

THE IMPLEMENTATION OF WHATSAPP – BASED ONLINE LEARNING IN ENGLISH SUBJECT AT MTsN 2 KEDIRI

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ABSTRACT

This study is conducted to find out: (1) the planning of WhatsApp based online learning in English subject, (2) implementation of WhatsApp based online learning in English subject, (3) the evaluation of WhatsApp based online learning in English subject, (4) students' response of WhatsApp based online learning in English subject. The instruments used to collect data are interview and documentation. Data validity is done by triangulating sources because the data obtained will be collected and know the truth in this study. Data analysis technique consists of data presentation, data reduction, and drawing conclusions. The results of this research are: the planning of WhatsApp based online learning in English subject carried out by MtsN 2 Kediri are determining the essential material to be given to students, compiling a syllabus, and making lesson plans; the implementation of WhatsApp-based online learning at MtsN 2 Kediri consists of opening activity, core activity, and closing activity. The opening activity, starting with greetings, asking how students are, then continued with the main activity, providing material with features available in WhatsApp. The evaluation of WhatsApp based online learning in English subject at MtsN 2 Kediri are using WhatsApp group, WhatsApp private chat, Google form, and Google classroom. Students' respond of WhatsApp based online learning in English subject is negative.

Key words: English subject, implementation, online learning, WhatsApp

INTRODUCTION

At the beginning of 2020, to be precise, in February, the world was faced with a very extraordinary outbreak. Pham et al. (2020) The outbreak is known as the coronavirus or better known as the corona or covid-19. This epidemic is very dangerous and has a tremendous impact on the whole world, including Indonesia. To prevent the spread of the virus, the Indonesian government is carrying out a lockdown in all regions in Indonesia. All sectors have been affected by the virus, including the education sector. For this reason, on March 24, 2020, the minister of education and culture of the Republic of Indonesia issued circular number 4 of 2020 concerning the implementation of education policies in the emergency

period of the spread of covid-19 so that the learning process is carried out at home through online learning or distance learning which aims to break the eye the chain of the spread of covid-19. This policy issued forces teachers and students to continue working and learning from home independently with the help of distance learning media. online learning is the interaction that occurs during the learning process. Online learning takes place in a network where teachers and students do not need to meet face-to-face. In online learning, a tool or media is needed as a liaison between educators and students. Nurmadiyah (2016) Learning media has a crucial role in student learning success, especially in online learning, which is currently being implemented. There are many online learning media such as Zoom, Google meet, Microsoft teams, Google Classroom, or even social media such as telegram, Instagram and WhatsApp. These various platforms help facilitate online learning, such as media for delivering evaluation materials or submitting assignments. Kheryadi (2018) WhatsApp is considered the easiest, most popular and effective tool that teachers among various online media can occupy. Nedungadi et al. (2018) WhatsApp as a possible solution for effective learning. Baguma et al. 92019) WhatsApp has various features that can be used to support communication, such as WhatsApp groups, broadcast messages, WhatsApp web, starred messages, exchanging voice notes or documents and settings. In implementing learning, teachers can deliver material by sending teaching videos in photos or voice recordings. Because of the many useful features in online learning, WhatsApp is an alternative online learning media.

Aliyyah et al. (2020) Online learning has many obstacles that are experienced by teachers or students. Some teachers in schools have difficulty managing learning distance and tend to focus on completing the curriculum. Teachers have difficulty communicating with parents as partners at home and have difficulty managing classes and students (because it is done online). The material presented online does not mean that all students can understand it. Although online learning will provide wider opportunities to explore the material to be taught, teachers must also select and limit the extent to which the material is

covered and the application of appropriate learning materials and methods. Following the statement from Firman & Rahayu (2020) that distance learning is lacking in terms of interaction, teachers cannot directly monitor the learning process and the limited ability to receive material delivered online with instant message applications WhatsApp media. This is because distance learning is still considered no better than conventional direct learning. Students cannot ask the teacher directly if there is unclear material through virtual explanations.

METHOD

In this research, the researcher used this qualitative descriptive method because the researcher want to analyze deeply and describe the result of the implementation of WhatsApp based online learning in English subject. The instruments used to collect data are interview and documentation. Data validity is done by triangulating sources because the data obtained will be collected and know the truth in this study. Data analysis technique consists of data presentation, data reduction, and drawing conclusions. This research conducted at MtsN 2 Kediri, it located in Kanigoro, Kras district, Kediri Regency. The data obtained is from interviews with 8th grade English teachers and 8th-grade students of MtsN 2 Kediri. Researcher took each 5 students from grades 8B, 8D, 8I, and 8K totaling 20 students. Also curriculum staff of MtsN 2 Kediri, totaling 25 people.

RESULT AND DISCUSSION

1. From the results of the information obtained by the researcher, each teacher has prepared a careful plan starting from compiling the syllabus, and making lesson plans. In planning learning, the teacher also considers many things, such as determining materials suitable for online learning by determining essential material, namely material that requires teacher assistance. In contrast, less essential material is material that students can study alone at home, and if there are difficulties, students are expected to ask the teacher via WhatsApp. As well as the results of documentation evidence that the 8th grade English teachers have made thorough preparations, starting from preparing to make a syllabus

with essential materials, making lesson plans, and supporting media as a complement to online learning using WhatsApp.

2. Based on interviews and documentary evidence, teachers have carried out online learning to support the learning process. In contrast, at home, in this case, the teacher has implemented a policy issued by Minister Nadiem Anwar Makarim, who issued Circular Letter Number 3 of 2020 in Education units through Circular Letters. Minister of Education and Culture Number 36962/MPK.A/HK/2020 concerning “Online Learning (On the Network) in order to prevent the spread of Corona Virus Diseases (COVID-19). This policy is issued, forcing teachers and students to continue to carry out the learning process from home by online learning media, one of them is the use of WhatsApp, which eighth-grade English teachers use, all learning activities are accessed through WhatsApp both delivery of material, information, discussions and evaluation activities carried out by utilizing features such as photos and documents. The implementation of WhatsApp-based online learning at MtsN 2 Kediri consists of opening activity, core activity, and closing activity. The opening activity, starting with greetings, asking how students are, then continued with the main activity, providing material with features available in WhatsApp, such as voice notes, and distributing pdf, PPT, or text. Furthermore, activities are closed by giving assignments related to the material. The approach used by the teacher is a scientific approach and discovery learning depending on the material being taught. In contrast, the learning method used by the teacher is a question and answer method, discussion, and listening. The teacher conveys material via WhatsApp by utilizing existing features such as Voice notes, attach documents, photos, or videos. The teacher provides supporting media according to the material by utilizing the feature of sharing video files, images. Learning resources taken by teachers during online learning come from module books and the internet.
3. Based on the results of interviews conducted with the English teacher and several 8th-grade students as well as documentary evidence, the researcher concluded that the evaluation carried out at the end of each learning activity

was in the form of post-test practice questions in accordance with the material provided by the teacher. In giving exercise, the teacher has many choices, sometimes the teacher gives worksheet exercises from the module book, sometimes in the form of light questions about the material given. The teacher uses google form, google classroom, WhatsApp group, and personal WhatsApp in the online evaluation process and is immediately assessed. And during online learning, the sources of English assessment are taken from student activity in class, tasks given by the teacher during online learning, student attendance in class.

4. Based on the data obtained from the interviewees, the researcher concluded:

Table 1 Students' Respond of WhatsApp based Online Learning

No	ASPEK	Positive	Negative
1.	Satisfaction	35%	45%
2.	Interest	5%	80%

Students' respond of WhatsApp based online learning in English subject is negative. Because online learning using WhatsApp is less effective, students have difficulty understanding the material, the teacher does not explain the material in detail, and the assignments given to students are too many. In addition, students become less enthusiastic, bored, and have no motivation to learn because they cannot meet their friends directly. Based on the table above, all indicators produce negative responses. the two indicators are satisfaction and interest. Based on the description above, it can be concluded that the student's response to the implementation of WhatsApp-based online learning is negative. This can be proven by indicators that state a negative response. Based on the results of the interviews, the researcher concluded that in WhatsApp-based online learning, students responded more negatively. Several factors influence students' negative responses about WhatsApp-based online learning: online learning using WhatsApp is less effective because students have difficulty understanding the material, the teacher does not explain the material in detail, and the assignments given to students are too many. In addition,

students become less enthusiastic, bored, and have no motivation to learn because they cannot meet their friends directly.

5. Based on the results of interviews, the researcher found that teacher did not have many obstacles and focused on explaining the obstacles experienced by students that the researcher grouped the obstacles and their solutions according to the results of the interviews as follows:
 - a. Difficulty understanding the material. Based on the interviews results, the most common obstacle experienced by students is students' difficulty in understanding the material. Because during online learning, teachers cannot explain the material in more detail than face-to-face learning. The solution is to find material sources from books or the internet and ask the closest people such as parents, siblings, or the subject teacher. Some students suggested holding face-to-face or offline learning, given that the school had been conducting online learning for more than a year. In this case, one of the students said to do face-to-face learning at least 3 times a week with a duration of 30 minutes for each subject.
 - b. Signal disturbances. Signal interference is one of the obstacles in the learning process. Due to the area where students live far from signal coverage, students are often late or do not even participate in online learning.
 - c. Student boredom during online learning. Based on the results of interviews, online learning that has been carried out for this year makes students lose their enthusiasm for learning. This makes responsibilities as students decrease. To overcome this, the teacher collaborates with the homeroom teacher by asking the homeroom teacher to notify the homeroom teacher about late submitting assignments or students who are often absent from class.
 - d. Too Much Homework. Based on the interviews with students, the obstacle experienced was that the teacher gave too many assignments. Each subject teacher gives at least one assignment per meeting, which makes students feel that they have many burdens during online learning. The solution to this

problem is that students try to divide the time to do the tasks given by the teacher. By dividing the time, students can do assignments well.

CONCLUSION

The conclusion from the explanation above are the teacher preparation is good because the teacher prepares the syllabus and lesson plans according to the material. And the implementation of WhatsApp based online learning in English subject includes opening activities, core activities, and closing activities according to the lesson plans that have been prepared. And the evaluation held at the end of the lesson includes giving exercise according to the material being taught and then given through Google Form, Google Classroom and WhatsApp. Students' respond of WhatsApp based online learning in English subject is negative. Because online learning using WhatsApp is less effective, students have difficulty understanding the material, the teacher does not explain the material in detail, and the assignments given to students are too many.

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