

**THE USE OF THE WHATSAPP APPLICATION AS THE DOMINANT  
ENGLISH LEARNING TOOL DURING THE COVID-19 PANDEMIC  
OUTBREAK AT SMP NEGERI 11 MAROS BARU :  
STUDENTS AND TEACHERS PERSPECTIVE**

**THESIS**



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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MUSLIM UNIVERSITY OF MAROS**

**2021**

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**THESIS**

Submitted to the English Education Department Faculty of Teacher Training and Education Muslim University of Maros. As a Fulfillment of the Requirement for SI-Degree



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**2021**

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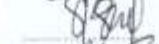

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DOMINANT ENGLISH LEARNING TOOL DURING THE  
COVID-19 PANDEMIC OUTBREAK AT SMP NEGERI 11  
MAROS BARU : STUDENTS AND TEACHERS PERSPECTIVE

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## **MOTTO AND DEDICATION**

### **MOTTO**

“If Allah is making you wait, then be prepared to receive more than what you asked for”

(writer)

“And that a man does not get anything other than what he has worked for”

(An Najm:39)

“yourself is the best sound system, so do not depend on others”

(writer)

### **DEDICATION**

This thesis is part of my worship to Allah SWT, for giving us help and forgiveness.

And as an expression of gratitude to:

My beloved family, especially my mother and the late father, always support me in everything I do

My friends (Fitri, Nunu, Momo, Firda, Iccang and Ahmad) who always inspire in my life

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## ABSTRACT

Nikmatul Haeriah, 2021. *“The Use Of The WhatsApp Application as the Dominant English Learning Tool During the Covid-19 Pandemic Outbreak at SMP Negeri 11 Maros Baru: Students and Teachers Perspective”* (Supervised by Zul Astri and Nurul Fachrunnisa).

This research aimed to understand the process and effectiveness of using WhatsApp application in English learning process during Covid-19 Pandemic. This research used descriptive qualitative. This research was located in SMP Negeri II Maros Baru. Data was collected through interviews with by English teachers and questionnaires was given to students in grades VII, VIII, and IX. The results showed that the process of implementing WhatsApp application in learning English included making a summary of the material, opening greetings, opening the absent forum, students filling the absences, sending materials, sending explanations, sending assignments, concluding materials, collecting assignments and closing the lesson. WhatsApp is effectively used in learning during Covid-19 pandemic because it is very easy to used by the students and teachers who have basic IT knowledge. The obstacles during the application of the WhatsApp application in learning English include the teacher unable to meet face to face with students, memory cards fill up quickly, many students do not have cellphones, there is no interaction between students and teacher, and not all students understand the material well.

**Keywords:** WhatsApp Application, English Online Learning, Covid-19 Pandemic.

## ABSTRAK

Nikmatul Haeriah, 2021. *“The Use Of The WhatsApp Application as the Dominant English Learning Tool During the Covid-19 Pandemic Outbreak at SMP Negeri 11 Maros Baru: Students and Teachers Perspective”* (Dibimbing oleh Zul Astri dan Nurul Fachrunnisa).

Penelitian ini bertujuan untuk mengetahui proses dan efektifitas penggunaan Aplikasi WhatsApp di dalam proses pembelajaran Bahasa Inggris dimasa Pandemi Covid-19. Metode penelitian yang digunakan adalah deskriptif kualitatif. Penelitian ini berlokasi di SMP Negeri II Maros Baru. Pengumpulan data dilakukan melalui wawancara kepada guru Bahasa Inggris dan pemberian kuisioner kepada siswa kelas VII, VIII, dan IX. Hasil penelitian menunjukkan bahwa proses penerapan Aplikasi WhatsApp didalam pembelajaran Bahasa Inggris meliputi pembuatan rangkuman materi, salam pembuka, membuka forum absen, siswa mengisi absen, mengirim materi, mengirim penjelasan materi, mengirim tugas, menyimpulkan materi, mengumpulkan tugas dan menutup pembelajaran. WhatsApp efektif digunakan didalam pembelajaran selama masa pandemic Covid-19 karena sangat mudah digunakan oleh siswa dan guru yang memiliki pengetahuan IT yang dasar. Adapun kendala selama penerapan aplikasi WhatsApp didalam pembelajaran Bahasa Inggris antara lain guru tidak bisa bertatap muka langsung kepada siswa, kartu memori yang cepat penuh, banyak siswa yang tidak memiliki handphone, tidak ada interaksi siswa dan guru, dan tidak semua siswa paham dengan materi.

Kata Kunci : Aplikasi WhatsApp, Pembelajaran Online Bahasa Inggris, Pandemi Covid-19.

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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul **"The Use Of The WhatsApp Application as the Dominant English Learning Tool During the Covid-19 Pandemic Outbreak at SMP Negeri 11 Maros Baru: Students and Teachers Perspectives"** adalah asli hasil karya atau penelitian saya sendiri bukan plagiasi dari karya orang lain.

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This thesis titled "THE USE OF THE WHATSAPP APPLICATION AS THE DOMINANT ENGLISH LEARNING TOOL DURING THE COVID-19 PANDEMIC OUTBREAK AT SMP NEGERI 11 MAROS BARU: STUDENTS AND TEACHERS PERSPECTIVE" was submitted as one of the requirements to obtain a Bachelor of English Education degree in the English Language Education Study Program FKIP UMMA.

In presenting this thesis proposal, the writer realizes that it is still not close to perfection, therefore the author really hopes for corrections and constructive suggestions as useful input for improvement and refinement in the field of science.

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Finally, hopefully, this Thesis Proposal can be utilized and can contribute thought to the development of knowledge for the author and for interested parties.

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Maros, July 2021

Author

(Nikmatul Haeriah)

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## CHAPTER I

### INTRODUCTION

#### **A. Background**

The Covid-19 pandemic has hit all countries around the world, including Indonesia. According to the latest data from the World Health Organization (WHO) and PHEOC Ministry of Health dated November 15, 2020, the Global Situation Total global COVID-19 confirmed cases as of November 15, 2020, in 53,766,728 cases with a total of 1,308,975 deaths (CFR 2.4%) in 217 countries contracted the Covid-19 virus and 179 local transmission countries. The Covid-19 virus is a contagious disease, which means it can spread, either directly or indirectly, from one person to another. This Covid-19 virus attacks the respiratory system in the human body such as the nose, throat, and lungs.

The Covid-19 pandemic has caused the government to make various efforts to break the chain of transmission. The government is forced to carry out WFH, WFH stands for Work From Home, which means to work from home. WFH Policy is explained in the Circular of the Minister of Administrative Reform and Bureaucratic Reform (PAN & RB) Number 50/2020 concerning the Second Amendment to the Circular Letter of the Minister of PAN & RB Number 19/2020 concerning Adjustment of the Work System of the State Civil Apparatus in Efforts to Prevent the Spread of Covid-19 in the Government Agency Environment. As a Civil Administration

of the country, teachers to carry out the teaching and learning process must be done online or online. This is done by the government to break the widespread Covid-19 transmission rope due to community activities that still interact directly. The application of physical distancing is one of the hope strategies to break the chain of transmission of this virus.

Covid-19 is spreading so fast that the governments' preparations for various changes caused by the spread of Covid-19 are not maximal. As in the business world, for example, many experienced a slump due to late adjusting. The deterioration is seen from a major termination of employment (Aldila, 2020). This is also very felt in the world of education. The readiness to do learning online has almost no preparation. This forces teachers to create learning so that they can still run even if they are not maximal.

Learnings media can be used in the learning process. Various platforms have long provided this service. For example, Google Classroom, Rumah Belajar, Edmodo, Ruang Guru, Zenius, Google Suite for Education, Microsoft Office 365 for Education, your school, Smart Classroom. This is called a microblogging platform (Basori, 2013:100). All these apps can be accessed easily using smartphones and other communication tools. It is undeniable that smartphones are widely used in various communities, especially providing many benefits for the world of education today. But in such a rapid change, of course, mastery of this media takes time to be learned by teachers.

However, there is no time to study everything at the same time because of the sudden arrival of Covid-19 and forcing everyone to stay home. Therefore, many teachers prefer WhatsApp as a means of media communication in the learning and teaching process. Because WhatsApp communication media has been used for a long time and is very familiar to teachers and students. The features owned by WhatsApp are also very supportive of online learning today such as sending documents, pictures, videos, voice notes and can even be used for daily attendance through groups that have been made. With the aim of not making it difficult for teachers and students in the learning process.

The use of WhatsApp as a learning media is widely chosen by teachers at primary and secondary levels. This certainly has many considerations such as WhatsApp is easier to use and access even in less supportive network circumstances. The next reason is that some students do not have a mobile phone and to learn he uses his parents' cellphone or borrows from his brother.

In primary data, the researcher suggested that the WhatsApp application has a positive role in the teaching and learning process. This is also in line with what the researcher found in the initial observations that have been done in various junior high schools in Maros regency.

From the above problem, it can be concluded that WhatsApp communication media as a learning media is an alternative media supporting learning to keep running so that the researcher takes the title "The Use Of The WhatsApp Application as the Dominant English Learning Tool During the

Covid-19 Pandemic Outbreak at SMP Negeri 11 Maros Baru: Teacher Perspectives".

In this thesis, the researcher tried to discuss in-depth the process of applying WhatsApp and the effectiveness of using WhatsApp media review from the teachers' perspective, student perspective, and students learning outcomes during the online learning process using the WhatsApp application.

#### **B. Research Question**

1. How is the process of applying The WhatsApp Application in the English learning process conducted by teachers at SMP Negeri 11 Maros Baru?
2. To what extent is the effectiveness of using WhatsApp as the dominant English learning tool in SMP 11 Maros Baru ?

#### **C. Research Objectives**

1. To find out how the process of fully applying WhatsApp as a learning tool during the Covid-19 pandemic at SMP 11 Maros Baru.
2. To find out the effectiveness of using WhatsApp as the dominant English learning tool in SMP 11 Maros Baru.

#### **D. Significance Of Research**

Based on the research objectives to be achieved, this research is expected to have benefits in the world of education both directly and indirectly. The benefits of this research are as follows:

1. Theoretical Benefits

Theoretically, this research is expected to be useful, namely:

- a. To contribute curriculum update ideas in junior high schools according to the needs of the community and students.
- b. Making a scientific contribution to junior high school education, namely the use of the WhatsApp Application as a learning tool.
- c. As reference material for further research related to the full use of WhatsApp media during the pandemic.

## 2. Practical Benefits

Practically, this research can be useful as follows:

- a. For the outhor  
Can add knowledge insight and contribute thoughts on how to use WhatsApp media as a learning media during the Covid-19 pandemic.
- b. For educators  
Can increase knowledge and contribute thoughts on how to use WhatsApp media as a learning media during the Covid-19 pandemic.
- c. For students  
Expected to get fun and appropriate learning so that they are interested in learning English even during the Covid-19 pandemic.
- d. For school  
As a consideration in developing the right learning program to develop students' knowledge.

## **E. Definition Of Terms**

Based on the focus and formulation of the problem.

### **1. WhatsApp Application**

Jumiatmoko (2016:54) said WhatsApp is an internet-based application that allows each user to share various kinds of content according to its supporting features. WhatsApp also has a variety of features that can be used to communicate with the help of internet services.

### **2. Learning tool**

According to Suryani & Agung (2012), the meaning of learning media is everything that can be used as a tool

to support efforts to implement the teaching and learning process that leads to the achievement of learning goals. Meanwhile, the definition of online media, in general, is any type or format of media that can only be accessed through the Internet containing text, photos, video, and voice, as a means of communication online, while the special understanding of online media is interpreted as a medium in the context of mass communication (M.Romli, 2012).

### **3. Online Learning (daring)**

One alternative form of learning that can be implemented during the Covid-19 emergency period is online learning. According to Moore et al (2011) Online learning is learning that is implemented using the internet network with accessibility, connectivity, flexibility, and the ability to

present a wide range of learning interactions. Research conducted by Zhang et al (2004) in sadikin and hamidah (2020: 216) explained that the use of the internet and multimedia technology can change the way of delivery of learning and can be alternative learning implemented in traditional methods.

#### 4. Pandemic Covid-19

In the world of health, a pandemic is a condition where there is an outbreak of a disease that affects many people in various countries in the world. Whereas in the case of COVID-19, the World Health Organization (WHO) designates COVID-19 as a pandemic because the virus not only attacks one country but also has the potential to attack almost all countries in the world. The virus is spreading very quickly, and it is spread through direct or indirect interactions by humans and until the end of 2020 COVID-19 still attacks many people.

#### 5. Teachers Perspective

Perspective is a conceptual framework, an assumption device, a value device, and an ideal device that affects people's perception so that it will ultimately affect people's actions in a given situation.

## CHAPTER II

### LITERATURE REVIEW

#### A. Previous Study

Before this research be conducted, several researchers had researched titles relevant to this study. however, there are some differences in the object, focus, place, and research method used.

The first, La Hanisi Ajid et al (2018) examined the use of WhatsApp in collaborative learning to improve the learning process of teaching English. Researchers found that WhatsApp is beneficial for students' knowledge of Language. that is because this application can be easily accessed as well as the cost is cheap. However, the progress of learning is still supported by teacher guidance and the creation of a supportive learning atmosphere. The teacher invites students to have a learning group on WhatsApp to get students to help each other and can make the teacher make sure that the student understands the learning or not.

The difference of research conducted by La Hanisi Ajid et al (2018) with this research is that this research focussed on the use of WhatsApp in the process of online learning during the pandemic Covid-19 while the research that has been done by La Hanisi Ajid et al (2018) the researchers focused on the use of WhatsApp in collaborative learning.

The second, Jafari and Chalak (2016) research on the Role of WhatsApp in Teaching Vocabulary to English EFL Learners in Junior High School. This researcher concludes that WhatsApp is very effective in learning the

vocabulary of Iranian EFL students. Compared to classroom learning using traditional methods, mobile applications are able to bring a wide range of technological knowledge into the classroom. EFL students can also increase vocabulary knowledge by using only the WhatsApp App. WhatsApp also helps EFL students in finding words, implementing words, remembering words for longer hours, and practicing words after learning.

The difference between this research with the research that has been done by Jafari and Chalak (2016) is the method, focus, and location of the research. In this study, the researcher used qualitative research methods, focusing on the perspectives of teachers and students on the use of WhatsApp media conducted at SMP Negeri 11 Maros Baru. While the previous research, researchers used quantitative research methods that focused on the role of Whatsapp in teaching vocabulary in the Iranian city.

The third, Ta'amneh (2017) examines the Influence of The Use of WhatsApp Messenger in English Language Learning among University Students. This researcher points out that there are some differences in learning achievement by students in the experimental group and in the control group. The difference in learning achievement shows that the use of Whatsapp applications as a medium of English learning has increased compared to classes that are not given treatment.

The difference between this research with the research that has been done by Ta'amneh (2017) is that in this study, the researcher used teachers and students in Junior High School as research samples and used qualitative

research methods while in the research that has been done by Ta'amneh (2017) researcher used students as research samples and used quantitative research methods that focused on the influence of WhatsApp messenger media use among students.

The fourth, Nadya Wahyuni (2018) which examined the Role of Whatsapp Group Usage in the Teaching and Learning Process in SMK Negeri 2 Banjarmasin concluded that the features owned by WhatsApp are able to support the implementation of the teaching and learning process in addition to WhatsApp also helps the teachers work if the teacher does not enter the classroom, students who do not initiate the task can collect it through WhatsApp to the teacher concerned. The obstacles found are the lack of direct explanations made by teachers so that teachers can not see how students learn.

The difference between this research and the research that Nadya Wahyuni (2018) has done is that researcher previously used students among Vocational High Schools as research subjects while this study used junior high school students and teachers as research subjects.

Fifth, Berlinda Mandasari et al (2018) results of this study showed that students have a positive view of the use of WhatsApp media in the Process of Learning English, in addition, researchers also found that through WhatsApp students will have the motivation to learn English through WhatsApp students will have the opportunity to consult the problems they face in learning English.

The difference between the research conducted by Berlinda Mandasari et al (2018) and this research, in previous research researchers used quantitative research methods and research subjects divided into 2 groups namely control group and experimental group. While in this study, the researcher used the qualitative research method by collecting data using interviews.

## **B. Theoretical Background**

### **1. WhatsApp Application**

#### **a. WhatsApp History**

According to Firdaus (2014), WhatsApp was found on February 24, 2009. WhatsApp is a combination of the word Whats and Up which is a mobile chat application founded by Jan Koum and Brian Acton. The WhatsApp application is directly connected to the phone number and can provide free services. Besides, too because WhatsApp has a size that does not burden the memory on mobile phones. now WhatsApp is in great demand because it has many features that are very easy to use.

Usually, WhatsApp can only be used to send messages. but now, WhatsApp already has other features such as sending pictures, contacts. Files, voice recording, WhatsApp stories that can only last for 24 hours, calling, and even video calls. Besides, at the end of 2017, WhatsApp also released its latest feature that can delete messages both sent and in the recipients of messages. Whatsapp has also expanded its reach by launching WhatsApp web so that

WhatsApp can be accessed using desktop and this year WhatsApp Re-launched its latest feature namely dark mode as well as messaging feature while this feature bis can be used to set the time of deletion of messages.

In terms of culture, WhatsApp is very suitable for the condition of Indonesian society, because in general Indonesian people love to chat. Indonesia is one of the countries actively communicating in Southeast Asia. Indonesia has a high number in the use of Whatsapp as a social media that is in demand by the People of Indonesia, especially among teenagers.

Along with the development of society and its civilization and culture, communication media also experienced developments, such as the rapid development of internet and mobile-phone technology and the rapid development of social media. Because access to social media can be done anytime and anywhere by using our mobile phones. For example, WhatsApp, Facebook, Twitter, Instagram, and many more.

Based on the explanation above, communication activities using WhatsApp can be categorized into CMC theory because WhatsApp is one of the applications on smartphones that are admired as media. “Computer-Mediated Communication (CMC) is a term used to communicate between two or more people who can interact with each other through a computer” (Spitzberg, 2006). Computer-

Mediated Communication is not how the two machines interact with each other, but two or more people can use computer assistance through application programs on the computer.

The characteristics of communication through computers include:

- 1) Switching package, the basis used is the internet where data sent between computers is formed in the package. A switching package is a method to send information that separates long messages into small fixed-sized units.
- 2) Multimedia, Multimedia sense is a combination of text, images, animations, audio, or video combined to produce a certain output in the form of interesting information or other things.
- 3) Interactive, meaning the ability of a system or program that can ask something to the user (conduct a Q&A) and then take action based on the response.
- 4) Synchronicity is communication over the Internet with timely interactions such as instant messaging. These communications use words as messages delivered and received instantly as if they were a direct conversation.

In practice, CMC participants in conducting communication with their communion must involve two components, namely computers and internet networks. But in the computer, there must be a program or application that allows the communicator to interact. Although in the activities and processes of internet media

communication is the exchange of data through computers but still involves human beings as the main giver of context that includes the context of individuals, groups, organizations, times, and social.

Communication using internet media is a new phenomenon at the end of this century. The emergence of technology based on 3G, 4G, and even 5G on smartphone phones triggered a lot of applications that emerged as a medium used in the communication process or more commonly known as chat. Examples of these applications are such as Twitter, Facebook, yahoo, kaskus, the web, and others. For CMC supporting features on smartphones, examples include LINE, KakaoTalk, WhatsApp, Blackberry Messenger, WeChat, Skype, and Assistant Google.

A. Andjani (2018 : 44) explains several factors that can influence us in using a product that in this case is WhatsApp. These factors include:

1) Knowledge of Characteristics.

That knowledge includes everything about WhatsApp, its version, capabilities, how to download and use it, and the cost of accessing it.

2) Knowledge of benefits

We must know the benefits of WhatsApp itself, its advantages and disadvantages compared to other applications.

### 3) Knowledge of Satisfaction/Use

Usage here is more likely in terms of time, namely how long WhatsApp can be used if connected to an internet connection and so on. Then we must also know the purpose of using WhatsApp.

#### b. Benefits of WhatsApp

##### 1) As a feature nor means of communication

The benefit of WhatsApp that many users feel is that it makes it easier for them to communicate indirectly with others because one of the needs of the worlds people is a means of communication.

##### 2) Used to share locations for security

One of the features that WhatsApp has is that we can share our location with other WhatsApp users, this feature we can use when we are away from home to monitor our security in sharing our location can set the time according to our wishes.

##### 3) Media to share information

With social media including WhatsApp social media, we can obtain and various information very easily. This information can be shared by ourselves or others through the story feature owned by WhatsApp.

#### 4) Media for online businesses

WhatsApp can now also be used as an online store for online merchants, only by saving the contact number of others we can already offer our sales without direct contact with them.

#### c. Positive and Negative Impacts of WhatsApp.

The positive impacts arising from the use of social networking sites are as follows:

- 1) Facilitate learning activities, because it can be used as a means to discuss with school friends to find information / assignments.
- 2) Find, add friends or reunite with old friends. Both friends at school, in the play environment and friends who meet through social networks.
- 3) Eliminating student fatigue as a stress medication after a long day with lessons at school. For example: commenting on the status of others who are sometimes funny and tickling, playing games, and so on.

The negative impacts are as follows:

- 1) Lack of interaction with the outside world. The emergence of social networking sites causes face-to-face personal interactions to decrease. People prefer to use social networking sites because it is more practical.

- 2) It is addictive. Users of social networks can spend all day in front of the computer because of addiction. So that makes the productivity of their time decrease because most are only used to play on social networks.
- 3) Pornography. Of course there are those who abuse the use of such sites for pornographic activities, some even use this site to sell women.

In this study, researcher focussed on using Whatsapp as a learning media among students at SMP Negeri 11 Maros Baru during the Covid-19 pandemic.

## **2. Learning Media**

### **a. Defenition of learning media**

Media in the world of education is a very instrumental tool in the learning process. Reviewed from an educational perspective, media is an instrument that supports the success of the teaching and learning process in the class. This is because the media provides its useful role to learners. The word learning media comes from the Latin "medius" which means "middle", intermediary or introduction. In Arabic, media intermediaries or delivery of messages from the sender to the recipient of the message.

Media has a very important role in the world of education as a means or device that serves as an intermediary in a process of communication between teachers as communicators and students as communion (Asyar, 2011:12). Djamarah and Aswan Zain (2010:121) "Media is any tool that

can be used as a channel for messages to achieve teaching goals". The media can display a lot of information through sound, images, and even videos both naturally and by manipulating, thus helping teachers to create a learning atmosphere to interest students.

Learning media consists of hardware and software that require equipment to present messages that become the main thing in the learning process. Software is an information or learning material that will be delivered by teachers to students while the hardware is a tool used to present information or learning materials (Susilana and Riyana, 2009).

Gerlach and Ely (1971) stated that the media when understood broadly is human, material, or events that build conditions that make students able to acquire knowledge, skills, or attitudes. In this sense teachers, textbooks, and the school environment are media. More specifically, media understanding in the teaching and learning process tends to mean graphic, photographic, or electronic tools to capture, process, and rearrange visual and verbal information.

The Association for Education and Communication Technology (AECT) defines media as all forms used for an information distribution process. Whereas the Education Association (NEA) defines. as objects that can be manipulated, seen, heard, read, or discussed along with instruments that are used well in teaching and learning activities, can affect the effectiveness of instructional programs.

According to Oemar Hamalik (2004), learning media is a tool, method, and technique used to more effectively communicate and interact between teachers and students in the process of education and teaching in schools. According to Suprpto et al (2006) in Shalahuddin M (1986:4) stated that “learning media is an effective auxiliary tool that can be used by teachers to achieve the desired goals”.

Based on the explanation above, it can be concluded that the use of learning media can clarify the presentation of messages and information so that it can facilitate, improve the process and learning outcomes of students. Besides, learning media can increase and direct the attention of students so that it can cause motivation in learning, more direct interaction between students and their environment, the possibility of students to learn by themselves according to their abilities.

In this study, researcher are more likely to use the definition of learning media from Suprpto et al because the focus of this study is only on learning tools, namely the WhatsApp application.

#### **b. Function of learning media**

Learning media must be able to give impressions and experiences that can be accepted by students. According Syamda Arum Philosophy (2018:18), the functions of learning media include:

- 1) Delivering learning becomes more standard
- 2) The use of media can make the learning process more interesting for students in the lesson

- 3) Learning will become more active
- 4) Learning media will make learning time shorter
- 5) By associating learning materials and media to be used can make learning more effective and quality
- 6) The learning media used can foster a positive attitude of students towards what they learn.
- 7) Learning media can help teachers in explaining the material

**c. Online Learning**

Classes with rigid rules where the teachers attendance and lesson schedules are governed by the rules agreed upon by the school. As educators, teachers have a very important role and are responsible for the smooth learning process and teachers become a full source of learning with the teacher system will explain the learning in front of the classroom while students will listen to it.

In the current paradigm, the dominance of teachers is different and most are only as facilitators and not as the only source of learning. As a facilitator teachers should be able to facilitate students to be able to learn at any time anywhere and anytime students need it.

The provision of learning media is very useful in the teaching and learning process to be able to make the teaching and learning process run effectively and efficiently. The provision of dynamic and helpful educational media and methodologies is indispensable to develop the potential of learners optimally. This is because it can stimulate the

potential of students if assisted by media and pre-existing facilities that support the teaching and learning process.

The advancement of ICT, this process is possible by providing online learning facilities through the internet and electronic media. ICT-based learning concepts like this are better known as e-learning. Online Learning is any teaching and learning that uses electronic circuits (LAN, WAN, or Internet) to convey the content of learning, interaction, or guidance. Some interpret online Learning as a form of distance education conducted through internet media. Online Learning is also referred to as asynchronous learning activities through computer electronic devices that obtain learning materials that suit their needs (Yazdi 2012).

This online learning policy has at least been echoed since almost a decade ago. Guidelines on Distance Education (PJJ) policy for universities have begun to be formulated since the time of Education Minister Muhammad Nuh, when President Susilo Bambang Yudhiyono took office.

During his service, M. Nuh had even issued Ministerial Regulation number 24 of 2012 on The Implementation of Distance Education. Through this Ministerial Regulation, universities already have a legal basis to develop a system of distance education that they can conduct, although it is still challenging at that time.

Online Learning can be used to chat both between students and teachers, face-to-face learning activities that are limited in time so that it is not enough to have small chats will be resolved by the presence of this Online Learning media. Media Online Learning, makes learning activities more meaningful because between students and students and teachers can continue face-to-face learning through light online chat using Online Learning.

Since March 16, 2020, the government decided that students should learn from home. In practice, the teaching and learning process at home, students, and teachers are assisted by online learning applications. However, many difficulties encountered by teachers when running this method of learning from home.

Warkintin and Mulyadi (2019) stated that education has an important role in human life. Every human being needs Education to hone their skills and solve the problems they experience. So it can be concluded that Education is a regulated system that has a broad mission that is everything related to physical development, skills, beliefs, abilities, and social life.

So that whatever obstacles occur in the world of education, the learning process must continue to run well. Obstacles, in this case, are obstacles experienced by teachers during Covid-19 conditions, learning is carried out online and cannot be carried out face-to-face in the classroom as usual. This condition requires teachers to innovate in

the learning process, especially online learning. The solution done by the government during the pandemic is to establish online learning, teachers are required to be innovative and creative in using learning with online models.

This form of e-learning will remain and continue to grow. Along with the ownership of computers that are growing rapidly in the world, e-learning is becoming more developed and easily accessible not only through computers but also can be accessed using mobile phones in various applications, both learning applications and communication-based applications such as WhatsApp media that are now widely used as learning media during the Covid-19 pandemic.

**d. Pandemic Covid 19**

At the end of 2019, precisely in December, the world was inundated with an event that made many people restless, namely known as coronavirus (Covid-19). “The incident began in China, Wuhan. At first the virus was thought to be due to exposure to the seafood wholesale market, which sells many species of live animals. The disease is rapidly spreading domestically to other parts of China” (Dong et al., 2020:1). From December 18 to December 29, 2019, there were five patients treated with Acute Respiratory Distress Syndrome (ARDS). From December 31, 2019 to January 3, 2020, this case increased rapidly, marked by the reporting of 44 cases (Susilo et al., 2020).

The emergence of COVID-19 has attracted global attention, and As of January 30 WHO The emergence of Covid-19 has attracted global attention, and on January 30, WHO has declared COVID-19 as a public health emergency of international concern (Dong et al., 2020). The increase in the number of COVID-19 cases is quite rapid and there has been a spread between countries. As of March 25, 2020, a total of 414,179 confirmed cases were reported with 18,440 deaths (CFR 4.4%) where cases were reported in 192 countries/regions. Among these cases, there have been several health workers reported to be infected (Kemenkes RI, 2020).

Coronavirus Disease 2019 (COVID-19) is a new type of disease that has never been identified before in humans. The virus that causes COVID-19 is called Sars-CoV-2. Coronavirus is zoonoses (transmitted between animals and humans). Meanwhile, the animal that is the source of COVID-19 transmission is still unknown. Based on scientific evidence, COVID-19 can be transmitted from human to human through a splash of cough/sneezing (droplet), The person most at risk of contracting this disease is a person who is in close contact with COVID-19 patients including those who treat COVID-19 patients (Kemenkes RI, 2020). Common signs and symptoms of Covid-19 infection include symptoms of acute respiratory disorders such as fever, cough, and shortness of breath. The average incubation period is 5 - 6 days with an incubation period of fever, cough, and

shortness of breath. In severe cases, Covid-19 can cause pneumonia, acute respiratory syndrome, kidney failure, and even death (Tosepu et al., 2020).

Indonesia is the fourth most populous developing country in the world, thus expected to suffer greatly and over a longer period. When the novel coronavirus SARS-CoV2 hit China the most severe during December 2019 – February 2020. On January 27, 2020, Indonesia issued travel restrictions from Hubei province, which at the time was the epicenter of global COVID19, while at the same time evacuating 238 Indonesians from Wuhan. President Joko Widodo first reported finding two cases of COVID-19 infection in Indonesia on March 2, 2020 (Djalante et al., 2020:2).

Patients confirmed Covid-19 in Indonesia started from an event in Jakarta where sufferers contact with a foreign national (WNA) from Japan living in Malaysia. After the meeting sufferers complained of fever, cough, and shortness of breath (WHO, 2020).

WHO announced COVID-19 on March 12, 2020, like a pandemic. The number of cases in Indonesia continues to increase rapidly, until June 2020 as many as 31,186 confirmed cases and 1851 cases of death (PHEOC Kemenkes RI, 2020). The highest cases occurred in DKI Jakarta Province, namely 7,623 confirmed cases and 523 (6.9%) death cases (PHEOC Kemenkes RI, 2020). WHO issued six priority strategies that must be carried out by the government in

the face of the Covid-19 pandemic on March 26, consisting of Expand, train, and house health care workers; Implementing a system for suspected cases; Increase test production and improve health care; Identification of facilities that can be converted into coronavirus health centers; Develop a plan to quarantine cases; the government is focused on suppressing the virus (WHO, 2020).

The outbreak has been designated a global health emergency. This virus has hampered all human daily activities. Quarantine alone may not be enough to prevent the spread of the COVID-19 virus, and the global impact of this virus infection is one of the growing concerns (Sohrabi et al., 2020:1). The Government of Indonesia has taken many measures and policies to address this pandemic problem. One of the first steps taken by the government is to socialize the Social Distancing movement for the community. This step aims to break the chain of transmission of the Covid-19 pandemic because it requires people to maintain a safe distance from other humans at least 2 meters, not make direct contact with others, and avoid mass gatherings (Buana D.R, 2020:218). However, in reality, these measures are not well received by the public, so the number of cases continues to increase. Next to it, health services in Indonesia and health human resources in handling the Covid-19 pandemic cases are also inadequate while cases continue to soar.

**e. Students and Teachers Perspective**

Based on the modern Indonesian dictionary, perspective is interpreted as a human point of view in choosing opinions, beliefs, and others. According to the origin of the word, the global perspective is a comprehensive or worldwide insight or perspective. But scientifically a global perspective of insight or a comprehensive perspective.

The definition of perception is drawn from some experts. Perception is the way people think about something around it. Perception is formed from the eyes, the eyes will capture the stimulation and produce perceptions of physiological processes. According to Sumatmadja and Winardit (1999), perspective is a way of looking and a way of behaving against a problem or event from a global point of interest. Then according to Suhanadji and Waspada TS (2004), perspective is a way of looking at the world influenced by several points of view namely politics, economy, culture that connects globalization.

Charon in Mulyana (2001) Perspective is a conceptual framework, a device of value and a device of ideas that influences ones perception so that it will ultimately affect ononlines actions in a particular situation.

In this study, researcher foccused on teacher and student perspectives on The Use Of The WhatsApp Application as the Dominant Learning Tool During the Covid-19 Pandemic Outbreak at SMP Negeri 11 Maros Baru.

## CHAPTER III

### RESEARCH METHOD

#### **A. Research Type And Design**

##### 1. Research Type

In this research, the researcher used is descriptive qualitative. According to Sugiyono (2016:15), qualitative research method is a research method used to research on natural object conditions where researchers are as key instruments. According to poerwandari (2005), qualitative research produces and processes descriptive data, such as interview transcription and observation. Krik and Miller (in moloeng, 2002) define qualitative research as a way to perform direct embedding on individuals and connect with those people to get what they dig up (Moleong, J.L, 2002). A qualitative approach is a research procedure that produces descriptive data in the form of written or spoken words from people and their observable behavior (Bodgan and Taylor in Moleong, 2007: 3).

Based on the opinion expressed by these experts on qualitative research, it can be concluded on the definition of qualitative research that is intended to understand the phenomenon of what is experienced by the research subject for example in terms of behavior, perspective, motivation and signed in the form of words and language in a special context that is natural by utilizing natural methods.

## 2. Research Design

The design of the research used by the researcher is descriptive analytically so in obtaining as much data as possible through various techniques that are compiled systematically to find the perfect data collection research results. The researcher conducted the study with descriptive studies because it corresponds to the nature of the problem as well as the purpose of the research to be obtained. Sugiyono (2015) stated that analytical descriptive method is a method that aims to describe or describe a research object that is researched through samples or data that has been collected and make generally valid conclusions. The characteristics of analytical descriptive methods can be concluded as the nature of accumulating data, research rushes to give an overview of phenomena, sometimes need testing of hypotheses, interview techniques are used to collect data, make predictions and implications of a problem studied.

To facilitate the research, researcher create a research flow that carried out as follows:

- 1) interview
- 2) Questionnaire
- 3) Grouping data
- 4) Processing data
- 5) Analysis data
- 6) Research result

## **B. Location and Time of Research**

### **1. Location of Research**

This research conducted at SMP Negeri 11 Maros Baru. The school is located in Pangkasalo, Kel. Baju Bodoa, Kec. Maros Baru, Maros Regency. South Sulawesi. The school building owned by SMP Negeri II Maros Baru consists of 18 classrooms, 1 teachers room, 4 toilets, 1 student council room, 1 physics laboratory, 1 library room, 1 masjid, 1 warehouse, 1 UKS, 1 science laboratory, 1 computer laboratory. , 1 counseling room. The number of teachers in SMP Negeri II Maros Baru is 39 teachers. The number of students of SMP Negeri II Maros Baru is 495 students in the 2020/2021 academic year with class VII classification there are 77 male students and 87 female students, class VIII there are 72 male students and 101 female students, class IX there are 67 male students and 91 female students.

### **2. Time of Research**

This research conducted in the 2020/2021 school year starting from April to June 2021. This year is a good time to conduct research because learning starts to be active.

## **C. Population and Samples**

### **1. Population**

Population in Qualitative research is called the social situation between places, actors, and activities that interact with each other. In

social situations, researcher can observe in depth the activities of actors who are in a place (Sugiyono, 2008:85). In this study, the population that took is Junior High School teachers and students at SMP Negeri 11 Maros Baru.

## 2. Samples

Samples in the study are part of the population taken according to certain procedures to represent the population representatively. According to sugiyono (2005:77), the sample is part of the characteristics amount owned by the population. Sampling is done if the research there is a large population and has limitations in the implementation of research. The criteria for sampling must be truly representative so that the data taken can represent the data of the entire population.

Based on the description above researcher used purposive sampling techniques. Purposive sampling is a data source sample collection technique with certain considerations (Sugiyono, 2016:85). The sample that used in this research is the English teachers and students in grades 1, 2, and 3 at SMP Negeri 11 Maros Baru, amounting to three people.

### **D. Research Implementation Procedure.**

In general, the procedures in this study are as follows:

1. Research Preparation Stage.
  - a. Apply for early observation permit at SMP in Maros Regency
  - b. Initial observation.
  - c. Identification and selection of research issues

- d. Choosing sampling procedures and techniques to be used as respondents.
  - e. compile questionnaire statements and interview guidelines for teachers and students.
  - f. Collect data
  - g. analyze data
  - h. make a report of research
  - i. make a conclusions
2. Research Licensing Procedure
- a. Apply for a research license to Dean Faculty of Teacher Training and Education
  - b. Cover letter from The Education Office of Maros Regency
  - c. Application for permission letter to the Principal of SMP Negeri 11 Maros Baru
3. Research Implementation Stage
- a. Planning Stage
    - Request permission and discuss with the school and the teacher concerned
  - b. Research Implementation Stage
    - 1) Interviewing English Teachers In Grades 1, 2, and 3
    - 2) Record an interview

- 3) Request student grades as a result of learning during the use of the WhatsApp application in the learning process from English Teacher Junior High School at SMP Negeri 11 Maros Baru
  - 4) Questionnaires given to Students as data amplifiers
  - 5) Documenting
  - 6) Processing interview results
- c. Final stage
- 1) Provide conclusions based on result processed from data processing
  - 2) Provide advice on aspects that need to be improved

#### **E. Data Collection Techniques**

According to Sugiyono (2016:193), data collection techniques are the most strategic step in research because the main purpose of the research is to obtain data. This research is descriptive qualitative research that uses data collection methods in the form of interviews and questionnaires using triangulation / combined, this data collection method is chosen so that the data obtained is valid and can be accounted for the truth.

Triangulation is defined as a data collection technique that combines various data collection techniques and existing data sources. The researcher uses different data collection techniques to obtain data from the same source.

##### **1. Interview**

According to Dexter in Lincoln and Guba (1985) the interview is a conversation that aims to get an information about individuals, events,

activities, feelings, motivations and concerns can experience the world of thoughts and feelings of respondents.

The interview according to Kartini Kartono (1986) is a conversation directed at a particular problem, this is a process of oral questioning where there are two or more who are physically confronted. According to Sugiyono (2015:75) Interviews are data collection techniques if researcher want to conduct preliminary studies to find problems that need to be researched, but also if researcher want to know things from respondents more in-depth.

Various interviews

a. Structured interviews

Structured interviews are used when researchers already know what information to get. In this technique, researcher have prepared research instruments in the form of written questions and answers have been prepared. In this interview technique every respondents to be interviewed will be given the same questions with tools such as recorders, notes and so on.

b. Semistructure interviews

Semistructure interview techniques are freer compared to structured interview techniques. The goal is to determine the problem openly. In this technique the respondents is asked for his opinions and ideas. In this interview researcher should be thorough in listening to answers from respondents.

c. Unstructured interviews

Unstructured interviews are techniques in which the tester does not use a systematic and complete interview guideline to collect data. The guidelines used in this technique are just an outline of the problem to be questioned. Unlike the structured interviews in this technique, researcher do not yet know the data to be obtained, so researcher will listen more to answers from respondents.

In this study, researcher used semistructured interview techniques with open question form as one of the data collection techniques. This is based on research methods used by researcher largely depending on the researchers understanding and the information data obtained from the interview. Interviews in this study conducted on English teachers in grades 1, 2 and 3 at SMP Negeri 11 Maros Baru.

Researcher conducted interviews with English teachers by providing questions by the interview guidelines that have been made by the researcher. Several steps took by researcher. first, the research conducted by researcher interviewed 1st grade English teachers on the first day of research, 2nd grade English teachers on the next day of research, and 3rd grade English teachers the next day. In this interview, researcher asked various questions related to research conducted by researcher. The event for English teachers held in the teachers room in the school office of SMP Negeri 11 Maros Baru.

The language used in the interview is to use Bahasa Indonesia to facilitate the ongoing interview process.

## 2. Questionnaire

A questionnaire is a set of statements or questions written on a sheet of paper or the like and submitted to the respondents of the study to be filled by it without intervention from the researcher or other party. “This method is used to obtain information from respondents in the sense of his person, or other things he/she knows” (Sudarwan, 2011).

This questionnaire gave to every student representative in class 1, 2 and 3 as a supporter of what the respondents said in this case is the English teacher in his class. Questionnaires gave to students to obtain data that can be used to corroborate the results of interviews obtained by researcher from English teachers who have been interviewed. Questionnaires are given through Google form to make it easier for researcher to do their research because this research did during the pandemic period. This questionnaire gave based on questionnaire guidelines that have been created by researcher using Indonesian Language to make it easier for students to fill out the questionnaire. The student marked the check-in the selection provided by the student. Questionnaires gave to students directly in each students class group. So any student who wants to fill out a questionnaire can directly access the website link that sent by the researcher. Researchers do not target the

number of students who fill out the questionnaire but the students who fill out have represented each class in SMP II Maros Baru.

## **F. Data Analysis Techniques**

Data analysis is an important step in research, because it can give meaning to the data collected by researchers. Data obtained and collected from respondents through observations, interviews, literature studies and documentation in the field to be further described in the form of reports.

In this case Nasution (1988) in Sugiyono (2015:244) states "Analysis has begun since formulating and explaining the problem, before plunging into the field and continuing until the writing of the research results. But in qualitative research, data analysis is more focused during the field process along with data collection."

Data analysis in this study conducted through three activities that occurred simultaneously, namely data reduction, data presentation, and conclusion or verification of Miles and Huberman (1992) in Sugiyono (2015:246). Qualitative data analysis is an ongoing, repetitive and continuous effort. Data reduction, data presentation, and inference issues are a series of analysis activities that follow each other.

Miles and Huberman (1984) in Sugiyono (2014:91)

### **1. Data Collection**

Data collection is a process carried out by researchers to obtain the necessary data in research taken from interviews and questionnaires.

Researcher collected data obtained during the study. First, researcher collected recordings of interviews conducted with English teachers at SMP Negeri 11 Maros Baru. The recordings collected in the same folder. Second, researcher collected the results of questionnaires given to students at SMP Negeri 11 Maros Baru sent through a Google form. The questionnaire results grouped according to the class and collected in one folder.

## 2. Data Reduction

Data reduction is the process of data analysis done to reduce and summarize the results of research by focused on things that are considered important by researchers. Data reduction aims to facilitate understanding of the collected data so that the reduced data provides a more detailed picture.

This reduction is needed as a way to eliminate data that is not needed by researcher in data reduction researcher must prepare in advance all data generated in the data collection and read the data in the form of transcripts to build a further information researcher do data simplification to be easy to understand next is the researcher doing the coding stage that is labeling limited results of the study examples of coding such as IS for infoman named Ibu Sari and 12 for the number of answers in question.

## 3. Display data

Display data is the data of research results that have been arranged in detail to provide a complete picture of research. The collected data in

detail and thoroughly are then searched for relationship patterns to draw the right conclusions. The presentation of the data is then arranged in the form of a description or report in accordance with the results of the study obtained.

#### 4. Conclusion/verification

Conclusion is the final stage in the research process to give meaning to the data that has been analyzed. The process of data processing begins with the structuring of field data (raw data), then reduced in the form of unification and categorization of data.

The conclusions sought should be able to answer the problem formulation that has been determined by the researcher at the beginning of the study. The conclusion will only be said to be credible if the sub conclusion is supported and accompanied by strong evidence and can proceed to the stage of acceptance of the research results.

## CHAPTER IV

### RESULT AND DISCUSSION

In this chapter, the researcher described and explained the data and research results of the questions raised in the first chapter. The results of this research were obtained by interview and questionnaire techniques. This research focuses on the process of applying WhatsApp in learning English during the COVID-19 pandemic and the effectiveness of using the WhatsApp application during the COVID-19 pandemic at SMP II Maros Baru.

#### A. Research Result

The data from this research were obtained by using interview and questionnaire techniques. Interviews were conducted on three teachers, and questionnaires were given to students in grades VII, VIII, and IX at SMP Negeri II Maros Baru. The following is data from respondents in this research who are considered to be representative of the question objects in this research.

1. English teacher class IX
2. English teacher class VIII
3. English teacher class VII
4. Class IX students
5. Class VIII students
6. Class VII students

Data obtained from interviews in the form of respondents' answers submitted by researchers through interview guides conducted face-to-face

directly with respondents, then the answer data was presented with the results of interviews. The extract from the interview describes the answers of various respondents about the dominant use of WhatsApp as an online learning application during the pandemic to answer the formulation of the problem in this study.

While the data from the questionnaire is in the form of respondents' answers to the statements given by the researcher through a questionnaire guide that is carried out online, namely the provision of a Google form link. The results of this questionnaire are described based on the pie chart data of the percentage of student results. The description of the results of the questionnaire describes the percentage of various student responses regarding the use of the WhatsApp application which is dominantly used as an online learning medium during the pandemic to answer the problem formulation in this study. Excerpts of interviews and descriptions of questionnaires from respondents of this study related to the effectiveness of using the WhatsApp application in the learning process during the Covid-19 pandemic at SMP II Maros Baru will be described in detail and explained in the following sub-chapters of the results of the study:

#### 1. Interview research result

Respondents in this interview used the initial names, namely ISB, IND, and ISN. Interviews with respondents with the initials ISN were held on Monday, April 26, 2021; an interview with the initials ISB was held on Wednesday, April 28, 2021; while the respondents with the initials IND

was held on Wednesday, June 02, 2021. Interviews were given to teachers to find out the teacher's perspective on the process and effectiveness of using the WhatsApp application during the English learning process during the Covid-19 pandemic at SMP 11 Maros Baru. The number of interview questions given is five questions. All data from the results of this interview were described based on the focus of the research questions as follows:

- a. The process of applying the WhatsApp application in the English learning process conducted by teachers at SMP Negeri 11 Maros Baru

The researcher conducted interview techniques to obtain data from the teachers' way of implementing WhatsApp as an English learning medium during the pandemic. According to ISN, the implementation process is carried out by sending materials and explanations through WhatsApp media and collecting assignments to send back the results of their assignments, and sometimes being asked to collect them directly to schools and according to ISN, what she had conducted had been fulfilled the standard of teaching process amid pandemic. ISN respondents said that:

“Saya hanya mengirimkan materi dan penjelasannya melalui pesan suara biasa dan setelah itu saya memberikan tugas dan menyuruhnya mengumpulkan tugasnya melalui WhatsApp atau disuruh langsung mengumpulkan disini seperti ini (menunjuk buku tugas siswa di atas meja). (interview, April 26, 2021).

(I just sent the materials and explanations via voicemail, and after that, I gave them assignments and told them to submit their assignments via WhatsApp or asked to directly collect them here

like this (pointing to the student assignment book). (interview, April 26, 2021).

In line with ISN opinion, ISB stated that she also implemented the WhatsApp application as a medium for learning English in their classrooms during the pandemic. ISB summarized the material very briefly on a paper and photocopied it and then sent it through the students' WhatsApp group and then gave it practice and students collected it at school. According to ISB respondents, the process applied was by the standards during the pandemic, namely that students were not required too much, which clearly could teach students. ISB respondents said that:

“Saya merangkum materi-materi lalu saya tulis di kertas lalu di photocopy dan saya kirim.

(I summarize the materials and then I write on paper then photocopy and send it. (interview, 28 April 2021).

While IND explains in more detail the process of using the WhatsApp application as an English learning medium during the pandemic, IND uses a blended learning method in its application. For students who have smartphones, IND provides material via WhatsApp in their class groups, while for students who do not have smartphones, IND conducts learning offline (outside the network). IND respondents also said that the process applied had met learning standards during the pandemic, especially IND used blended learning in their learning. IND respondents said that:

“Kami biasanya memberikan siswa materi melalui video. Kami juga biasanya screenshot bagian penting dari materi video itu agar mereka tidak kehilangan jejak dari materi utama”.

(We usually provide students with the material through videos. We also usually screenshot important parts of the video material so that they do not lose track of the main material. (interview, June 02, 2021).

Based on excerpts from interviews with all research respondents regarding the effectiveness of using the WhatsApp application in the learning process during the Covid-19 pandemic at SMP II Maros Baru, it can be concluded that the application of the WhatsApp application can be made in various ways. The method used must pay attention to the conditions that students have as an important point in the learning process. With different student conditions, teachers are required to design online learning as attractive as possible to achieve learning objectives. But in using the WhatsApp application the teacher has the same way, namely by providing material through class groups in the WhatsApp application and students collecting assignments given directly at school. This is because not all students have access that can be used in the online learning process.

- b. The effectiveness of using WhatsApp as the dominant English learning tool in SMP 11 Maros Baru.(wa as an effective learning media)

To determine the effectiveness of the use of the WhatsApp application in the English learning process, the researchers divided 4 important points, including the effectiveness of the use of the WhatsApp

application, the obstacles to using the WhatsApp application, the student's response to the use of the WhatsApp application, the student learning outcomes using the WhatsApp application in learning English during the period pandemics.

- 1) The effectiveness of using the WhatsApp application in the teaching and learning process during the pandemic.

The researcher used interview techniques to obtain data on the effectiveness of using WhatsApp media. According to ISN respondents, the use of the WhatsApp application has not been effective during the English learning process during the pandemic because there are still many students who do not follow the learning process. ISN says that:

“Pembelajaran dimasa pandemic tidak seefektif pembelajaran yang kita inginkan”.

Learning during a pandemic is not as effective as learning we would like. (Interview, April 26, 2021).

In line with what was stated by ISN respondents, ISB respondents also thought that the use of the WhatsApp application in learning during the pandemic only reached 60% because there was no direct interaction with students. ISB respondents said that:

“Mungkin jika dibanding dengan tatap muka bisa saja tingkat capainnya hanya 60% karena tidak adanya timbal balik, tidak memiliki interaksi”

Maybe when compared to face-to-face, the level of achievement is only 60% because there is no reciprocity, no interaction. (interview, 28 April 2021).

In contrast to the opinions of ISN and ISB respondents, IND respondents argued that the use of the WhatsApp application in the teaching and learning process of English during the pandemic was very effective because the WhatsApp application could be accessed by students even with a lack of IT understanding. IND respondents said that:

“Saya rasa sangat efektif karena meskipun dengan basic teknologi atau pemahaman IT siswa yang kurang saya kira semua bisa mengakses WA yang penting mereka punya hp android. Jadi sangat efektif menurut saya karena itu yang paling dasar”.

(I think it is very effective because even with basic technology or a lack of understanding of IT, I think all students can access WhatsApp, the important thing is that they have an Android phone. So it is very effective in my opinion because it is the most basic.) (Interview, 02 April 2021).

Based on the explanation above, it can be concluded that the effectiveness of using the WhatsApp application in the English learning process depends on the students' activities in receiving the learning provided by the teacher. Class VII and IX teachers said that the online learning process using the WhatsApp application was very ineffective compared to face-to-face learning. Teachers lack interaction with their students, and many students do not take part in learning. Meanwhile, the class VIII teacher argued that although the learning was carried out online, the WhatsApp application which was very easy to operate by

students with a basic level of IT Knowledge helped the learning process to keep going.

- 2) Constraints in using the WhatsApp application in the teaching and learning process during the pandemic.

To find out the obstacles to using the WhatsApp application in English Learning during the pandemic Covid-19, researchers used interview techniques to obtain data regarding the obstacles to using WhatsApp media, ISN respondents argued that because learning was carried out using smartphones, teachers could not monitor students directly. ISN respondents said that:

“Kita tidak bisa langsung menegur melalui WhatApp”.

(We cannot directly rebuke through WhatsApp (interview, April 26, 2021).

In contrast to the constraints presented by ISN respondents, ISB respondents argue that the obstacle in online learning using the WhatsApp application is that many students do not have smartphones and do not even have WhatsApp applications so that students cannot join class groups. ISB respondents said that:

“Kendalanya itu karena ada beberapa siswa yang tidak memiliki WA dan tidak memiliki HP dan dia tidak bergabung di WA group. Ini tergantung dari siswanya”.

(The problem is that some students do not have WA and do not have cellphones, and they do not join the WA group. This depends on the students.) (Interview, 28 April, 2021).

In line with ISB opinion, IND respondents also argued that the thing that became an obstacle in the online learning process using the WhatsApp application was that students could not access WhatsApp continuously because many students did not have their smartphones and only their parent's smartphones were used. Want to do the task must wait for their parents to come home if their parents work IND respondents said that:

“Kendalanya bagi siswa biasanya tidak continue bisa mengakses WA karena mungkin terkendala di kuota yang kurang”

(The problem is that students usually do not continue to be able to access WhatsApp because they may be constrained by a lack of) (Interview, 02 April 2021).

Based on the explanation above, it is concluded that many students do not have access to take part in online learning. For example, many students do not have smartphones to be able to join class groups in the WhatsApp application so that students cannot participate in online learning.

- 3) Student responses to the use of the WhatsApp application in the teaching and learning process during the pandemic.

To find out student responses to the use of the WhatsApp application in learning English during a pandemic, the researcher used interview techniques to obtain data regarding the constraints on using WhatsApp media.

ISN respondents think that the responses that students have are different. Some remains enthusiastic to follow the lesson until the hour is over and there are also those who do not follow the lesson.

ISN respondents said that:

“Ada yang antusias ada yang tidak”.

(Some are enthusiastic, some are not) (Interview, 26 April, 2021).

In line with ISN respondents, ISB respondents also think that students' responses are also different. Students who are enthusiastic in participating in learning will also get good grades.

ISB respondents said that:

“Kalau yang mampu juga bagus nilainya. Ada beberapa anak yang dimata pelajaran saya itu bagus”.

(If you can afford it, it is a good value. There are some children whose subjects are good in my subject.) (Interview, 28 April 2021).

In contrast to the opinions of ISB and ISN respondents, IND respondents stated that the response students had in online learning using WhatsApp was very good. Students can learn casually because the WhatsApp application is very easy to access. With the WhatsApp application as an online learning medium, it can greatly facilitate students in communicating with teachers if there are problems in learning. IND respondents said that:

“Responnya bagus, mereka juga senang, enjoy, mudah untuk di akses. Kami bisa mengirim video mereka juga bisa melakukan feedback melalui WA”.

(The response is good, they are also happy; enjoy it, easy to access. We can send videos; they can also do feedback via WA.) (Interview, 02 June 2021).

From the quote above, it can be concluded that each grade level has a different response to the use of the WhatsApp application in online learning during the pandemic. Some students have the enthusiasm to learn when the notification comes in their respective groups and there are students who do not have the enthusiasm to learn and there are even students who do not have access to take part in learning.

- 4) Students learning outcomes during the pandemic by using the WhatsApp application in the learning process.

To find out student learning outcomes during the pandemic using the WhatsApp application during the process of learning English at SMP 11 Maros Baru, the researcher used interview techniques, and photos of student scores will be presented in the attachment of this thesis.

Respondents of ISN argue that the learning outcomes obtained by students depend on the activeness of students during the teaching and learning process. He explained that active students would get good grades while inactive students would get poor grades as well. ISN respondents said that:

“Yang aktif yah nilainya bagus dan yang tidak aktif jelas tidak bagus”

(Those who are active have good grades, and those who are not active are not good.) (Interview, 26 April 2021)

In contrast to the opinion of ISN respondents, ISB respondents think that students cannot be forced to get good results in the learning process because the current learning conditions are carried out online and many students do not have access to online learning. ISB respondents said that:

“Hasil belajarnya tidak bisa dipaksakan karena ada yang tidak punya HP”

(The learning outcomes cannot be forced because some do not have cellphones.) (Interview, 28 April 2021).

In contrast to the opinions of ISN and ISB respondents, IND respondents thought that the learning outcomes obtained by students during the teaching and learning process using the WhatsApp application during the English learning process were good and as expected even though the teacher could not directly control the students. IND respondents also believe that their students can do assignments independently. IND respondents said that:

“Hasil belajarnya bagus sesuai dengan harapan. Kami bisa mengakses nilai mereka meskipun kami tidak bisa mengontrol langsung seperti pembelajaran luring tapi kami percaya bahwa siswa kami itu mengerjakan tugas-tugas itu dengan serius dan mandiri”

(The learning outcomes are good as expected. We can access their grades even though we cannot control them directly like offline learning but we believe that our students take the assignments seriously and independently.) (Interview, 02 June 2021).

From the excerpts from the interviews above, it can be concluded that each grade level is different in giving value to student learning outcomes. In online learning that is limited by space, it can be the main cause of students not being able to participate in online learning to the fullest during the pandemic. In this case, teachers are still required to continue to provide learning according to the online learning schedule and students are not burdened with demands to complete all curriculum achievements for grade promotion and graduation by KEMENDIKBUD no 719 2020 concerning guidelines for implementing curriculum in educational units under special conditions. To continue to provide comprehensive learning, students can also participate in offline learning for students who do not have access to online learning.

## 2. Questionnaire research result

In addition to using interviews as a data collection technique, researchers also used a questionnaire technique for data collection by using research questionnaire guidelines through a Google form. A questionnaire was given by researchers to students at SMP Negeri II Maros Baru to find out students' perspectives regarding the effectiveness of using the WhatsApp application during the learning process during the Covid-19 pandemic at SMP Negeri II Maros Baru. The number of questions given is eight questions with answer choices of disagree, slightly agree, agree, and strongly agree. The questionnaire technique is data collection which is

done by giving questions or statements to respondents to answer them. The researcher used the descriptive analysis method to analyze the Chart of the results of the questionnaire. Data collection was carried out on data sources, namely students in grades VII, VII, IX by not targeting the number of students who would fill out the questionnaire.

a. The number of students who filled out the questionnaire

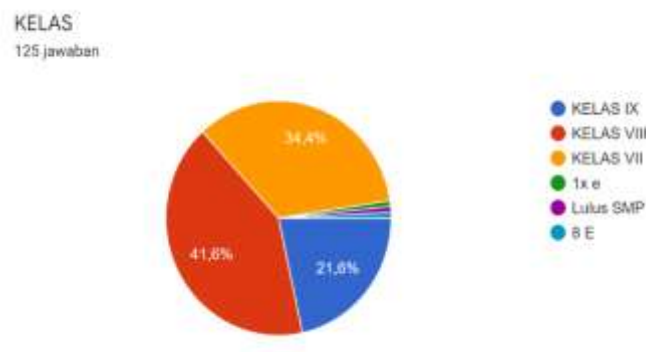


Chart 4.1 the results of the questionnaire the number of students who filled out the questionnaire

From the results of the questionnaire given by the researcher to the respondents, 125 students filled out the questionnaire via a Google form. 53 students with a percentage of 41.6% from class VIII. 43 students with a percentage of 34.4% from class VII. 30 with a percentage of 21.6% of students from class IX.

b. Effective use of WhatsApp media in learning



Chart 4.2 the results of the questionnaire on the effectiveness of using WhatsApp in learning

From the results of the questionnaire given by the researcher to the respondents regarding the statement that the use of the WhatsApp application was effective in learning, it was concluded that 71 students with a percentage of 56.8% chose to agree that the WhatsApp application was effectively used in learning. 30 students with a percentage of 24% chose slightly agree if the WhatsApp application was effectively used in learning. 14 students with a percentage of 11.2% chose to disagree if WhatsApp was effectively used in learning and 10 students with a percentage of 8% chose to strongly agree if the WhatsApp application was effectively used in learning.

- c. the use of WhatsApp media has problems during the daily attendance process of learning

Penggunaan media WhatsApp Memiliki kendala Selama Proses Absensi Harian pembelajaran  
125 jawaban

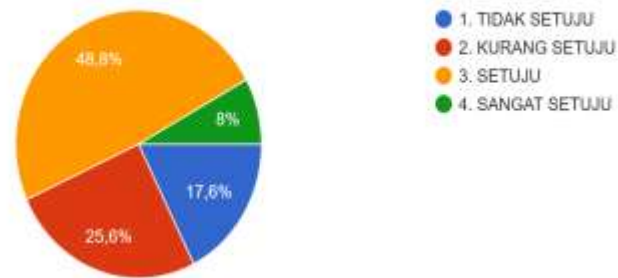


Chart 4.3 the result of the questionnaire of constraints on using the WhatsApp application in the daily attendance process

From the results of the questionnaire given by the researcher to respondents regarding the use of the WhatsApp application having problems during the daily attendance process of learning, it was concluded that 61 students with a percentage of 48.8% chose to agree if the use of the WhatsApp application had problems during the daily attendance process in learning. 32 students with a percentage of 25.6% chose slightly agree if the WhatsApp application had problems during the daily attendance process. 22 students with a percentage of 17.6% chose disagree if the WhatsApp application had problems in the attendance process. 10 students with a percentage of 8% chose strongly agree if the WhatsApp application has problems in the attendance process.

- d. The use of WhatsApp media has problems during the process of providing material

Penggunaan media WhatsApp Memiliki kendala Selama Proses Pemberian Materi  
125 jawaban

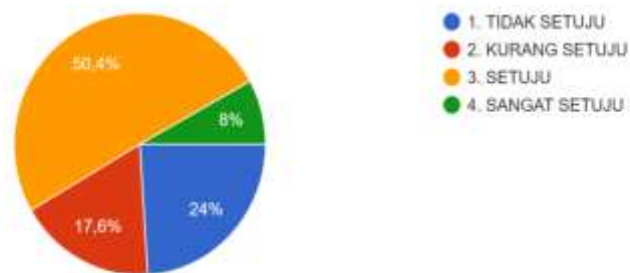


Chart 4.4 the result of the questionnaire of constraints on using the WhatsApp application in providing material

From the questionnaire given by the researcher to respondents regarding the use of the WhatsApp application having problems during the process of providing material, it was concluded that 63 students with a percentage of 50.4% chose to agree if the WhatsApp application had problems during the process of providing material. 30 students with a percentage of 24% chose disagree if the WhatsApp application had problems during the giving process. 22 students with a percentage of 17.6% chose slightly agree if the WhatsApp application had problems during the process of providing material. 10 students with a percentage of 8% chose to strongly agree if the WhatsApp application had problems during the process of providing material.

- e. The use of WhatsApp media has problems during the assignment process

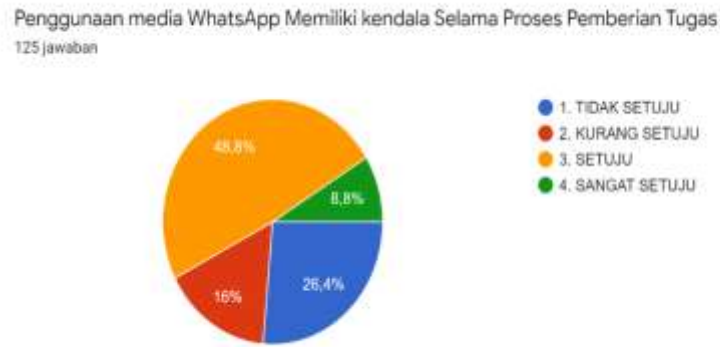


Chart 4.5 the result of the questionnaire of constraints on using the WhatsApp application in assigning assignments

From the results of the questionnaire given by the researcher to respondents regarding the WhatsApp application having problems during the assignment process, it was concluded that 61 students with a percentage of 48.8% chose to agree if the WhatsApp application had problems during the task delivery process. 33 students with a percentage of 26.4% chose disagree if the WhatsApp application had problems during the assignment process. 20 students with a percentage of 16% chose slightly agree if the WhatsApp application had problems during the process of sending assignments. 11 students with a percentage of 8.8% chose to strongly agree if the WhatsApp application had problems during the assignment process.

- f. The use of WhatsApp media has problems during the task collection process



Chart 4.6 the result of the questionnaire of constraints on using the WhatsApp application in collecting assignments

From the questionnaire given by the researcher to respondents regarding the use of the WhatsApp application having problems during the task collection process, it was concluded that 52 students with a percentage of 41.6% chose to agree if the WhatsApp application had problems during the task collection process. 35 students with a percentage of 28% chose slightly agree if the WhatsApp application had problems during the task collection process. 30 students with a percentage of 24% chose disagree if the WhatsApp application had problems during the task collection process. 8 students with a percentage of 6.4% chose to strongly agree if the WhatsApp application had problems when collecting assignments.

- g. During the learning process with WhatsApp, the material provided can be understood

Selama Proses Belajar dengan Media WhatsApp materi yang diberikan dapat dipahami dengan baik  
125 jawaban

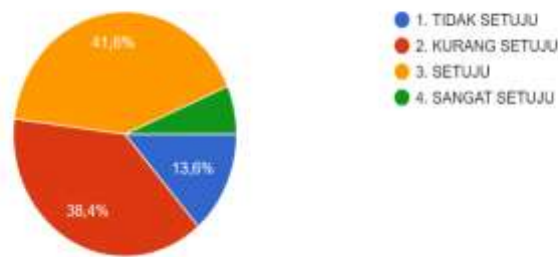


Chart 4.7 the result of the questionnaire students can understand the material

From the questionnaire given by the researcher to the respondents whether during the learning process using the WhatsApp application the material provided could be understood well, it was concluded that 52 students with a percentage of 41.6% chose to agree if the material provided using the WhatsApp application could be understood well. 48 students with a percentage of 38.4% chose slightly agree if the material provided using the WhatsApp application could be understood well. 17 students with a percentage of 13.6% chose disagree if the material provided using the WhatsApp application could be understood well. 8 students with a percentage of 6.4% chose strongly agree if the material provided using the WhatsApp application can be understood well.

h. The enjoyment of using WhatsApp media during the pandemic

Discussion

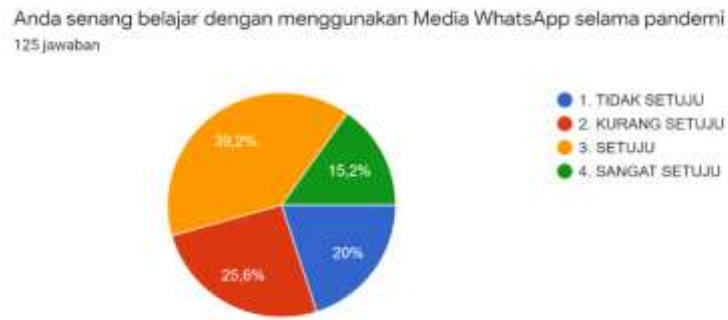


Chart 4.8 the results of student questionnaires regarding their enjoyment of using the WhatsApp application

From the questionnaire given by the researcher to respondents regarding, whether students enjoy learning using the WhatsApp application, it is concluded that 49 students with a percentage of 39.2 chose to agree if students enjoyed learning using the WhatsApp application. 31 students with a percentage of 25.6% chose slightly agree if students enjoyed learning by using the WhatsApp application. 25 students with a percentage of 20% chose disagree if students enjoyed learning by using the WhatsApp application. 19 students with a percentage of 15.2% chose strongly agree if students enjoy learning by using the WhatsApp application.

B. Discussion

Based on the results , the emergence of the COVID-19 pandemic has changed all human activities, including in the world of education. Education that used to be carried out offline in the classroom must now be

carried out online at each student's home. In terms of online learning, teachers are required to be innovative and creative in designing learning so that students can continue to follow learning according to the rules of the Ministry of Education and Culture.

1. The process of applying the WhatsApp application in learning English during the COVID-19 pandemic at SMP Negeri II Maros Baru.

From the results of the interview, it was found that the process of applying the WhatsApp application carried out by the English teacher was as follows:

- a. Summarize the material using notes, videos, and sound recordings.
- b. Doing greetings.
- c. Open the absent forum.
- d. Directing students to fill in attendance.
- e. Sending summarized material.
- f. Explain the material.
- g. Give assignments for students to do at home.
- h. Provide material conclusions.
- i. Directing students to collect assignments either through the WhatsApp application or submitting directly to school.
- j. Closing the lesson and saying salam.

In the process of implementing the WhatsApp application in learning English during the COVID-19 pandemic, it is very helpful for students and teachers to continue to be able to carry out the learning

process during the pandemic. WhatsApp can be easily accessed by teachers and students who have basic knowledge of today's technology. According to La Hanisi Ajid et al (2018) WhatsApp is useful for students' language knowledge. That is because this application can be accessed easily and at a low cost. However, learning progress is still supported by teacher guidance and the creation of a supportive learning atmosphere.

The teacher invites students to have study groups on WhatsApp so that students can help each other and can make the teacher ensure that students understand the lesson or not. But even though WhatsApp is easy to access, there are still many students who do not have a smartphone to access it. Besides many students who do not have smartphones, quotas and networks are also major problems during the online learning process using the WhatsApp application.

This agrees with Nadya Wahyuni (2018) with the results of the research WhatsApp are able to support the implementation of the teaching and learning process in addition to WhatsApp also helps the teachers work if the teacher does not enter the classroom, students who do not initiate the task can collect it through WhatsApp to the teacher concerned.

Therefore, the learning model applied by teachers at SMP Negeri II Maros Baru is blended learning which is a learning system that combines online learning and offline learning. This is by the circular

from the Ministry of Education and Culture number 4 of 2020 concerning the implementation of education policies in the emergency period of the spread of Covid-19 at point 2, part c, it is explained that learning activities and tasks from home can vary between students, according to their respective interests and conditions. Including considering access gaps and learning facilities at home.

From the explanation above, it can be concluded that WhatsApp as an application that acts only as a communication tool can switch functions into a learning medium because the features in the WhatsApp application can support online learning during a pandemic when compared to other applications. Among its features is the WhatsApp group that can be used as an online class forum.

The learning process that can be applied when offline learning at school can already be applied through the WhatsApp application in online learning including the process of greeting students, being absent, giving materials and assignments, and collecting assignments, although it has not been maximized but can achieve learning objectives with the established online learning standards. government, and students can understand the material provided well and experience increased learning outcomes during the Covid-19 pandemic. This is in line with Ta'amneh (2017) in his research which suggests that students who learn to use the WhatsApp application in their learning process experience an increase in learning outcomes.

2. The effectiveness of the use of the WhatsApp application in learning English during the Covid-19 pandemic at SMP Negeri II Maros Baru.

Based on interviews and questionnaires, it can be concluded that the WhatsApp application is effectively used in the English learning process during the pandemic. The WhatsApp application can be used as an application that can collect learning messages to achieve learning goals. Jafari and Chalak (2016) in their research explained that WhatsApp helps EFL students in finding words, applying words, remembering words longer, and practicing words after learning.

With the current condition of the world of education which is still being carried out online, WhatsApp is a very needed application because it is very easy to use, economical in quotas, and has features that can be used to create online class forums compared to other applications.

This is in line with research conducted by Berlinda Nadya Wahyuni (2018) which suggests that WhatsApp features can support the implementation of the teaching and learning process other than WhatsApp. Also help the teachers work if the teacher does not come to class, students who do not collect assignments directly can collect them via WhatsApp to the teacher concerned.

WhatsApp can be used by students as a communication tool between students and teachers to conduct personal consultations regarding things that become obstacles during learning English during

the Covid-19 pandemic. With personal communication between students, teachers can provide high learning motivation. This is by the opinion of Berlinda Mandasari et al. (2018) which suggests that students have a positive view of the use of WhatsApp media in the English Learning Process and WhatsApp can increase student learning motivation.

Although the WhatsApp application is effectively used in online learning process during pandemic Covid-19, it also has many obstacles.

Among them is the following:

a. Obstacles in the attendance process

The obstacle to the attendance process in the class group is that many students do not fill in the absences when learning has taken place until learning has ended and closes the absences. If the student does not fill in the absence, the student will be considered absent from learning that day.

b. Obstacles in the process of providing material

The obstacle in the process of providing material in the class group is that the teacher does not know the activities carried out by students when the material has been given because students do not have direct interaction. Students also cannot access materials continuously because they are limited by quotas and networks.

c. Obstacles in the assignment process

The obstacle in the process of giving assignments in class groups is that the number of students who cannot access the material that has been given by the teacher can make students unable to do the assignments given. In addition, the lack of explanations given by the teacher regarding the learning material can make the teacher not understand the material and will have difficulty in doing the task.

d. Obstacles in the process of collecting assignments.

The obstacle in the process of collecting assignments is that many students do not have smartphones so that students cannot collect assignments that have been done previously. Students have to go to school again to collect assignments directly from their teachers and not a few students do not collect assignments given by their teachers both online and in-person at school so that the grades obtained by students are standard grades or even students do not have grades.

## **CHAPTER V**

### **CONCLUSION**

#### **A. Conclusions**

Based on the results of the research and discussion above, the following conclusions can be drawn:

1. The process of implementing the WhatsApp application as an English learning media during the Covid-19 pandemic at SMP Negeri II Maros Baru contains the opening, core, and closing. The opening is in the form of greetings from the teacher to students and opening a class absence forum, the core includes providing materials and assignments, and closing includes assignments and greetings. The features that are often used are the photo, video, document, voice notes, group, private chat, and call features that are easy to use by teachers and students.
2. The use of the WhatsApp application as an English learning media during the Covid-19 pandemic at SMP Negeri II Maros Baru is very effective and very helpful for the learning process during the Covid-19 pandemic to keep it running. As for the obstacles during the use of the WhatsApp application in the learning process for students and teachers are the network is quite difficult, cannot meet directly with students, cellphone memory cards will fill up quickly, not all students have cellphones, lack of teacher and student interaction, and not all students understand the material given.

## B. Suggestion

Based on the conclusions that have been explained, there are several suggestions from researchers regarding the use of the WhatsApp application in the online learning process for English subjects during the Covid-19 pandemic, the suggestions that can be submitted are as follows:

1. The process of implementing the WhatsApp application can be done by relying on the features of the WhatsApp application, the teacher must design learning so that students are interested in learning and need to follow IT developments.
2. The WhatsApp application is very effectively used in learning English during the Covid-19 Pandemic but the teacher must still pay attention to the condition of the students being taught so that the desired learning objectives can be achieved.

Practically, this research can be useful as follows:

- a. For the outhor

Can add knowledge insight and contribute thoughts on how to use WhatsApp media as a learning media during the Covid-19 pandemic.

- e. For educators

Can increase knowledge and contribute thoughts on how to use WhatsApp media as a learning media during the Covid-19 pandemic.

f. For students

Expected to get fun and appropriate learning so that they are interested in learning English even during the Covid-19 pandemic.

g. For school

As a consideration in developing the right learning program to develop students' knowledge.

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Results of interviews with English teachers at SMP Negeri II Maros Baru

Question items	R1 ISN	R2 ISB	R3 IND
The process of implementing the WhatsApp application in learning English	<p>Saya hanya mengirimkan materi dan penjelasannya melalui pesan suara biasa dan setelah itu saya memberikan tugas dan menyuruhnya mengumpulkan tugasnya melalui whatsapp atau disuruh langsung mengumpulkan langsung disini seperti ini. kadang juga disuruh langsung kirim jawabnya dan kadang disuruh datang ke sekolah untuk mengumpulkan tugas. saya photokan materi karena terkadang materinya sudah memiliki penjelasan dalam bentuk Bahasa Indonesia dan kadang juga di video yang memiliki penjelasan karena Bahasa Inggris itu susah kalau tidak dipraktikkan. Jadi saya terkadang memberikan video dan penjelasannya kalau perlu untuk di tambah penjelasan saya tambahkan</p>	<p>Saya merangkum materi-materi lalu saya tulis di kertas lalu di photocopy dan saya kirim. Materi itu saya buat ringkas sedemikian rupa karena kondisi siswa tidak seperti biasanya karena kita menggunakan whatsapp. Untuk menghemat kouta siswa jadi saya photocopykan lalu dipahami setelah itu saya kasi Latihan dan saya tunggu untuk di bawa ke kantor.</p> <p><i>(I summarize the materials, and then I write on paper then photocopy and send it. I made the material concise in such a way because the students' condition was not as usual. After all, we use WhatsApp. To save the student quota, so I photocopy it and understand it, after that I give practice and I wait to be brought to the office.)</i></p>	<p>Iya, kebetulan disekolah kami itu, karena tidak semua siswa dapat mengakses WA. Jadi sistem yang kami terapkan adalah blander learning. Yaitu, siswa diajar melalui sistem daring yang pada umumnya kami menggunakan WhatsApp tapi bagi siswa yang tidak bisa mengakses WA maka kami memberikan kesempatan kepada siswa untuk belajar LURING (Luar Jaringan), kebetulan disekolah kami itu, karena tidak semua siswa dapat mengakses WA. Jadi sistem yang kami terapkan adalah blander learning. Yaitu, siswa diajar melalui sistem daring yang pada umumnya kami menggunakan WhatsApp tapi bagi siswa yang tidak bisa mengakses WA maka kami memberikan kesempatan kepada siswa untuk belajar LURING (Luar Jaringan). Sistem blander ini gabungan sistem pembelajaran online dan luar jaringan. Dengan persenan antara 70% DARING dan 30% Luring. Karena mengingat sekarang masih covid jadi masih dibatasi karena Sebagian siswa kami terakomodasi maka kami menggunakan sistem blander learning untuk metode pengajarannya. Kami biasanya memberikan siswa materi melalui video. Jadi kami membuat video pembelajaran yang interkatif dengan kelebihan video itu mereka bisa mengakses berulang kali apabila mereka belum memahami. Kami juga biasanya</p>

	<p>karena selama ini saya tidak menggunakan zoom dan hanya menggunakan whatsapp selama pembelajaran.</p> <p><i>(I just sent the materials and explanations via regular voicemail and after that, I gave them assignments and told them to submit their assignments via WhatsApp or asked to collect them directly here like this (pointing to the student assignment book on the table). Sometimes they are also told to send their answers directly, and sometimes they are told to come to school to collect assignments. I take photos of the material because sometimes the material already has an explanation in Indonesian and sometimes in videos that have an explanation because English is difficult if you do not practice it. So I sometimes give videos and explanations if</i></p>	<p>screenshot bagian penting dari materi video itu agar mereka tidak kehilangan jejak dari materi utama, karena biasanya anak-anak yang diberikan video mereka juga enjoy saat memutar videonya akhirnya tujuan dari pembelajaran itu tidak tercapai. Dengan itu metode yang kami gunakan yaitu screenshot bagian utama dari inti materi. Ketika ulangan kami juga biasanya memberikan google form. Karena saya mengajar di kelas VIII A sampai kelas VIII E responnya baru sekitar 80%. Jadi penting sekali untuk menggunakan blended learning Walaupun hanya dengan menggunakan WA. Dimana yang kita tahu bahwa WA adalah sistem media komunikasi daring yang paling basic. Karena biasanya orang menggunakan Classroom tapi karena terkendala akhirnya kami Kembali ke WA karena tidak memiliki akun akhirnya Kembali ke WA.gan). Sistem blander ini gabungan sistem pembelajaran online dan luar jaringan. Dengan persenan antara 70% DARING dan 30% Luring. Karena mengingat sekarang masih covid jadi masih dibatasi karena Sebagian siswa kami terakomodasi maka kami menggunakan sistem blander learning untuk metode pengajarannya. Kami biasanya memberikan siswa materi melalui video. Jadi kami membuat video pembelajaran yang interkatif dengan kelebihan video itu mereka bisa mengkases berulang kali apabila mereka belum memahami. Kami juga biasanya screenshot bagian penting dari</p>
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	<p><i>necessary to add explanation I add because so far I do not use Zoom and only use WhatsApp during learning.)</i></p>	<p>materi video itu agar mereka tidak kehilangan jejak dari materi utama, karena biasanya anak-anak yang diberikan video mereka juga enjoy saat memutar videonya akhirnya tujuan dari pembelajaran itu tidak tercapai. Dengan itu metode yang kami gunakan yaitu screenshot bagian utama dari inti materi. Ketika ulangan kami juga biasanya memberikan google form. Karena saya mengajar di kelas VIII A-E responnya baru sekitar 80%. Jadi penting sekali untuk menggunakan blended learning Walaupun hanya dengan menggunakan WA. Dimana yang kita tahu bahwa WA adalah sistem media komunikasi daring yang paling basic. Karena biasanya orang menggunakan Classroom tapi karena terkendala akhirnya kami Kembali ke WA karena tidak memiliki akun akhirnya Kembali ke WA</p> <p><i>(Yes, coincidentally at our school, because not all students can access WA. So the system we apply is bland learning. That is, students are taught through an online system which we generally use WhatsApp but for students who cannot access WhatsApp, we provide opportunities for students to study offline (outside the network). This bland system combines online and offline learning systems. With a percentage between 70% online and 30% offline. Because considering that it is still Covid-19, it is still limited because some of our students are accommodated, so we use the bland learning system for the</i></p>
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			<p><i>teaching method. We usually provide students with the material through videos. So we make interactive learning videos with the advantages of videos that they can access repeatedly if they do not understand. We also usually screenshot important parts of the video material so that they do not lose track of the main material because usually the children who are given the video also enjoy playing the video in the end, the goal of learning is not achieved. With that, the method we use is a screenshot of the main part of the core material. When the test we also usually provide a Google form. Because I teach in class VIII to class VIII e, the response is only about 80%. So it is very important to use blended learning, even if only by using WA. Where do we know that WA is the most basic online communication media system Because people usually use classroom application, but because of problems, we finally returned to WA because we did not have an account, we finally returned to WA)</i></p>
<p>The effectiveness of using the WhatsApp application in learning</p>	<p>Selama ini karena masa pandemic banyak siswa yang tidak ikut dan ikut. Pembelajaran dimasa pandemic tidak seefektif pembelajaran yang kita inginkan. Jika dibandingkan dengan tatap muka lebih baik tatap muka dari pada daring. Karena</p>	<p>Mungkin jika dibanding dengan tatap muka bisa saja tingkat capainnya hanya 60% karena tidak adanya timbal balik, tidak memiliki interaksi. Seperti memberikan feedback dengan pertanyaan “apakah kamu paham?” tetapi ini tidak bisa diterapkan. Kita</p>	<p>Saya rasa sangat efektif karena meskipun dengan basic teknologi atau pemahaman IT siswa yang kurang saya kira semua bisa mengakses WA yang penting mereka punya hp android. Jadi sangat efektif menurut saya karena itu yang paling dasar.</p> <p><i>(I think it is very effective because even with basic technology or a lack of understanding of IT, I think all students can access WhatsApp, the important thing is</i></p>

	<p>terkadang anak tidak ikut pembelajaran walaupun sudah di sampaikan berulang kali tetapi tetap seperti itu dan kadangh tidak mengabsen. Yang rajin hanya itu-itu saja.</p> <p><i>(During this time due to the pandemic period, many students did not participate and participate. Learning during a pandemic is not as effective as learning we would like. When compared to face-to-face, face-to-face is better than online. Because sometimes children do not participate in learning even though it has been conveyed repeatedly but still like that and sometimes does not take attendance. Those who are diligent are just that).</i></p>	<p>hanya memberikan Latihan saja.</p> <p><i>(Maybe when compared to face-to-face, the level of achievement is only 60% because there is no reciprocity, no interaction. Like providing feedback with the question "are you understand?" But this is not applicable. We only provide training).</i></p>	<p><i>that they have an Android phone. So it is very effective in my opinion because it is the most basic).</i></p>
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<p>Constraint s of using the WhatsApp applicatio n in learning</p>	<p>Kita tidak bisa langsung menegur melalui WA, mereka tetap tidak mendengar kalau tatap muka kita bisa langsung sampaikan dan jika melalui Handphone bisa saja dia tidur sedangkan kita sementara mengajar dan kita tidak tahu keadaan mereka dirumah.</p> <p><i>(We cannot directly rebuke through WA, they still do not hear if we can directly convey face to face and if through a smartphone he can sleep while we are teaching and we do not know their situation at home).</i></p>	<p>Kendalanya itu karena ada beberapa siswa yang tidak memiliki WA dan tidak memiliki HP dan dia tidak bergabung di WA group. Ini tergantung dari siswanya.</p> <p><i>(The problem is that there are some students who do not have WA and do not have cellphones and they do not join the WA group. This depends on the student).</i></p>	<p>Kendalanya bagi siswa biasanya tidak continue bisa mengakses WA karena mungkin terkendala di kuota yang kurang atau mungkin juga hp nya bukan miliknya jadi mereka harus menunggu orang tuanya misalnya untuk pulang kerja untuk bisa mengakses pembelajaran. Saya kira itu kendalanya.</p> <p><i>(The problem is that students usually do not continue to be able to access WA because they may be constrained by a lack of quota or maybe the cellphone does not belong to them so they have to wait for their parents, for example, to come home from work to be able to access learning. I think that is the problem).</i></p>
<p>Student responses learning to use the WhatsApp applicatio n</p>	<p>Ada yang antusias ada yang tidak. Ada yang dikirimkan bsen langsung list dan ada juga jam pembelajaran hampi selesai baru melakukan absen dan ini juga kendala dalam mengajar daring.</p> <p><i>(Some are enthusiastic, some are not. There are those who are sent direct attendance lists and there are</i></p>	<p>Kalau yang mampu juga bagus nilainya. Ada beberapa anak yang dimata pelajaran saya itu bagus.</p> <p><i>(If you can afford it, it is a good value. There are some children in my subjects that are good).</i></p>	<p>Responnya bagus, mereka juga senang, enjoy, mudah untuk di akses. Kami bisa mengirim video mereka juga bisa melakukan feedback melalui WA dan apabila mereka memiliki masalah dalam mengakses google form mereka mudah berkomunikasi melalui WA dan kami bisa merespon balik. Mereka bisa menscreenshot bagian yang tidak bisa mereka akses di google form jadi responnya sangat bagus.</p> <p><i>(The response is good, they are also happy; enjoy it, easy to access. We can send videos they can also do feedback via WA and</i></p>

	<i>also learning hours that are almost finished and they just take an absence and this is also an obstacle in teaching online).</i>		<i>if they have problems accessing the Google form they can easily communicate via WA and we can respond back. They were able to screenshot the parts they could not access on the Google form so the response was great).</i>
Student learning outcomes while using the WhatsApp application in learning	<p>Yang aktif yah nilainya bagus dan yang tidak aktif jelas tidak bagus</p> <p><i>(The active ones have good grades and the inactive ones are not good).</i></p>	<p>Hasil belajarnya tidak bisa dipaksakan karena ada yang tidak punya HP</p> <p><i>(The results of learning cannot be forced because some do not have a smartphone).</i></p>	<p>Hasil belajarnya bagus sesuai dengan harapan. Kami bisa mengakses nilai mereka meskipun kami tidak bisa mengontrol langsung seperti pembelajaran luring tapi kami percaya bahwa siswa kami itu mengerjakan tugas-tugas itu dengan serius dan mandiri</p> <p><i>(The learning outcomes are good as expected. We can access their grades even though we cannot control them directly like offline learning but we believe that our students take the assignments seriously and independently).</i></p>

Results of students questionnaires for SMP Negeri II Maros Baru

Sample	Class	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Amount
sample 1	Class VIII	2	2	1	1	1	1	2	10
sample 2	Class VIII	2	3	3	3	3	1	2	17
sample 3	Class VII	3	2	2	1	1	1	1	11
sample 4	Class VIII	3	3	3	3	3	4	3	22
sample 5	Class VII	3	3	3	3	3	3	3	21
sample 6	Class VII	3	3	3	3	3	3	3	21
sample 7	Class VII	3	1	1	1	1	3	1	11
sample 8	Class VIII	3	2	2	2	1	2	2	14
sample 9	Class VIII	3	3	3	3	3	3	3	21
sample 10	Class IX	2	1	1	3	2	2	2	13
sample 11	Class VII	3	3	3	3	3	3	3	21
sample 12	Class VII	2	2	3	3	2	3	3	18
sample 13	Class VII	3	1	3	2	2	3	2	16
sample 14	Class VII	2	3	3	3	3	3	2	19
sample 15	Class VIII	2	2	3	3	2	1	2	15
sample 16	Class VIII	4	4	4	4	4	4	4	28
sample 17	Class VIII	3	4	2	3	4	4	3	23
sample 18	Class VIII	2	3	3	4	4	4	3	23
sample 19	Class IX	3	2	3	2	3	2	2	17
sample 20	Class VII	2	1	2	2	1	2	2	12
sample 21	Class VIII	4	2	1	1	2	3	2	15
sample 22	Class VII	3	1	1	1	1	3	3	13
sample 23	Class VII	2	3	3	3	1	2	1	15
sample 24	Class VIII	3	2	2	1	1	3	3	15
sample 25	Class VII	3	3	3	3	4	3	3	22
sample 26	Class VIII	3	4	3	3	4	4	2	23
sample 27	Class VIII	4	4	4	4	3	3	2	24
sample 28	Class VIII	3	3	3	3	3	3	4	22
sample 29	Class IX	3	3	2	2	2	4	3	19
sample 30	Class VII	3	3	3	3	3	3	3	21
sample 31	Class IX	3	2	1	1	1	4	2	14
sample 32	Class VII	2	1	3	2	2	1	1	12
sample 33	Class VII	3	3	3	3	3	3	3	21
sample 34	Class VII	3	1	1	3	2	3	3	16
sample 35	Class VII	3	1	1	2	1	3	3	14
sample 36	Class VII	3	1	1	1	1	3	3	13
sample 37	Class IX	3	1	1	1	1	3	3	13
sample 38	Class IX	3	2	1	1	1	4	3	15
sample 39	Class VII	2	3	3	3	3	2	4	20
sample 40	Class IX	1	2	2	2	3	1	1	12

sample 41	Class IX	2	2	3	3	4	4	2	20
sample 42	Class VIII	4	1	2	1	3	4	4	19
sample 43	Class VIII	4	2	3	4	2	4	4	23
sample 44	Class VIII	3	4	3	2	3	4	4	23
sample 45	Class VII	1	2	1	2	1	1	1	9
sample 46	Class VII	3	3	3	3	3	1	1	17
sample 47	Class VII	3	3	1	3	3	1	1	15
sample 48	Class IX	2	1	1	1	1	2	2	10
sample 49	Class VII	4	3	3	3	3	4	3	23
sample 50	Class IX	2	1	1	1	1	2	2	10
sample 51	Class VIII	2	2	3	3	2	2	2	16
sample 52	Class VIII	4	2	1	1	2	3	2	15
sample 53	Class VIII	3	2	1	1	2	2	2	13
sample 54	Class IX	2	2	2	1	2	3	2	14
sample 55	Class VII	3	3	3	3	3	4	3	22
sample 56	Class VII	3	3	3	3	3	4	3	22
sample 57	Class VIII	3	3	3	1	1	2	3	16
sample 58	Class VIII	3	3	3	3	3	3	3	21
sample 59	Class VIII	2	3	3	3	3	1	1	16
sample 60	Class IX	1	3	3	3	3	1	2	16
sample 61	Class IX	3	1	1	1	1	3	3	13
sample 62	Class VII	3	3	3	2	2	3	1	17
sample 63	Class VIII	3	3	2	2	2	1	1	14
sample 64	Class VIII	1	2	4	4	2	1	4	18
sample 65	Class VII	3	2	3	1	2	2	3	16
sample 66	Class VIII	3	3	3	3	3	4	3	22
sample 67	Class VIII	3	3	1	1	1	3	3	15
sample 68	Class VIII	4	4	4	4	4	4	4	28
sample 69	Class VIII	2	2	2	2	2	3	3	16
sample 70	Class VIII	3	3	3	3	3	3	3	21
sample 71	Class VIII	3	3	3	3	3	3	3	21
sample 72	Class VII	2	3	2	2	2	2	2	15
sample 73	Class VIII	2	2	3	2	2	2	2	15
sample 74	Class IX	3	3	3	3	3	3	3	21
sample 75	Class VII	3	3	3	3	3	3	3	21
sample 76	Class VIII	3	2	1	1	1	3	3	14
sample 77	Class VII	4	4	4	4	4	4	4	28
sample 78	Class VII	4	4	4	4	4	4	4	28
sample 79	Class IX	2	2	2	2	2	2	2	14
sample 80	Class VIII	2	3	3	3	3	1	1	16
sample 81	Class IX	2	1	2	3	2	3	2	15
sample 82	Class IX	3	3	2	2	2	4	3	19
sample 83	Class VII	3	3	3	3	3	2	2	19
sample 84	Class VIII	3	1	1	1	1	3	2	12
sample 85	Class VIII	3	1	1	1	1	3	3	13

sample 86	Class IX	2	3	3	3	3	2	2	18
sample 87	Class VIII	3	3	3	2	2	2	2	17
sample 88	Class VIII	1	3	3	3	2	1	2	15
sample 89	Class VII	3	3	3	3	3	3	3	21
sample 90	Class VII	3	3	3	3	3	2	3	20
sample 91	Class VIII	3	1	1	1	1	3	3	13
sample 92	Class IX	2	3	3	3	3	2	2	18
sample 93	Class IX	1	4	4	3	3	1	1	17
sample 94	Class VII	3	3	3	3	3	4	3	22
sample 95	Class IX	2	3	3	3	3	1	2	17
sample 96	Class VII	2	2	2	2	1	2	2	13
sample 97	Class IX	3	3	3	3	3	3	3	21
sample 98	Class VIII	3	3	3	3	3	3	3	21
sample 99	Class VIII	3	1	2	1	2	2	2	13
sample 100	Class IX	3	2	1	1	1	4	2	14
sample 101	Class VII	1	3	3	3	3	1	1	15
sample 102	Class VII	3	2	1	1	2	3	2	14
sample 103	Class VII	3	3	3	3	3	3	3	21
sample 104	Class VII	3	3	3	3	2	1	2	17
sample 105	Class VII	3	3	3	3	3	3	3	21
sample 106	Class IX	4	3	3	3	3	3	3	22
sample 107	Class VIII	1	3	3	3	3	1	1	15
sample 108	Class VIII	2	2	2	2	2	1	2	13
sample 109	Class VII	3	1	1	1	1	4	3	14
sample 110	Class IX	3	2	2	3	2	1	2	15
sample 111	Class IX	3	1	1	1	1	3	2	12
sample 112	Class VIII	3	1	2	1	2	2	2	13
sample 113	Class VIII	2	3	2	4	2	3	2	18
sample 114	Class VII	1	3	3	3	3	3	3	19
sample 115	Class VIII	3	1	1	2	2	4	3	16
sample 116	Class VIII	3	3	3	3	3	2	4	21
sample 117	Class VIII	3	3	3	3	3	2	3	20
sample 118	Class IX	3	1	1	1	1	2	2	11
sample 119	Class VIII	3	3	3	3	3	3	3	21
sample 120	Class VIII	3	3	3	3	3	3	3	21
sample 121	Class VIII	3	1	1	1	1	3	3	13
sample 122	Class VIII	2	3	3	3	3	2	2	18
sample 123	Class VII	3	4	2	3	2	2	2	18
sample 124	Class VII	4	2	2	2	2	4	4	20
sample 125	Class IX	1	2	1	1	1	1	2	9
sample 126	Class VIII	3	3	3	3	3	1	3	19
sample 127	Class IX	1	4	4	4	4	1	2	20
sample 128	Class VIII	3	3	3	3	3	3	3	21
sample 129	Class VII	4	4	4	4	3	2	2	23
sample 130	Class VII	4	4	3	4	3	2	2	22

sample 131	Class VIII	1	3	3	3	3	2	1	16
sample 132	Class VIII	3	3	3	3	2	3	2	19
sample 133	Class VIII	3	3	2	2	2	3	2	17
sample 134	Class VII	3	2	4	3	3	2	3	20
sample 135	Class VII	3	1	1	1	1	2	2	11
sample 136	Class VIII	1	4	4	4	4	1	1	19
sample 137	Class VII	3	3	3	3	3	3	3	21
sample 138	Class VIII	1	4	4	4	4	1	1	19
<b>Amount :</b>									<b>2407</b>

## Appendix. Data Analysis Technique of Interview

### a. Data Reduction

In reducing the data, the researcher reduces the data before going to the field by determining the population and determining the sample for interviews where the population and sample have been described in chapter 3. After conducting the research, the researcher chose 3 teachers to be interviewed and 138 students to answer the questionnaire. The results of the interviews will be explained in this section. The researcher used the purposive sampling technique to get the participants. The researcher labels the participants' names with abbreviations to make it easier for researchers to discuss something that is repeated.

no	Label	teacher
1	ISN	Class 1
2	IND	Class 2
3	ISB	Class 3

Based on interviews from the three respondents regarding the respondents' perspective on the use of the WhatsApp application in the English online learning process the Covid-19 Pandemic.

Then the researcher simplified the results of the interview. Simplification aims to facilitate the interview in analyzing the data. Researchers only write down respondents' answers that are needed by researchers to be managed

further. The results of interview simplification can be seen in the following table.

**Table reduce interview question 1**

Question items	R1	R2	R3
The process of implementing the WhatsApp application in learning English	<i>Saya hanya mengirimkan materi dan penjelasannya melalui pesan suara biasa dan setelah itu saya memberikan tugas dan menyuruhnya mengumpulkan tugasnya melalui WhatsApp atau disuruh langsung mengumpulkan disini seperti ini.</i>	<i>Saya merangkum materi-materi lalu saya tulis di kertas lalu di photocopy dan saya kirim</i>	<i>Kami biasanya memberikan siswa materi melalui video. Kami juga biasanya screenshot bagian penting dari materi video itu agar mereka tidak kehilangan jejak dari materi utama</i>

Based on interviews from the three respondents, regarding the respondent's perspective on the process of applying WhatsApp in the online learning process of English. The teacher sends the material in the class group that has been prepared previously.

**Table reduce interview question 2**

Question Item	R1	R2	R3
The effectiveness of using the WhatsApp application in learning.	<i>Pembelajaran dimasa pandemic tidak seefektif pembelajaran yang kita inginkan</i>	<i>Mungkin jika dibanding dengan tatap muka bisa saja tingkat capainnya hanya 60% karena tidak adanya timbal balik, tidak memiliki interaksi</i>	<i>Saya rasa sangat efektif karena meskipun dengan basic teknologi atau pemahaman IT siswa yang kurang saya kira semua bisa mengakses WA yang penting</i>

			<i>mereka punya hp android. Jadi sangat efektif menurut saya karena itu yang paling dasar</i>
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Based on the three respondents, the respondents' opinions regarding the effectiveness of using the WhatsApp application in the online learning process of English. respondents think that the level of effectiveness of using the WhatsApp application in the learning process is around 60% because there is no reciprocity between teachers and students.

**Table reduce interview question 3**

Question Item	R1	R2	R3
Constraints of using the WhatsApp application in learning	<i>Kita tidak bisa langsung menegur melalui WhatApp</i>	<i>Kendalanya itu karena ada beberapa siswa yang tidak memiliki WA dan tidak memiliki HP dan dia tidak bergabung di WA group. Ini tergantung dari siswanya</i>	<i>Kendalanya bagi siswa biasanya tidak continue bisa mengakses WA karena mungkin terkendala di kuota yang kurang</i>

Based on the explanation above, it is concluded that many students do not have access to take part in online learning. For example, many students do not have smartphones to be able to join class groups in the WhatsApp application so that students cannot participate in online learning.

**Table reduce interview question 4**

Question Item	R1	R2	R3
Student responses learning to use the WhatsApp application	<i>Ada yang antusias ada yang tidak tidak</i>	<i>Kalau yang mampu juga bagus nilainya. Ada beberapa anak yang dimata pelajaran saya itu bagus</i>	<i>Responnya bagus, mereka juga senang, enjoy, mudah untuk di akses. Kami bisa mengirim video mereka juga bisa melakukan feedback melalui WA</i>

From the quote above, it can be concluded that each grade level has a different response to the use of the WhatsApp application in online learning during the pandemic. Some students have the enthusiasm to learn when the notification comes in their respective groups and there are students who do not have the enthusiasm to learn and there are even students who do not have access to take part in learning.

**Table reduce interview question 5**

Question Item	R1	R2	R3
Student learning outcomes while using the WhatsApp application in learning	<i>Yang aktif yah nilainya bagus dan yang tidak aktif jelas tidak bagus</i>	<i>Hasil belajarnya tidak bisa dipaksakan karena ada yang tidak punya HP</i>	<i>Hasil belajarnya bagus sesuai dengan harapan. Kami bisa mengakses nilai mereka meskipun kami tidak bisa mengontrol langsung seperti pembelajaran</i>

			<i>luring tapi kami percaya bahwa siswa kami itu mengerjakan tugas-tugas itu dengan serius dan mandiri</i>
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From the excerpts from the interviews above, it can be concluded that each grade level is different in giving value to student learning outcomes. In online learning that is limited by space, it can be the main cause of students not being able to participate in online learning to the fullest during the pandemic.

#### b. Data Display

Data presentation is done after data reduction. Researchers describe the data briefly to make it easier for researchers to understand the phenomena that are happening.

WhatsApp is very popularly used among the public which is not only a means of communication, but now it can be used as an online learning tool that has a very important role.

Through the features of the WhatsApp application, teachers can design the desired learning method according to the learning needs of students to achieve the goals of learning even though the effectiveness level is not yet 100%. This is supported by statements from respondents when conducting interviews with teachers and giving questionnaires to students.

The difficulties experienced by students are that many students are constrained by cellphones, networks, and quotas. Meanwhile, the problem

that the teacher has is that many students do not respond to the teacher when the learning process is in progress.

c. Verifying

The next step is the stage of drawing conclusions based on the findings and verifying the data. As explained that the initial conclusions put forward are still temporary and will change if evidence is found to support the next stage of data collection. It is this process of obtaining evidence that supports the next stage of data collection. This process of obtaining evidence is called data verification. If the conclusions put forward at the initial stage are supported by strong evidence in the sense that they are consistent with the conditions found when the researcher returned to the field, the conclusions obtained are valid conclusions.

The researcher concluded that from the results of interviews with 3 teachers and questionnaires to students, WhatsApp was effectively used in the English learning process during online learning during the Covid-19 Pandemic. By the respondent's statement after being analyzed. This conclusion is supported by reference to the validity of the data such as the results of the interviews that have been transcribed and the results of the questionnaires that have been concluded, the interview guidelines and questionnaires that have been validated by the supervisor, and documentation during the research.



