to be slow to respond to a zoom meeting, if the network isn't good, bro or sometimes you go out on your own, even though you have entered your username and password).*

Based on the students' comments above, there are some students who have the same problem with internet connection when the learning process is about to start, and the system also sometimes crashes.

**d. Social interaction in learning Zoom meeting media during the pandemic**

From the results of the questionnaire above, it can be seen that the dominant students answered disagree about the use of zoom meeting media by making it easier to communicate and actively participate in the English learning process. This can be seen from student comments:

**(Student 1)**

*...Menurut saya kak, Zoom meeting kurang bagus dalam media komunikasi karena dari fitur-fiturnya yang kurang mudah untuk dipahami. (In my opinion, Zoom meeting is not good in communication media because of its features that are not easy to understand.)*

**(Student 2)**

*...Menurut saya kak, zoom meeting tidak disarankan untuk media komunikasi bebas karena kita tidak bisa berkomunikasi jika tidak membuat link yang berisi user name dan password terlebih dahulu jadi menurutku agak rumit untuk digunakan media komunikasi. (In my opinion, zoom meeting is not recommended for free communication media because we can't communicate if we don't create a link containing the user name and password first, so I think it's a bit complicated to use for communication media.)*

The use of Zoom meeting group media as a learning platform during the pandemic does not make it easier for most students to communicate with teachers and friends during online learning

**e. The use of Zoom meeting media in learning English improves academic achievement**

In this pandemic period, teachers are more maximizing in preparing material, choosing

methods and media that will be used for learning with the aim of achieving good and quality results. Therefore, like it or not, students must follow the changes in the learning model used by the teacher so that they can continue to gain knowledge and knowledge so that it will increase.

But we need to know that not all expectations are appropriate, during this pandemic not all students experience an increase in ability by using new things in the learning process. We can see from some of the comments of students who have filled out the questionnaire given:

**(Student 1)**

*...Tidak ada peningkatan sama sekali kak, karena faktor sistem yang tidak mendukung. (There is no improvement at all, due to unsupported system factors)*

**(Student 2)**

*...Sama sekali tidak bertambah apa yang saya tahu kak, karena saya kurang paham apa yang dilontarkan oleh guru saya dan berkurangnya waktu dalam proses pembelajaran jadi waktu menjelaskan materi juga agak di percepat. (It doesn't increase at all what I know, because I don't understand what my teacher is saying and there is less time in the learning process, so the time to explain the material is also a bit faster.)*

Based on the results of the research from the questionnaire and some student comments, it can be concluded that most of the students did not experience improvement due to the difficulty of using zoom media in the learning process, limited time.

## 5. Discussion

The discussion section reveals findings related to students' perceptions of the use of

WhatsApp group media and zoom meetings in online English learning during the covid-19 pandemic discussing research-related findings. In accordance with the results of the questionnaire and interviews, the researchers found that students had positive perceptions about WhatsApp media in online English learning during the pandemic and also had negative perceptions. Then the results of further research are that most students have a negative perception of the use of zoom meeting media in the English learning process and also have a positive side.

In this research, there are several indicators that can be key. However, before discussing some of the indicators that influence student perceptions, it should be noted that everyone has a different perception of something that happened or not. It is known that perception is a person's way of starting from receiving, organizing to seeing or translating. Perception is a condition when a stimulus can catch and pay attention to an object so that it affects different behavior between individuals depending on the knowledge and experience, they have. Related to the theory of perception proposed by (Slameto, 2010) perception is broadly defined as a form of thinking about something in the form of a certain attitude pattern. Perception is also the process of entering information or messages into the human brain.

Researchers reveal that everyone has differences in preparing something because it relates to the types of perceptions according to (Walgito, 2002) which says that perceptions have 2 types, namely: positive perceptions and negative perceptions. have a positive perception and some have a negative perception. Someone who has a positive perception will support and accept the object

given by someone who has a negative perception and rejects the object.

**Results** Based on the research, it was found that the WhatsApp media used by the dominant student teacher gave a positive perception. Where there are several themes including flexibility, affective, social interaction, reliability, and improving academic achievement.

**Flexibility**, the results of the study show that the WhatsApp group is a medium that is easily accessible by students because it has features that are easily accessible to students, while the Zoom meeting media has featured that most students will not be easy to use. Furthermore, regarding the affective theme, the results of the study show that WhatsApp Group Media is affective so that the dominant students agree to use the media in learning English while the zoom meeting media is said to be ineffective based on the results of students' perceptions because it has limited time and has the effect of increasing students' abilities.

Then the results of research on the theme of social interaction between students and WhatsApp group teachers received a positive response because it has features that are not difficult if you want to communicate freely or formally. Meanwhile, the media zoom meeting received a negative perception because according to students it was a bit complicated if they wanted to communicate, and student and teacher interaction occurred when the teacher created a zoom link (username and code) which was used to create a group.

Based on the discussion, the researchers conclude that the media used by English teacher during the pandemic covid-19, not all of them received a positive response, and not all of them were effectively used in the learning process. WhatsApp group received a

positive response from students and according to students it was effective to use, while the Zoom meeting was more dominant in getting a negative response and students considered the zoom meeting to be ineffective in the learning process.

## **6. Conclusion**

Based on the findings and discussion of the previous chapter, the researchers conclude that students' perceptions of the use of WhatsApp group media in online English learning at SMPN 1 Tarawang have many positive perceptions. This is supported by questionnaires and interviews which show that many students have positive perceptions in their responses. Of the several themes found, two of them are included in positive perceptions, namely flexibility and affective. Perception of using WhatsApp group media explained that WhatsApp group was an easily accessible medium and almost all students already understood its use. Meanwhile, according to students, zoom meetings have features that are not so easy to understand. WhatsApp media and zoom meetings should be used in schools that have easy internet access or in schools located close to the city.

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