

THE STUDENTS' PERCEPTION OF THE USE OF WHATSAPP IN LEARNING SEMANTICS

Ade Olgavi Berutu^{1*}, Septhia Irnanda², Nora Fitria³

^{1,2,3}University of Serambi Mekkah

*adeberutu98@gmail.com

ABSTRACT

This research was conducted to determine students' perceptions of using WhatsApp in semantics learning experienced by Serambi Mekkah English Education Students. That is, too to see how much impact the use of WhatsApp has on studying semantics. Therefore, the research design of this research is descriptive qualitative. Researcher 12 English students were selected, five boys and seven girls who had studied the semantics of using WhatsApp. This study uses semi-structured interviews to collect data to obtain more in-depth information needed for this research. The results of this study show that the use of WhatsApp among English Language Education students is a mostly positive effect on them solving problems in solving semantics learning using the WhatsApp application. It can be seen from some of the answers from the participants in this study. In this study, the author found various factors faced by students to study semantics in using WhatsApp such as; the difficulty of learning can be understood when using WhatsApp, the difficulty of students managing time, the lack of direct discussions, and the difficulty of accessing the network. The use of WhatsApp in studying semantics has been completed. Students find it easier to deal with the various factors they get in studying semantics by using WhatsApp.

Keywords: *perception, WhatsApp, semantics, online learning*

1. INTRODUCTION

WhatsApp is one of the most popular applications among students and also the most downloaded by smartphone users. WhatsApp is used to send messages, pictures, and videos, and is a very effective communication tool for students and teachers. Therefore, many schools and universities use the WhatsApp application as a learning media tool that is easily accessible to study anytime anywhere, making it easier for students to study effectively in any situation. Hamad (2017) thought of using WhatsApp to facilitate and create an avenue for learning and communication as well, as it is the most common App for students who always have their mobile phones and smartphones in their hands, besides is cheap to activate the App.

Additional What's App used by students is an effective way to make it easier for students to keep learning. The lecture on semantic learning decides to use WhatsApp to learn how the student's perception of the use of WhatsApp is in learning semantics. Ansari and Tripathi (2017) can be used for outreach activities through resource sharing. A user can able to ask for their required document from other libraries in a real-time environment. Damanik (2020) explained that WhatsApp is the media in the teaching-learning process. Research on WhatsApp shows that it helps teachers save time via its immediacy and ubiquity (Lauricella & Kay, 2013) and keeps students up to date with classroom activities.

Moreover, Rezeki and Sagala (2019) said that language is widely considered to be the most essential communication instrument to convey information. Semantics examines the meaning of each word or sentence when the speaker speaks to the interlocutor. For example, these sentences are spoken when angry, when mocking, fighting, praising, expressing affection, in polite situations, etc. and so we have to know and understand what they said, according to Zhang and Zhou (2020) semantics is one of "natural language understanding".

Semantics is the study of meaning in language. Human language consists of sound and meaning. Sound is the utterance that we say when we communicate. It consists of a series of sounds that make up words and sentences. Semantics, also called semiotics, semiology, or semasiology is the philosophical and scientific study of meaning in natural and artificial languages. Learning semantics is important for students as a provision to explore the language and know the intent and purpose when the language is spoken by other people.

It can be concluded that semantics is one of the important things that make language easier to communicate and understand to each other. Alsayed (2019) explained that the ultimate goal of this course is to show that understanding the mechanisms of meaning is vital to successful human communication. Therefrom, based on the explanation above, the researcher wants to conduct a similar study at the University of Serambi Mekkah entitled the students' Perceptions of the Use of WhatsApp in learning semantics. This study particularly is to find out the student's perception of the use of WhatsApp in learning semantics and also the difficulties students in learning using WhatsApp.

2. LITERATURE REVIEW

2.1 Students' Perception

According to Ariani (2022), perception is a basic element of communication activity. The process of perception formation occurs through five stages, namely starting from stimulation selection, grouping, interpretation-evaluation, storage in memory, and recall. Related to Fahmi (2021), perception may be described as our manner of understanding and interpreting statistics we have accumulated through our senses. According to Wijayanti (2019), perception can be defined as our recognition and interpretation of sensory information. Perception also includes how we respond to information. We can think of perception as a process where we take in sensory information from our environment and use that information in order to interact with our environment. Lestary (2022), explained that perception is a component of life that is held by everyone. A person's capacity to organize their observations,

such as their capacity to separate, classify, and focus, is referred to as perception.

Yunita and Maisarah (2020) stated that perception is the process of giving meaning to the environment by an individual. Perception is also defined as a response or judgment about an object that is produced based on a person's experience and knowledge. It can be concluded that perception is one way to express opinions through information and knowledge that has been obtained through the environment. And also, perception is the process of giving meaning to the environment by an individual. Perception is also defined as a response or judgment about an object that is produced based on a person's experience and knowledge (Diana, Yunita, and Harahap, 2021).

2.2 WhatsApp

Mars and Scott (2016) explained that the ubiquity of WhatsApp, its simplicity, low cost, and improved encryption make it an attractive proposition for developing telemedicine services in resource-constrained settings. Additionally, O'Hara and Morris (2014) stated that this helps draw our attention not just to practices with WhatsApp but to the forms of commitment, faithfulness and knowledge manifest through the possibilities presented in this form of communication. WhatsApp application is a useful tool for teaching the English language. Jasrial (2019) stated that WhatsApp provides students with a) opportunities for practicing English language skills and components for free, b) a more personal and comprehensive relationship between students and teachers, c) students will be more sociable person and also to be better, and d) staying connected to the learners and making the students available for help and support in their quest to learning English.

Related Church and De Oliveira (2013) said that in terms of future work, our goal is to explore the usage of WhatsApp and similar services by conducting studies that combine self-reported methods (as used in this work), with logging studies to understand how perceptions of messaging behaviours map to actual usage. Cetinkaya (2017) stated that it should not be disregarded that WhatsApp technology has the potential of natural educational technology and the qualities to contribute to education as a supportive technology.

Mbukusa (2018) explained that students enjoy using WhatsApp as a tool for learning. It has been concluded in this study that the use of WhatsApp should be encouraged for students and institutions should provide internet facilities as a top priority in contemporary instruction. Additionally, Fattah (2015) WhatsApp technology can also enhance students' active participation in the EFL classroom. Ta'amneh (2017) explained that English lessons can be learned more effectively through integrating technological applications such as WhatsApp messenger in learning English traditional methods

Ansari and Tripathi (2017) said that in this study, users showed a positive attitude toward getting library services over WhatsApp. Sayan (2016) stated that WhatsApp uses for learning in higher education, especially in teacher education (because they will be the future educators to have the learning and communication skills) needs to be understood for better learning with technology.

It can be concluded that learning through the WhatsApp application is more interesting than the traditional way. Because, this

technology can increase student activity in learning, which can be arranged anywhere and anytime to facilitate the learning process. Learning can be easier and very fast and can make students enjoy the learning process its application is a positive means for students and also creates creativity for students in future learning systems (Aburezeq & Ishtaiwa, 2013). And also, WhatsApp is one of the applications that have a lot of positive impacts on teenagers, especially for students as well as in the world of work and business, because it is very helpful in the very fast communication process. In addition, it features that are very easy to understand, as well as its sophistication that can send messages text and image messages and files. And also, WhatsApp is referred to as the application needs of the future, because many things are needed in communication needs, and learning is very easy through WhatsApp.

2.3 Semantics

Hussain and Sajid (2015) explained that now a day, semantics has got its revitalization. There is a great possibility to explore this area and to make it more interesting. Then, Alsayed (2019) stated that semantics facilitates vocabulary learning and develops students' linguistic referred. Therefore, sending a clear message, communicating effectively, and understanding the purpose of the relies rely on how we understand the context of speech and select the appropriate expressions.

In addition, Marinelli and Menghini (2014) said that such a study might help elicit semantic associations and cognitive networks that are very useful in the design of communication strategies. Furthermore, Maynard and Bontcheva (2017) explained that concerning the framework itself, future work will focus on widening the kinds of semantic annotation services within, to include better coverage of languages other than English. It can be summarized that learning semantics is a very important and interesting lesson to explore in understanding language and clarifying how language is conveyed in terms of communicating with other people. In semantics, it is also explained that such learning can build vocabulary and develop students' linguistic repertoire as well as clear message delivery, effective communication, and easy-to-understand comprehension.

2.4 Learning Meaning of Language (Semantics) through WhatsApp

According to Sinambela (2020), Language is the most important communication for humans in their lives. Language is part of humans. People use language to communicate with others. Language makes someone understand what you want to say and what someone wants. Language is very important in social life, organization, and very important in everyday life.

Imamyartha and Candra (2022) stated that the language experiment mediated by WhatsApp tapped upon integrated language skills as students confirmed the involvement of both spoken and written discourse. Andriyani and Santika (2022) stated that the next reasons are the choice of words and phrases used to refer to the vocabulary that is generally used when learning online, and the absence of the same choice of words to refer to the topics discussed. Furthermore, the topic of conversation becomes the basis for speakers to use code mixing at the level of words, phrases, and clauses. Since the students need to understand the profoundly. They need further discussion with the teacher also other students that can be

facilitated using WhatsApp either in a group or in personal chat. The more chance provided for the students to discuss using WhatsApp, the better the achievement of conditional sentences they get Ma'rifah and Flora (2022).

According to Gurmani and Bhutto (2022), language instructors, and language institutions may find the results beneficial. It provides them with a simple tool to assist students to improve their vocabulary. Because students are familiar with using their phone apps to send and receive texts, they may utilize them to supplement learning and evaluation. They may progress toward a learner-centred classroom in this manner, and students will be increasingly accountable for their learning. Although the current research did not reciprocally employ mobile learning, language instructors may utilize it reciprocally.

It can be concluded that language is used in people's daily lives, and language is also the most important thing to communicate with the interlocutor to be able to understand what is being said. And also, humans use WhatsApp as a fast and easy communication tool for other people to communicate.

3. METHODS

3.1 The Research Method

This research is descriptive qualitative, with an interview method where data from respondents is collected and then analyzed and processed using statistical theory as a means of solving problems to be faced so that this method will provide capacity in taking results or decisions. The interview method will use the question-and-answer method. Data collection is an important step in scientific research. The method will use in this research is descriptive qualitative through interview sessions with seventh-semester students of the Serambi Mekkah University who have done semantic learning using WhatsApp collection was carried out through in-depth interviews (Creswell, 2017) to determine students' perceptions of learning semantics of the use of WhatsApp. Furthermore, the data will analyze to describe the information collected so that the information can be understood not only by researchers but also by those seeking the results of this study. The data will analyze thematically to develop a communication effectiveness framework to understand the phenomenon under investigation. Data analysis will carry out after the interview is completed and the researcher will analyze the data thematically to explain the findings according to the framework (Glaser, & Strauss, 2017).

3.2 The Population and Sample

The population in this study was the students of the English Department at the University of Serambi Mekkah Banda Aceh. And the total sample was 12 students from the seven semesters who took semantics subject. In this section, the researcher uses, purposive sampling. According to Xuankim, et al. (2016), purposive sampling used in a study aims to find information related to knowledge and experience about this goal. The researcher chose a special sample for the English Department in the semantics course because the researcher wants to know more about the criteria or their perceptions and also the difficulties the sample experiences regarding the use of WhatsApp in learning semantics.

3.3 The Research Instrument

The method that will be used in this research is descriptive qualitative through interview sessions with seventh-semester students of Serambi Mekkah University who have carried out semantic learning using WhatsApp collections conducted through in-depth interviews (Creswell & Creswell, 2017) to determine student abilities. perception of semantic learning using WhatsApp in the learning process. Data collection is an important step in scientific research. This research is descriptive qualitative, and the type of interview used is the semi-structured interview. The interview method used was the question-and-answer method.

During the interview, the researcher gave seven simple questions, namely, Ice breaking to find out brief knowledge of English, WhatsApp, and Semantics. Also, ten questions consist of perceptions and difficulties in using WhatsApp in semantics learning. The first set of items with a total of 7 questions, was Ice Breaking questions about strategies in English, knowledge about WhatsApp, and knowledge about semantics. The next set of items (questions) was about the general perception of the use of WhatsApp; namely, numbers 1 to 2 were perceptions related to semantics, questions numbers 3 to 5 are related to time, questions number 6 perception was related to difficulties in understanding semantics using WhatsApp, and number 7 related to network, and 8 to 9 related difficulties to using WhatsApp in learning semantics and to do assignments. The last question was number 10 related to overcoming learning semantics using WhatsApp. Regarding the mode of the interview, the researcher used WhatsApp which the interviewee gave them answers through voice notes. The reason was to make it easier to get answers from participants without the researcher needing to meet face to face. The total length of time spent by the interviewee/respondent in total was about 5-12 minutes each.

3.4 The Data Analysis

Furthermore, the data will be analyzed to describe the information collected so that the information can be understood not only by researchers but also by those seeking the results of this study. The data will be analyzed thematically to develop a communication effectiveness framework to understand the phenomenon under study. Data analysis will be carried out after the interview is complete and the researcher will analyze the data thematically to explain the findings according to the framework (Glaser, & Strauss, 2017).

The data analysis was undertaken after the data collection activities are completed. It aimed to compile the data in meaningful ways. So that it can be easy to understand. According to Bungin (2007, p. 79) all the technical analysis of qualitative data is closely related to the method of data collection. In this study, the data analysis is the data from interviews. Miles and Huberman (1994) define analysis as consisting of three current flows of activity. First, data reduction is the process of selecting, focusing, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions. The researcher collected 12 audio in total. The audio

Second, data display is an organized, compressed assembly of information that permits conclusion drawing and action. It helps the researcher. Then, the last one is drawing conclusions and verification. Therefore, the technique of data analysis used in this study was a descriptive analysis. Hence, to get a deeper understanding, the researcher analyzed the data by listening to the

recording several times. The researcher recorded interviewees' answers and opinions with a mobile phone. Then, the writer transcribed them into the transcript.

4. RESULTS & DISCUSSION

In this chapter, this study explains the students' perception of the use of WhatsApp in learning semantics and also finds out the difficulties students experience in learning semantics using WhatsApp. It presents the results of the study based on data obtained from interviews with English department students in the Universitas Serambi Mekkah in the seventh semester. This research uses semi-structured interviews to find detailed information. It following elaboration is the result of data taken from interviews.

4.1 Result

Data were obtained by interviewing students of the English department at Serambi Mekkah University in the seventh semester. The interview consisted of several questions for 12 participants, out of all students who had studied the semantics of using WhatsApp, five were male and seven were female. According to the research questions, the researcher has 7 simple questions that refer to knowledge of English, WhatsApp, and semantics. And also, 10 general questions were asked of participants. The interviews showed different opinions among English students about semantic learning through WhatsApp and difficulties. Therefore, in some perceptions and difficulties in the use of WhatsApp in this semantic learning, here are the following explanation:

4.1.1 Icebreaking

a. Can you tell me a little bit about your strategies in learning English?

All the participants in this study, almost all of them had different perceptions. The results of the interviews that have discussed several opinions in terms of their strategies in learning WhatsApp are as follows:

Student 4: "*Strategi yang saya gunakan dalam belajar bahasa Inggris adalah saya membuat bahasa Inggris itu sebagai kebiasaan saya contohnya saya sering mendengar lagu-lagu bahasa Inggris, sering menonton video-video tentang pembelajaran bahasa Inggris di YouTube, dan lain sebagainya*" [The strategy I use in learning English is that I make English a habit, for example, I often listen to English songs, often watch videos about learning English on YouTube, and so on].

Student 11: "*Strategi saya dalam mempelajari Bahasa Inggris Saya memulai pelajaran yang saya pelajari saat ini berdasarkan apa yang saya suka jadi saya belajarnya melalui media-media yang merupakan hobi saya gitu lo*" [My strategy in learning English I started the lessons I'm currently learning based on what I like so I learned it through media which is my hobby, you know].

From the participants' statement above, it can be concluded that there were many ways or strategies that students could do in learning English and made it a habit that they can or often do anywhere, anytime, not only in formal education areas, they can also learn languages English through applications that were widely available on cellphones that can them have a lot of experience or in

skills English. Starting from watching movies, listening to music, reading books, and articles, and also doing things that can make them happy and learn English.

4.1.2 WhatsApp

a. Have you ever heard what WhatsApp is?

According to all the participants in this study, almost all of them had the same perceptions. The results of the interviews that have discussed several opinions in terms of whether they have ever heard of WhatsApp were as follows:

Student 3: "*Ya, WhatsApp itu untuk mengirim pesan*" [Yes, WhatsApp is for sending messages].

Student 6: "*Pernah. karena saya memakai Whatsapp juga. WhatsApp digunakan untuk apa yang untuk saling berkomunikasi gitu*" [Ever. because I use Whatsapp too. WhatsApp used for what to communicate with each other].

Student 8: "*Ya, WhatsApp adalah aplikasi yang bisa menghubungi atau yang berinteraksi dengan teman-teman lainnya*" [Yes, WhatsApp is an application that can contact or interact with other friends].

From the participant's statements above, it can be concluded that almost all students have heard of WhatsApp, and they also known the function of WhatsApp, because almost all students used the WhatsApp application which can be facilitated communication with one another.

b. How often are you using WhatsApp?

According to all the participants in this study, almost all of them had the same perceptions. The results of the interviews that have discussed several opinions in terms of how often WhatsApp is used are as follows:

Student 3: "*Sangat sering hampir setiap hari*" [Very often almost every day].

Student 10: "*Saya sangat sering menggunakan WhatsApp, hampir 24 jam saya aktif di WhatsApp*" [I use WhatsApp very often, almost 24 hours I am active on WhatsApp].

From the participant's statements above, it can be concluded that many students conclude that they use WhatsApp very often, because they can communicate with others, and there were also many things that encourage students to use WhatsApp, because of the ease of communication.

c. What do you think about learning a subject using WhatsApp?

According to all participants in this study, almost all of them had almost the same perception. The results of the interviews discussing several opinions in terms of their opinions in studying a subject using WhatsApp was as follows:

Student 2: "*Sangat mudah dan praktis saya sangat mudah dan praktis*" [Very easy and practical I very easy and practical].

Student 8: “*menurut saya efektif, tergantung suasana keadaan dan tergantung mata kuliahnya ya*” [I think it's effective, depending on the situation and depending on the subject].

Based on participants' comments, it can be recapitulated that the WhatsApp application is not something that was rarely heard by students, they often heard it as a learning communication tool, it is also used as a means of communication between lecturers and students to easily ask questions to lecturers. WhatsApp was also stated to be a very practical, effective, and easy communication tool because of technological sophistication.

4.1.3 Semantics

a. Have you ever heard the term semantics?

According to all the participants in this study, almost all of them had different perceptions, but their intended goals were the same. The results of the interviews discussing several opinions in terms of semantics as a subject are as follows:

Student 1: “*Semantik adalah cabang linguistik yang mempelajari tentang makna Bahasa*” [Semantics is a branch of linguistics that studies the meaning of language].

Student 7: “*Iya, saya pernah mendengar istilah semantik dan saya salah satu mahasiswa yang pernah mempelajari semantik*” [Yes, I've heard the term semantics and I'm one of the students who have studied semantics].

Student 9: “*Tentu saja saya tentu saja Saya pernah mendengar semantik karena semantik adalah salah satu mata kuliah yang sudah saya ambil*” [Of course I certainly have heard of semantics because semantics is one of the courses that I have taken].

Based on the participant's comments, it can be recapitulated that semantics was a lesson that is familiar to English students, all of them have heard the term semantics and they have studied it.

b. What do you think about semantics as a subject?

According to all participants in this study, almost all of them had almost the same perceptions. The results of the interviews that have discussed several opinions in terms of semantics as a subject were as follows:

Student 6: “*Menurut saya sih semantik ini sangat penting apalagi untuk kami yang jurusan bahasa Inggris sangat penting pelajaran semantik ini*” [In my opinion, semantics is very important, especially for those of us who are majoring in English, this semantic lesson is very important].

Student 7: “*Sangat menarik dan semantik kita tahu bahwa itu adalah cabang dari linguistik yang memiliki tentang makna bahasa baik itu pembelajaran atau ilmu tentang makna atau arti yang terkandung dalam suatu Bahasa, kode, lambang atau representasi*” [Very interesting and semantic we know that it is a branch of linguistics that has about the meaning of language be it learning or the science of meaning or meaning contained in a language, code, symbol or representation].

Based on the participant's comments, it can be concluded that semantics as a subject was very important for students majoring in English so that English students understood more about the intent or purpose of a sentence.

c. Do you think learning semantics is difficult?

Some students argue that learning semantics has difficulties. Semantics was the study of meaning in language. There were several main factors that made semantics difficult to understand. Based on the interview, several students mentioned:

Student 4: “*Ia menurut saya belajar semantik itu mempunyai kesulitan*” [In my opinion, learning semantics has difficulties].

Student 10: “*Menurut saya dalam belajar semantik ini, sulit atau tidaknya tergantung mau belajar atau tidak*” [In my opinion, in learning semantics, whether it is difficult or not depends on whether you want to learn or not].

Student 12: “*Sedikit sulit jika kita tidak memahami apa maksud dari semantik itu sendiri*” [A little difficult if we do not understand what the meaning of the semantics itself].

4.1.4 The General Perception of the Use of WhatsApp in Learning Semantics

There are ten questions at this point. Here are the following questions:

1. What is your perception regarding the use of WhatsApp in learning Semantics?

According to all participants in this study, almost all of them had almost the same perception. The results of the interview that discussed several opinions in terms of the use of WhatsApp in semantic learning were as follows:

Student 4: “*Menurut saya penggunaan WhatsApp dalam pelajaran semantik itu kurang effective karena bagi saya lebih mudah dipahami secara langsung ada dosen ataupun guru yang menjelaskan secara face to face*” [In my opinion, the use of WhatsApp in semantic lessons is less effective because for me it is easier to understand directly there are lecturers or teachers who explain face to face].

Student 5: “*Menurut saya, tidak terlalu efektif karena mempelajari semantik itu harus disertakan praktek dan dijelaskan langsung di depan kelas*” [In my opinion, it is not very effective because learning semantics must be included in practice and explained directly in front of the class].

Based on the student's comments above, it can be concluded that the use of WhatsApp in semantic learning is somewhat ineffective. Because it was difficult for students to understand certain aims and objectives. And also, it will be easier for them to be able to ask directly if there were problems they have in understanding semantics.

2. Is learning semantics by using WhatsApp applications more effective? Why?

According to all participants in this study, almost all of them had almost the same perception. The results of the interview discussing several opinions in terms of the use of WhatsApp in semantic learning were as follows:

Student 1: “*Menurut saya sih lebih efektif jika mengadakan pertemuan langsung, tapi kalau WhatsApp sih Bisa-bisa aja*” [In my opinion, it's more effective if you hold a face-to-face meeting, but if you use WhatsApp, it's possible].

Based on the participants' comment above, it can be concluded that face-to-face explanations were more effective than learning via

WhatsApp. They understood more easily when the lecturer explained in class, and also if there were things that didn't understand, they can be asked directly in class.

3. What is your perception regarding the time of the use of WhatsApp in learning semantics?

According to all participants in this study, almost all of them had different perceptions. The results of the interview discuss several opinions in terms of perception regarding the time of use of WhatsApp in learning semantics as follows:

Student 7: "*Waktunya Memang disini sangat sulit tetapi tergantung dosennya lagi sebagian dosen mengerti karena dia mengasih waktu yang lebih fleksibel untuk siswa bisa menjawab soal-soal yang diberikan*" [The time is indeed very difficult here but it depends on the lecturer, some of the lecturers understand because he gives more flexible time for students to be able to answer the questions given]. Based on the participants' comments above, it can be concluded that there were many different perceptions for each student, the time they use depends on the students, and how wisely they use their time in learning semantics. Some say the time is more effective and flexible, because you can ask directly in the WhatsApp group, and some say it's not effective because assignments were usually sent at night.

4. Is the time given to learn semantics through Whatsapp enough? Why?

According to all the participants or students in this study, almost all of them have something in common the perception of the time given in learning semantics is quite enough. It interviewed results that discuss some of the perceptions in time seen below:

Student 3: "*Cukup, lumayan cukup karena kalau melalui WhatsApp kita gak bisa baca berulang kali bisa kita pahami sampai berulang kali jika belum mengerti*" [Enough, quite enough because if through WhatsApp we can't read it repeatedly, we can understand it repeatedly if we don't understand].

From the student statements above, it can be concluded that the use of time used in semantic learning using WhatsApp was quite enough, depending on how students manage their time.

5. How do you manage the time using WhatsApp in learning semantics?

According to all participants or students in this study, all perceptions were different. This interview discusses several perceptions of managing time in semantic learning via WhatsApp seen below:

Student 3: "*Cara mengatur waktu mungkin saya ke lebih sering aja buka WhatsApp-nya dan baca-baca tentang pelajaran semantik sih*" [How to manage time maybe I just open WhatsApp more often and read about semantic lessons anyway].

Based on the participants' comments above, it can be concluded that there were many different perceptions for each student, the time they spend depends on the student and depends on how often assignments or learning materials are sent via WhatsApp.

6. What are your difficulties in understanding the use of WhatsApp in learning semantics?

According to all participants or students in this study, all perceptions were different. This interview discusses some of the perceived difficulties in understanding the use of WhatsApp in semantic learning seen below:

Student 3: "*Menurut saya kesulitannya itu saat menandai dimana yang saya belum paham itu, menurut saya itu susah kalau di WhatsApp beda dengan di buku*" [I think the difficulty is when marking where I don't understand, I think it's difficult if WhatsApp is different from in books].

From the perception above, it can be concluded that there were many things that made it difficult to understand the use of WhatsApp in WhatsApp learning, including the difficulty of understanding through explanations from lecturers through written text or images sent via WhatsApp, the difficulty of marking things that were not understood because it was different from in the book, and the lack of direct discussions with lecturer so that it becomes difficult for students who used WhatsApp in their studies

7. Is the internet network become one of the difficulties in semantics learning using WhatsApp? Why?

Based on the questions posed by researchers about the difficulties of internet networks, almost all participants said that internet networks were also one of the difficulties in learning semantics by using WhatsApp. The following were some of the opinions expressed by participants:

Student 10: "*Tentu saja, karena proses pembelajarannya berbasis online jadi kestabilan jaringan dalam proses pembelajaran ini sangat mempengaruhi peroses pembelajaran*" [Of course, because the learning process is based online, the stability of the network in the learning process greatly affects the learning process].

From the perception above, it can be concluded that the internet network plays an important role in semantic learning using WhatsApp because not all students were within an adequate network environment. Therefore when students experienced internet interference, it was difficult for students to do more active learning.

8. Is learning semantics through WhatsApp more difficult than learning face-to-face? Why?

The researcher found that almost all participants explained that semantic learning via WhatsApp was more difficult than face-to-face. These were the following opinions expressed by students in studying semantics using WhatsApp compared to face-to-face:

Student 4: "*Ya, tentu saja menggunakan WhatsApp itu lebih sulit dibandingkan tatap muka karena ketika tatap muka kita akan mendengar penjelasan dosen secara langsung itu menurut saya akan lebih mudah*" [Yes, of course using WhatsApp is more difficult than face-to-face because when we meet face-to-face we will hear the lecturer's explanation directly, I think it will be easier].

From the above perception, it was stated that there were several things that made participants learning to use WhatsApp more difficult than face-to-face. First, it was very difficult to understand the intended explanation of the material presented by the lecturer. Second, it was difficult to ask questions directly when there was something they didn't understand, and finally, things that made students always focus on their cell phones also affected their ability to focus on learning.

9. What are your difficulties doing assignments on the use of WhatsApp in learning semantics?

The researcher found that the participants explained that there were several things that became difficult in doing semantics through WhatsApp. The following were the opinions expressed by students:

Student 8: "*Kendala saya di waktu ya di waktu di waktu misalnya beliau mengirim tugas dalam 1 tugas akhir itu harus selesai dalam 24 jam, itu kendala saya*" [My problem is time, time, time, for example, he sends assignments in 1 final task, it must be completed in 24 hours, that's my problem].

From the above perceptions, it can be concluded that there were many things that made participants difficult in carrying out tasks via WhatsApp in semantic learning, including; constraints in the collection time of assignments, constraints in the network, and constraints in understanding semantic lessons.

10. How do you overcome difficulties in learning semantics in using WhatsApp?

The researcher found that all participants had many ways to overcome their difficulties in learning semantics using WhatsApp. These were their opinions:

Student 1: "*Cara saya untuk mengatasi kesulitan mempelajari semantik melalui Whatsapp ya dengan cara menghubungi langsung sipengajar atau mencari info info tentang semantik bukan hanya dari WhatsApp atau jadi pengajar tapi dari sumber lainnya misalnya kayak internet atau seseorang yang memang mengerti tentang semantik*" [My way to overcome the difficulty of learning semantics through Whatsapp is by contacting the teacher directly or looking for info about semantics not only from WhatsApp or being a teacher but from other sources such as the internet or someone who really understands about semantics].

From all the perceptions above, it can be concluded that there were many ways they do to overcome difficulties in learning semantics via WhatsApp, including; keep repeating lessons, asking friends who already understand, and asking directly in the chat group to the lecturer concerned.

4.2 Discussion

The purpose of this study was to determine students' perceptions of using WhatsApp in semantic learning and also to find out students' difficulties in learning semantics using WhatsApp. To collect data, researchers use interviews with all participants. Based on the results of the interviews can be understood that the perceptions of students illustrate that there were not many things that made semantic learning ineffective using WhatsApp because there were many obstacles they experience when learning semantics using WhatsApp. However, from the interview, the researcher also knows some of the factors faced by English students in learning the semantics of using WhatsApp. So, the results of this study answer the research questions below:

1. What are the students' perceptions about the use of WhatsApp in learning semantics?

In this study, researchers investigated several perceptions expressed by English students in studying the semantics of using WhatsApp, including; first, it was difficult to understand the

explanation put forward by the lecturer through pictorial messages sent to students because everyone has a different opinion. They also said that holding face-to-face meetings would make learning easier to understand because students better understand the body language used by the lecturer in front of the class. And also, can ask questions directly if there are difficulties that are not understood. second, In terms of time, they said that the time spent was sufficient. However, it also depends on the student, and how they manage their time well.

2. What are students' difficulties in learning semantics using WhatsApp?

Mbukusa (2018) stated that the platform can pose difficulties for students in balancing online activities (WhatsApp) and academic preparation, and distract students from completing their assignments and adhering to their private studies timetable. The data from the interviews showed that there were several difficulties in learning the semantics of using WhatsApp, including the first, the difficulty in understanding the lesson. Then, the internet network was also a factor of difficulty in learning semantics, because the learning process was online-based so the stability of the network in the learning process also greatly influences the learning process. Furthermore, it will be easier if you have discussions and meet directly with the lecturer. And finally, difficulty in doing assignments, or managing time in collecting assignments.

5. CONCLUSION

Researchers investigated the student's perception of the use of WhatsApp. This lesson used a qualitative approach using semi-structured interviews. Through the analysis of these interviews. It can be concluded that students' perceptions of semantic learning using WhatsApp have solved many things. There were things that have a positive effect on them to solve problems in semantic learning using WhatsApp. This can be seen from some of the answers of the participants in this study. In this study, the authors found various factors in dealing with students such as; lack of interaction in learning to use WhatsApp, lack of understanding through picture messages, the many obstacles through the internet network, and the lack of managing time. Finally, using WhatsApp in learning semantics has been. And also, students find it easier to deal with the various factors they get in studying the semantics of using WhatsApp.

5.1 Suggestions

Based on the research findings from this study, the researcher would like to propose some suggestions that can be useful for English teachers or for further researchers to use this research as a research reference for research that has a relationship with this research. In addition, the researcher would like to recommend the following researchers conducted the same research on other aspects, such as google classroom, zoom, and media from aspects related to learning for students who are studying a subject using an application. As we know, social media is very popular among various age groups, especially teenagers. This has a huge impact on them, especially in research. For this reason, researchers hope that any social media can become one of the interesting issues, especially those related to WhatsApp perceptions in semantic learning or research for future researchers.

Finally, the researcher realizes that this research still has shortcomings and errors. Therefore, researchers are willing to accept any constructive suggestions so that this research can be better.

6. REFERENCES

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