

LEARNING ENGLISH BY USING *WHATSAPP* APPLICATIONS DUE TO COVID-19

Pingkan Indah Mahayati¹, Lulud Oktaviani²

pingkanindahmahayati@gmail.com¹, lulud_oktaviani@teknokrat.ac.id²

Universitas Teknokrat Indonesia^{1,2}

Abstract

Online learning activities are implemented simultaneously in Indonesia due to the spread of the coronavirus, Coronavirus disease or covid-19 is spread very fast, speeding to almost all countries. With the implementation of online learning, this research discusses English learning activities using the *Whatsapp* application as a medium. This study uses a qualitative method to collect data through interviews with various students participating in e-learning. According to the interview results, students are satisfied with e-learning because teachers are more creative in dealing with several media. These tools will particularly motivate students to learn English. Using the *Whatsapp* Application allows students to freely consult the materials provided by the teacher, discuss with other students, watch videos or view various documents related to the materials. although there are some obstacles in using the internet, such as the connection is not good enough. Students still enjoy E-learning because they use methods that are not boring.

Keywords: E-learning, *Whatsapp*, Coronavirus, Covid-19, Media

Introduction

Coronavirus disease or Covid-19 is spread very fast, speeding to almost all countries. This is why the World Health Organization (WHO) declared this global pandemic in March 2020 (BBC, 2020). Real-life is affected after the spread of Covid-19, several agencies issued new policies, namely, working from home and no services in the office. Even if the office provides services, the number of staff and visitors is limited, and hygiene procedures are strictly followed. Some researchers have observed that the Covid-19 pandemic has a most critical effect on the schooling sector (Rahardjo and Pertiwi, 2020). In the schooling sector, the authorities, thru the Ministry of Education and Culture in all international locations, have learned coverage, particularly getting to learn from home. The getting to know from getting to know range permits the coaching and getting to know to maintain even though instructors and students do now no longer meet at once at school. Teachers can nonetheless supply the teaching material, and students can nevertheless get hold of the lesson without leaving their homes.

Technology is a part of human life, contributes to social development, and helps people live their daily lives. However, technology is not as advanced as it is today. It has its history of growth or development in history. From steam engines to artificial intelligence, technology and its functions increase from time to time. Technology helps daily human activities, such as transportation, commercial production, unlimited

communication, and even the transfer of knowledge-education. By utilizing this technology since the spread of Covid-19, the government has finally issued a new policy, namely learning from home or School From Home to reduce the spread of Covid-19. Existing media/technology or platforms can help students learn at home, especially when learning English. Aminatun and Oktaviani (2019) said that technology usage can boost students' vocabulary mastery which covers spelling, pronunciation, and the usage of it in a sentence. Furthermore, many kinds of media may be used to exercise students' ability nowadays, which include music, video, movies, etc.

Chun, Kern, and Smith (2016) have stated that distance learning is an education system in which learners and teachers are separated. The learning process uses different resources through information and Communication Technology (ICT) in the implementation process. The distance learning system was applied through online learning. Given the Covid-19 pandemic, this teaching method may be the solution to continue teaching and learning. According to Aminatun & Sari (2020), The expansion of technology is truly improving many areas of education such as teaching, learning, and research, where it provides various resources that help teachers and students to learn on their own. Knowing how to properly use technology for the study will allow students to explore many things outside of the classroom. Students can also bring what they have to discuss with their teacher or classmates while learning in class. In this case, encouragement from teachers is needed to encourage students to be more independent.

The learning process in schools is the best public policy tool for increasing knowledge and skills. In addition, many students think that school is a great fun activity, they can interact with each other. Schools can improve the social and social skills of students in raising class awareness. The school as a whole is a means of interaction between students and teachers to improve their intelligence, skills, and affection. But now activities called schools are suddenly stopped due to the disruption of Covid19.

Similarly, Smith (2012) stated that motivation is a very important factor determining the success or failure of second language learning. Motivation can directly influence how often learning strategies are used. Plus, it will be the power of learning, goal setting, and persistence in learning. Learning strategy is another factor that can lead students to improve their English skills. In the process of learning, many students still have difficulty learning. They have difficulty speaking, writing, and understanding words and sentences. They also study a lot because they want to do well, but sometimes they score poorly in their English subject. Besides studying hard, they also need a good learning strategy. students must know, understand and try to learn the method that is right for them to be more effective.

Online learning is a part of distance learning, which especially combines electronic technology with the internet or ICT technology for learning. Online learning is a process of organizing online learning courses for a large number of students. Karaman, Zoran, & Petra. (2021) has stated that Information and Communication Technology (ICT) has a significant impact on human life. From children, adults to parents, especially in big cities, are accustomed to watching television and communicating via mobile phones, social networks, and internet text messages. Information and communication technology has also had a significant impact on the education sector. ICT development in education, including language teaching and learning, is a positive response to ICT development in the third millennium. The use of ICT can improve the quality of education, especially in language learning. As we all know, a new trend has recently emerged in the ICT world called social media. Many people have defined social media and are widely regarded as a reference for networking tools that enable people to meet, interact, and share ideas, artifacts, and

interests. (Baruah, 2012). This social network opens up new opportunities for interaction and cooperation between teachers and students. The use of social networks has become popular in daily communication. It is even used for collaborative learning, especially language learning. Social media applications such as Facebook, Twitter, LinkedIn, Instagram, and *Whatsapp*, are trendy in the communication field.

Online learning is a learning system without directly face to face between teachers and students. Online learning requires an internet network. The teacher and students carry out learning together, at the same time, but in different places. Various applications and platforms can be used, such as *Whatsapp*, telegram, zoom meeting, google meet, google classroom, Edmodo, and others. To support this online learning, the main device needed is a computer or android connected to the internet network. In Indonesia, English is a foreign language, making teaching and learning difficult, although some students are already learning English in kindergartens (Oktaviani, Mandasari, dan Maharani 2020). As learning English as a foreign language is not an easy thing, learning English for specific purposes such as English for Business also needs some effort, especially for those not currently studying in English and with such little English background knowledge. Students with low English skills need to learn basic things when studying language, especially vocabulary since it provides many choices for those who want to learn a language with memorization.

Besides that, some parents do not understand the social uses of the media or the applications that help their children learn English. Another problem is that a study by Wahab and Iskandar (2020) found that some students' parents and students do not have computers or android devices, making it difficult for them to face reality. The constitution's requirements to provide educational services to students, on the other hand, lack the means to support them. Another problem is not only the lack of equipment or classrooms but also the lack of internet quotas. Providing internet is expensive students and parents in low- and middle-class countries have felt this insufficient difficulty budget to provide internet network. Research by Nashruddin, Alam, and Tanasy (2020) confirms that some students live in remote rural areas without internet service. Their cellular networks are sometimes unstable due to geographical distance from the coverage signal. From the description, it is understandable that online learning is an alternative solution to people who learn English as a Foreign Language (EFL) in the Covid-19 pandemic condition. Although this is for students' teachers, students and parents of high school, all parties. Therefore, this library search is being carried out to solve research questions: what problems students are learning English as a foreign language (EFL) during the Covid-19 pandemic, and how to solve these problems. The research can provide information and references for teachers, students, schools, parents, and governments to help develop guidelines for implementing online learning.

Learning Media

Learning media are intermediary conveying subject materials to students by using certain tools so that students can understand quickly and receive knowledge from educators. To make learning media needs creativity and innovation from educators. Creative and innovative learning media will create students' passion for learning. A teacher must be well-prepared for a new movement and must educate the students based on their era.

Pujiastuti, (2013) has stated that teaching methods are how teachers interact with students in the classroom. This interactive process will actively monitor the learning effect with students, so the class must apply the curriculum. Those methods can promote student learning. Teaching, discussion, demonstration, etc., are usually used in education. The

teaching method cannot be independently, and media is needed as Learning media supports the learning process to achieve learning goals. Learning media is defined as a tool in physical and non-physical media that teachers use to provide students with materials to make them more effective and efficient. The acceptance of textbooks to healthy students is faster, and students attract students to learn more.

Learning media that is utilized appropriately in the learning process will become a more effective and efficient support tool in achieving the learning objectives. In addition, learning media will also increase students' learning motivation, this is in line with the statement expressed by Puspitarini and Hanif (2019) that the benefits of instructional media include: (a) By using learning media, the learning process will be more interesting, so it can lead to motivate student learning; (b) Can clarify learning materials, so that students can easily understand the material and enable students to master the learning objectives; (c) By using instructional media, the learning process becomes more varied. The material is not only delivered orally, so students do not get bored quickly and more effectively and efficiently; and (d) Students listen to the material presented by the teacher, doing more learning activities such as: observing, doing, demonstrating, and others. The features of learning media can promote the experiential classroom so that foster the students' learning engagement.

E-learning Platform

The application of new technologies (i.e., e-learning) has recorded growth in recent years. An electronic learning environment provides meaningful contexts that combine skills and knowledge which are available to students. Researchers have also stated that students consistently scored higher grades and higher knowledge levels with online tools than with face-to-face teaching. The advancement of the Internet and its applications has resulted in the greater use of computer-based instruments in the learning process. This is why educational institutions are increasingly relying on virtual learning environments (VLEs), which are essentially electronic learning platforms that support the traditional teaching-learning assessment process.

This e-learning platform provides a series of communication facilities for users, such as forums, chat, and messaging systems for several applications. Through forums, we can communicate in an asynchronous way, which allows students to communicate with their friends or professors at any time, as long as there is an internet connection. The forum discussions can be related to general interest topics or can be focused on a certain topic, where any user can initiate a discussion. Unlike a forum, the Chat system provides the opportunity for synchronized, real-time communication between the users on the course platform. By the message system, private communication between users is completed.

Whatsapp Messenger

The most recent popular social network is the *Whatsapp Application*. *Whatsapp Messenger* is a proprietary cross-platform instant messaging application for smartphones. In addition to text messages, users can also send pictures, videos, and audio messages. *Whatsapp* is a mobile phone chat program. Smartphones are becoming more popular, and almost all smartphones can use *Whatsapp*. The cross-platform messaging Application. *Whatsapp* was founded in 2009 by two former Yahoo employees Brian Acton and Ian Kum and it is becoming more popular. One of the social-networking applications that are appropriate and popular among the students as instructional learning mobile media is *Whatsapp*. *Whatsapp* application has emerged as one of the new potential social

networking applications that are designed on all current types of devices and operating systems to run both on mobile devices and computers.

The popularity of such applications allows users to exchange messages with each other without paying high SMS fees. Users use *Whatsapp* to send text messages to friends in other countries/regions without paying for the expensive international text messages associated with traditional communications. *Whatsapp* effectively teaches English, and teachers are expected to include this device to explore students' English abilities. While this Application's importance is obvious, teachers should be aware of how to apply it in learning. So that its application is successful, some points should be paid attention to. In teaching English using *Whatsapp*, generally, students can be engaged in two forms of interaction, such as independent and dependent conversation.

Table1: The Advantages and Disadvantages of *Whatsapp*

Advantages	Disadvantages
Instantly send messages anywhere in the world.	You must have internet access to send and receive messages for free.
Easy to use; even a novice mobile user can use it.	The only smartphones are supported; many people still do not have them.
Voice call and video calls are available.	Only the Group-Admin can add the persons / give admin titles to other persons in the group.
Send to anyone Document files up to 100Mb such as PDF, Slideshows, etc.	<i>Whatsapp</i> is addictive. Once you get addicted to it, it is complicated to get over <i>Whatsapp</i> addiction.
You can share your location, photos, status, images, documents, videos with your friends.	You need to share your number in case you want to add someone and communicate.
Free calls to other <i>Whatsapp</i> users are supported.	

Research Method

The type of research used in this research is qualitative, this research aims to analyze the online learning process and use it to do in high school, find the primary learning resources used by teachers, and explain the school's potential to create new learning resources to support the unique learning process to increase student motivation. The research method used is interview and document analysis. According to Sugiyono, Pardjono, and Aris (2015), an interview is a meeting of two persons to exchange information and ideas through questions and responses, resulting in communication and constructing meaning about a particular topic. This interview activity was carried out with several eleventh-grade students majoring in accounting at SMK Negeri 1 Bandarlampung, while document analysis from several journals had similar objectives to this journal.

Findings and Discussion

This study found that in learning English subjects, the methods used in the E-learning process in Application were lecture, question and answer, and discussion methods. This lecture method is more often used to describe abstract material because of the lack of supporting media to convey the material. This technology is an obstacle because it is

difficult for teachers to balance each student's perception to understand the different presented materials.

In addition to teachers, books and some materials from the internet are also used as teaching sources. This book is used as a source of materials with the help of teachers, so less information is obtained from students. In addition to reading, lazy students are not too interested in abstract rotations and rotations of materials without knowing their original shapes. Students are less interested in the teacher's approach because they are not impressed by creativity or diversity. For example, the teacher gave the material the narration text. The teacher just gave some book recommendations to learn about the narrative text and explain what it is. With that method, students are easily bored. There is no motivation to learn more about narrative texts that could draw students to learn how to give them some video and picture narrative texts and give them examples that already exist or some easy examples they understand.

The school is supplemented by very advanced ICT-Based technology. The school uses computers, LCD screens, and audio equipment in all classrooms to assist classroom activities. Unfortunately, these tools are rarely used to optimize supporting textbooks. ICT equipment many teachers still use traditional teaching methods and rarely use the technology and media provided to promote teacher training. For photography, ICT-based media can develop new teaching methods and strategies. ICT is very helpful for stimulating learning through various media. Ultimately, specific textbooks can promote student participation in learning activities. Learning motivation can be increased by using different and possibly new learning aids.

To support the results of this research, some students were interviewed for several questions related to their experience using *Whatsapp* groups in learning English. In the interview, most students found several advantages of using *Whatsapp* group chat. Some students who said they could easily access *Whatsapp* group chats can also study and do their homework anytime and anywhere. The following excerpt describes your positive responses to the learning tool.

DH: *Learning online is fun and easy. But many students are still misbehaving. Studying online is easy to understand because there are many media we use, so it's not boring when we study.*

N: *Although there are many obstacles to accessing materials or collecting assignments, the obstacles I mean are less supportive signals, but the teacher always gives us other options that are difficult to send assignments due to signals, sometimes the teacher provides an extension of time to send assignments, but on one condition that the grades are reduced by 2-5 points depending on the length of time students take to submit assignments.*

Z: *Learning online does not fully help us in mastering the material due to a teacher who's not very proficient in technology. To learn English, in my opinion, studying online can help students because teachers give some videos and pictures in *Whatsapp* group chat. By using that media, I understand the material I'm learning. For the use of *Whatsapp* group chat, I think it can increase the vocabulary of the student word because students always discuss in such forums.*

These are the results of interviews between students and the writer. Students prefer learning activities using application media because using several application media to learn can increase students' motivation to learn English. Students also think that using the Application can help them find new vocabulary and discuss with other students using one of the platforms that support them learning English, namely the *Whatsapp* application.

With the *Whatsapp* application, students are more comfortable sending data and sharing opinions using English.

Conclusion

The learning process in the school has not eliminated the difficulties faced by teachers and students. Some obstacles that usually appear are that books still limit the traditional teaching methods of students. The learning method that's still monotonous can work with teaching aids to make the learning process more diversified. The lack of learning resources can be eliminated by using technology in the learning process. On the internet, sometimes the method used continues to use the traditional way, making students not understand it because they are not very interested. Besides the suitable learning method, teachers also need to use the correct media instructions in other online classes. Learning media is used as a tool to convey materials or information from teachers to students. Besides, The Digital era is the most influential withinside the modern-day training system (Mutisya and Makokha, 2016). Therefore, the era desires to be concerned with inside the studying process. Many studies' consequences confirmed approximately the mixing of era withinside the studying process, the usage of the era as a studying useful resource or higher referred to as studying media. Learn media through targeted learning to measure students' perceptions of the presented material. There are multiple uses to make it easier for teachers to provide PowerPoint, videos, or pictures.

The traditional method can be seen as an excuse for students' lack of motivation to learn English. The weakness of the ancient method was the dominance of the role of the teacher to ignore students' involvement in a learning activity. Activities receive memory materials. It can also help students configure long-term memory and stimulate creativity by media based on ICT. It is hoped that the combination of well-thought-out and structured teaching methods and media can attract students' attention and inspire them to learn.

The lack of learning resources is also a significant problem outlined in this research. Using textbooks as their only learning resource, you can quickly feel brave because they have no choice. This learning resource will have a more significant impact because it depends on the students' interest in reading. Students with a strong interest in reading will encounter difficulties when participating in learning activities. In the digital era, teachers should be able to use not only traditional teaching methods but also modern teaching methods. This method is beneficial for students who receive course materials. Teaching media can improve the students' learning process that should improve the learning outcomes obtained because, according to Arsyad (2015), the learning media can improve and direct the attention of children so that it can lead to motivation.

References

- Aminatun, D., Sari, N, S. (2020). Students' Perception on the use of English Movies to Improve Vocabulary Mastery. *Journal of English Language Teaching and Learning (JELTL)*, 2(1), 16-22.
- Aminatun, D., Oktaviani, L. (2019). Memrise: Promoting Students' Autonomous Learning Skills through Language Learning Application. *Metathesis: Journal of English Language, Literature, and Teaching*, 3(2), 214-224.
- Baruah, T. (2012) Effectiveness of Social Media as a Tool of Communication and its Potential for Technology Enabled Connections: A Micro-Level Study. *International Journal of Scientific and Research Publications*, Volume 2, Issue 5, ISSN 2250-3153.

- Arsyad, A. (2015). *Media pembelajaran (17th ed.)*. Jakarta: Rajawali Press.
- BBC. (2020). Coronavirus: Window of Opportunity to Act, World Health Organization Says. Retrieved December 2020.
- Cakrawati, M. L. (2017). Students' Perceptions on the use of online learning platforms in EFL Classroom. *English Language Teaching and Technology Journal (ELT-Tech Journal)*, 3(1), 22-30.
- Chun, D., Kern, R., & Smith, B. (2016). Technology in Language Use, Language Teaching, and Language Learning. *The Modern Language Journal*, 100, 64-80.
- Karaman, Zoran, & Petra. (2021). The Effects of Information and Communication Technology (ICT) Use on Human Development—A Macroeconomic Approach. *Economies* 9: 128. <https://doi.org/10.3390/economies9030128>
- Mutisya D, Makokha G. (2016). Challenges affecting adoption of e-learning in public universities in Kenya. *E-Learning and Digital Media*, 13(3–4): 140–157.
- Nashruddin, Alam, F. A., & Tanasy, N. (2020). Perceptions of Teacher and Students on the use of E-Mail as a Medium in Distance Learning. *International Journal of Social, Politics, and Humanities*. 3(2). 182-194.
- Oktaviani, L., Mandasari, B., & Maharani, R. A. (2020). Implementing Powtoon to Improve Students' International Culture Understanding in English Class. *Journal of Research on Language Education*, 1(1), 19-25.
- Rahardjo, A., & Pertiwi, S. (2020). Learning Motivation and Students' Achievement in Learning Englis. *JELITA*, 1(2), 56-64.
- Puspitarini, Y., Hanif, M. (2019). Using Learning Media to Increase Learning Motivation in Elementary School. *Anatolian Journal of Education*. Vol.4, No.2. pp. 53-60.
- Smith, R. C. (2012). Situational Language Teaching. *ELT Journal*, 2(4), 71-79.
- Pujiastuti, R. T. (2013). Classroom Interaction: an Analysis of teacher Talk and Student Talk in English for Young Learners (EYL). <http://ejournal.upi.edu/index.php/LE/article/view/361/250> retrieved 10 Agustus 2016
- Sugiyono, Pardjono, & Budiyo, A. (2015). Developing A Model of Competency certification Test for Vocational High School Students. *Research and Evaluation in Education*. 1(2). 129-145.
- Wahab, S., & Iskandar, M. (2020). Teacher's Performance to Maintain Students' Learning Enthusiasm in the Online Learning Condition. *JELITA: Journal of English Language Teaching and Literature*, 1(2), 34-44.