THE USE OF WHATSAPP APPLICATION FOR LEARNING ENGLISH ONLINE DURING CORONA VIRUS DISEASE-19 PANDEMIC

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Abstrak

Tujuan penelitian ini adalah untuk mendapatkan informasi tentang penggunaan aplikasi WhatsApp untuk pembelajaran bahasa inggris secara online di masa pandemi corona virus disease-19 (COVID-19). Penelitian menggunakan metode kualitatif dengan pendekatan induktif. Para responden yang terlibat ada dua puluh lima murid dari SMP Kartika 4 Surabaya dan semua responden adalah berasal dari para murid. Untuk menangkap 21 jawaban dari responden, peneliti membuat pernyataan 1, pernyataan 2, pernyataan 3, pernyataan 4, pernyataan 5, pernyataan 6, pernyataan 7, dan pernyataan 8. Wawancara dilakukan secara baik dan terstruktur dengan pertanyaan-pertanyaan yang telah disusun, dihubungkan serta dikembangkan dengan literatur terkait. Hasil penelitian ini adalah keunggulan dan kekurangan masing-masing keterampilan dalam penggunaan aplikasi WhatsApp untuk belajar bahasa Inggris online pada masa pandemi COVID-19. Keunggulan belajar bahasa Inggris online melalui aplikasi WhatsApp pada saat pandemi *corona virus disease-19* (COVID-19) didominasi oleh keterampilan membaca dan menulis. Sementara itu, kekurangan belajar bahasa Inggris online melalui aplikasi WhatsApp pada saat pandemi corona virus disease (COVID-19) didominasi oleh kemampuan mendengar dan juga berbicara karena unggul dalam hal fitur *chat* dan juga *file* teks yang dikirim dari satu sama lain.

Kata kunci: WhatsApp, penggunaan WhatsApp, belajar bahasa inggris online, COVID-19.

Abstract

The purpose of this study was to obtain information about the use of the WhatsApp application for learning English online during the pandemic coronavirus disease-19 (COVID-19). The study used a qualitative method with an inductive approach. The respondents involved were twenty five students from SMP Kartika 4 Surabaya, and 21 respondents were students. To capture all the answers from the respondents, the researcher made statement 1, statement 2, statement 3, statement 4, statement 5, statement 6, statement 7, and statement 8. Interviews were conducted well and structured with questions that had been compiled, linked, and developed with related literature. This study's results are the advantages and disadvantages of each skill in using the WhatsApp application to learn English online during the COVID-19 pandemic. The advantages of learning English online through the WhatsApp application during the coronavirus disease (COVID-19) pandemic were dominated by reading and writing skills. Meanwhile, the lack of learning English online through the WhatsApp application during the coronavirus disease (COVID-19) pandemic was dominated by the ability to hear and speak because it was superior in terms of chat features also text files sent from one another.

Keywords: WhatsApp, the use of WhatsApp, learning English online, COVID-19.

INTRODUCTION

2020 is a bad year for every people in the world. Everyone is feeling the impact of the COVID-19 (coronavirus disease-19). COVID-19 is a virus that caused respiratory syndrome. This virus was originated from animals that humans can easily infect. This virus is a new type of coronavirus found in 2019 near Wuhan, China (Ilmiyah, 2020) and already infected approximately 82.579.768 confirmed cases of COVID-19 (WHO, 2021).

As a result, Education is the most affected caused by this pandemic, especially in Indonesia. Indonesia has an education curriculum named K13 Curriculum. This year, teachers cannot implement the curriculum very well because of the effects of the COVID-19 pandemic. Therefore, teachers must rearrange their plans to maximize Teaching-Learning Activities based on this

curriculum with the current COVID-19 pandemic situation. So, they use online learning for Education in the COVID-19 pandemic. After that, the Ministry of Education and culture makes several new teaching-Learning Activities policies during the COVID-19 pandemic.

The minister of Education and culture of Indonesia published a circular letter dated March 24, 2020, concerning the implementation of education policies in the emergency period caused by the spread of the COVID-19. In the second point, namely the learning process from home carried out with the following conditions. The first point, learning from home through online / distance learning, is implemented to provide meaningful learning experiences for students without being burdened with demands to complete all curriculum achievements for grade promotion and graduation. The second point, learning from home, can focus on life skills education, including the coronavirus disease-19 (COVID-19) pandemic. The third point, learning from home learning activities and assignments, may vary between students according to their respective interests and conditions, including considering gaps in access or learning facilities at home. Fourth, evidence or products of home learning activities are given qualitative and valuable feedback from the teacher without a quantitative score. Students and teachers focus on online learning activities, especially English online learning (Kemendikbud, 2020).

Pence (2007) said that mobile tool has emerged and shown great potential to help students build and share information and knowledge to learn via computer online or gadget online. The use of online learning resources is a democratic decision to bridge the rapid flow of electronic learning resources. All countries are using online media in Teaching-Learning activities due to COVID-19, and the students cannot do their activities normally. The student must limit their movement by staying at home and taking care of their health. However, online learning is still not as effective as face-to-face learning. The Indonesian government prepares internet quotas for electronic devices to carry out distance learning well and smoothly.

On the other hand, many people in rural areas are untouched by the learning implementation set by the government due to limited communication tools in the place that do not support internet connections. A small proportion of them depends on smartphones on students (Yousefzadeh, 2012). To make it easier for students to study with online learning, students use low specification smartphones with an application that can support all

devices. Students use the WhatsApp application to carry out online learning well and smoothly.

WhatsApp is a short messaging application that works on nearly all mobile devices, downloaded and used by almost 350 million users in 127 countries (Bouhnik et al., 2014, Cohavi, 2013). Bryan Anton and Jan Koom are creators of the application WhatsApp. WhatsApp is the most comfortable application in smartphones for doing online learning, especially online English learning. The WhatsApp application becomes a portal to socialize with everyone in the network quickly and precisely (Susilo, 2014). WhatsApp is an application that works on all smartphone android types. WhatsApp has many features to support online English learning as video calls, voice chat, text chat, and many more.

R Kustijono and F Zuhri (2018) said that the benefits of using WhatsApp in mixed mobile lectures are as follows: (1) WhatsApp is a free application that is easy to use for anyone; (2) Groups connect to WhatsApp can share learning objects easily through comments, text messages, and messages. Discussions related to the course content are taught 100% in the classroom; (3) WhatsApp gives students the ability to create a class publication and thus publish their work in a group; (4) Information and knowledge are easy to build and distributed through instant messaging WhatsApp.

According to R Kustijono and F Zuhri (2018), WhatsApp application in online English learning has four menus; (1) Students can communicate with teachers, especially English teachers; (2) Students can build a social atmosphere in WhatsApp application, especially English teachers; (3) Students and teachers can create a simple or dialogue, especially English online English learning; (4) Develop students to share, including online English learning. The purpose of this study is to give information on the use of the WhatsApp application for learning English online during the COVID-19 pandemic and the benefits of the WhatsApp application for learning English online during the coronavirus COVID-19 pandemic. The researcher made several questions for the research question. What is the WhatsApp application for learning English online during the COVID-19 pandemic? How do the students respond to learning English online through the WhatsApp application during the Covid-19 pandemic?

METHOD
This study uses a qualitative exploratory method with an inductive approach. Arikunto (2006:7) said that exploring research aims to examine the causes that will influence something broadly. This method is used to obtain information about using the WhatsApp application for

online learning, especially learning English online at one of the junior high schools in Surabaya during the COVID-19 pandemic. Qualitative research does not use the term stable populations with Spradley in Sugiono (2007:49) called the social situation in which there are three elements, namely the point, the offender, and activities. The Researcher can study the object in depth the students' actions that exist in certain places. According to the UPI faculty team (2015:151), an inductive approach is a focused approach to the thought process that promotes a problem, collecting data, hypotheses, data analysis conclusions, and difficulties (problem-solving).

In this study, the Researcher randomly picked 21 respondents from one of a junior high school in Surabaya. To capture all the answers from the respondents, the Researcher made statement 1, statement 2, statement 3, statement 4, statement 5, statement 6, statement 7, and statement 8. Interviews are conducted in a structured manner with questions that have been provided and linked and developed with related literature. The Researcher will describe the answers of the respondents so that the questions can answer well. There were too many respondents, so only nine are taken randomly.

This sample was selected using a purposive sampling method. This method is a sampling method that has been widely used to research the status of a region, state geography, biological diversity in a region where conditions tend to be very diverse or commonly referred to as heterogeneous. The condition causes the researcher to have difficulty obtaining a sample if there is no premeditation element in the sample selection. According to Sugiono (2011:84), purposive sampling is a technique for determining the existing piece with special consideration.

Yusuf (2017:61) said that exploratory research tries to provide answers to questions that have been formulated in the problem that will be the top priority in future research. Therefore, explorative research is preliminary research. It means that exploratory research will connect between phenomena or social phenomena and how to shape the relationship. On the contrary, required the study design is kind and correct following the purpose. The researcher provides several questions to ask in the interviews with the respondents, and discussions will be done most conveniently. The researcher's information from the interviews that have been granted permission must be accompanied by the researcher, the approval of the respondents, and the recorded questionnaire and transcript verbally and ultimately by google form.

Approaches in qualitative data analysis use thematic analysis (Utarini, 2020:287). According to Clarke and Braun (Utarini, 2020:287), the purpose of thematic analysis is to identify themes, basic patterns of data and use these themes to address or discuss a problem. Finding ways to get through the research, researchers compiled a few questions for the following proposed materials to pick up and get information from the respondents.

RESULTS AND DISCUSSION

Results

The purpose of this study is to obtain information about the use of the WhatsApp application for learning English online during the COVID-19 pandemic and the benefits of the WhatsApp application for learning English online during the coronavirus disease-19 (COVID-19) pandemic. The results are in the form of statements given by respondents during the interview. This statement is direct evidence of the field perceived by the respondents related to the research theme.

The followings are statements that have been responded to by the respondents:

Statement 1 (The Positive Impact on the Use of Whatsapp Online During the COVID-19 Pandemic)

There have been many positive impacts on learning English online during the COVID-19 pandemic. Based on the statements, all students feel a positive effect on learning English online. Students can learn at home quietly without interference from outside. It means that online English learning is comfortable for students to learn through their device, of course, with an adequate internet connection. For example, all respondents answered questions based on the questions. Some respondents answered that they are not infected with COVID-19. Other respondents also gave a different answer, but remain in positive effects they have much time at home with their family. They feel more flexible learning from home. Explore technology is a part of the positive impact of online learning during the COVID-19 pandemic. It is concluded that how positive online teaching and learning activities have been during the COVID-19 pandemic.

Statement 2 (The Negative Impact on the Use of Whatsapp Online During the COVID-19 Pandemic)

The negative impact is also quite a lot with the positive impact of learning English online. All the statements show the negative impact on students when learning English online during the pandemic. The response of the grids was quite mixed. However, respondents' overall point answers that they have difficulty understanding what is conveyed by the teacher because of limited information and infrastructure, such as the internet and

others. For example, some respondents answered that the negative impact of learning WhatsApp online during the COVID-19 pandemic is the lack of socialization between teachers and students. Limited tools for learning WhatsApp online also harm poor students. Another respondent also responded with their answers that the signal when learning WhatsApp online is not optimal. The negative impact it causes is the lack of detailed information from the teacher. It means that the negative impact of the COVID-19 pandemic on online learning is also numerous.

Statement 3 (The Use of the WhatsApp Application for Learning English Online During the COVID-19 Pandemic)

The WhatsApp application for learning English online during the coronavirus disease-19 COVID-19 pandemic is quite satisfying for students. A statement focuses on using the WhatsApp application during the COVID-19 pandemic. The most points in the respondents are students simplify the task because they can be done at home with friends online, especially online English. For example, respondents who answered using the WhatsApp Application for learning English online during the pandemic applied the physical and social distancing and encouraged them to stay home. Other respondents also answered with different answers that WhatsApp Application is beneficial for sending and collecting assignments. It means that WhatsApp's use for learning English online is satisfactory for them to prevent the spread of COVID-19.

Statement 4 (The WhatsApp Application for Learning English Online on Listening Skills During the COVID-19 pandemic)

The WhatsApp application for learning English online on listening skills during the COVID-19 pandemic is quite good. Respondents answered that they could listen to the teacher's voice about lessons, especially learning English online via WhatsApp. Still, they have to repeat to understand what the teacher said through voice notes. Some examples of respondents' answers to the questions are that students can repeat listening material until they can understand and follow how to read and say in English. Other respondents also answered the question that they can hear what the teacher said clearly. It means that WhatsApp's use for learning English online on listening skills during the COVID-19 pandemic was quite good even though there were respondents who also needed to hear repetition to understand what the teacher was talking.

Statement 5 (The WhatsApp Application for Learning English Online on Reading Skills During the COVID-19 Pandemic)

The WhatsApp application for learning English online on reading skills during the COVID-19 pandemic is perfect. In this statement, the respondents are much helped by the WhatsApp application. Proven by WhatsApp, they can learn to read more comfortably and more superficial than listening skills. For example, respondents answered clearly that WhatsApp Application is a place to send material in the form of notes to be read, understood, and recorded. Other respondents also answered as clearly as the previous respondent that WhatsApp Application is more evident and they have more time to learn how to read English. It means that the WhatsApp application allows them to understand reading English online.

Statement 6 (The WhatsApp Application for Learning English Online on Writing Skills During the COVID-19 Pandemic)

The WhatsApp application for learning English online on writing skills during the COVID-19 pandemic is very reliable. The Statement shows that respondents also find it easy to use WhatsApp to learn English writing online. The chat feature on the WhatsApp application helps respondents to learn to write English well and correctly. For example, the respondents answered that WhatsApp applications could improve their writing skills more. Another respondent also answered that WhatsApp Application is faster to correct the writing method if it is wrong. It means that the WhatsApp application for learning English online on English writing skills is no significant problem.

Statement 7 (The WhatsApp Application for Learning English Online on Speaking Skills During the COVID-19 Pandemic)

The WhatsApp application for learning English online in speaking skills during this COVID-19 pandemic is also fair. From the statement, respondents can learn English online via WhatsApp. The voice chat feature makes it easier for students to talk through this feature. All respondents can do voice features. There were constrained could not speak fluently because it is difficult. For example, the respondent answered that WhatsApp Application is to be able to learn English by speaking. Other respondents also answered that they have a little challenge to talk. It means that online English learning using the WhatsApp application on speaking skills is quite impressive. Some have difficulty understanding online learning in the pandemic.

Statement 8 (Students' Responses to Learning English Online During This Pandemic)

Students' responses to learning English online during this pandemic were quite happy. All respondents satisfied because they can study at home and understand the English language learning online through the WhatsApp application to prevent the spread of coronavirus disease-19 (COVID-19). For example, respondent one answered that they could send anything to learn and introductions between friends. The respondents also responded to the question that the WhatsApp application makes online learning more manageable. It means that their response is suitable for online learning through the WhatsApp application in Indonesia.

Discussion

There are some points presented in the discussion based on the result of the research. The result of this research mentioned will be discussed below;

Statement 1 showed that the positive impact of using the WhatsApp application for learning English online during the coronavirus disease-19 (COVID-19) pandemic makes students feel comfortable and confident to share their online assignments. Based on statement 1 that they feel more flexible when doing online tasks through the WhatsApp application. Students can explore technology at home with their respective gadgets. This discussion shows how positive the impact will be on online learning via WhatsApp during a pandemic.

Statement 2 showed that the negative impact of using the WhatsApp application for learning English online during the coronavirus disease-19 (COVID-19) pandemic makes it difficult for students to understand the lesson because of limited information and infrastructure. Based on statement 2 that limited tools are the problem of students to learn online. The signal when learning WhatsApp online is not optimal at the same time. This discussion makes the students could not get the information clearly because of the internet connection constraints that were not supportive.

Statement 3 showed that the WhatsApp application for learning English online during the coronavirus disease-19 COVID-19 pandemic is quite satisfying for students. Based on statement 3, the use of WhatsApp for online learning is that students can keep their distance. They can still be at home while studying. This discussion stated that using WhatsApp to learn English online satisfied them in preventing the spread of COVID-19. Students adhere to health protocols at home by washing hands and wearing masks.

Statement 4 showed that the WhatsApp application for learning English online on listening skills during the COVID-19 pandemic is quite good. Based on statement 4, students can listen to the teacher's explanation through voice notes. They can repeat the teacher's explanation through recorded voice notes so that students can understand the lessons given online. This discussion stated that the use of WhatsApp for learning English online on listening skills during the COVID-19 pandemic was quite good even though there were respondents who still needed some repetition to listen to teacher explanations online.

Statement 5 showed that the WhatsApp application for learning English online on reading skills during the COVID-19 pandemic is perfect. Based on statement 5, students can learn to read more quickly and fluently than listening skills. WhatsApp application is more precise, and they have more time to learn to read English fluently. This discussion stated that the WhatsApp application allows them to understand reading English online quickly.

Statement 6 showed that the WhatsApp application for learning English online on writing skills during the COVID-19 pandemic is very reliable. Based on statement 6, the chat feature makes it easy for students to write English sentences online via Whatsapp. The WhatsApp chat feature has autocorrect available for correcting inappropriate English sentences. This discussion stated that the WhatsApp application for learning English online about English writing skills is not a significant problem.

Statement 7 showed that the WhatsApp application for learning English online in speaking skills during this COVID-19 pandemic is also fair. Based on statement 7, the students can speak through the voice mic feature. There are some students who have to repeat the mic voice recording for better results when speaking English via WhatsApp because they have a little difficulty speaking English. The discussion stated that using the WhatsApp application on speaking skills is quite impressive for students during the COVID-19 pandemic.

The last statement showed that students' responses to learning English online during this pandemic were entirely satisfactory. Based on statement 8, students can study at home and understand learning English online through the WhatsApp application while preventing the spread of the COVID-19. The WhatsApp application makes online learning more organized. This discussion stated that their response for online learning through the WhatsApp application in Indonesia is more suitable.

According to Salma (2013), preparation before providing learning services is one of the determining factors in learning success, especially in online learning, where there is a distance between teachers and students. In this case, students and teachers must prepare

everything they need for online learning, especially online English learning via the WhatsApp application during the COVID-19 pandemic. For example, respondents need a fast internet connection and devices that support online learning to run smoothly. Another respondent also needed a safe place to do online learning. The aim is to avoid outside distractions that could lead to an uproar in online learning. So students can carry out that online learning well.

Rovai (2002) said that individuals involved in online learning groups believe that the researcher can meet teachers' and students' needs through cooperative and collaborative learning. The questionnaire results indicate that students enjoy online learning from applications that support group learning, especially online English learning through the WhatsApp application during the COVID-19 pandemic. For example, one of the respondents answered the questionnaire with an excellent response to learning English online through the WhatsApp application. It is easy to use, safe, and practical. Another example, some respondents also like the video call and voice note features for learning English in speaking and listening skills on the WhatsApp application. Several respondents dominate reading and writing skills, and some respondents have difficulty in listening and speaking skills. It is because the respondents are less capable of these abilities. Reading and writing skills are superior to listening and speaking.

CONCLUSION

The conclusion is that online learning must continue to be carried out considering that no one knows when the end of coronavirus disease-19 (COVID-19) pandemic in Indonesia so that you wait for official news from the Indonesian government regarding when teachers and students return to school to have face-to-face learning, mainly English online learning during the COVID-19 pandemic. The lack of facilities and infrastructure, which is also influenced by each person's economic factors and the unpreparedness of technology, is also an obstacle in taking online teaching and learning activities. So that the use of facilities and infrastructure to support online learning can run smoothly, and there are no obstacles at all.

On the other hand, the teacher can also solve the online problem class in WhatsApp application, especially English learning during the COVID-19 pandemic. The student's atmosphere in the online course and offline class is different. Some students tend to be passive in offline learning through WhatsApp applications, mainly English online learning during the COVID-19 pandemic instead of online learning. They also feel the difference between online learning and offline learning. Using technology makes the students feel comfortable while studying English online learning through the WhatsApp application during the COVID-19 pandemic. Technology makes it easier for students to find complete information about the subject material they need, especially English material in online learning through Whatsapp application.

Teachers' and students' relationships are getting better. It is because of their interaction during the teaching and online learning process. The teacher gives feedback on the online assignment or material to students through WhatsApp application online class, especially English online learning during the COVID-19 pandemic. When class is ready, the teacher can supply the material, and the students can concentrate on the material, especially English online learning. Besides that, the WhatsApp application helps teachers to teach their students. Students are confident when they want to do the online assignment and share the assignment with their WhatsApp story feature. They can obtain feedbacks, critics, or any comments from other WhatsApp users without facing their faces. The students interested in video education channels can share their videos on the WhatsApp story. The story reader can create a new content creator they might not recognize. So the feedback they give some respond to the good video.

Suggestion

The researcher has some suggestions for the next researcher. The next researcher is suggested to conduct the same research, but focusing on the different application or media such as Zoom video application, Google Classroom application, Google mail (G-MAIL) application, Google video application, or Facebook application. The next researcher can also conduct the same research on the different participants, such as the participants from other schools. The next researcher must be able to use valid data and responsible for their answers for every research they do, especially for the instrument to get the result and finish the result with the correct information.

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