LECTURERS' FEEDBACK ON WHATSAPP GROUP: STUDENTS' PERCEPTION DURING ONLINE CLASS

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Abstract: *This research is aimed to know the students' responses to the feedback given by the lecturers during online class and to know the students' motivation after feedback given. This research belongs to descriptive qualitative. Sampling technique used was purposive sampling. The participants were students of the second semester who takes an English major in Samarinda. The results showed that students felt happy with the feedback given by lecturers toward the learning materials. They can identify their mistakes, so they can correct them immediately and will not repeat the same mistakes. The students also appreciate it because it really helps them as students to be better in the future. In addition, the feedback given also can improve students' motivation. They become more enthusiastic to learn more.*

Keywords*: feedbacks, perception, online learning*

INTRODUCTION

The development of technology in the field of communication is currently growing rapidly. Smartphone becomes the most important technology that people usually use to communicate with other people. The use of smartphone can ease users to communicate anytime and anywhere through mobile applications such as WhatsApp. It is a popular application that functions on various devices (Mistar & Embi, 2016).

As a popular mobile application in Indonesia, nowadays many students install this application in their smartphone. The most familiar application among students is WhatsApp (Warman, 2018). Anderson (2013) also explained that students are common interested in using internet and social media (Alkathiri, 2019).

They use it often to get in touch with families and friends in their daily life. This application is not only used for sending text messages but also pictures, videos, location, and voice notes. Besides, to see and speak with people who want to contact directly, video call and voice also exist. The other feature provided by WhatsApp is that anyone can create several groups to share everything and only people who belong to this group can send and receive the information.

By the various features of WhatsApp, it is very possible to integrate teaching and learning process through this application in online learning, especially WhatsApp Group. It provides support in the implementation of online learning (Susilawati & Supriyatno, 2020).

The use of WhatsApp Group in English class as a tool in smartphone can ease lecturers share the materials instantly by inserting files in the form of documents. Sending voice messenger also can be applied to explain the materials more details. By utilizing a smartphone in delivering learning materials, it is hoped that the materials can be received easily and more efficiently. Accessing social networking is easy to use by the students. Therefore, they can receive response and feedback immediately (Cakrawati, 2017). Through WhatsApp Group, the lecturers also get the students' response quickly because the students always stand by with their smartphone while the learning process. In addition, WhatsApp ease the students to find back the files in the form of documents, pictures, voice notes, and videos. It is because all of the files automatically save in the phone, so that updating learning materials can be done easily (Anhusadar, 2020).

To create a conducive learning process through WhatsApp Group, feedback is needed. For students in the university, feedback helps them identify their weaknesses and strengths that cannot be known by themselves (Maharani & Widhiasih, 2016). Giving feedback to the students in online learning can help them to evaluate their understanding in learning materials. Hopefully, they can be better in the future. In order to know the students' perception of the feedback given, research should be conducted.

Based on the explanation above, the purposes of this research were (1) to

know the students' responses to the feedback given by the lecturer during online class and (2) to know the students' motivation after feedback given.

REVIEW OF LITERATURE
Online Learning

Nowdays, technology allows students to study completely online (Monica & Fitriawati, 2020). One of the applications that support them to study from home is WhatsApp. The feature of WhatsApps such as WhatsApp Group eases the communication between lecturers to students as long as they have a good internet connection in online learning.

It also needs an internet connection and learning platforms (Fitriani et al., 2020). Adding to this (Sujarwo et al., 2020) stated that online learning can be said as distance learning.

Many benefits of online learning. One of them is that students have many times to repeat the audio/video recording. It is also in the line with the research that was conducted by Handayani. It showed that 31.01% of the students prefer to choose online learning because they can listen and repeat the learning materials anywhere and anytime (Handayani, 2020).

WhatsApp Application

WhatsApp Messenger is one of an instant messaging that was developed by Jan Koum and Brian Acton in 2009. This application provide many features. One of them is creating a group. This can be used to communicate with anyone who belongs to the group.

Group WhatsApp Messenger is a discussion group service that can accommodate up to 256 participants, a very large number and can be collected in just one application (Susilawati & Supriyatno, 2020).

In line with that the survey shows that 90% of students and lecturers use the WhatsApp application in learning activities (Susilawati & Supriyatno, 2020). Mobile learning is a learning through smartphone, but still follows all the principles of e-learning (MI & Meerasa, 2016).

There are some benefits of using WhatsApp application (1) WhatsApp Group provides collaborative learning between teacher and students, (2) WhatsApp Group is easy to use and it is also a free application that can be download from play store in the smartphone, (3) WhatsApp Group is used to send and receive texts,

documents, pictures, videos, and voice notes, (4) WhatsApp Group helps the participants to share announcements, (5) Any information can be created and disseminated easily through WhatsApp Group (Susilawati & Supriyatno, 2020).

Feedback

Harsono (1988) mentioned that the function of feedbacks are to give a motivation and reinforcement (Widarsih & Suherdi, 2019; Windarsih, 2016). The feedback given in terms of motivation can increase students' learning score (Zainuddin, 2019)

Winnie & Butler (1997) also explained that messages conveyed through feedback given should be messages that students can accept, so that the students can understand it easily (Siagian & Pinem, 2021).

In the teaching learning process, feedbacks from the lecturer have a big impact to students (Pratiwi, 2021). By applying it, learning objectives related to the topics discussed can be achieved well.

Perception

Perception is the process by which a message is input to the human brain.

Through human perception, they are in constant contact with their environment. Perception is a complex process that allows people to summarize the information they collect from their environment, as relationships are established through sight, hearing, touch, taste, and smell. So, Perception is the process of using existing knowledge to receive and interpret stimuli that belong to the human sensory system. Perception essentially affects the relationship between humans and their environment. How to use his knowledge to understand and interpret stimuli in the environment. (Fauzah, 2015).

Jallaludin (in Asrori, 2020) also stated that perception is the process of guessing information and interpreting the messages that lead to the experience of an event or object.

In addition, Perception is the experience of objects, events, and relationships acquired through the reacquisition of information and the interpretation of messages. It emphasizes stimulus responses in information retrieval and message prediction, including attention, hope,

motivation, and memory (Rakhmat, 2000 in Agung & Surtikanti, 2020).

METHODOLOGY OF STUDY

Method is a technique that the researcher used to collect the data. This research applied a descriptive qualitative method. The sampling technique of this research was a purposive sampling. It is because some student were not used WhatsApp during their online class, that is why the rseacher used purposive sampling. It is related to purposive sampling is data sampling technique with certain considerations (Sugiyono, 2018). The numbers of the participants were 61 students of the second semester who takes an English major in Samarinda. They were students who applied WhatsApp Group in teaching and learning process during online class. The instrument of this research was questionnaires. It is one of the data collection technique that is used to collect the data by giving the statement/ questions to the respondents (Sugiyono, 2018). The questionnaire also is used to collect the information through survey by providing statements or questions, often numerical data that is relatively easy to analyze (Wilson and McLean, 1994). The researchers used open-ended questions. It allows participants to answer the questions/ statement given as much as they want without choosing the answer, such as for investigating a complex issues (Cohen et al., 2007). However, by giving them open-ended questions, the researchers can get the authenticity, honesty, and depth response.

Moreover, to get the information more deeply, the researchers also interviewed some students by calling them through WhatsApp voice call or video call. Jackson and Rothney explained in the study, the interview is a way to collect more complete data when open-ended questions relating to negative aspects need to be developed (Borg & Gall, 1983).

The researchers distributed the questionnaires by giving the link of Google Form. It was about the students' perception of lecturers' feedback on using WhatsApp Group in learning process during online class. The items of the questionnaire consisted of 6 items. Then, the results of open-ended questionnaries were analyzed by categorizing participants' responses. Researchers also calculated and categorized percentages from the

data and explained the implications of the results. In other hands, the result of interview were analyzed by field notes through WhatsApp voice call or video call. After that the reseacher draw the consulsion of the students perception.

RESULT AND DISCUSSION

This research was conducted in order to know the students' perception of feedback given in online learning. This result can be seen in the table below.

Table 1 The Students' Perception in online learning

No	Questions	Percentage
1	**Item 1** Do your lecturers give feedbacks during online class?	95.08%
2	**Item 2** Do error correction helps me identify my weak areas in English?	96.72%
3	**Item 4** Even if the lecturer does not tell you, I always know when the lecturers will correct it.	81.96%
4	**Item 5** Do you think lecturer should correct your mistake that you have made when speaking English?	83.60%

Based on the table showed above, the percentage of item 1 is 95.05 %. It means that the students' responses were agree to the feedbacks given. The results of open-ended question are

some students explained that the lecturers' feedbacks help them understanding the learning materials and make them motivated to learn more.

Other students also said that the lecturers always give them feedbacks in students' questions in terms of evaluation and in every task they do until they understand well the learning materials. It means that the evaluation can be used as feedback for improvement efforts.

The percentage of item 2 was 96.72% which means the students give positive responses. The responses of the students about the error correction were that they agree and feel happy if their lecturer corrects them when they do mistakes. It truly helps them because they know their mistakes through the feedback given directly. Moreover, the further explanations from the lecturer are very detailed, so the students understand well.

The high score of item 4 is 81.96% which indicates that the students know when their lecturer correct them. It shown on their respons that sometimes lecturers give immediate feedback right after a student makes a mistake. In other hands, some responds stated that

the lecturers giva a feedback at the end of the material.

During the learning process, students sometimes make mistakes. Based on the question asked, most of the students want direct corrections from the lecturer. It is also in the line with the results, 83.60%. A direct corrections technique is an improvement and a rectification to assess students' work in front of their selves. By giving the direct corrections, it creates interaction between lecture and students in order to find out the errors and shortcomings of the materials given. Then, students make corrections immediately. From the corrections made, it is hoped that the results will correct and be better.

Tabel 2 The students' motivation after feedback given.

No	Questions	Percentage
1	**Item 3** Did your lecturers explicitly tell you what you made a mistake and give you the right version of what you said?	85.24%
2	**Item 6** How do you feel when your lecturer giving a feedback on what you have done?	96.72%

Based on the result above, the researchers have found that almost all students have a positive attitude towards the type of feedback the instructor uses when correcting errors made by students in the WhatsApp group. The table shows that it is 85.24%. They really like when the lecturer corrects the mistakes without letting them know. Students like it when the lecturer explicitly tells them that they are making a mistake by giving them the correct form of what is being said.

In other hand, 96.72% felt happy after get a feedback because students also want to ask the lecturers to correct their mistakes after the lecturers has said the correct form of their statement. They will feel uncomfortable if their lecturers never correct the mistakes that they made. Students strengthen their strong positive attitude towards lecturers' feedback given by them with the attitude of not feeling bad when lecturers correct their errors trhough WhatsApp group. Furthermore, Students believe that correcting mistakes helps them identify weaknesses in English and helps them learn the language.

CONCLUSION

Based on the results toward the students' perception on feedback given by the lecturer in online learning, the responses of the students are positive.

They explained that it truly helps them understanding the learning materials. In addition, they felt happy because they know where their mistakes are, so they can correct them immediately and will not repeat the same mistakes in the next time. Besides, the feedback given by lecturer can give a positive impact to the improvement of students' result and motivation. When the students have a high motivation in the process of online learning, they will always curious to a new learning materials. They also were be more active in the class, so the learning results are better than before.

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