

## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **2.1 Theoretical Framework**

##### **2.1.1 Social Media**

Social media is an internet-based tool and platform that aims to socialize and share information. It can share the information by using text messages, documents, video, and audio. Social media provides user to easily participate, share, and create content including: blogs, social networks, social networks, wikis, forums and the virtual word (Muhyani, 2019). According to Handayani, et al., (2018), social media can be defined as web-based and mobile technologies employed for the purpose of communication.

Social media is a famous technology platform used by people of every age and level. This is supported with Fuchs (2014) statement that social media allows people to interact and engage with others at any time, making it widely embraced by individuals of all ages and backgrounds across the world. Social media is basically a digital platform that allow people to easily share their thoughts and ideas with others using various electronic devices such as smartphones, computers, and tablets. Through social media, users can share information and get information quickly and efficiently.

Many kinds of social media, for example, Facebook, YouTube, Twitter, WhatsApp and etc. These kinds of social media are often used by people nowadays because they are fun things for them (Al Arif, 2019). As cited by Chou (2014), social media has some characteristic such as interactivity, platform quality, and knowledge sharing mechanism. Therefore, social media enables to make the people communicate each other around the world (Khan, et al., 2018).

Based on explanation above, it can be concluded that social media serves numerous purposes, such as facilitating social interaction, information sharing, content creation, and cultural exchange, Moreover, social media has various indicator to measure the effectiveness of social media usage. In another study by Devi et al. (2019) stated that social media also created a forum to develop the learning process in education purposes. This is showed that social media also can

be a medium to provide material and learning tool other than offering information such as books.

### **2.1.2 WhatsApp Messenger**

WhatsApp has become the most commonly used social-networking application on mobile phones and computers (Yeboah & Ewur, 2014, as cited in Bensalem, 2018). WhatsApp can be installed on different types of smartphones such as iPhones and Android. It allows the users to send messages freely to each other through the internet. The users can share multimedia files such as pictures, audio files, document files, and videos. WhatsApp also offers the option to create a group of users who can communicate with each other. Extending from education, trade, and excitement, numerous created this social organizing location. The applications being created nowadays are expected to operate from social networking destinations like chatting or broadcasting messages, collaboration applications (collaboration applications), and data sharing (data sharing) will discover that the purpose of e-learning can be reached.

According to Bere (2012, as cited in Nihayati and Indriyani, 2021) identified several collaborative features of WhatsApp:

- a) **Multimedia Sharing:** Users can easily share various types of content, including pictures, videos, files, text messages, and voice notes.
- b) **Group Chat:** Groups of up to 250 members can communicate with each other through the platform.
- c) **Unlimited Messaging:** There is no limit to the number of messages that can be shared, and the app ensures continuous data synchronization across devices using internet data or Wi-Fi.
- d) **Cross-Platform Compatibility:** Users can communicate across different devices, including smartphones, tablets, and personal digital assistants, using various media formats.
- e) **Offline Message Storage:** Messages are automatically saved even when the device is offline or out of range.
- f) **Free to Use:** WhatsApp is free to use, leveraging existing internet data plans used for other activities like email and web browsing.

g) Simple Login: Users do not need to remember passwords or usernames, as they simply use their phone numbers and integrate with their address books for login.

Trevor (2013) stated that WhatsApp is claimed as the easiest, most popular, and effective tool that can be utilized by educators. Since its easiness and urbane features, this application can help students interact with peers in any situation with or without the teacher's guide and it can encourage the students to contribute to group discussion to improve their skills. This was supported by a study from Rambe and Chimpunza (2013) that WhatsApp supports knowledge sharing among students-students and students-lecturers. Their study involved 40 students who were created on WhatsApp groups and activities were done. It was observed that more interactions were shown in the group chat such as forming questions, answers, sharing and learning material as well as gestures of thank you, well done, and good job. The students agreed that they could express themselves freely in a comfortable environment and reduce the low participation constraints that normally happen during lectures.

Amry (2014) investigated the impact of using WhatsApp mobile learning activities on the achievement and attitudes of online students at the university. The study compared two groups of 15 students each: an experimental group using WhatsApp for learning and a control group receiving traditional face-to-face instruction. The findings indicated that the experimental group, engaging in mobile learning via WhatsApp, achieved significantly higher scores on an achievement test compared to the control group. Furthermore, student attitudes highlighted the ease, favorability, and problem-solving capabilities of WhatsApp, particularly in addressing learning difficulties and facilitating knowledge sharing.

Annamalai (2019) explored the use of WhatsApp chat groups as a platform for extending learning in a blended learning classroom with a small group of undergraduates in the Malaysian context. Study aimed to provide learners with the opportunity to reflect on the strengths and challenges of using WhatsApp as an extended learning platform. Findings revealed that the majority of the students expressed preference for WhatsApp in their reflections despite the problems they face.

### 2.1.3 Student's Perception

There are many theories about perception. According to Wikipedia (2019), perception is the cognitive process of organizing, identifying, and interpreting sensory input to create a meaningful representation of the surrounding environment and presented information. Whereas, Spielman et al. (2021) explained that perception is the process of taking in sensory information, interpreted, and consciously experienced. Robbins and Judge (2013), as cited in Hakiki (2021) stated that perception is a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Another excerpt from Jamaluddin (2020), as cited in Syaifullah (2022) conveyed that perception is the process of understanding and experiencing objects, events, or relationships, obtained by interpreting and summarizing information. From the theories above, it can be concluded perception is an important psychological process that enables humans to respond effectively to the various aspects of their environment.

According to Qiong (2017) there are three stages of perception:

- 1) Selection: This initial stage involves choosing specific stimuli from environment and transforming them into meaningful experiences.
- 2) Organization: This stage involves structuring the selected stimuli into a meaningful framework. It provides stability to individual perception by categorizing and solidifying the chosen stimuli.
- 3) Interpretation: refers to the process of attaching meaning to the selected stimuli. Once the selected stimuli have been categorized into a structured and stable pattern, different people can give interpretations of the same encouragement.

Perception is essentially a belief or opinion that people hold based on how things appear. It means there is a chance that people will have different views of the same thing, depending on their experience. According to Robbins and Judge (2017) as cited in Zulaiha and Triana (2023), the difference in individual perceptions might be influenced by several factors. These factors can be categorized as originating from the perceiver, the perceived object, or the situational factors. Perceiver factors involve aspects such as attitude, motivation, interest, prior experiences, and expectations. Object factors include characteristics such as

novelty, motion, auditory cues, size, shape, color, silhouette, movement, background, proximity, and similarity to other objects. Last, situational factors include aspects such as time, work environment, and social context.

Students' perceptions represent their viewpoints on events or situations that occur within or outside the classroom during the learning process (Juhairiyah et al., 2022). These perceptions often lead to suggestions or arguments aimed at enhancing the learning experience for themselves, their teachers, or classmates. Jannah et al. (2020) emphasized that the students' perception is crucial to assess the effectiveness of teaching and learning process. Recognizing students' perceptions is necessary because it is vital for teachers or lecturers to evaluate students' perceptions (Dhamayanti, 2021). By knowing students' perceptions, the teacher can understand students better.

## **2.2 Previous Relevant Studies**

Several previous studies explored English Language Learning through WhatsApp; Jafari and Chalak (2016) have investigated the role of WhatsApp in teaching vocabulary to Iranian EFL junior school students. The researchers used a pretest and post-test to assess the students' vocabulary level before and after the study. Then, the experimental group received vocabulary instructions, four days a week, for four weeks by using WhatsApp while the control group was taught the vocabulary of their textbook inside the classroom by a traditional method used in all Iranian schools for teaching English to students. The results revealed that using WhatsApp in teaching vocabulary had a significant role in vocabulary learning. The results have also shown that there was not a substantial difference between male and female students regarding their vocabulary knowledge after using WhatsApp.

Ta'amneh (2017) has studied the effect of using WhatsApp messenger on learning English among university students. He has conducted his study on 40 students whom he divided into a control group (21) and an experimental group (19). The result of his findings showed differences in the achievements of the two groups in favour of the experimental group. These differences point out that integrating

WhatsApp in teaching the English language improved the abilities of the learners of the experimental group.

Minalla (2018) investigated the possibility of utilizing WhatsApp Group to enhance EFL learners' verbal interaction. She divided the students into two groups who were taught the content using the traditional approach combined with WhatsApp Chat groups via text message as communicative platforms for practicing outside classroom contexts. The participants of the experimental group restrictively interacted via voice messages while the participants of the control group only interacted via text messages. Results revealed that the participants who received the voice messages on WhatsApp treatment significantly outperformed those who received text messages on WhatsApp.

Kondal and Jeeva (2020) explored the effectiveness of using WhatsApp as a tool to improve academic writing skills among ESL students, specifically professional undergraduate students. The study involved ten students who participated in a WhatsApp group where they engaged in weekly writing activities, received feedback from peers and the instructor, and observed each other's writing. The results showed that using WhatsApp significantly improved the students' writing skills in various areas, including grammar, punctuation, discourse markers, and spelling. The students were motivated to learn from their mistakes, and the platform provided a convenient and less-pressured environment for them to practice and receive feedback.

There are many studies conducted about English learning through WhatsApp. However, the study on students' perceptions of the use of WhatsApp about English language learning in Indonesian senior high school is relatively low. Therefore, the present study focuses on students' perceptions of the utilization of WhatsApp during English language learning in an Indonesian High School.