Maximizing WhatsApp Group for Students Group Presentation in Learning English Online

Marisa Fran Lina1✉

1Da'wah Management Department, Institut Agama Islam Negeri Salatiga
Jl Lingkar Salatiga Km. 2 Pulutan Sidorejo, Salatiga 50716, Indonesia
✉marisafl@iainsalatiga.ac.id

Abstract: WhatsApp Group (WAG) is one favorite choice for an online learning platform in this Covid-19 pandemic era. It is accessible, quite cheap, and user-friendly. Meanwhile, one of the activities in online English learning via WAG is a class group division named Students' Group Presentation (SGP). The aim is to train the students to manage online learning in their classes confidently. Therefore, this study is to describe the lecturer's experience in handling SGP through WhatsApp Group. It provides the learning steps and strategies to maximize the SGP performance. It is not merely presenting the topics, but they also should be creative to live up to the online learning atmosphere. This study is qualitative research and the data were collected from SGP activities in WAG. Firstly, the lecturer gives the example to give the presentations online through WAG such as warming up, brainstorming, main-course, cooling down, giving quote of the day (QOTD), and then closing. Furthermore, the team made presentations alternately at each meeting according to the lecturer's presentation model in several meetings. It is hoped that the results of this study will give contributions and ideas for other lecturers and researchers in teaching English online via WhatsApp.

Keywords: Covid-19 pandemic; learning English online; qualitative research; students' group presentation; WhatsApp group.

A. Introduction

Information and Communication Technology (ICT) currently plays a vital role in supporting online learning methods which are growing and starting to shift conventional (face-to-face) learning (Pangondian et al., 2019). Furthermore, advances in information and communication technology have enabled new approaches to teaching, learning, and scientific research (Gumport & Marc, 2007). Therefore, WhatsApp which is a part of mobile technology and considered as a simple application can be used to teach online. The implementation of WhatsApp in mobile lectures emerges the creation of WhatsApp Groups, class management, and learning achievement, hence it claims that WhatsApp has a positive impact (Darmalaksana, 2020). WhatsApp as an online platform is selected to teach English because it is

accessible, used less internet quota, and is user-friendly. On the other hand, teaching English using a WhatsApp Group (WAG) is sometimes not effective because the students give late responses to the topic discussed or the task given. The weaknesses of WAG include the asynchronous nature of learning English which triggers students' indiscipline (Wulandari & Mandasari, 2021).

As stated by Lina (2020) collaborative learning with technology through WhatsApp shows that although some students are still less appropriate to use vocabulary and grammar, they eventually can learn English through WhatsApp because it can create a rewarding experience for students and pedagogically, the role of WhatsApp can support and improve students' English skills at the higher education level. Therefore, to overcome the language errors used by students, the teacher shared and clarified the analysis result of students' tasks on WAG. She also recommends further research to examine how students can maximize their English performance by WhatsApp.

Other research from Susilo & Sofiarini (2020) says that history learning on a campus in Indonesia since the pandemic has used social media (WhatsApp/WA) that supports virtual learning with video presentations from students. They emphasize that media use as a learning resource is very important to support the continuity and success of learning. Therefore, lecturers need to understand the types of learning resources needed by students, one of which supports presentation activities, namely: use of tools, approaches and methods, learning strategies, and so on. This research focuses only on students' presentations in the form of video then shares it in WA. The authors do not explain in detail the learning steps, the students' or audiences' responses about the presentation video. They also do not mention who the presenter is; it is an individual or group presentation. They tend to go deeper into theories about suggestions to motivate students in online learning and how the lecturer should be creative in designing the learning.

Admittedly, teaching English online through WAG has become favorite choice. The author selects WhatsApp as an online platform to teach English because it is accessible, used less internet quota, and is user-friendly. An analysis of the use of online platforms such as WhatsApp groups that can be used as media to support online learning in advanced English courses, that WhatsApp groups support more concise interactions in online classes based on chat platforms (Naserly, 2020). To create a better understanding for students, the lecturer offers a Students' Group Presentation (SGP) in learning English online via WAG. SGP is about the stages of activities on how to show the students' ability and performance in making group presentations (Lina, 2021). Unlike usual students' presentations who just present the topic discussed, it is an interesting series of learning activities from the beginning to the end which greatly highlights the audiences' participation, especially in the asynchronous and synchronous learning model. The use of WhatsApp in learning is to increase group interaction through discussions in WhatsApp groups and share knowledge between students in the form of synchronous or asynchronous communication (Haron et al., 2021).

Some of the studies above have shown that online learning using WA as part of technology is indeed often used in teaching, especially in universities. WA does have a positive impact on online learning, it is affordable, and it doesn't consume too much internet quota. However, based on the author's preliminary research by observing the class, it was found that WA is less effective because of student indiscipline in responding to learning in WAG. In addition, there are still students who make language errors in the material delivered through WAG (Lina, 2021).

There is also research (Susilo & Sofiarini, 2020) on student presentations through WA, which is considered quite effective, but the research is still theoretical and has not explained in detail about learning activities in online classes.

On the other hand, WA is also recognized as being able to reduce students' misunderstanding in receiving learning information, and WAG is also recommended to be used more to improve students' English performance. One of them, for example, by conducting a group learning model in the form of student group presentations. They are also trained to design online English learning that is more interesting and creative to reduce the audiences' boredom in online learning. In addition, students also learn to evaluate their learning in online classes and how to report their friends' learning outcomes to their lecturers.

Online learning must be conducted according to the Covid-19 pandemic. Temporary closure of educational institutions as an effort to maintain the spread of the worldwide Covid-19 pandemic has an impact on millions of students, not least in Indonesia (Aji, 2020). It happens in higher education and the learning process must be held online too. Research that aims to obtain an overview of online learning implementation in an Indonesian university is done, and online learning is an effort to suppress the spread of COVID-19 in the campus environment (Firman & Rahayu, 2020). This is also occurred in the author's campus from March 2020 up to now.

English as an important subject for first-year university students on the author's campus must be taught online too. It is quite challenging because English is considered a difficult subject especially for Da'wah Faculty students and the lecturer must teach it online. Based on the campus regulation and consideration of students' situation in online learning, WhatsApp specifically WhatsApp Group (WAG) is selected to be the most favorite application to use in online learning. It is also supported by some research. For instance, a study describes students' opinions and their English activities in using WhatsApp (Ayuningtyas, 2018), the use of verbal interaction in WA for learning English (Minalla, 2018), WAG to improve students' English ability (Wahyuni & Febianti, 2019), and WA can be used for blended learning (Anissa et al., 2017).

Another research by Suputra et al. (2020), however, aims to describe the challenges faced by teachers and students of a 6th-grade elementary school in a rural area in implementing learning English online through WhatsApp Group. This is a case study that analyzes data from documentation of students' learning materials, assignments, projects, and interviews. As a result, the challenges include the economic problems related to the difficulty of having mobile phones with certain specifications to support learning and the provision of quotas, networks, time, learning materials, and

the very diverse abilities of students. Indeed, teaching English online is quite challenging and faces many factors. Hopefully, it will make the lecturers and researchers keen on searching the solutions to overcome these challenges.

Additionally, an article written by Hartatik & Lestari (2021) mentions that WA can facilitate the teaching and learning process as well as smooth communication. This application is considered to save more internet data. The results of the observations show that there is verbal and nonverbal communication such as social, ritual, expressive, and instrumental communication functions that can stimulate communication and intimacy among WA members. Referring to the advantages of WA, the researcher advises educators to use WA in online learning. Looking at a lot of benefits of WA in English online learning makes the author more convinced to use WA as the learning medium.

The last is from a research paper by Salem M. Alqahtani et al. (2018) states that WhatsApp can be used as an online platform in the process of learning and teaching English to help students in college. Researchers recognize the need for technology integration through WhatsApp to access classroom materials with a set of learning objectives and outcomes, especially language to create meaningful experiences for students. In its impact on education, this study concludes that WhatsApp has many prospects in the future in improving students' abilities related to language learning at the university level. Thus, the use of WhatsApp is proven to be suggested in English online learning.

Research done by Dharmawati (2017) highlights the importance of students' presentation groups through an application. In detail, to improve the English language skills of students majoring in Information Systems, the lecturer also assigns students to work together in groups for presentations in English. Before presenting the material, the students must send their presentation material on the agreed learning platform.

Further research from Emaliana (2014) introduces teaching ways that increase students' motivation in improving speaking skills that get positive responses from students, one of them is presenting advertisements. It is nearly similar to SGP. Here, they are first asked to see an interesting video related to the topic discussed. The group moderator interacts with the audience to see if they understand the content, meaning, and moral values in the video. Then, the presentation member provided feedback and clarified their statement regarding the video. Then from these activities, it's time to connect the video with the advertising product that has been created and presented.

Almost similar to SGP, the learning process of a cooperative model that can lead to interaction in the classroom is using Group Investigation (GI). According to Shoimin in Vega (2018), GI is a learning model which emphasizes on choice and control of students rather than applying classroom teaching techniques. The steps of GI learning model are (1) identify the topics and organize students into the group. Students study sources of information, select the topics, and categorize the choice of same topics; (2) plan the tasks and learn together with the students in groups; (3) carry out the investigation; students search information, analyze the data, and make a conclusion, each group member must be able to cooperate in the group; (4) prepare and planning

what to report and how to make the presentation; (5) present the results of group work. In this research, the model of SGP is almost like the GI but it elaborates more in techniques and varied activities during presenting the material.

For the reasons mentioned above, the author takes the title "Maximizing WhatsApp Group for Students Group Presentation in Learning English Online" which is expected to answer the ineffectiveness of WA in learning English Online in previous studies, especially on the more structured and interactive side of learning. In detail, this research aims to describe the lecturer's experiences in training students' group presentations through WhatsApp Group. It covers the learning steps and strategies to maximize the SGP performance.

B. Methods

This research which aims to describe the experience of a lecturer (as the researcher) in teaching English online using the WhatsApp application by training the Students' Group Presentations (SGP) was carried out within 1 active semester (4 months). The number of lecture meetings is 14 meetings, and the lecturer did a presentation model during the first 7 meetings before the mid-term test and students did the SGP in the last 7 meetings. This study used the descriptive qualitative method.

In this study, the research subjects consisted of 3 classes of English 2 courses. They were students of Da'wah Faculty who were majoring in Islamic Psychology. Each class is about 30 students, and this research data is focused on taking data from the last meeting of this year's even semester (2021). The consideration is they will show the best performance. They had learned a lot about the strengths and weaknesses of other SGP teams so that they could perform optimally at the end of the meeting.

Instruments are tools or facilities used by the researcher in collecting data so that their work is easier and the results are better (Arikunto, 2006). The data collection method in this research is documentation. The instrument is a library format or document format (Ardianto, 2010). In addition, researchers also apply unstructured observations without guidelines, so that researchers can develop their observations based on the situations (Rahardjo, 2011).

The form of the documentation instrument consists of two kinds, namely documentation guidelines that contain outlines or categories for which data will be searched, and checklists that contain a list of variables for which data will be collected. The difference between the two forms of this instrument lies in the intensity of the symptoms being studied. In the documentation guidelines, researchers simply write a checkmark in the symptom column, while in the checklist, the researcher gives a tally for each symptom occurrence (Cooper et al., 2002).

The data was collected from WAG chats. There are 3 classes of WAG chats, especially for the last online class meeting. Meanwhile, the lecturer's presentation model was taken from Google Slides. Besides finding out the students' understandings and suggestions dealing with the material, the Google Forms Results was used. The last,

Google Spreadsheet contains students' participation points recapped by the SGP team and all students' progress points recapped by the lecturer.

Therefore, the content and functions of those data from WAG chats, Google Slides, Google Form Results, and Google Spreadsheets were analyzed to investigate the lecturer's experience in maximizing students' group presentation through WhatsApp Group.

To prove that the data in qualitative research can be considered scientific research, it is necessary to test the validity of the data. The data validity test used in this research is the credibility test towards the research data so that the research results do not doubt as a scientific work. The first is the extent of observations can increase the reliability of the data. The researcher returned to the field and made observations with the data sources. After that, the data obtained can be judged as credible data. Second, increasing accuracy in research by reading various references, books, previous research results, and related documents to compare the research results. In this way, researchers will be more careful in making reports which will eventually be more qualified. The last is triangulation. In more detail, she used triangulation of sources, techniques, and time.

C. Findings and Discussions

The findings obtained from this research was supported by sufficient data namely the lecturer's presentation model for SGP via WAG, the SGP performances in WAG, the students' feedback via Google Form results, the recap of students' participation points by SGP via Google Spreadsheet, and the last is the recap of all students' scores by the lecturer via Google Spreadsheet.

Therefore, the research results and the discovery answer the research hypothesis stated previously in the introduction part.

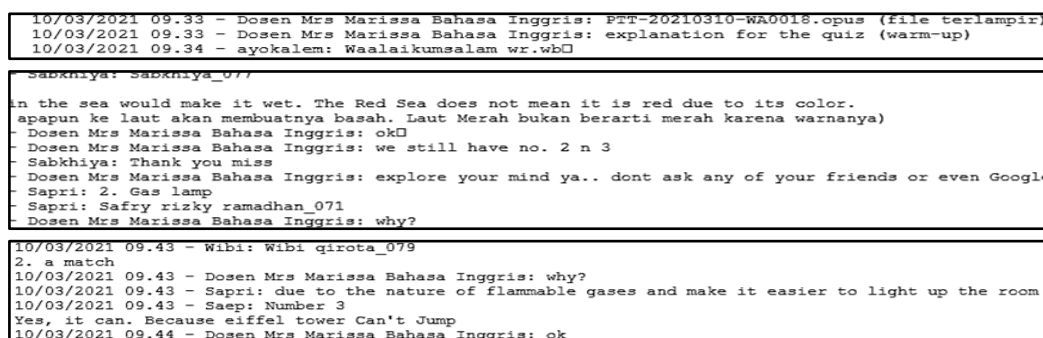### 1. The Lecturer's Presentation Model for SGP

Figure 1. The lecturer's presentation model for SGP in WAG chats

The proof pictures in figure 1 describe a slight activity in a warm-up section. The lecturer gives some riddles (fun English questions) to stimulate the students' spirits at the beginning of learning. It is one way to solve the problem of students' learning boredom specifically if it is in the afternoon class and the students join some classes in

the morning. It happened in the third meetings when the topic was learning Gerund, so the lecturer modified the riddles into questions containing gerund. Naturally, this kind of activity should be imitated by SGP when the time for performance is coming. This finding of giving a warm-up activity can help students who have diverse English abilities since it is quite fun, not too difficult, and appropriate for all levels of students. Other warm-up activities can be riddles, anecdotes, numbered boxes, puzzles, searching for words among random letters in a block, arranging jumbled words, etc. It can enrich the supplementary material for research done by Suputra (2020).
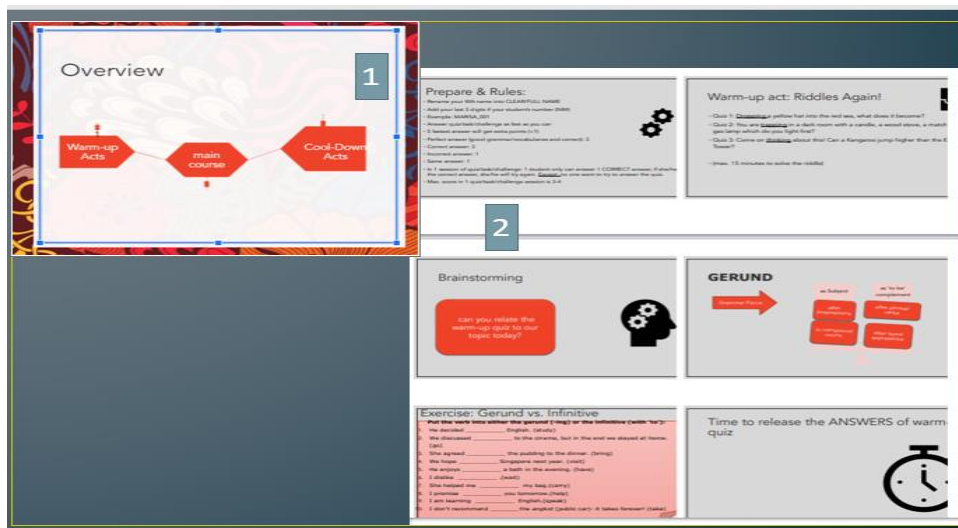
Figure 2. The lecturer's presentation model for SGP in PPT files part 1

In detail, those pictures in figure 2 reflect how the lecturer breaks down the learning activities including warm-up, main course, and cool-down. Before the learning started, the lecture had given some preparation checklists and regulations that students should understand. For example, about renaming their names in WAG, informing the participation points and procedures how to answer a quiz in some sessions. It overcomes problems if the students are too active or too passive in WAG and it also simplifies the lecturer to recap the students' participation scores.

The next is about the warm-up quiz which has been explained before in figure 1. The strategy to make students understand more about the instructions or the intention of the riddles, the lecture used Voice Note or translated the riddles in easy Indonesia. Since the students' English backgrounds are various and most of them are difficult in understanding English, the lecturer always tries to make simple and fun English. After that, giving a brainstorming section for students to develop their creative or critical thinking. They had to link the warm-up activity to what would be learned on that day. Based on the 3 classes' answers, some members of the classes could answer it but the rest did not. It occurred because some read the material/handbook before joining the class, some just guessed the marks (the lecturer gave boldly and underlined signs on the word, i.e. **dropping**), the others who couldn't answer they had either no time nor idea about it. The next slides are explanations and quizzes about the topic

(gerund). These topics are based on a handbook recommended by the institution since it is appropriate with the syllabus of Bahasa Inggris 2.
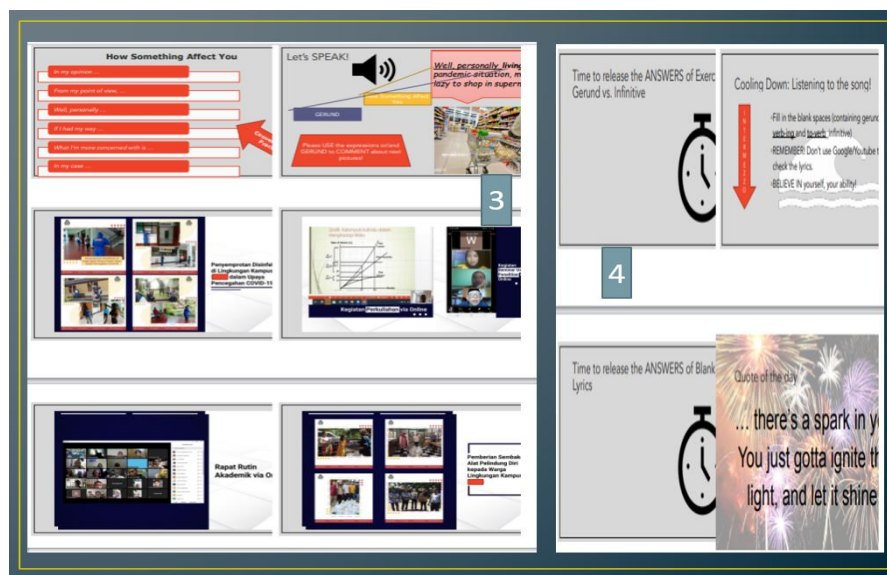

Figure 3. The lecturer's presentation model for SGP in PPT files part 2

In figure 3, the lecturer explains the second topic namely conversational practice; how something affects you. After the students understand, the lecturer gives the challenge to describe some pictures about the Covid-19 Pandemic with some expressions in how something affects you. 1 student can only choose 1 picture, then send the sentence in WAG. To end the class session, the lecturer asked the students to listen to Katy Perry's song 'Fireworks' containing gerund in the lyrics to cool students' minds. Lastly, the lecturer gives a quote of the day that can motivate students and summarize the learning that day. Those are the series of the lecturer's presentation model using WAG integrated with Google slides.

2. The SGP Performance in WAG
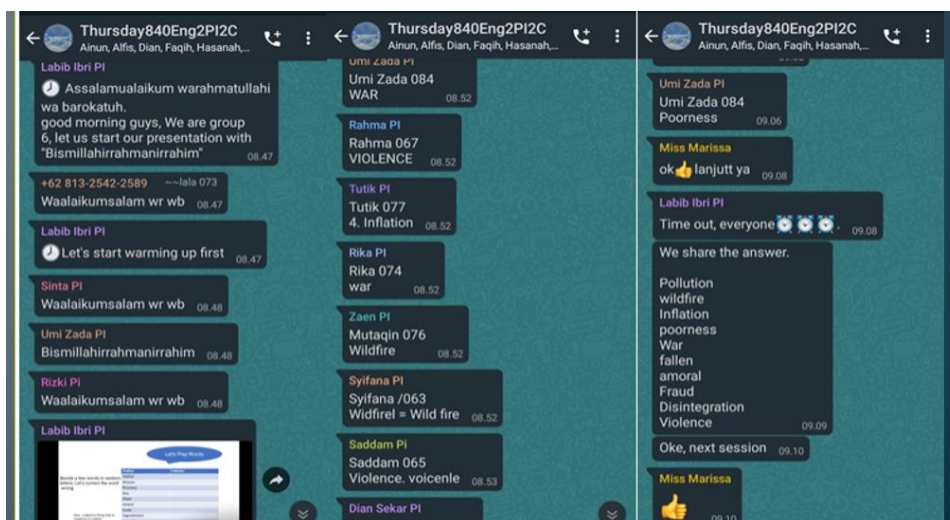
Figure 4. The SGP performance in WAG part 1

After the mid-term test, the SGP team started to perform their works. In Figure 4, there is an example of Thursday's English Class with Islamic Psychology (PI) students (T840). They start the class by giving warm-up activity namely jumbled words taken from the handbook. The audience should arrange it into a good English word. The SGP gives feedback to the audiences' answers, then gives the key answers after all students answered. Meanwhile, in other classes, the SGP from Friday Class with PI students at 12.30 PM (F1230) gives warm-up such as 'searching for words' among jumbled letters in one block. The audiences take the screenshots of the intended word and send them in WAG. The SGP from Friday Class with PI students at 08.40 PM (F840) has a different warm-up namely 'choose your favorite box': making a sentence from words in some numbered boxes. One audience selected 1 number, the SGP member would open the box. It contains a word related to the topic that the audience should make in a correct sentence. The plus point from this class is the SGP encouraged audiences to use English and offered additional scores. Then, the problem came up, this kind of warm-up has too burdened the audiences. Instead of making them happy, they had to make a sentence at the beginning of the class. Therefore, the lecturer interrupted and recommended the SGP. It was better than the activity of making sentences was put at the end of the class after the SGP explained the topics of seeing a good side and relative clause.
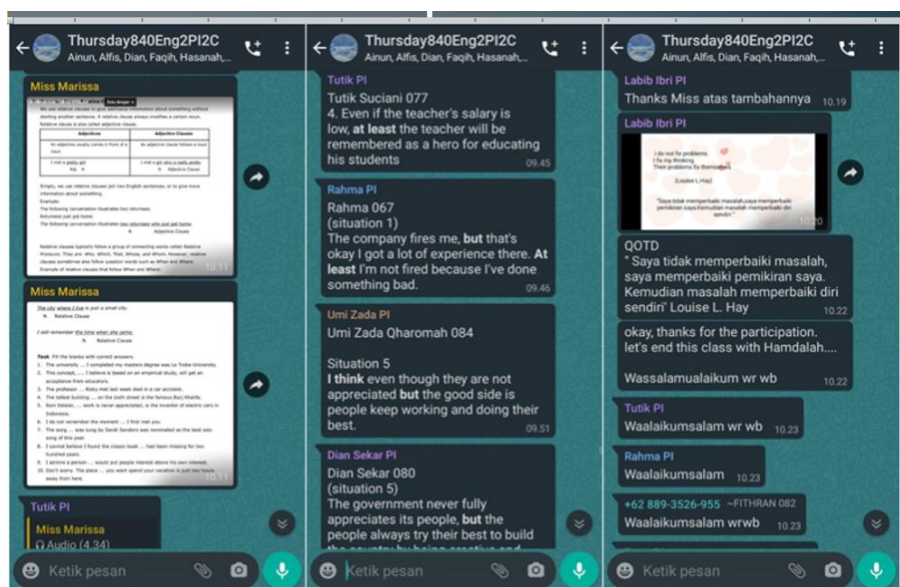
Figure 5. The SGP performance in WAG part 2

The next step is an explanation about the topics, then the audiences of T840 practice to use the expressions of seeing a good side in a sentence (figure 5). They bold the expression, so it can be seen clearly and easier to be assessed. At the end of the class, they gave Quote of the Day "I do not fix problems, I fix my thinking, then problem fixes themselves ". The F1230 SGP gave their explanations through WhatsApp Voice Note. Afterward, they stimulate audiences by giving a picture that must be made in a sentence related to the expressions. The F840 had almost the same activities, the difference is they asked the audiences to make a dialog based on the topics discussed.

These findings add ideas on how to use WhatsApp in English teaching and learning (Alqahtani et al., 2018; Hartatik & Lestari, 2021).

3. The Students' Feedback Via Google Form Results

After every online class meeting end, all students should fill these google forms as a part of their pattendance. They should write their understandings; things they did not understand and suggestions. Figure 6 is the example of students' feedback from T840 class. Most of them understand the material, only 1 student was still confused about the expressions of thinking about a problem, seeing a good side. The suggestion box is also full of positive comments about that day's learning. In the F1230 students' comments, 4 students did not understand about thinking about the problem; how to differentiate whom, whose, and who in relative clause; way to make a good relative clause in a sentence; and arranging the words in a sentence. In suggestion, they were satisfied enough in the learning. Meanwhile, there are only 2 students in the F840 class comments with a dash (-) in both the understanding column and things-not-understand column. Thus, it cannot be concluded they understand or not about the material discussed, perhaps they felt lazy to fill out the form. Most of them are also happy and have no negative comments about the learning. This finding gives new insight for us that learning English via WAG is as interesting as other learning platforms (Dharmawati, 2017).

Figure 6. The students' feedback via Google Form results

4. The Recap of Students' Participation Points by SGP

The lecturer asked the SGP who performed to submit the recap of audiences' participation points based on the template given. To define how many scores should they give is based on the lecturer's explanation and notes in the template. If the audience answer correctly, she got 2 points. If the challenge or quiz is making a sentence/dialog with correct vocabulary and grammar, they deserved +2 points. If their answer included in the fastest top-5 answers, they would get a +1 point. The audiences who answered late and similar answers, still obtain 1 point. Thus, the maximum point for 1 session is 5. If there were more than 1 session in every meeting, the points for 1 student would be more than 5. Therefore, sometimes some students

had very high scores among others. It is because other audiences who had no or less score were pleased to answer firstly, they did not take the chance. That's why the SGP member gave the chance to the active students.

Figure 7. The recap of students' participation points by SGP via Google Spreadsheet

Figure 7 shows that four students get zero points, and one student gets a very high point (nine) in T840 class. The green color block at the bottom is the SGP team or the assessors. In the F1230 class, only two students got zero points, and two students got the highest point (nine), the scores distribution tent to be even. Meanwhile, in F840 class, all students got points. The minimum point was three gotten by six students, and the maximum point was nine obtained by four students. The scores distribution was relatively balanced. It means that the class was so active. Indeed, students' presentation is not only improving students' English skills (Emaliana, 2014) but also making the other students as the audiences can be more actively involved in the activities created by the SGP.

5. The Recap of All Students' Scores by the Lecturer

Figure 8. The recap of all students' scores by the lecturer via Google Spreadsheet

Figure 8 ilustrates the last lecture's activity to enter students' presence points, students' participation scores, and students' assignment scores (if any) every meeting. This activity is a strategy to find out the students' progress at every meeting. The students can also check it every week and clarify their scores if there are some mistakes. It also helps students to guess their positions in the class; should they be more active in the next meetings? Did they miss any tasks? and so on. It does not merely make students improve their English ability in the form of scores (Vega, 2018). This score recap can be students' reflection to do self-improvement in their English learning in WAG.

According to the results in the finding section about the descriptions of the lecturer's experience in maximizing Students' Group Presentation (SGP) via WhatsApp Group (WAG) as the research objective, it mentions 5 important findings. They are the lecturer's presentation model for SGP via WAG, the SGP performances in WAG, the students' feedback via Google Form results, the recap of students' participation points by SGP via Google Spreadsheet and the last is the recap of all students' scores by the lecturer via Google Spreadsheet.

Here, the author will break down and emphasize concisely the research answers, link and compared to the previous studies, explain the differences and the novelty, then try to answer the unsolved problems from the previous studies.

The first finding is considered to add the previous studies about learning English online via WAG. One of them is promoting a warm-up activity to begin the learning. It is a kind of activity that cheers up students from the beginning of online classes. Naturally, this presentation model, by giving the warm-up activity is applied by all SGP teams in performing their works in WAG. She also highlights the well-structured and well-prepared things for her online teaching via WAG. It can be seen from her various steps of learning. It starts from preparation checklists, warming up, brainstorming, interesting main topics explanation, challenge/quiz, cooling down, and closing by giving quote of the day. Most of the SGP team implements those steps. Referring to the 3 classes as the research objects, only 1 class used Quote of the Day as their closing remarks. Besides, most SGP teams did not use brainstorming sessions explicitly but sometimes they only ask in the form of a question; what we learn today? The last is, none of the SGP teams applies cooling down activity because of the limited time. Overall, this finding strengthens the previous studies about the positive sides of using WAG in English online learning (Darmalaksana, 2020; Haron et al., 2021; Lina, 2020; Naserly, 2020; Susilo & Sofiarini, 2020; Wulandari & Mandasari, 2021).

The second finding is about SGP activities, one of them is giving quizzes. In this section, the audience should make a sentence or dialog based on the topic discussed. Sometimes, the audiences made language errors in the aspects of grammar or vocabulary. Therefore, the SGP members try to correct it based on their ability, then clarify it to the lecturer. Thus, the audiences directly know and aware of their mistakes or error. This finding perfect the author's previous study (Lina, 2021) about Whatsapp Chat Group: A Platform Used for Virtual Students'activities in English Practice.

The third finding supports research from Lina (2021) who says that SGP is created to train students so that they have an effort to understand the topic presented and can make the audiences understand the material. Based on the students' feedback via Google Forms, there are only a few students who do not understand (from 30 students in each class, only 1, 4, and 2 students).

The fourth finding also gives new insight into how to train SGP to score the audiences' participation. The lecturer released the scoring systems and the SGP members can understand and apply them well. It is proven by their recap submitted every week. This kind of activity can stimulate passive students. It proves that from 3 classes, only a few students get 0 scores, which means they are not active (4 and 2 students out of @ 30 students), meanwhile there is no student get 0 score in the last class. Meanwhile, the students who get the highest score (9) are 1, 2, and 4 students in each class. This finding is also appropriate for synchronous learning through WAG and makes students more discipline toward their learning time. It can be said that this finding also tries to give solution to research from Wulandari & Mandasari (2021) about indiscipline students and ineffective time in using WAG for learning. On the other hand, this finding which underlies the high intensity of students' interaction in learning through WAG is also in line with the studies from Haron et al. (2021) and Naserly (2020).

The fifth finding is showing the lecturer's activity in entering students' scores. It promotes discipline consistency and time management. It is still integrated with the research aim because it is the final impact of the SGP activities series. This finding also as additional points from this study that the lecturer also plays an important role to design the learning, promote, give examples, train, control and evaluate the SGP performance especially in WAG. It also creates students' reflection by weekly checking their progress of learning achievements. It is similar to Darmalaksana (2020) research who states that class management and learning achievements correlate with WAG in the aspect of preparing students' group presentations.

It is undeniable that during this research, the lecturer as the author also faces some challenges or unsolved problems. The problems in detail are (1) the SGP sometimes spent much more time; (2) in several sessions, they experienced problems such as waiting for long responses from students in WAG chat; (3) a very few students forgot to rename their WA identity which has an effect on the delay in collecting the score recap; (4) some students also forget to mark/bold the word learned in a sentence or dialog; and (5) the SGP does not really understand the topics discussed such as grammar (relative clauses) so that the other students do not understand. Therefore, these unsolved problems invite other researchers and the field teachers to conduct further research especially in the case of students' group presentations using WhatsApp Group.

D. Conclusion

In this research, the author intended to describe the lecturer's experience in maximizing Students' Group Presentation (SGP) about English material in WhatsApp Group (WAG). The research findings indicate that WAG is not only for class communication and ordinary presentation such as explaining material in the form of PowerPoint files, Presentation videos, and Voice Notes. However, it can be explored more such as enriching the content of presentations which we usually use in offline English Teaching and Learning in the form of varied online activities. The students' interactions will be placed in WAG which also can be claimed as students' online participation as one of the important points to define students' final scores (3 classes as the objects show the data of active students' participations). WAG features also can be integrated with other applications such as Google Slides, Forms, and Spreadsheets to help the lecturer and students during online learning. Ultimately, the author also suggests future experiments and English teaching-learning implementations which highlight WhatsApp Group as a virtual learning platform that can be optimized for Students' Group Presentations too.

References

Aji, R. H. S. (2020). Dampak COVID-19 pada pendidikan di indonesia: Sekolah, keterampilan, dan proses pembelajaran. *Salam: Jurnal Sosial Dan Budaya Syar-i*, *7*(5), 395–402. https://doi.org/10.15408/sjsbs.v7i5.15314

Alqahtani, Bhaskar, C. V., Elumalai, K. V., & Abumelha, M. (2018). Whatsapp: An Online Platform for University-Level English Language Education. *Arab World English Journal*, *9*(4), 108–121. https://dx.doi.org/10.24093/awej/vol9no4.7

Anissa, R. N., Utami, S., Tusyanah, T., Sholikhah, M., & Nurkhin, A. (2017). What's Up with WhatsApp? The Contribution of Blended Learning Through WA Group Discussion for Better English Writing in Indonesia. *Advanced Science Letters*, *23*(8), 7539–7544. https://doi.org/10.1166/ASL.2017.9517

Ardianto, E. (2010). *Metode Penelitian Untuk Public Relations Kuantitatif dan Kualitatif*. Simbiosa Rekatama Media.

Arikunto, S. (2006). *Prosedur Penelitian Suatu pendekatan Praktik*. Rineka Cipta.

Ayuningtyas, P. (2018). Whatsapp: Learning on the Go. *Metathesis: Journal of English Language, Literature, and Teaching*, *2*(2), 159–170. http://dx.doi.org/10.31002/metathesis.v2i2.629

Cooper, N. J., Sutton, A. J., & Abrams, K. R. (2002). Decision analytic economic modelling within a Bayesian framework: Application to prophylactic antibiotics use for caesarean section. *Statistical Methods in Medical Research*, *11*(6), 491–512. https://doi.org/10.1191/0962280202sm306ra

Darmalaksana, W. (2020). *WhatsApp Kuliah Mobile*. Fakultas Ushuluddin UIN Sunan Gunung Djati Bandung. http://digilib.uinsgd.ac.id/30354/

Dharmawati, D. (2017). Penggunaan Media e-Learning Berbasis Edmodo dalam Pembelajaran English for Business. *Query: Jurnal Sistem Informasi*, *1*(1), 43–49.

Emaliana, I. (2014). Metode Pembelajaran Keterampilan Berbicara dalam Bahasa Inggris yang efektif bagi Mahasiswa. *VOK@SINDO*, *2*(2), 51–59.

Firman, F., & Rahayu, S. (2020). Pembelajaran Online di Tengah Pandemi Covid-19. *Indonesian Journal of Educational Science (IJES)*, *2*(2), 81–89. https://doi.org/10.31605/ijes.v2i2.659

Gumport, P. J., & Marc, C. (2007). Technology and Higher Education: Opportunities and Challenges for the New Era. *INSANIA : Jurnal Pemikiran Alternatif Kependidikan*, *12*(2), 263–283. https://doi.org/10.24090/insania.v12i2.255

Haron, H., Abri, A. A., & Alotaibi, N. M. (2021). The Use of WhatsApp in Teaching and Learning English during COVID- 19: Students' Perception and Acceptance. *International Journal of Innovation, Creativity and Change*, *15*(3), 1014–1033.

Hartatik, S. F., & Lestari, H. D. (2021). Penggunaan WhatsApp sebagai Media Komunikasi Pembelajaran Bahasa Inggris. *Jurnal Nomosleca*, *7*(1), 45–56. https://doi.org/10.26905/nomosleca.v7i1.5535

Lina, M. F. (2020). WhatsApp Chat Group: A Platform Used for Virtual Students' Activities in English Practice. *Current Issues on Linguistics, Literature, Translation, and Language Teaching*, 146–150.

Lina, M. F. (2021). *Optimizing Performance of Students' Group Presentation*. Qiara Media.

Minalla, A. A. (2018). The Effect of WhatsApp Chat Group in Enhancing EFL Learners' Verbal Interaction outside Classroom Contexts. *English Language Teaching*, *11*(3), 1–7. https://doi.org/10.5539/elt.v11n3p1

Naserly, M. K. (2020). Implementasi Zoom, Google Classroom, dan WhatsApp Group Dalam Mendukung Pembelajaran Daring (Online) pada Mata Kuliah Bahasa Inggris Lanjut (Studi Kasus Pada 2 Kelas Semester 2, Jurusan Administrasi Bisnis, Fakultas Ekonomi dan Bisnis, Universitas Bina Sa. *Aksara Public*, *4*(2), 155–165.

Pangondian, R. A., Santosa, P. I., & Nugroho, E. (2019). Faktor-Faktor yang Mempengaruhi Kesuksesan Pembelajaran Daring dalam Revolusi Industri 4.0. *Inovasi Dan Pemanfaatan Teknologi Pembelajaran Daring Di Era Revolusi Industri 4.0*, 56–60. https://prosiding.seminar-id.com/index.php/sainteks/article/view/122

Rahardjo, M. (2011). *Metode pengumpulan data penelitian kualitatif*.

Suputra, P. E. D., Nitiasih, P. K., & Paramarta, I. M. S. (2020). Kelas Daring Bahasa Inggris di Masa Pandemi: Sebuah Tantangan Pembelajaran. *Seminar Nasional Riset Inovatif*, *7*, 110–118. https://eproceeding.undiksha.ac.id/index.php/senari/article/download/2129/1410

Susilo, A., & Sofiarini, A. (2020). Pembelajaran Sejarah Online Mahasiswa STKIP PGRI Lubuklinggau di Masa Pandemik Covid 19. *Kaganga: Jurnal Pendidikan Sejarah Dan Riset Sosial-Humaniora*, *3*(1), 24–32. https://doi.org/10.31539/kaganga.v3i1.1303

Vega, N. D. (2018). Meningkatkan Skor TOEFL Listening Mahasiswa Melalui Group Investigation bagi Mahasiswa Semester Empat Jurusan Pendidikan Bahasa

Inggris Universitas Borneo Tarakan. *Jurnal Borneo Humaniora*, *1*(2), 01–05. https://doi.org/10.35334/borneo_humaniora.v1i2.868

Wahyuni, S., & Febianti, K. (2019). The Use of WhatsApp Group Discussion to Improve Students' Writing Achievement. *Indonesian Educational Administration and Leadership Journal*, *1*(1), 45–51.

Wulandari, E., & Mandasari, Y. P. (2021). WhatsApp Group Sebagai Media Pembelajaran Bahasa Inggris Daring di Masa Pandemi: Sebuah Kajian Teori. *Arah Kebijakan Pendidikan Dan Kajian Riset Di Era New Normal*, *3*, 175–189. http://ejurnal.mercubuana-yogya.ac.id/index.php/Prosiding_KoPeN/article/view/1665