

THE EFFECTIVENESS OF WHATSAPP AS AN ONLINE ENGLISH TEACHING MEDIA AT MTsN KOTA PASURUAN: TEACHERS PERSPECTIVES

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ABSTRACT The COVID-19 pandemic has made many changes in the learning process system. With technology, Whatsapp has become one of the media that is widely used. This study investigates the effectiveness, problems, and solutions of WhatsApp as a virtual English learning media. This study uses a qualitative descriptive method with questionnaires and interviews as instruments. The results of the study show that Whatsapp is an effective, useful, and helpful media in learning English for students at MTsN Pasuruan. Teachers can also apply 4 skills in English Teaching with the help of the Whatsapp features. The results of this study proved that Whatsapp might be the best solution for distance learning English media.

Keywords: Whatsapp, online learning, English language teaching

INTRODUCTION

In early 2020 specifically on march, Indonesia is one of country affected by Corona Virus. This virus is dangerous because gave many effects and impacts to all humans' health. The spread of Corona virus is very fast and easy. Therefore, all activities involve association with many people are stopped and prohibited. The activities were free to do, now have borders and carried out by online. Pandemic Covid 19 brings many challenges in life, especially in the context of education. Indonesia Education and Culture Minister, Nadiem Makariem provides a decision in the Permendikbud number 4 of 2020, policy on an emergency situation learning namely distance or online learning (PJJ). Online learning is a distance education in which all instructions and assessment are implemented by online based delivery (Piccicino and Seaman, 2009).

The regulation makes all of the school elements synchronize learning patterns in virtual classrooms. Many things change, whether it is lesson plan, learning methods, and also media learning. Even though the teaching learning process is carried out online, the educational system must run as usual. Students need an effective learning process to understand the material, especially for English Subjects.

English is one of subject that must be studied in Indonesian Schools. The existence of English lesson is very important for students' language development. As it is known that english is the world language. All people around the world use English when they want to talk to each other, which is a different language. Therefore, the teaching and learning process in the pandemic era become an important thing to think carefully. The pandemic era restricted the face to face system into online. In this problem, the role of teacher and technology is very needed.

Teachers have a big impact on students' understanding. Professional teachers are able to manage themselves in carrying out the daily task (Rice and Bishoprick, 1971). Although the English teaching and learning process face to face can not be realized, technology brings solutions for learning problems in the Pandemic era. The teacher must be able to bring the students to active learning. Active learning is carried out optimally supported by an adequate medium, method of tools, and materials (Syarifudin, 2020). There are many platforms that can use English teaching. The online learning activities use technology are not limited by space and time, cam takes place at home, school, and community (Dewi, 2020). Through the help of learning media, it makes students enjoy learning (Djamdjuri and Kirana, 2020). Thus, teachers must choose the best media teaching such as Whatsapp.

Whatsapp is an online platform which has many features. The popularity of Whatsapp is noted by Trevor (2013) claimed that this messaging application continues to grow with more than 250 million users. Strengthening that statement, Rolve (2013) also added that most Whatsapp users choose and use this application because it allows them to send messages with a low cost. Before the pandemic, Whatsapp was usually used for online communication for one to other. In this era, Whatsapp is very profitable as media online teaching and learning. Most teachers in Indonesia use this platform to deliver the material. Koomson analyzed Whatsapp for online teaching and learning and concluded it could solve and help many contextual students' difficulties in the e-learning situations era. Beside that, Whatsapp also called the easiest media to use. The features in whatsapp such as text, voice note, attachment video, and voice video call can be utilized as media online learning. Whatsapp also has the features called "Whatsapp Group" that can consist of many numbers in that. So, the use of whatsapp predictable as the best online english teaching media in the pandemic era.

The existing studies related to our topic are various. First, the research from Deddy Supriady entitled "Analysis of the effectiveness of Whatsapp in improving online English learning". This study used quantitative methods with the interviews and questionnaires instrument. The result is the use of Whatsapp as a media learning English online is effective during Covid 19 Pandemic. Apart from that, Hendrik Pratama also conducted the research about "The Effect of WhatsApp Messenger As Mobile Learning Integrated with Group Investigation Method of Learning Achievement ". This research used an experimental method. The result in this research showed differences between the experimental group and the control group. The conclusion is the experimental higher than the control groups. Third, Aida Dwi on her study "The Effectiveness of Using Whatsapp as a Media in Online Learning at Grade 5 SDN 1 Karangnongko Jepara". The results showed online learning using WhatsApp media tended to be less effective.

Based on the background, the researcher interest to conducted a research entitled "The effectiveness of Whatsapp as an online English teaching media at MTsN Kota Pasuruan : Teachers Perspectives". The researcher is interested to conduct this study because there is still limited research that explores teacher perspectives about the effectiveness of Whatsapp as an online English teaching media. Several previous studies only showed students perspectives.

This study has two research questions : 1) How is the effectiveness of Whatsapp as an online English learning media?, 2)What are the challenges and solutions using Whatsapp as an online English learning media?. The results of this survey study are expected to generate valuable information regarding to the effectiveness, problem, and solution of Whatsapp as an online english teaching media.

LITERATURE REVIEW

On this part, some points about the literature review are related to English teaching and learning in pandemic era, and whatsapp as teaching media platform.

English Teaching and Learning in Pandemic Era

The Pandemic era makes the rules of English teaching and learning undergo distance learning. There are many perspectives of distance learning decisions. Gunawan 2020 showed distance learning (PJJ) is a learning activity that uses technology and students complete the task and make decisions at any time. Espouse that statement, Bower (2015) stated the purpose of distance learning is to maximize a decision by online students to get additional information and it can be accessed at any time. Perceived from a positive point of view, distance learning is an easy and flexible way for teacher and students to do the learning process without specifying location and space.

Learning English in the pandemic era runs with an online learning process using many platforms. There are so many learning management systems used such as Whatsapp, Google Classroom, Zoom, Youtube, and many more. Gunawan (2020) stated that platforms are available and can help to smoothing the learning process. Related to the statement, Pakpahan (2020) also claimed the technology makes all the learning process run well and smoothly. In the world of education, English is one of the important subjects that must be delivered for students. With the help of technology, English learning can run well even though it is not optimal. The 2013 curriculum guidance explained that teachers must master the higher order of thinking skills (HOTS). The assessment of English learning outcomes help to improve and add critical thinking skills for students. The teacher must know the appropriate media platform that can help the material be delivered well. Through online teaching and learning with the students, teachers must be able to provide the relevant material that is scheduled by school.

Whatsapp as Teaching Media Platform

Whatsapp is one of the platforms which has many features. According to Bere (2012), whatsapp has collaborative features such as multimedia (transfer file, text, picture, voice note, and videos), group chat, and unlimited messaging. Whatsapp can socialize with friends for study and learn new language Riyanto (2013). The features in Whatsapp can boost students' participation and inspire them to get the purposeful activities (Beetham & Sharpe, 2013). Related to that statement, Ahmed (2019) stated that Whatsapp can affect students' enhancement of English language learning. In this context, (Army, 2014) claimed Whatsapp is an application media that was often used for distance learning during the pandemic era. In the riset conducted by (Army, 2014) entitled the impact of Whatsapp on the achievement and attitudes of students compared with face to face learning. The benefits of Whatsapp media in the process of teaching learning have a positive impact. The reason is learning use application is innovative and positive to the students' achievement. Suryani (2017) showed Whatsapp is a software to share text, images, and voice notes. The cost of using Whatsapp is cheap. Whatsapp is also the media that is commonly used in this era around the world.

RESEARCH METHODS

The design of this research is descriptive qualitative. Gay, Mills, Airasian (2016) claimed that Qualitative research is natural to collect the data. This design is intended to respond and answer the research problem related to the effectiveness, problem, and solution of teachers when using Whatsapp for media teaching. Regarding this, Creswell stated qualitative research is suitable for answering a problem when researchers do know it before and need to investigate.

This research will be conducted at MTsN Pasuruan. The researcher chose the school because the English teacher at MTsN Pasuruan uses Whatsapp as an English media online teaching. Beside that, the researcher did the teaching training program at MTsN Pasuruan. So, the researcher can observe more about the pattern of teaching English in this school.

Population is all people of well defined class people, objects, or events (Ary, 1985). The population of this research is all English teachers at MTsN Pasuruan. Arikunto stated that the sample is part of the population. The researcher chose English teachers who teach in the 7th grade. The researcher will take 2 English teachers at MTsN Pasuruan.

In this study, the researcher used a questionnaire and interview for the instrument. The questionnaires adapt from Vishalini Selva Kumar entitled "A study on Perception of Undergraduates on the use of Whatsapp as a tool for Mandarin Language Teaching and Learning : A case in UNiKL RCMP" and Izyani Binti Mistar in her research "Students' Perception on the Use of Whatsapp as a Learning Tool in ESL". The researcher uses

questionnaires to collect the data regarding to : 1) The level of attitude towards WhatsApp and its perceived convenience/ ease of use, and 2) The level of the usefulness of WhatsApp. The questionnaire item provides close ended questions which consist of twelve attitudes. Beside that, the researcher also used the interview to get the deep answer related to this study. The interview is Adapt from Wiji Lestari on her research entitled "Pemanfaatan Whatsapp sebagai Media Pembelajaran dalam Jaringan Masa Pandemi Covid 19 di Kelas VI Sekolah Dasar".

The data were collected through an online questionnaire of google form. Beside that, the interviews were conducted face-to-face with teachers in schools that had been selected according to the criteria of this study. Researchers collected the data of the research for one weeks. The researcher also gave the teacher information about the rules for answering the instrument in order to get the honest and valid data. The researcher ensured that teachers answer all of the items of the questionnaire and interviews without being missed.

The researcher did some data analysis techniques. After collecting the data, the researcher categorizes and organizes the whole data that will be interpreted. Analysis is taking the apart data to decide the individual perception and putting them together. Then, the researcher writes the result, finding, and summary to answer the research problem. In this researcher, the researcher also will convert the recording result to the English transcribe. For the final result, the researcher also provides the display of diagrams or tables.

The process or the research stages in this study through several steps. First, the researcher did the preliminary research. The researcher had a discussion with the cooperating teacher when doing the PLP II program. The researcher got the data about most English teachers who teach 7th grade using Whatsapp as a teaching media online. The researcher also asked how many teachers teach 7th grade at MTSN Pasuruan. Second, the researcher designed the research. The researcher decided the research approach and instrument that is suitable with this topic. The researcher decided descriptive qualitative is suitable to use for this study. The reason is because the researcher wants to explore the answer of research problems regarding the effectiveness of Whatsapp for online media teaching based on teacher perspectives. Then, the researcher chose the questionnaire and interview as the instrument. The questionnaire in the form of closed ended questions, and also interviews for open ended questions to strengthen the answer in the questionnaire. The questionnaire and interview was adapted from the previous study which has some area research. Then, the researcher started to collect the data. The researcher collects the data and shares the link of the questionnaire through whatsapp. Beside that, the researcher also met with the sample to do the interview. Thus, the researcher got the complete answer related to the research problem. After that, the researcher analyzed and interpreted data. In this section, the representation of the teacher's answer will be displayed with the tables, diagrams, and also the descriptive text. Finally, the researcher wrote the conclusion. The data that have been written in the result and finding will be briefly concluded in this section. The researcher also wrote several suggestions for future research.

FINDINGS AND DISCUSSION

Findings

After After gather the data, the researcher presented the result with display tabulation and also the descriptive of that. The result is presented in two sections, namely : 1) The level of attitude, perceive, and convenience towards Whatsapp, 2) The level of the usefulness of Whatsapp (see *Table 1*)

Table 1. The Category of Statements

| Category | Item | Total Items |
|----------|------|-------------|
|----------|------|-------------|

| | | |
|---|-----------|----|
| The level of attitude, perceive, and convenience towards Whatsapp | P01 - P10 | 10 |
| The level of the usefulness of Whatsapp | Q01 - Q10 | 10 |

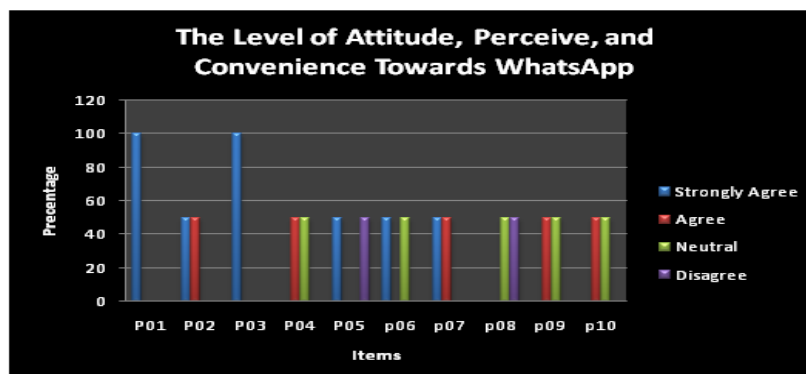
The Level of Attitude, Perceive, and Convenience Towards WhatsApp

Based on participants' responses, the researcher classified the category (see Table 2) for the whole items included 10 statements about the level of attitude, perceive, and convenience towards Whatsapp as an english online teaching media

Table 2. Statement about The Level of Attitude, Perceive, and Convenience Towards WhatsApp

| Statement | Item |
|--|------|
| WhatsApp is easy to be used | P01 |
| WhatsApp is a platform faster knowledge sharing | P02 |
| Using WhatsApp helped me to share any information discussed easily | P03 |
| My interaction in WhatsApp messaging was clear | P04 |
| Teaching English language using WhatsApp is convenient for me | P05 |
| WhatsApp is convenient for academic engagement purposes | P06 |
| Using the voice note features in Whatsapp is easy | P07 |
| Using the video call features in Whatsapp is easy | P08 |
| Using the text features in Whatsapp is easy | P09 |
| Using the attachment pictures features in Whatsapp is easy | P10 |

Figure 1. The Level of Attitude, Perceive and Convenience Towards Whatsapp



There were ten statements in the indicator of the level of attitude, perception, and convenience towards Whatsapp. Based on the diagram 1.1, the statements (P01) and (P03) was the highest percentage. Those statements (P01) and (P03) got 100% strongly agree from the teacher responses. The statement (P01) indicated that WhatsApp is easy to be used and (P03) indicated that using WhatsApp helped teachers to share any information discussed easily. In contrast, the lowest statement was on (P08) that indicated Using the video call features in Whatsapp is easy. This statement got 50% neutral and 50% disagree from the teacher's responses. From the analysis of the data of the level of attitude, perceive, and convenience towards whatsapp as an online english teaching media indicators, it could be concluded that teachers feel easy to use Whatsapp as english online media teaching. Teacher also stated that Whatsapp helped teachers to share information or material for the topic discussed in the class. Beside that, the teacher showed that video call features in Whatsapp are difficult to use and applied it in the class.

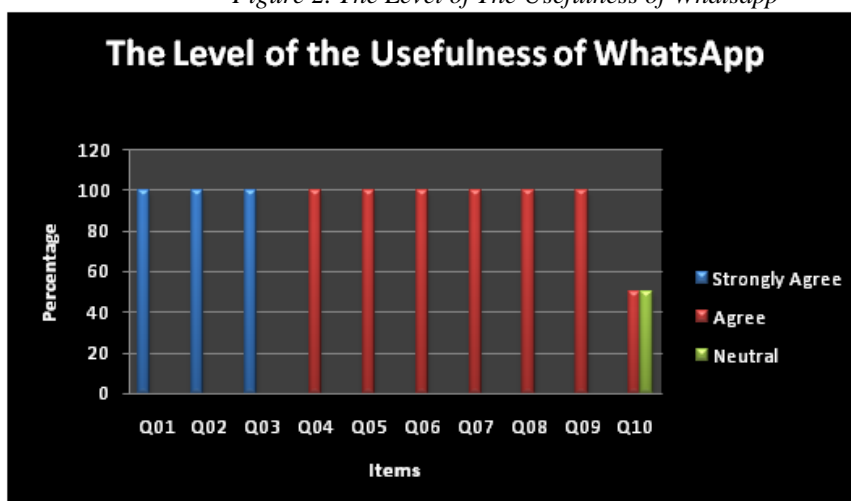
The Level of the Usefulness of WhatsApp

The second category of this research is the level of the usefulness of Whatsapp. There are 10 statements (see *Table 3*) for each indicator.

Table 3. Statement about The Level of the Usefulness of WhatsApp

| Statement | Item |
|---|------|
| I found that WhatsApp is useful in my language teaching | Q01 |
| The use of WhatsApp increased my language teaching productively | Q02 |
| Using WhatsApp was effectively improved my language teaching | Q03 |
| My performance in language teaching was improved by the used of WhatsApp | Q04 |
| Interaction via WhatsApp helped me to become active in language activity teaching | Q05 |
| It is beneficial to use Whatsapp to teach English | Q06 |
| Using Whatsapp to teach English has increased my interaction with my students | Q07 |
| I felt challenging to use Whatsapp to teach english | Q08 |
| Whatsapp can facilitate me to teach english in 4 skill | Q09 |
| In future, I will use WhatsApp in teaching English Language | Q10 |

Figure 2. The Level of The Usefulness of Whatsapp



From the Figure 2 above, it can be showed that statements Q01, Q02. and Q3 are the highest response from the participant. The statements Q01, Q02, and Q03 got 100% of the result. Those statements indicated that : Q01 (the teacher found that WhatsApp is useful in my language teaching), Q02 (The use of WhatsApp increased my language teaching productively), and Q03 (Using WhatsApp effectively improved my language teaching). Across from that, Q10 got the lowest percentage. Q10 showed that 50% participants chose agree and 50% other chose neutral. The Q10 “In future, I will use WhatsApp in teaching English Language” indicated that the teacher will use this application but not for all the teaching process. From these diagrams, it can be concluded that Whatsapp can increase and improve the teaching process in the online class.

Supporting the statement above, the participants also showed the related answer with the analysis of the questionnaire before through interview session. Whatsapp is easy to use as an English online teaching media. Whatsapp also helped the teacher share information regarding the material in online class. These result facts are stated by teachers’ interviews sessions as participants of this research. :“Whatsapp application is very easy to use rather than other applications. Beside that, all of the students have this application. Whatsapp is also cheap and doesn’t cost much. The features in Whatsapp is complete (T1)”. “Whatsapp is very easy and effective and all the students have Whatsapp (T2)”.

However, the teacher showed that video call features in Whatsapp are difficult to use and applied it in the class. The teacher chose other features to make the teaching process easy

even though not used that feature. The facts revealed by interviews sessions :“I often use text, picture and video for teaching (T1)”. “ I like to use Chat and Voice Note features (T2)”.

“Usually through whatsapp I imagine teaching. So I discussed what was in the book and the students answered at the same time. The problem is that not all children are online at that time, sometimes only a few children. They also have a hard time understanding what I mean especially this is not their language (T1). I usually use a voice note so I want to convey it. If there are still things that are not clear, they can ask in the personal chat (T1)”.

“Few students don't have an internet quota to access the internet. The quality of video calls is based on the strength of the students' area because some students live in villages which have low signal of the internet (T2). Use the easy way (chat and voice note) instead of video call, urge the students who don't have internet quota to find Wifi so that he/she can follow the PJJ, motivate the students to follow PJJ by checking the KBM in Whatsapp (T2)”.

Beside that, The teacher confessed that Whatsapp is very useful and increased her performance in teaching English online. Whatsapp features also helped the teacher run the online english class well. But, the teacher also indicated that not will use this application for all teaching processes in the future because of some problems.

Discussion

In this discussion section, the researcher presented the discussion after getting the result of the research. The result of the research was known after researcher did an analysis of the data. This discussion concerned the effectiveness of Whatsapp as an online English teaching media at MTsN Kota Pasuruan based on teachers' perspectives. From the result of two sections and an interview, it can be interpreted that using Whatsapp for online English teaching media in general is effective and useful based on diverse aspects.

Regarding the effectiveness of Whatsapp as an English online teaching media, there are some features that are helpful assistance on it. The researcher considers the following points, starting from attitude, perceive, and convenience of Whatsapp. According to the Resa Iskandar (2020), The implementation of whatsapp is improve the existing obstacles and deficiencies of learning.

Additionally, Wiji Lestari (2020) showed that the teacher has implemented Whatsapp as media learning to increase the teaching and learning process, with use of all of the features such as photo, document, video, and also video call. Dealing with this category or aspect, this study carried out that Whatsapp is easy to use and not expensive. The teacher felt easy to share any information and material for teaching english. But, the teacher claimed that they rarely used video call features for teaching and learning process. The features that are most used in online English teaching and learning processes are text, photos, video, and also voice note.

The result from the data of the usefulness of Whatsapp as an english online teaching media showed strong positive responses from the teacher in part of useful, effective, and improved teachers' language teaching productively. The data indicated that Whatsapp is very helpful for teachers in the context of English online teaching. This is reinforced by the statement from Lensi (2021) claimed that Ease of feeling with the presence of features of whatsapp and also its easy use can be used by various circles. Another perception came from Mirzon Daheri (2020), showed that learning online via WhatsApp in elementary schools tends to be ineffective. That comparison can be seen by concluding the result of this research. The teacher recognized that Whatsapp facilitated their performance in 4 skills for teaching english. Beside that, Whatsapp also can improve the English learning process be productive even in the online context.

Based on the results of the questionnaires and interview data, the teachers gave positive responses and statements to the use Whatsapp as an English online teaching media at

MTsN Kota Pasuruan. It could be seen from the comparison of data that most of the items in each category got the 100% strongly agree of teachers' responses. In short, regarding some aspects of the effectiveness of whatsapp is very useful and helpful from the teacher's point of view.

CONCLUSION

At the beginning of this paper, it was stated that the current conditions force everyone in the world to change the form of the process of carrying out daily activities. It also depends on the education sector, which initially face to face learning must be replaced with virtual learning. The existence of technology is very important and helps in the running of the teaching and learning process. With the help of technology, teachers can manage the class well even though it has to be in a virtual state. Thus, researchers are interested and inclined to identify the effectiveness of using a media called Whatsapp, which is used as a medium for teaching English classes at this time.

The findings of this study describe that using Whatsapp as an English online media teaching is very effective. It indicates that the teacher has an interesting way to manage English online class. Majority of the teachers showed the statement that Whatsapp can improve their skills to teach in online or virtual context, accommodate their 4 skills to teach English, and also easy to share the information or material in the class. Furthermore, it is acceptable as a

Furthermore, it is acceptable as a substitute for a conventional classroom where the students and teacher can interact well in time with the support of Whatsapp features. Nevertheless, there are drawbacks of Whatsapp as an English online teaching media based on several reasons. For instance, technical issues like internet connection and willingness of students to attend online classes. For that reason, the teacher gives a solution like not used features that can cost much internet quota like video call. The teacher only uses the text, voicenote, attachment picture, and attachment video. In addition, teachers also give motivation to all the students in the English teaching and learning process.

In conclusion, the researcher argues that the effectiveness of Whatsapp as an English online teaching media is proven effective, helpful, and useful. In addition, some problems can be avoided by considering the needs and conditions of students so that the teaching and learning process using Whatsapp as a media in remote learning can run well. Therefore, the researcher suggests for further research to carry out a more in-depth investigation regarding the use of Whatsapp for distance learning which involves certain aspects of language learning in the practice of Teaching English.

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