

ENGLISH EDUCATION JOURNAL (E2J)

Research Journal

<https://www.ejournal.lppmunidayan.ac.id/index.php/english>

E-ISSN: 2686-3731

P-ISSN: 2460-0504

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Publisher:

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WHATSAPP AS LEARNING MEDIA DURING COVID-19 PANDEMIC IN LEARNING PROCESS OF ENGLISH SUBJECT AT SMAN 5 BAUBAU

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Article Info

Article history:

Received: 19/04/2022

Received in revised form: 27/05/2022

Accepted: 01/05/2022

Abstract

During the pandemic Covid-19, among the many long-distance communication applications, the teachers at SMAN 5 Baubau choose Whatsapp Group as learning media which could be used on weak networks and also does not consume internet quota like the others. The objectives of this study was to find the using of this application as a learning media at SMAN 5 Baubau and the impact of this application on the distance learning process during the covid-19 pandemic.

The present study used qualitative method. This research carried out in June - December 2020 at SMA Negeri 5 Baubau. The subjects in this study were 18 students at SMA Negeri 5 Baubau with details of Class X (6 people), Class XI (6 people) and Class XII (6 people). The instruments used in this research was interview. The findings showed that the majority of students did not have problems or obstacles in using this application. However, some students found it difficult in the learning process that depends on the chat in the group. Although students did not have obstacles in operating the application, but as a medium of learning students had many obstacles and WhatsApp as a learning medium would be more complicated if it is not supported by the creativity of the teacher.

Keyword: English Learning Media, WhatsApp Group

Abstrak

Di masa pandemi Covid-19, di antara sekian banyak aplikasi komunikasi jarak jauh, para guru di SMAN 5 Baubau memilih Whatsapp Group sebagai media pembelajaran yang bisa digunakan di jaringan yang lemah dan juga tidak memakan kuota internet seperti yang lainnya. Tujuan dari penelitian ini adalah untuk mengetahui penggunaan aplikasi ini sebagai media pembelajaran di SMAN 5 Baubau dan dampak dari aplikasi ini terhadap proses pembelajaran jarak jauh selama pandemi covid-19.

Penelitian ini menggunakan metode kualitatif. Penelitian ini dilaksanakan pada bulan Juni – Desember 2020 di SMA Negeri 5 Baubau. Subjek dalam penelitian ini adalah 18 siswa di SMA Negeri 5 Baubau dengan rincian Kelas X (6 orang), Kelas XI (6 orang) dan Kelas XII (6 orang). Instrumen yang digunakan dalam penelitian ini adalah wawancara. Hasil penelitian menunjukkan bahwa sebagian besar siswa tidak mengalami masalah atau kendala dalam menggunakan aplikasi ini. Namun, beberapa

1. INTRODUCTION

In the midst of the COVID-19 storm, schools in Indonesia were forced to conduct distance learning, which of course relies heavily on learning media. Learning media plays a very crucial role in the success of the teaching and learning process. Based on Ediyani et al [1] Learning media increases students' opportunities to more effectively receive the material given in the learning process because learning media fosters new desires and interests for students. One of the schools that was forced to do distance learning was SMAN 5 Baubau. There are many choices of distance communication applications that can be used as learning media to support distance learning such as Google Classroom, Google Meet, Zoom Meeting WhatsApp Group and others. Among the many options available, teachers choose to use applications that can be used on networks that are not too strong and don't take up a lot of internet quota.

This is done so that all students can take part in the distance learning process. Among the many long-distance communication applications, the choice of teachers falls on Whatsapp Group which can be used on weak networks and also does not consume internet quota like the others. Similarly with Koomson [2], he also add that WhatsApp Messenger provides a great help in facilitating the teaching and learning process because of its diverse features and can be used even in the lowest signal. However, Djamjuri et al [3] conduct a research in Smk Bogor Muhiddin School (BMS) and the result of the research is WhatsApp as a learning medium has deficiency because it is heavily on a strong network and internet quota. Contrary with Djamjuri et al, the research result by Koomson [2] in Ghana University about whatsapp Messenger as learning media is WhatsApp Messenger is a "helpmate" to university students, this Application facilitate university student in solving contextual problems during distance

siswa merasa kesulitan dalam proses pembelajaran yang bergantung pada obrolan dalam kelompok. Meskipun siswa tidak memiliki kendala dalam mengoperasikan aplikasi, namun sebagai media pembelajaran siswa memiliki banyak kendala dan WhatsApp sebagai media pembelajaran akan lebih rumit jika tidak didukung oleh kreativitas guru.

Kata kunci: Media Belajar, Grup Whatsapp

learning in Ghanaian. The results that are different from previous research have attracted the attention of researchers to find out the assembling of this application as a learning media at SMAN 5 Baubau and the impact of this application on the distance learning process during the covid-19 pandemic.

1. Objective of Study

The objectives of this study is to find out to the using of this application as a learning media at SMAN 5 Baubau and the impact of this application on the distance learning process during the covid-19 pandemic.

2. Scope of the Research

This research focuses on the using and the impact of WhatsApp Group as learning media on the distance learning process.

3. Literature Review

There have been many responses from the community regarding school or college activities *online*, both responses positive and negative. Positive responses include:

- a. Teachers or lecturers as well as students or students can master technology information and communication in this globalization era.
- b. Students or students do learning activities more relaxed.
- c. Teachers and lecturers have increased their skills and creativity in providing teaching materials to their students.

Meanwhile, the negative responses that emerged included:

- a. Not all students have adequate facilities to support school activities or lectures *online*.
- b. The uneven internet network in Indonesian territory.
- c. Teachers are still experiencing difficulties in delivering teaching online materials.
- d. Teachers and lecturers have difficulty knowing the level of learning progress of their students.

e. Limited internet quota owned by each student.

However, with the many responses from the community, one thing that cannot be avoided is that learning activities are *online* currently an alternative educational solution that can best be done by both educational institutions and their academicians. It is impossible for the government to hold back all activities in society without any certainty about when it will end. This is a challenge for all people, to continue to work and learn effectively, and to revive the economy people's

In accordance with Circular Number 15 of 2020 concerning guidelines for the Implementation of Learning from Home in an Emergency for the Spread of Corona Virus Disease (Covid-19) that in order to fulfill the rights of students to get educational services during the emergency spread of Corona Virus Disease (COVID-19) through:

1. Learning from Home during the emergency spread of Corona Virus Disease (COVID-19) is carried out by still paying attention to the protocol for handling COVID-19; and
2. Learning from Home through online and / or distance learning is offline implemented in accordance with the guidelines for organizing learning from home.

The implementation of learning from home (BDR) during the COVID-19 emergency aims to:

1. Ensure the fulfillment of students' rights to get educational services during the COVID-19 emergency.
2. Protect residents of education units from the adverse effects of COVID-19.
3. Prevent the spread and transmission of COVID-19 in units educational. and
4. Ensure the fulfillment of psychosocial support for educators, students and parents /guardians.

Whereas learning from home is carried out in accordance with the principles contained in the Circular of the Minister of Education and Culture Number 4 of 2020 concerning Implementation of Policies Education in the Emergency for the Spread of Corona Virus Disease (COVID 19), namely:

1. The safety and physical and mental health of student's educators, heads of education units and all members of the education unit are the main considerations in the implementation of BDR;
2. BDR activities are carried out to provide

learning experiences meaningful for students, without being burdened with demands to complete all curriculum achievements;

3. BDR can be focused on life skills education, including regarding the COVID-19 pandemic;
4. Learning material is inclusive in accordance with the age and level of education, cultural context, character and type of specificity of students;
5. The activities and assignments during the BDR can vary between regions, education units and Students according to their interests and conditions of each, including considering the gap in access to the BDR;
6. The learning outcomes of students during BDR are given feedback qualitative and useful from the teacher without being required to give scores / scores quantitative; and.
7. Promoting positive interaction and communication patterns between teachers and parents / guardians.

Learning from home (BDR) is carried out by Distance Learning (PJJ) which is divided into 2 (two) approaches: (1) online distance learning and (2) distance learning offline. In implementing PJJ, educational units can choose an approach (online or offline or a combination of both) in accordance with the availability and readiness of existing facilities and infrastructure.

In a digital world, where everything is under the control of the Internet, it is difficult to ignore the existence and contribution of technology to the teaching of English. Media such as videos, podcasts, worksheets, e-learning, applications and websites, as well as other technological tools are very useful. Education in the digital era is education that must integrate Information and Communication Technology into all subjects [4]. While Sa'ud [5] provides a view that the convergence between the Internet learning and the use of technology alliances to design, send, selecting and organizing learning. Technology is one of the supporting media as a means of conveying and developing knowledge which aims to facilitate students in learning and improve the quality of learning activities. Bates in Hartoyo [6] states that the objectives of implementing the e-learning approach are as follows;

1. Increase access to learning opportunities

(increase access to learning opportunity) and student flexibility in learning. In this case, e-learning is able to increase learning opportunities and flexibility student in learning through various means and learning methods used.

2. Improve the quality of learning (enhance general quality).
3. Develop skills and competencies (develop skills and competencies) needed by students and provide provision of skills digital needed in their field of science, profession, or career.
4. Accommodating various styles or learning methods (to meet the learning styles / needs) of students.
5. Increasing the effectiveness of funds (cost effectiveness), especially at the secondary education level.

It is hoped that the use of Internet media in the learning process will make it easier for learners to get the information needed, so that it is hoped that learners will actively seek the information and knowledge needed. But in reality, the application of ICTs in the education sector in Indonesia is still in its early stages and has not been fully utilized. Obstacles to the application of ICT in the field of education, among others, are caused by the inequality of infrastructure that supports the application of ICT in education, which is an initial problem that must be resolved immediately by the authorities, because without supporting infrastructure, the application of ICT in education will only be a dream. Infrastructure is a very important component that serves as the initial and main capital in the application of ICT in education. At present, there is a tendency that only certain areas have access to ICT. This is because there are still many areas that even have no telephone access, let alone access to the Internet. In fact lot of potential for resources , the region has a superior human. If this continues like this, it is feared that the potential for human resources in the area will be wasted and cannot be utilized for the progress of the Indonesian nation in general, so that an interactive and creative discussion process is obtained on the website. The "share file" forum is used for sending student assignments in the form of non-paper to teachers who teach English subjects.

In addition, this forum can be used by teachers and students to upload and download English subject matter. Another constraint that

needs to be resolved is the lack of human resources for use of ICT in the learning process. This unpreparedness is due to the pattern of learning habits that still do not consider the important role of ICT in improving the quality of learning. They tend to be satisfied with the material that has been provided by the instructor directly, so that it causes them not to be / lazy to look for additional information on the Internet even though the facilities and infrastructure are already supportive of the application of ICT. Sometimes this obstacle is much more difficult to solve than the absence of infrastructure that supports ICTs, this is because it is usually more difficult to change a person's patterns behavior/ habits. Therefore, there needs to be an awareness of each individual learner to utilize and apply ICT in their learning methods.

Based on the results of research by Sawitri et al [7], that the obstacles to integrating ICT in learning can be classified into two groups, namely:

1. Physically

Physically it can be in the form of inadequate facilities and infrastructure, especially for schools located in remote areas. Even if there are facilities and infrastructure, they are still very minimal in terms of quantity and quality of the equipment. Used devices are still multimedia used in educational institutions in rural areas. Of course, this used multimedia device still uses outdated specifications. So that its use is not able to compete with the rapid rate of ICT development.

2. Non-physically

Non-physically, it can be classified into several things, including: (a) the teacher's confidence is lacking in using ICT in implementing the PBM process. Teachers are afraid of failing to teach through the use of ICT which is currently highly recommended. Although the use of ICT in the learning process is highly recommended by experts. (B) Lack of teacher competence, what is meant here is the lack of teacher competence in integrating ICT into pedagogical practice, namely not having knowledge and skills in using computers and not enthusiastic about change and integration by learning using computers in classroom there. (c). The teacher's attitude and inherent resistance to change. The

attitude and resistance of teachers to change about the use of strategies new, namely the integration of ICT in PBM. This is meant by the teacher's attitude that the use of ICT in PBM does not have benefits clear or advantages.

In the Age of Technology, Information and Communication (ICT) or Information, Communications, and Technology (ICT), currently ICT in the classroom is very important to provide opportunities for learning success student in the current information year. By using ICT, the barriers to learning can be overcome. The findings show that teachers had a strong desire to integrate ICT into education, but that, they encountered many obstacles. The main obstacles are: (1). Lack of confidence / trust, (2). Lack of competence, and (3). Lack of access to resources.

Information and communication technology (ICT) has become an part essential of most organizations and businesses. Computers began to be placed in schools in the early 1980s, and some researchers point out that ICT is an important part of education for the generation next. Modern technology (ICT) has a lot to offer in the world of education, namely improving teaching and learning in the classroom, the view that new technologies have the potential to support education throughout the curriculum, and providing opportunities for communication effective between teachers and students in ways that were not possible before.

Learning English is a difficult second language teaching process: various factors contribute and combine together to achieve the success of this endeavor. To produce results good, teachers must devote a lot of time and effort to determining the most satisfying, suitable, and effective teaching methods. Not only daily reality is influenced by new technology, but also the development of language skills begins to depend on it [8].

As the number of English learner's increases, fortunately, more and more modern tools and technological tools are being implemented into the teaching process. Nowadays, teachers tend to use tools such as videos, podcasts, worksheets, e-learning, applications and websites, which can be accessed via electronic devices such as personal computers or cell phones. This discovery facilitates the classroom environment and diversification of learning

activities.

WhatsApp Messenger is a messaging application for smartphones. *WhatsApp Messenger* is a cross-messaging application *platform* that allows us to exchange messages without credit, because *WhatsApp Messenger* uses internet data packages. The application *WhatsApp Messenger* uses a 3G, 4G or Wi-Fi internet connection for data communication and can do chat online, share files, exchange photos and more.

Some things that need to be considered in using *WhatsApp* are:

- a. Connection Stability. WhatsApp relies on an internet connection via GPRS / EDGE / 3G / 4G or Wi-Fi to run it. This application WhatsApp does not exist when you are not connected to an internet connection. You can view contacts and conversations with your friends you are even though not connected to an internet connection, but when you try to send a message, there is a clock indicating that your message is postponed until there is an internet connection.
- b. Notification. There is a notification option for new message notifications in the settings section. You can choose to show new messages as a *Pop Up* or only appear in the notification section. You can also set the call sound in the settings section.
- c. Mobile number as a PIN. WhatsApp to add friends, number your friend's mobiles needed. You don't need to add friends in the WhatsApp application. Just fill in your contact list phone's with your friends along with their email numbers, and synchronize by pressing the refresh button in the *options* while in the friends list (+). You can also scan the QR provided by WhatsApp to add a Contact without saving directly. If your friend is registered using their cellphone number, WhatsApp will look for it yourself and display your friend directly on the list call. When you first install it, you will get a WhatsApp contact list that is filled in automatically. WhatsApp immediately retrieves data in phone contacts and synchronizes with servers. If your friend's email number is registered on WhatsApp, this application will automatically recognize him.
- d. Message alert. WhatsApp uses alerts, to provide information on sent messages. One check mark (gray) means the message was sent successfully and two ticks (gray) means

the message has been received but has not been read. Two blue ticks mean the message has been read. If there is no internet connection, will a clock appear, which means that message delivery is delayed.

- e. Features. WhatsApp can send files in the form of:
1. Photos directly from the camera, file manager, and gallery.
 2. Live video from video camera, file manager and gallery.
 3. Audio directly record sound, file manager, audio.
 4. Location
 5. Contacts (send contact details of phone contacts) [9].

WhatsApp officially announced the launch of an official feature called Whatsapp Web on January 22, 2015. This feature tries to facilitate the use of this application for computer-based users. Like WhatsApp based on a mobile phone, this feature requires an connection internet as a channel for delivering information. WhatsApp works through an online portal provided by the developer which is located at web.whatsapp.com. In principle, WhatsApp web functions to open a WhatsApp account via a computer device.

This feature in the early period was easier to use via the application Chrome developed by Google. Synchronization is required to open a WhatsApp account via this website. The developer provides a barcode that needs to be scanned via the WhatsApp mobile application. The scan will directly open the Whatsapp application according to the account that works on the cellphone used for scanning. The conversations contained in the WhatsApp application on mobile phones will be also presented on this web version. Synchronization will be carried out automatically when there is a change in an active application.

The WhatsApp application that is currently owned by almost all device users can certainly be used as an alternative media in the learning process, teaching and especially English. The use of this application allows the process learning to take place even without the presence of the teacher, but not that does mean that the teacher can easily leave the classroom. Forming a class group on WhatsApp is one way to keep interacting with students according to their respective classes. This application has advantages, including saving paper usage

because students do not have to print assignments that are given. Learning can be more relaxed and space and study time is also more. Name, photo, status as well as several privacy setting tools to protect profiles and also a tool to backup messages, change account numbers and make payments. The presence of the WhatsApp application is not flawless; here are some disadvantages or negative impacts of using WhatsApp: It is difficult to socialize with people around you. This is because social media users are lazy to learn to communicate in real terms. This is absolutely true, because I have a friend who is very active on social media, he always posts whatever he is working on, but the situation is different 180 degrees if he meets in real. People, who are active in media issues, if they meet in person, are in fact quiet people and doesn't much hang out. Social media sites will make someone more selfish. They become unaware of their surroundings, because they spend most of their time on the internet.

According to Prawanti and Sumarni [10] distance learning obstacles include the lack of knowledge about technology by students and their parents, learning that tends to be boring, learning assessments that are forced to be carried out indirectly, all of which result in the ineffectiveness of the learning process. Based on the explanation of the experts above, it can be concluded that the challenges intended in this study are challenges faced by students in online learning with the following indicators:

- (1) Network Disruption,
- (2) Understanding of Technology,
- (3) Learning Methods,
- (4) Variation of Assigned Tasks, and
- (5) Distance Learning Schedule

2. RESEARCH METHODOLOGY

The present study used qualitative method. This research carried out in June - December 2020 at SMA Negeri 5 Baubau. The subjects in this study were 18 students at SMA Negeri 5 Baubau with details of Class X (6 people), Class XI (6 people) and Class XII (6 people). Other considerations that researchers use are high, medium and low student achievement, and high, medium and low levels income of parents. The instruments that will be used in this research was interview guidelines, namely the guidelines used by researchers in conducting interviews with research informants to obtain data about the challenges and expectations of

students while participating in the English learning process using the application *Whatsapp Group* during the Covid-19 pandemic at SMAN 5 Baubau. In this study, the interviews used were in-depth interviews with structured interviews.

After all the data have been collected, the next steps was to perform data analysis. Data analysis in this research was carried out during and after data collection. Data analysis can be done during the reflection stage of the research cycle. The data used comes from the results of interviews, observation and documentation. Analysis of the data used in this study used qualitative data analysis from Miles and Huberman [11], which consists of the stages of reduction, data presentation, and drawing conclusions and verification. The description is as follows:

1. Data reduction Data

Reduction can be interpreted as the process of selecting, focusing on simplifying, abstracting, and transforming data crude that arises from the results of interviews. This process takes place continuously during this research process. This is done to obtain clear information from the data so that the researcher can make justified conclusions.

2. Data Presentation Data

Presentation is intended to make it easier for researchers to see the overall picture or certain parts of the study. The data that has been presented are then interpreted and evaluated to make action plans further. In presenting the data is done by compiling the information that has been obtained from the reduction results.

3. Drawing conclusions and data verification.

Conclusion drawing is to provide conclusions on the results of interpretation and evaluation. This activity includes searching for the meaning of data and providing explanations. The conclusion in this study is a new finding that has never existed before. These findings can be in the form of a description or description of an object that was previously unclear, so that after being examined it becomes clear. If the results of these conclusions are not strong then verification is needed. Verification is testing the truth, robustness and matching the meanings that arise from the data. The implementation of verification is a re-objective of field recording or review and exchange of ideas with colleagues.

3. FINDINGS AND DISCUSSION

3.1 Findings

This part shows the result of the 18 students' interview with six questions.

First question: Do you often experience network problems when participating in online learning?

Based on the results of the interviews, most students have experienced network disturbances during distance learning. Interviewee ZW said that he sometimes had network problems when it was raining and windy. Interviewee ZW's statement was also in line with interviewee YP's statement, he said that sometimes he had to study on his terrace to get a good network. No different from interviewee DH, he said that he often have network problems when I attend lessons, especially when the lights go out. Whereas different with interviewee RV, she stated that the network is quite stable in any weather. The opinion of the RV interviewee is also similar to the opinion of the WRM interviewee who said that my network is quite stable even though it only relies on the network from her personal sim card. Network problems are not trivial in distance learning. The network becomes the link between teachers and students in interacting in the distance learning process.

Second question: Do you have any problems using this Whatshaap application?

Interviewee NR said that she has no problem using WhatsApp application because she has been doing it since she was in junior high school. Similar to Interviewee NR, interviewee IRS also state that WhatsApp application is not a problem for her. Opposite with previous statement, Interviewee AW and DH have difficulty using that application as learning media. Interviewee AW said that he has a problem when too many incoming and stacked chats, if he winks or loses concentration for a few seconds then he can miss the topic being discussed because the latest chat keeps piling up old chats for a few seconds. While interviewee DH state that the obstacle she faced was that the written explanation was quite difficult to understand and the teacher were more focused on giving assignments. Whereas, efficiency of learning media is needed in order to support the smooth process of distance learning.

Third question: Is the learning method used by the teacher through the Whatshaap application fun for you?

Based on the result of the interview the student have various opinion. Interviewee YES said that the teacher's way of teaching is very fun. Sometimes teacher is given material to study on their own, then given a task to do, if it is not finished, it can be completed at home. While interviewee AM said that he likes the way teacher teach like this, because he does not need to go to school anymore to study, but just stay at home. However, interviewee KY state that she dislike study like this, because it is not face to face with the teacher and other friends and also she add that she does not understand the teacher's explanation with this way. In addition, the interviewee MR add that the teacher only gives material to study on their own, for friends who have a brother or sister who is good at English this will not be too burdensome, she emphasized that this is hard for him who does not have a place to ask when he is studying alone at home. Coupled with interviewee BM, he state that he does not like the way the teacher teaches like this, because sometimes he does not understand the explanation of the material from the teacher.

Fourth question: Do the assignments given by the teacher always vary?

Based on the result of the interview, it can be said that the teacher favorite assignment is translating. According to interviewee NACD the assignments given by the teacher are not the same every week, sometimes the teacher gives the task of translating the text and sometimes the task of making their own sentences. While interviewee FK said that he likes the way the teacher gives assignments, sometimes the teacher gives assignments to read texts or stories, then is asked to translate and summarize the contents of the stories in Indonesian and sometimes they are also sent recordings of conversations in English, and asked to translate in Indonesian. Opposite with interviewee FK, interviewee FW argue that the task given by the teacher is always translating and this is quite boring for him.

Fifth question: In your opinion, can the teacher's explanation of the subject matter be understood?

Considering the result of the interview, it could be said that most students face difficulties in using this learning media in the distance learning process. Interviewee RF state that sometimes he does not understand the explanation of the material from the teacher, so he often asks his teacher again, but sometimes

the teacher explains but it's not very clear. The opinion of the interviewee RF was also supported by the opinion of the interviewee NR, she said that he did not understand the teaching and learning process, because the explanation given by the teacher was not clear, she often asks the teacher again but sometimes she still do not understand the explanation. Similarly with ZA, he also add that when he asked the teacher answered sometimes through voice notes or chat from the group, sometimes if the explanation was short he could understand but when the explanation was long enough he became more confused but he still answered he understood if the teacher had asked again.

Sixth question: In your opinion, are there any other applications besides Whatshaap that your expect in learning?

Based on the result of the interview, the students show similar answer. interviewee KY said that he prefers the teacher to teach using the google classroom application, because it is easier to understand. this is supported by the opinion of the interviewee MR who said that just use Google classroom because it is easier for me to understand the material. no different from the interviewee BM, he said he might choose google classroom because I can see the faces of the teacher and other friends. interviewee YP thought that google classroom was more fun because he could see power points and listen to the teacher's explanation, but the application was too heavy and took up the network, he added that his smart phone always lags when using the application. On the contrary, IRS interviewees state that they choose WhatsApp group, they state that they only learn through chat from the group, the material in the form of soft files is sometimes given by the teacher and sometimes also voice notes. According to the IRS, even though WhatsApp is more limited than Google Classroom, she feels that the WhatsApp is more stable even in bad weather conditions than Google Classroom, which sometimes can't hear the teacher's voice clearly when the weather is bad.

3.2 Discussion

Referring to the results of the interviews, most of the students experienced network disturbances during distance learning. Network problems are not trivial in distance learning. The network becomes a liaison

between teachers and students in interacting in the distance learning process. In addition, the majority of students do not have problems or obstacles in using this application. However, some students find it difficult in the learning process that depends on the chat in the group. This made some students left behind explanations and explanations from teachers who depended on chat groups in the form of text, making it difficult for some students to understand learning. Whereas according to Dwi and Hanif [12] a good learning media is a learning media that can help deliver material to students effectively and efficiently.

Although students do not have obstacles in operating the application, but as a medium of learning students have many obstacles. Based on the results of interviews with the Whatshaap application as a fun learning medium for students who have good skills in English subjects, but this is a big obstacle for students who still need a lot of explanation from the teacher, the students admit that this is exacerbated by the absence of a supporter or companion. Students at home who can provide additional guidance to students. The researcher argues that WhatsApp as a learning media is not suitable for learners who still need a lot of explanation from the teacher or on learning materials that are quite complicated. Learning media is not only to help deliver learning materials but also serves as a tool to motivate students [13]. According to Tileston [14] the human brain is very dependent on external stimuli for learning such as visuals, sounds, smells and tastes, all of these stimuli are brought by learning media which makes it friendly to the student's brain to easily accept learning.

WhatsApp as a learning medium will be more complicated if it is not supported by the creativity of the teacher. Based on the results of interviews, teachers often give translation assignments which tend to make students bored with learning. Meanwhile, Dabrowski and Reed [15] said that diverse tasks such as reading, writing and talking on various topics and tasks stimulate students to solve complex problems, develop argumentation skills and hone students to think critically. Student difficulties do not end there. Based on the results of interviews, it can be said that most students have difficulty in using this learning media in the distance learning process. This happens due to the teacher's explanation in the

form of "chat (text)" or "voice note" which sometimes cannot be understood well by students. Two-way communication between teachers and students in the learning process did not go well. Whereas according to Deepti [16] the delivery of knowledge by the teacher to students and the sharing of ideas, thoughts, and opinions between the two parties is assisted by communication.

Deepti [16] also emphasizes that teacher communication skills take an important role in the success of the teaching and learning process. Teachers should consider students' opinions in choosing learning media because students will be in contact with the learning media the most. Based on the results of the interviews, all students showed almost the same answers, namely they prefer to use Google Classroom compared to WhatsApp groups, although some of them admit that only WhatsApp can be used even in weak network conditions.

4. CONCLUSION

Network problems are not trivial in distance learning. The network becomes a liaison between teachers and students in interacting in the distance learning process. Therefore, teachers should consider this when choosing learning media as a support for distance learning. It should be noted that WhatsApp as a learning media is not suitable for learners who still need a lot of explanation from the teacher or on learning materials that are quite complicated. On close analysis, WhatsApp as a learning medium will be more complicated if it is not supported by the creativity of the teacher.

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