



THE USE OF WHATSAPP AS A MEDIUM FOR TEACHING ENGLISH DURING THE COVID 19 PANDEMIC: CASE STUDY AT SMKN 2 PEKANBARU

THESIS

Submitted to State Islamic University of Sultan Syarif Kasim Riau
in partial fulfillment of the requirements for the degree of
Magister in English Education

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

In the Name of Allah he Most Gracious and the Most Merciful

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Pekanbaru, March 24th 2021

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TRANSLITERATION GUIDELINES

1. Single Consonant

Arabic Alphabet	Name	Latin Alphabet
ا	Alif	A
ب	Ba	B
ت	Ta	T
ث	Tsa	Ts
ج	Jim	J
ح	Ha	H
خ	Kha	Kh
د	Da	D
ذ	Dzal	Dz
ر	Ra	R
ز	Zai	Z
س	Sin	S
ش	Syin	Sy
ص	Shad	Sh
ض	Dhad	Dh
ط	Tha	Th
ظ	Zha	Zh
ع	‘ain	‘

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ح	Ghain	Gh
ف	Fa	F
ق	Qaf	Q
ك	Kaf	K
ل	Lam	L
م	Mim	M
ن	Nun	N
و	Waw	W
ه	Ha	H
ء	Hamzah	‘
ي	Ya	Y

2. Double Consonant

The double consonant is written double, for instance العامه written *alammah*.

3. Short Vowel

Fathah is written a, for instance شديعت (Syari'ah), Kasrah is written i, for instance الجبال (al-Jibali) and dhommah is written u, for instance ظلوما (zhuluman).

4. Double Vowel

او is written aw, او is written uw, اي is written ay, and اي is written i.



5. Ta' Marbutah

The stopped Ta' Marbutah in the last verse h, for instance الشَّيْعَتِ is written syaria`ah, unless it has been taken into the Indonesian standard, for instance mayit. However, when it is read out, it is written t, for instance al-maytatu in Arabic: الميتة

6. Article Alif Lam

The article Alif Lam followed by Qomariyah dan Syamsiah letters is written al, for instance المِغْم is written al-Muslimu, unless when it is the name of person followed by the word Allah, for instance, (عبدالله). (Abdullah)

7. Capital Letter

The capitalization is adjusted with the enhanced Indonesian spelling.

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Epi Marlanti (2021) : The Use of Whatsapp as a Medium for Teaching English during the COVID 19 Pandemic: Case study at SMKN 2 Pekanbaru

This research aimed to explain how the teacher used whatsapp as a medium for teaching English during the COVID 19 pandemic, to explore the challenges faced by teacher on using whatsapp as a medium for teaching English, and to explore the students' responses toward the use of whatsapp as a medium for teaching English during the COVID 19 pandemic at SMKN 2 Pekanbaru. This research was conducted under the qualitative case study design. The participants of this research were four English teachers and twelve students. The results revealed that whatsapp was good alternative media for teacher in teaching English. Whatsapp features could make the teaching and learning process interactive and effective. With WhatsApp, teachers and their students were enabled to directly and conveniently access a lot of digital learning resources with different formats, including text, images, videos, voice message, and voice call. Furthermore, students gave positive responses toward the use of whatsapp as English teaching media during the COVID 19 pandemic at SMKN 2 Pekanbaru. It was interesting, effective, and easy to use. However, overloaded messages, small screen, technical problem and lack of training and skills in using technology were identified as the greatest challenges of effective WhatsApp use for English teaching media.

Keywords: WhatsApp, medium, English teaching and learning process.

ABSTRACT



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ABSTRAK

Epi Marlianti (2021) : **Penggunaan Whatsapp Sebagai Media Pembelajaran Bahasa Inggris Selama Pandemi COVID 19: Studi Kasus di SMKN 2 Pekanbaru**

Penelitian ini bertujuan untuk menjelaskan bagaimana guru menggunakan whatsapp sebagai media pembelajaran bahasa Inggris selama pandemi COVID 19, mengeksplorasi tantangan yang dihadapi guru dalam menggunakan whatsapp sebagai media pembelajaran bahasa Inggris, dan mengeksplorasi tanggapan siswa terhadap penggunaan whatsapp sebagai media pembelajaran bahasa Inggris selama pandemi COVID 19 di SMKN 2 Pekanbaru. Penelitian ini dilakukan dengan rancangan studi kasus kualitatif. Partisipan penelitian ini adalah empat orang guru bahasa Inggris dan dua belas siswa. Hasil penelitian menunjukkan bahwa whatsapp merupakan media alternatif yang baik bagi guru dalam mengajar bahasa Inggris. Fitur Whatsapp dapat membuat proses belajar mengajar menjadi interaktif dan efektif. Dengan WhatsApp, guru dan siswanya dapat secara langsung dan nyaman mengakses banyak sumber belajar digital dengan format berbeda, termasuk teks, gambar, video, pesan suara, dan panggilan suara. Lebih lanjut, siswa memberikan tanggapan positif terhadap penggunaan whatsapp sebagai media pembelajaran bahasa Inggris pada saat pandemi COVID 19 di SMKN 2 Pekanbaru. Whatsapp menarik, efektif, dan mudah digunakan. Namun, pesan yang banyak masuk, layar kecil, masalah teknis dan kurangnya pelatihan dan keterampilan dalam menggunakan teknologi diidentifikasi sebagai tantangan terbesar dalam penggunaan WhatsApp yang efektif untuk media pengajaran bahasa Inggris.

Kata Kunci : Whatsapp, media, Proses Belajar Mengajar Bahasa Inggris

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ملخص

اي في مرليانتي (٢٠٢١) :

استخدام الوتساب كوسيلة تعليمية للغة الإنجليزية أثناء
جائحة كوفيد-١٩: دراسة القضايا في المدرسة الثانوية

المهنية الحكومية ٢ باكنبارو

وقد هدف هذا البحث أن يشرح كيفية استخدام الوتساب كوسيلة تعليمية للغة الإنجليزية أثناء
جائحة كوفيد-١٩ عند المعلمين ويكتشف تحديات التي يوجه بها المعلمون ويكتشف
استجابات الطلاب في استخدام الوتساب كوسيلة تعليمية للغة الإنجليزية أثناء جائحة كوفيد-
١٩ في المدرسة الثانوية المهنية الحكومية ٢ باكنبارو. وقام هذا البحث بخطة دراسة القضايا
الكيفية. وكان المشاركون في هذا البحث اربعة معلمين و اثنا عشر طالبا. وأشارت نتيجة
البحث إلى أن الوتساب وسيلة بديلة جيدا للمعلمين اثناء تعليم اللغة الإنجليزية. وميزات
لوتساب تجعل عملية التعليم تكون تفاعلا وفعالا. ويستطيع المعلمون والطلاب للوصول إلى
مزيد من المعلومات و المصادر الرقمي باشكال المختلفة منها نص وصورة وفيديو ورسالة صوتية
ومكلمة صوتية مباشرة. واعطى الطلاب استجابة ايجابية على استخدام الوتساب كوسيلة تعليمية
للغة الإنجليزية أثناء جائحة كوفيد-١٩ في المدرسة الثانوية المهنية الحكومية ٢ باكنبارو. وأن
الوتساب رائع وفعال واستخدمه سهل ولكن باسباب له شاشة صغيرة ودخول الرسائل الكثيرة
ومشكلة التقنية وقليلة من التدريبات والمهارات للمستخدمين هذه كلها تكون أكبر التحدي في
استخدام الوتساب فعاليا كوسيلة تعليمية للغة الانجليزية.

الكلمات المفتاح: وتساب، وسيلة، عملية تعليم اللغة الإنجليزية

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CHAPTER I INTRODUCTION

This chapter provides the background of the research that describes the rationale behind the importance of conducting the research. Then, there is the problem statement of the research, the research questions along with the the goal and objectives of the research followed by the significance of the research. The delimitation and the rationale of the study are also stated and this chapter ends with the definition of the key terms used.

1. 1 Background of the Study

COVID-19 pandemic has a big impact on various sectors, one of them is in education. The COVID-19 pandemic has affected educational systems worldwide. Since April 17, 2020, an estimated 91.3% or around 1.5 billion students in the worlds could not attend school due to the Covid-19 pandemic (UNESCO, 2020). More than 45 million students in Indonesia or about roughly three percent affected global students' population (BPS , 2020).

Based on the Decision Letter No. 4/2020 of the Minister of Education and Culture of the Republic of Indonesia on the implementation of the education policy in the emergency spread of the coronavirus disease, a learning system is carried out through online learning. According to Stern (2018), online learning is education that takes place over the Internet. It is often referred to as “e-learning” among other terms. However, online learning



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is just one type of “distance learning” - the umbrella term for any learning that takes place across distance and it is not in a traditional classroom.

The sudden changed from a face-to-face approach in the classroom to online learning at home has exposed the need for teacher capacity building.

Multiple studies have shown that the ICT capabilities of Indonesian teachers are unevenly distributed across regions (Widodo & Riandi, 2013 cited in Koh et al, 2018 as cited in Azzahra 2020). In addition, there continue to be differences in the quality of education between regions in Indonesia, especially between Java and outside Java, and between socioeconomic conditions (Muttaqin 2018). There are loopholes in Indonesia's online learning program, inability to use the Internet equally, differences in teacher qualifications and education quality, and lack of ICT skills. Furthermore, the Ministry of Education and Culture provides freedom for each school to choose the online learning platform. Teachers can do learning using groups on social media such as Whatsapp (WA), telegram, instagram, zoom, and meet applications or other media as learning (Ministry of Education and Culture, 2020).

Among various online media, Whatsapp is considered to be the simplest, most popular and effective application that teachers can use. It is a proprietary, cross-platform instant messaging subscription service, suitable for smartphones and some feature phones that use the Internet to communicate. As Trevor (2013) pointed out, that the cross-platform Whatsapp application continues to be popular with more than 250 million



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users. In addition, Rolle (2013) added that most users choose and use this application because it allows sending messages to each other at a lower cost. Not only can users send text messages, but they can also use the integrated mapping function to post images, video, and audio media messages and their locations. Therefore, these functions provide a good opportunity for people including students to express their feelings, thoughts, thoughts or events more easily and effectively.

Moreover, Whatsapp is one of the alternative mobile technologies that can be used to support, enhance and even perform major online guidance. Siemens (2006), says that when students use digital tools to connect, they are able to reflect on the conversation and internalize the content for learning. Through a series of conversations in a group chat, students may always notice other people constantly Send the message, try to understand the message, and then join the written chat. This subconscious process provides them with a wide range of opportunities for them to learn and practice using the target language naturally..

Additionally, Baffour-Awuah (2015) believes that using this application through group learning will become a key function to promote learning in different environments. This concept enables students to master communication skills, which they can apply to their education and life (Rovai, 2002). Furthermore, Rambe & Chipunza, (2013) add that this tool uses pleasant teaching aids that will help students improve tremendously. Therefore, the application of mobile learning in pedagogy makes learning



enjoyable and thus, successful (Motiwalla, 2007).

Whatsapp provided features that make possibility for students and teachers can interact with each other online. Discussion groups allow them to communicate, have the discussion, and send pictures, recordings and more. All activities can be arranged by the teachers so that students can improve their skills in English during learning activities. Jasrial, (2017) states that Whatsapp is considered as new innovation for teaching and learning English because teacher and students can interact online with others through the features of whatsapp and WhatsApp can present multimodal media through its features for learning English language.

Before the pandemic spread, whatsapp was seen by many teachers and students only as means for recreation and entertainment and not for learning. For example, Yeboah and Ewur (2014) found that most participants in their study used Whatsapp for chatting while only 7% reported using it for academic work. Ramakrishnan and Johnsi Priya (2016) as well, found that although Whatsapp ranks top among all the other applications, 96.33% of students have chatting with classmates and less than 1 % of students have chat with teachers.

Due to the COVID 19 pandemic, Whatsapp was the most used application to support e-learning. Lestyanawati and Widyantoro(2020) found that 76.8% of the teachers using Whatsapp in teaching online. Most of the teachers use whatsapp as teaching English media because it is easy and simple to use, it is a free application that needs less internet quota. Whatsapp



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also has some functions such as sending English messaging, share English picture, English document, and in the English text materials. The user can send messages to individual or group form of text messages, photo, audio file, video file, and link of the web address to be accessed (Bouhnik & Deshen, 2014).

SMKN 2 Pekanbaru is one of the vocational high schools in Riau province that did online in teaching learning process during the COVID 19 pandemic. Based on a preliminary study conducted on May 2020 at SMKN 2 Pekanbaru, the school used some online learning platforms such as Google classroom, Zoom Meet, application and Whatsapp. Based on interview with one of the English teachers, she used whatsapp as English teaching media to teach the eleventh grade students during the spread of COVID 19 pandemic started on March 16, 2020. She created whatsapp group class. She sent English material through the group class such as video, power point and word document. She sometimes did video call. However, she said that there were some problems faced by English teachers at SMKN 2 Pekanbaru. First, some of teachers were still confused to choose online English teaching media during the COVID 19 pandemic. Second, some of the teachers had lack of knowledge on online media as interactive and effective teaching and learning. Some of them only used online media to send the task. Next problem was lack of some students' motivation to participate.



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Furthermore, the researcher intends to explore the use of Whatsapp as media in teaching English during The COVID 19 pandemic. The researcher is interested in this topic that is Whatsapp has been a common tool used among today teachers and students of SMKN 2 Pekanbaru for communication and chatting with friends, peers and relatives every time but it is not commonly used as English teaching media. They used this application as media in teaching only because of the spread of the COVID 19 pandemic. Of course, it will be interested to know how the teachers used this media, their challenges and students responses.

Based on the statement above, the researcher would like to conduct a research entitled “THE USE OF WHATSAPP AS A MEDIUM FOR TEACHING ENGLISH DURING THE COVID 19 PANDEMIC: CASE STUDY AT SMKN 2 PEKANBARU”.

1.2. Statement of the Problem

The COVID 19 pandemic has caused the teaching and learning process from face-to-face methods in the classroom to online learning. This situation became problems for teachers, especially some English teachers at SMKN 2 Pekanbaru. They were confused in choosing online English teaching media during the COVID 19 pandemic, some of them had lack of knowledge on online media as interactive and effective teaching and learning, they only used online media to send the task. Next problem was Lack of some students' motivation to participate.



Whatsapp is one alternative of online media that can be use for teaching English. It is seen that Whatsapp application is one of the most favored mobile based applications (see SimilarWeb, 2016; Statista, 2016). In their study, Church and de Oliveira (2013) emphasize this fact and state that Whatsapp has grown in popularity due to its benefits such as, being able to send real-time messages to an individual or groups of friends simultaneously, low-cost, and privacy. However, this platform can also use in education. It determined potential to increase learning

Previous study found that Whatsaap give positive effect to students in learning English. Bere (2013) revealed that the use of Whatsapp in a South African university class registered positive feedback from students. Hrastinski, at all (2014) report that a study conducted among students in Spain, examined the use of Whatsapp in English language studies. The students reported a rise in motivation and a greater enthusiasm for reading in a foreign language.

Other studies have examined Students' perceptions of the use of Whatsapp in their educational processes. Malecela (2016) examined students' perceptions of the use of Whatsapp as a learning tool in a university in Malaysia. The results showed that the students believed that Whatsapp could be helpful in their learning by facilitating: communication with other students and with the instructor, collaborative learning, and access to and sharing of educational information. Whatsapp can be used as a medium for learning and teaching the English language. According to So (2016) found that university



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students who had experience with the formal use of Whatsapp to support their learning, and those who had no experience with the use of Whatsapp for learning, had positive perceptions of its use to support teaching and learning in higher education. In Jordan, the use of smartphones and SNSs is popular among university students. However, the availability and affordability of such technologies do not necessarily mean their integration into students' learning will be successful. Therefore, the current study examined the use of Whatsapp, one of these popular technologies.

Most of the previous researchers examined the use of Whatsapp platform in teaching and learning process for universities levels. Nevertheless, there are no studies being conducted that focus on the vocational school level and the use of Whatsapp platform as online media in teaching English in Indonesian context. Considering the meager number of studies investigating the use of whatsapp as online media in teaching English at vocational school in Indonesia is limited, this research gap leads the researcher to conduct the research about the use of whatsapp as English teaching media during the Covid 19 pandemic.

By exploring the use of whatsapp as a medium for teaching English at SMKN 2 Pekanbaru, we can better understanding the usefulness of that platform as a medium for teaching English. With this understanding, other researchers can get some information that might need in their research and some of their questions may possibly be answered by this research so that the other researchers can develop their research about the use of whatsapp



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platform on online English learning. The students can use this application to enhance their English ability. Teachers would have a better understanding on how to use Whatsapp to support teaching and learning process that can effects the motivation of students in learning English. The findings may also help the English teacher to expand their 21st century information and technical knowledge and skills in order to keep up with knowledge pace of their students. Parents would have a better understanding on how to use whatsapp as online learning so they become more involved in their children's learning activities at home.

1.3. Delimitation of the Problem

In this research, the researcher limits the problem mainly on the exploring the use of whatsapp as online learning medium for teaching English during the COVID 19 pandemic at SMKN 2 Pekanbaru. This research would discuss about the teachers' activities on using whatsapp as a medium for teaching English, the teachers' challenges and students' response toward the use of whatsapp.

1.4. Purpose and Objectives of the Study

The purpose of the research is to explore the use of whatsapp as media in teaching English at SMKN 2 PEKANBARU during the COVID 19 pandemic. Specifically, the objectives of this research are:



1. To explain the teachers' activities on using whatsapp as a medium for teaching English during the COVID 19 pandemic at SMKN 2 Pekanbaru.
2. To explore the teachers' challenges on using whatsapp as a medium for teaching English during the COVID 19 pandemic at SMKN 2 Pekanbaru.
3. To explore the students responses toward the use of whatsapp as a medium for teaching English during the COVID 19 pandemic at SMKN 2 Pekanbaru.

1.5. Research Questions

Based on the background statement, the research questions are:

1. What are the teachers's activities on using whatsapp as a medium for teaching English during the COVID 19 pandemic at SMK 2 Pekanbaru?
2. What are the teachers' challenges on using whatsapp as a medium for teaching English during the COVID 19 pandemic at SMKN 2 Pekanbaru?
3. What are the students' responses toward the use of whatsapp as a medium for teaching English during the COVID 19 pandemic?

1.6. Significance of the Research

It is hoped that this study can give contribution particularly in teaching and learning English process not only during pandemic but also face to face in classroom. The significance of the study can be useful theoretically and practically.



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1. Theoretically

The result of this research is expected can be used to support the theories about the use of whatsapp for teaching and learning English.

2. Practically

a. To the English teacher

This research would also be beneficial to teachers, especially teachers of SMKN 2 Pekanbaru because they would have a better understanding on how to use Whatsapp to support teaching and learning process that can effect the motivation and attitude of students in learning English. The findings may also help the English teachers to expand their 21st century information and technical knowledge and skills in order to keep up with knowledge pace of their students.

b. To the Students

This research would also be beneficial to the students especially the students of SMKN 2 PEKANBARU because they would know how to use whatsapp application as platform of learning English.

c. To parents

This research would be also beneficial for parents because parents would have a better understanding on how to use



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whatsapp as learning so they become more involved in their children's learning activities at home.

d. To other researchers

This research would be beneficial to the future researcher because they can get some information that might be needed in their researches and some of their questions may possibly be answered by this research.

1.7. Rationale of the Study

Whatsapp is one of alternative mobile technologies that can be applied to support, strengthen, or even perform a major online instruction. Gurluyer (2019) states that whatsapp is coming forth as a tool that can be utilized for different educational aims. In the features provided, students and teachers can interact with each other online. Discussion groups allow them to communicate, have the discussion, and send pictures, recordings and more.

Whatsapp has been utilized for recreational activities with less commitment on student achievement and literacy abilities (Raman, Sani & Kaur, 2014). Whatsapp can be a useful tool within the scope of learning anytime and anywhere, and collaborative learning (Bouhnik & Deshen, 2014; Church & de Oliveira, 2013; Nguyen & Fussell, 2016).



1.8. Definition of the Terms

1. Whatsapp

Whatsapp is a smartphone- and web-based instant message application that allows users to exchange information using a variety of media including text, image, video, and audio messages (Church & de Oliveira, 2013)

2. Teaching

Teaching means showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand (Brown, 2000,p.8).

3. Medium

Medium is a channel of communication, derived from the Latin word meaning “between”. The term refers to anything that carries information between a source and a receiver.

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CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the theories which support the focus of the study concerning the use of whatsapp as medium for teaching English. To be more specific, this review of related literature discusses the COVID 19 pandemic, media, and whatsapp platform. The chapter ends with the review of previous studies and the presentation of conceptual framework.

2.1 The COVID 19 pandemic

2.1.1 Overview of the COVID 19 pandemic

Starting from the beginning of 2020, the world was shocked by the outbreak of the Corona virus (COVID-19) which has infected almost all countries in the world. Since January 2020, WHO has declared the world into a global emergency related to this virus. The corona virus that attacks the respiratory system has recorded more than 28 million cases from 213 infected countries in the world. Kirlin (2020) reported that the novel coronavirus disease (COVID-19) quickly spread worldwide, with more than 420,000 dead cases caused of the virus outbreak by early June 2020.



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According to (Dewi, 2020), Corona virus is a microorganism that causes respiratory problems starting from mild to severe symptoms, the incubation or quarantine period is between 6 to 14 days. Moreover, Stefan (2020:2) states that coronavirus COVID-19 is a disease caused by the SARS-CoV-2 virus, continues to grow, the cytology laboratory must also brace itself to continue to offer the best service to patients, while protecting its technicians, technologists, trainees, and pathologists. The spread of the corona virus is very easy and very fast because it can be through direct contact with other infected humans, therefore all activities involving associations with many people are stopped and transferred to WFH or working from home to prevent the spread and spread of Covid-19. During the COVID-19 crisis, the emergence of COVID-19 was arguably a much-anticipated event.

The global epidemic has swept the world, as has happened in Indonesia, so the stay at home program was implemented as an effort to enforce the expansion of Covid-19. To measure government programs, the learning mode has been shifted to virtual classrooms, so that students still have their right to gain knowledge but are still safe at home. Buana (2020) explains the steps taken by the government to solve this extraordinary case, one of which is by socializing the social distancing movement. This concept explains that to reduce or even break the chain of Covid-19 infection, a person must maintain a safe distance from other humans of at least 2 meters, and not make direct contact with other people, avoiding mass gatherings. The corona virus causes all face-to-face (in-person) activities to stop.



teacher. This kind of interaction can use various Internet-based synchronous and asynchronous activities (video, audio, computer meeting, chat or virtual world interaction) in the query community. These synchronous and asynchronous online environments will promote the development of social and collaborative skills and personal relationships between participants.

Based on the "Handbook for Promoting Flexible Learning in Educational Disruption: China's Experience in Maintaining Uninterrupted Learning in the COVID-19 Outbreak" (2020, p 10-11), one of the keys to ensuring effective online education is active learning. Active learning covers many related learning modes, methods and actions. It represents a shift from traditional, teacher-centered and lecture-based classrooms to student-centered classroom activities, which have group activities, paired discussions, hands-on learning activities, and limited use of traditional lectures. In order to provide online active learning, the following three learning modes can be applied:

a. Synchronous online learning

Synchronous learning is a more structured learning strategy, in which the courses are arranged at a specific time and in a real-time virtual classroom environment. In this way, students can benefit from real-time interaction and get instant messages and feedback when needed.

b. Asynchronous online learning

In asynchronous learning, students cannot get immediate feedback and messages. In addition, the learning content is not provided in real-time courses, but provided on different learning management systems or forums.



c. Open learning

In open learning, students can build their own learning pathways (self-regulation) and make positive contributions to the establishment of knowledge. In particular, the teaching materials used should be publicly approved, and the resources generated in the curriculum should also be released.

2.2 Information and Communication Technology (ICT)

According to UNESCO (2010) in Carmona and Marin (2013, p. 428), the term ICT refers to a great many technologies and it includes all electronic tools by means of which we gather, record and store information and by means of which we exchange and distribute information to others. It is very important to know that ICT are not only about computers and internet, but also include different tools such as mobile phone, tablets, etc. While according to Yeul (2013, p. 238), ICT includes devices for encoding, storing, organizing, processing, retrieving, transferring and presenting information with the help of communication, television and computers.

Technology is being used as an innovative tool supplementing the teaching-learning process. It has the potential innovate, accelerate, enrich and deepen skills, to motivate and engage students, to help relate school experience to work practices, create economic viability, as well as strengthening teaching and helping schools change (Davis and Tearle, 1999, cited by Amin).

According to Amin (2013), the use of information and communication technologies in the educative process is divided into two categories: ICTs for



Education and ICT in Education. ICTs for education refers to the development of information and communications technology for teaching/learning purpose, while ICTs in education involves the adoption of general components of information and communication technologies in the teaching learning process.

The integration of information and communication technologies can help revitalize teachers and students. It can help to improve and develop the quality of education by providing specific support in difficult subject areas. For this, the teachers need to be involved in collaborative projects and development of intervention change strategies, which involve the teaching partnerships with ICT as a tool. As a result, it can enhance the quality of education in several ways, by increasing learner motivation and engagement, by facilitating the acquisition of basic skills and by enhancing teacher training. Learning approaches using ICTs provide many opportunities for constructivist learning through their provision and support for resource-based, student centered settings and by enabling learning to be related to context and to practice (Berge, 1998; Barron, 1998 cited by Amin). The teachers can make their lecture more attractive and lively, so that the students are able to get the lessons taught easily.

2.3 English Teaching Media

2.3.1 Definition of Media

The term “media” is a plural form of “medium”. According to Akhtar and Akbar (2012:35) A medium (plural media) is a channel of communication, derived from the Latin word meaning “between”. The term of media refers to



anything that carries information between a source and a receiver.

Hamidjojo (in Sadiman et. al. 2003) states that medium (singular form of media) is defined as every form of things that that used by people to give or spread an idea or opinion so that the people to give or spread and idea or opinion so that the particular idea can reach the receiver. The help tool that can assist the educators and pupils to achieve a particular education purposes are called as media. Instructional media is used by the teachers to facilitate their students to learn in order to reach the educational purposes. Furthermore, Media can be interpreted as something that is an intermediary in ongoing communication process. Heinich et al (2005) stated that the media is a necessary means of doing communication.

Media can be defined as something contains information to be learned. Information communicated from sender to receiver can be in the form of knowledge, facts, news, and content or subject matter. The media in this case plays a role in bridge the communication process carried out by someone who functions as a source or sources and a receiver or receiver. Source conveys messages to message recipients through the media

2.3.2 Types of Media

Ahktar and Akbar (2012: 36) say that types of media may be made as:

- a. Print Media i.e. newspaper, magazines, digest, journals, bulletins, handouts, poster etc.
- b. Graphic Media i.e. overhead transparencies, charts, graphs, dioramas, maps,



globes.

- b. Photographic Media i.e. Still Pictures, Slides, Filmstrips, Motion pictures, Multi-images etc.
- c. Audio Media i.e. audiotape, audiocassettes, records, radio, telecommunication etc.
- d. Television/Video i.e. Broadcast television, Cable television, (Videotape video cassettes, Videodiscs, videotext etc.
- e. Computers i.e. Minicomputer, Microcomputer etc.
- f. Simulations and Games i.e. Boards, Written, Human, interaction, Machine etc.

2.3.3 Functions of Media

The main function of the instructional media usage is to support the instructional interaction between the teacher and the students (Latuheru, 1988, p.14). Davies (1980, p.193) divides the function of media into two kinds. They are aids to instruction and aids to learning. The first function is that media serve to help teachers and instructors manage instruction more efficiently.

The second function is that media serve to help students learn more efficiently. Brown (1977, p. 29) states that the function of media are saving time, stimulating interest, encouraging students' participation, providing a review, helping students learn to communicate ideas visually, providing medium for individual or group reports, and making classroom dynamic, relevant, and attractive.

In addition, Arsyad Azhar (2005, p.15-16) explains that the use of teaching media in the orientation phase of teaching will help the learning process and



effectiveness of delivery and content of the subjects at the time, as it also raised the motivation, students' interests and also help students increase understanding, to present the data with interesting and reliable, ease of data, and compress information.

Meanwhile, Dayton and Kemp (1985) in Arsyad Azhar (2005, p. 22) revealed some results of research that shows the positive impact of using media as a primary teaching directly as follows: (1) delivery of lesson to be more basic, (2) Teaching can be more interesting, (3) learning to become more active, (4) Teaching time that is required can be shortened, (5) The quality of students learning can be improved, (6) Learning can be given where and whenever desired or needed, (7) Positive attitude toward students what they learned and the process of learning can be improved, (8) the role of teachers can be changed to a more positive direction.

2.4 Teaching and Learning

2.4.1 Definition of Teaching

According to Chambers and Gregori (2006, p. 40), teaching is a synthesis of various activities, strategies, mechanisms, invitations, stimuli, and rhetorical means designed to help students learn and become better learners. This means that teaching is helping students develop their knowledge. Brown (2000, p.8) states that Teaching means showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand. In this case, teachers may become the facilitators and motivators for the learners. Teaching is to give



someone knowledge or guidance or training, or to show someone how to do something or change someone's mind. Teaching is a complex of activities, strategy, mechanism, invitation, stimuli and rhetorical, ploys designed to help students learn and to become better learners (Chambers, 2006, p.40). Meanwhile, Sardiman (2001, p.46) states that Teaching is organizing activities or setting up the environment as much as possible, and establishing contact with children, thus forming a learning process. He also said that teaching is an effort to create favorable conditions for students to carry out continuous learning activities

Based on the definitions above, it means that teaching is giving information from the teacher to the student. This process can be defined as transferring the knowledge. In the teaching learning language, teaching is more appropriate to be said as implanting the knowledge. The conclusion that can be stated by the writer about the teaching definition is that teaching is an activity of the teacher to give some instruction, materials, and knowledge for the students to develop their intelligence.

2.4.2 Definition of Learning

Learning can be defined in many ways. The act of learning varies between one another. The activity of human can be said as learning since learning is not only related to teacher and students, but in any aspect in the world. Learning is human activity which is done since they were doing until they die. The word "learning" derived from the word "learn". Learning is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction (Brown,



2000, p.7).

Brown (2000, p.8) proposed five combinations of definitions about learning. First, Learning is acquisition. Second, Learning is about retaining information or skills. Next, Learning involves active and conscious attention and action on events external or internal to the organism. Learning is relatively permanent, but it will be forgotten and Learning is a change of behavior

Richard and Schmidt (2002, p.298) state that learning is the process, by which change in behavior, knowledge, skill etc., comes about through practice, instruction or experience and the result of such a process.

There are many definitions about learning, but descriptively, learning is something important to human because it makes us to be better from doing or knowing anything especially to change our life such as our behavior and attitude, to adapt with our environment and knowledge.

2.4.3 Teaching and Learning Process

There is a close relationship between teaching and learning.. Teaching and learning activities are the conditions created by design. The learning process occurs because of the interaction between the individual and the social environment.

Teaching is a process of instructions, while learning is the purpose of instruction. Teaching is work done by the teacher and learning is work done by the students. The teacher helps the students to gain knowledge or to change the behavior by giving instruction. Brown (2000, p.7) stated that teaching cannot be



defined a part from learning. The concept to teach is differently interpreted to the concept of learning. Brown also defines teaching as showing/helping someone learns, giving interaction, guiding the study of the something, providing knowledge, causing to know or understand. So, teaching is guiding and facilitating learning, improves their skill and attitudes.

Based on the explanation above, teaching learning process can be said as the work of the teacher to give instruction. This activity includes the planning to establish some goals, implementing the strategy which selected by teacher to transfer the knowledge and evaluating to measure that the teaching has been successful or not. According to Uzer (1990: 1) in Suryosubroto (1997: 19) the learning process is a process that is carried out by teachers and students according to the reciprocal relationship that occurs in the educational environment to achieve certain goals

The teaching process is an integral part of education. There is a connection between teaching and learning. Teaching is a kind of transfer knowledge system, and learning is learning knowledge that cannot be separated from each other. The teaching learning process can be defined as the process of transferring knowledge through giving and requesting interaction between teachers and learners learning a certain subject in a specific place, so as to directly transfer knowledge.



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2.4.4 The Component of Teaching-learning Process

There are some factors that affect the quality of the English teaching process. They are listed below.

a. Teacher

Teacher plays a very important role in making classes obtain a good quality of learning. Teacher plays some roles in classroom activities. Harmer (2007, P.108) proposed the role of teachers in the teaching process. The discussion about the role of teachers is presented below. They are:

1. The person in charge: When the teacher is the person in charge, they are in charge of the class and the venue, usually "from scratch."
2. Tips: At this stage, the teacher often gives tips or is responsible to encourage students to stay active in the classroom.
3. Participant: teacher sometimes wants to join the activity done in the teaching and learning process. In this stage, the teachers are expected to take part during the classroom activities.
4. Resources: At this stage, teachers can become one of the most important resources in the teaching process. She/he can provide all the information the student needs.



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5. Tutor: As a tutor, the teacher can play the role of reminder and resource at the same time in the teaching process.

The teacher's role in the teaching process depends on the goals that students need to achieve. Teachers need to be able to switch between various roles. Teachers should understand the role according to the needs of the teaching process. In addition, Harmer (1998, p.2) put forward some criteria for being a good teacher.

“... Teacher must be approachable, can identify with the hopes, aspiration, and difficulties of the students, should try and draw out the quiet ones and control the more talkative ones, should be able to correct without offending them, able to control boisterous classes...”

In conclusion, as an indispensable part of the quality of the teaching process, teacher should consider many aspects Teachers should know how to control the classroom. Good teacher also need good classroom management.

b. Students

Another important part of teaching is students. There are obvious differences between them, such as age, gender, nationality, language level and personality. Students' attitudes in the classroom will be influenced by their motivations, needs, educational and cultural backgrounds, and learning styles and personalities (Hadfield: 2008, p. 10).

In English teaching, students should be given equal opportunities to use English in classroom activities. In other words, students must actively participate in all stages of teaching to make teaching activities go smoothly. However, the active participation of students is not far from active learning.



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Bonwell and Elson (1991) listed the following general characteristics of strategies that use active learning in the classroom.

1. Students participate in more than just listening
2. Less emphasis on transmitting information, and more emphasis on developing students' skills
3. Students participate in higher-order thinking
4. Students engage in various activities, such as discussion, writing, and reading.

Related to teaching quality, Mulyasa (2004, p.174) defines the quality of the teaching process from two perspectives: process and product. From this process, it can be said that if all students or at least 75% of students actively participate in the process of teaching and learning physically, mentally and socially, then the quality of teaching and learning is effective. It can be said from the product that if all students or at least 75% of the students' behavior changes positively, the quality of teaching is effective.

c. Classroom Interaction

Classroom interaction is the internal process of learning and consists of an external sequence of interactions between two participants: on the one hand, the teacher, and on the other hand, the learner (Maalamah, 1991: viii). Tsui in Carter and Nunan (2001:120), she



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pointed out that classroom interaction refers to the interaction between teachers and learners and between learners. Each of these components affects each other in the teaching and learning process. Additionally, Brown (2001: 165) pointed out that interaction is the collaborative exchange of thoughts, feelings, and thoughts between two or more people, leading to mutually beneficial influence

In short, in order to achieve a good quality of the teaching process, teachers should encourage students to actively participate in the teaching process. Students must ask questions, answer questions, express opinions, etc. Therefore, in this research, it can be concluded that the quality of English teaching can be seen from the teaching methods of teachers and how students actively participate in the teaching process..

2.4.5 The Procedures of Teaching-Learning Process

Sudjana (1998, p. 147-152) pointed out that there are three main principles of teaching strategy, namely, pre-instructional, instructional and follow up phase. Pre-instructional is the stage that teachers should complete when they start teaching. Some activities are: the teacher checks the attendance of the students, and then the teacher reviews the final materials and asks the students questions related to the final materials, the teacher also gives the students the opportunity to ask about the final materials and the teacher asks the new Materials to observe students' knowledge.



The instructional phase is the core phase. This is when the teacher explains the new materials arranged by the teacher before class. Usually, it can be marked as:

- a) The teacher explains the teaching goals that the students should achieve so that the students understand the goals they should achieve in the course;
- b) The teacher writes out the main topics of the materials to be given, which can be adapted from the course syllabus. Classify them in the textbook of the teaching objectives;
- c) The teacher discusses the main topics previously written. The discussion can be deductive or inductive.
- d) The teacher gives specific examples for each subtopic.

The last phase is the follow up phase. Its function is to measure the degree of success in the teaching phase. The activities at this stage are: the teacher asks the students about the new topic explained by the teacher. It can be written or oral; When most of the students are unable to answer the questions, it indicates that they do not understand the textbook, so the teacher should answer the explanation; The teacher gives the students the homework to enrich the students' knowledge; Before the teacher ends the course, he informs the students about the new topic so that they can learn before explaining Strength.

2.5 The Use of WhatsApp in English Language Teaching

2.5.1 Whatsapp as a Language Learning Platform

Bouhnik and Deshen (2014) define Whatsapp as a smartphone application used for instant messaging. Whatsapp (from the English phrase "What's up?



Meaning "What's new?") Is an instant messaging application for Smart phone it allows users to exchange images, videos, and audio or written messages using their Internet connection. Since Whatsapp application has been extremely popular, Whatsapp is a one of media online application has many function to get or share information like for sending instant messages that works on an internet data plan.

Whatsapp came into existence in the year 2009 and has become the most popular social media applications used by mostly the young people for communication (Fawzi, 2015). Whatsapp is a free downloadable application requiring using a Smartphone to enable the participants to actively get engaged and get involved (Baffour-Awuah,2015). Whatsapp instant messaging is a free application, which is advantageous. Whatsapp instant messaging system is simplistic, intuitive, and very easy to use. Users have the chance to continue chatting with their buddies without slowing down the device. It is considered to be an effective tool for learning and teaching through social interactions (Gillingham & Topper, 1999). Whatsapp Messenger is a smartphone- and web-based instant message application that allows users to exchange information using a variety of media including text, image, video, and audio messages (Church & de Oliveira, 2013). Whatsapp is a free, easy to use, fast, convenient, personal mode of communication.

According to Yeboah-Ewur (2014, p157) Whatsapp has become one of the most commonly used social network applications on mobile phones. The application can run exactly the same on different platforms and can be installed on different types of smartphones. It allows mobile phone users to send free



messages to each other over the Internet. These users can also share images, audio files and videos. Whatsapp provides an option to create a group of users who can communicate with each other. The WhatsApp platform can also be used to provide students with meaningful means for co-creation of educational materials and constructing meaning and understanding (So, 2016).

For foreign language learning, Whatsapp is a popular and influential way of using mobile messaging (Taj-Ali et al., 2017, p. 262). Whatsapp promotes language skills including vocabulary, reading and writing development of. In addition, Whatsapp improves the transmission, sharing and establishment of language knowledge (Lam, 2015, p. 28); and all the skills necessary for effective communication between students and teachers (Jain-Rahman et al., 2016, p. 447)

Whatsapp features can turn the application into an appropriate and practical means for educational aims. For example, Şahan - Çoban et al., (2016, p.1230) carried out a study aiming to examining the impact of Whatsapp on instructing English idioms to EFL students. The results revealed that the students made use of the consolidation of the platform as their proficiency of English language evolved in the positive direction according to the test. In another study by Amry (2014, p.116), the results revealed that the implementation of Whatsapp assisted the experimental group score to be higher than the control group in the achievement test in the final phase of the experiment Several instructors have chosen the use of Whatsapp as the platform to allow students to receive and submit their vocabulary learning tasks. Whatsapp can help teachers save time and manage the classroom more effectively, and keep students informed of the latest



independence (Klopfer, Squire, & Jenkins, 2002). With those features, the teaching-learning process has become more enjoyable, interesting, convenient, flexible, and effective (Aburezeq, Ishtaiwa, 2014).

WhatsApp is a smartphone app that has been persuasive among teachers and students. It is a free instant messaging platform operated on smartphones devices. Users can send text messages, images, audio, or video clips. In addition, it can be used for voice calling as well as for voice recording to send audio messages instead of written ones. The comparison of WhatsApp to communal messaging and social media apps used in education, such as email, SMS, Facebook, and Twitter, reveals that WhatsApp has the following distinctive characteristic. It includes the ability to change the text format, provides information about user availability, eases creating and facilitating learning groups, enables collaborative learning, eases sharing content, and has a high level of privacy and security (Bouhnik & Deshen, 2014).

Speroff (2016) stated that Whatsapp is a cross-platform mobile messaging application that uses the Internet to send messages. By saving other number phones that have been verified as Whatsapp accounts in its internal phone memory, it will help users to communicate with other people more easily. This application provides users with useful functions that can support English teaching. Then, Alshammari, Parkes, and Adlington (2017) pointed out that Whatsapp allows teachers to play a greater role in teaching. Instant messaging through Whatsapp for academic purposes provides students with opportunities to



communicate with each other construct and share knowledge (Chan, 2005).

It is an appropriate tool to facilitate which allows teachers to convey learning materials in small pieces. This approach has many advantages, such as easing the learning process and making it less overwhelming. WhatsApp also chronologically stores those small pieces of learning materials, where students can easily and conveniently access and revisit them. This easy, convenient, and on-demand access is also useful for students with special needs, which enables meeting their individual differences (So, 2016). Through formal and informal communication supported by WhatsApp, students are able to break down traditional boundaries, reach their teachers with confidence, and promote their interest and success in their learning journey (Cifuentes & Lents, 2010).

2.5.3 The features of Whatsapp

Whatsapp application has several features that can support teaching and learning well, Whatsapp has a feature of sending text messages that will facilitate communication between students and students, as well as teachers and students. Whatsapp can send videos, this feature makes it easy for teachers to send teaching materials that contain learning video contents so that delivery of students is maximized and there is no miss conception or mistakes in understanding learning concepts. Whatsapp can make voice calls, including sending voice messages or voice notes that can be heard directly by the teacher or students. Whatsapp has a broadcast and group chat feature to send messages to many users, so that it will be easier for students to communicate with each other or have discussions with each



other about the learning material that has been given by the teacher.

As cited on official WhatsApp web (www.whatsapp.com) WhatsApp has some features. There are eight main features:

a. Message

The messaging function in Whatsapp is reliable and simple messaging.

Users can send messages to their friends and family for free.

b. Voice call and video Whatsapp

Using Whatsapp to make voice call and video call is free. Users can freely talk with their friends and family, even if they are in another country. With free video calls, users can have face-to-face conversations when voice or text is not enough.

c. Photos and Videos

With the photo and video function, users can share their important moments by immediately sending photos and videos on Whatsapp. They can even use the built-in camera to capture moments that are important to you. With the help of Whatsapp, even if the user's connection speed is slow, photos and videos can be delivered quickly.

d. Document

Users can easily share documents. They can send PDFs, documents, spreadsheets, slides, etc. without using email or file sharing applications. In addition, they can send documents up to 100 MB, which will make it easier for them to share what they need to share with the people they need.



e. Group Chat

Users can establish contact with online forums through group chats. They can establish contact with people who are important to them, such as family or colleagues. Through group chat, users can share messages, photos and videos of up to 256 people at once. Users can also name groups, mute or customize notifications, etc

f. Whatsapp on Web and Desktop

Whatsapp can enable Whatsapp to run conversations on the Web and desktops. Users can smoothly synchronize all chats to their computers so that they can chat on any device that is most convenient.

g. End-to-end encryption

End-to-end encryption is secure. When encrypted end-to-end user messages and user calls are protected, only the user and the person communicating with the user can read the message or hear the call. It means users can share their personal moments in Whatsapp.

h. Voice Message

Whatsapp users can use this feature to express their thoughts by clicking on the tap on the voice mail item in the chat room. They can greet his friends or family members and speak long words.

Besides the main features, there was sub-feature on text or share messages features. Those are: share-link, emoji, starred messaging. Share link can be used to share the link from other platforms, for example YouTube link. The way to use



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this feature is just paste the link that was copied for other platforms. Emoji is a small picture on Smartphone, tablets, and other electronic devices to convey the emotion or represent a symbol more succinctly than a text statement.

2.5.4 Procedures of Utilizing WhatsApp in Teaching English

In using WhatsApp in teaching English, teachers should follow some steps.

Dewi (2019) states that the steps are:

Step 1. Create a WhatsApp group

The teacher asks the student's WhatsApp number and save it in the internal phone memory. After that, the teacher creates a group based on his class WhatsApp group.

Step 2. Set the rules

The teacher should reach an agreement with the student on the role of using WhatsApp. It includes that the student's language must be polite. Then, they may want to add their own rules about whether learners can send private messages to teachers outside the group, and what information should and should not be shared in the group such as jokes and informal English chat.

Step 3. Set up for class use

Teacher can set the activities related to the topics discussed



Step 4. Assign the tasks

Students will have various assignments in four skills; listening, speaking, reading and writing. Those tasks are given to provide additional opportunity to improve their performance.

Linda & Ri'aeni, (2018) added that there were some steps as the procedures of the use of Whatsapp Messenger in class. The lecturer gave instruction to the students to make a whatsapp group. Then the lecturer sent the material about in group discussion by using WhatsApp Messenger, then the students discussed together with their group. The lecturer gave the assignment of writing. The students took picture of their writing, then they sent it to the the group discussion on WhatsApp. The lecturer reviewed the students writing and gave score to the students on WhatsAppt.

Abraham, Fanny (2019) states that the adoptions of WhatsApp in the classroom by educator are:

- a. Before teaching using whatsapp, teacher created whatsapp group
- b. Groups connected to WhatsApp instant messaging can share learning objects easily through comments, texting and messaging. WhatsApp group chats feature can be used to create learning, virtual classes and study groups for students, especially those students that are sick and not capable of coming to physical class can use this feature to connect with the classrooms.
- c. Teachers can also use the group chat to make possible discussions with the students outside their classrooms.
- d. Students can make use of the group chat to solve problems arising from



teachers' homework by asking and clarifying issues.

e. It can be used to create both text-based messages and audio-based lessons for students, which can be made available directly to them. This can be original lesson prepared by the teacher or recorded lecture already presented to students in the class. The students that missed the lecture can then listen to this lecture repeatedly, thereby given the student the opportunity to learn more.

- f. It enables teachers to send graphics (pictures/photos), videos, audio messages and charts to students/learners.
- g. It facilitates immediate feedback to students' assignment, which may be returned via text and audio files respectively.

Ketut Suardika et al. (2020) said that there were some learning activities in the WhatsApp group:

- a. The teacher posts the course materials to the WhatsApp group
- b. The teacher posts the question to be discussed
- c. Before participating in class discussion, students must first discuss the problem in a group.
- d. Students post questions.
- e. Teachers/students answer questions.
- f. Then students posted.
- g. Focus on online learning materials.



- h. Students take online quizzes through WhatsApp groups.

2.5.5 Teaching English language skills using Whatsapp

According to Jasrial (2017), there are some activities that teacher can do in order to teach four language skills using Whatsapp:

a. Teaching Listening

Teachers can share a recording model in the form of file and short a video into the class WhatsApp group. Then, students listen to recording model, or a short video. The teachers also send file in the form of doc that contains some questions to their students into the class WhatsApp group and its hard copy that is related to the model recording. The students will answer some comprehension questions that the teachers share, and then students also focus on the target language, e.g. the language for agreeing/disagreeing. This can be done by filling in the blanks in the dialogue script or having students tick the phrases they hear.

b. Teaching Speaking

Teacher can give a topic for their students. The example of the topic is about sport. Teachers ask their students to make a short presentation that is related to the theme given. The presentation is the form of video recording. To this project, teachers give a deadline two days or more than two days before English class is started. The video is sent to the class WhatsApp group. Teachers listened to them, gave grades and make questions based on learners' recording. When they came to class, they received a list of

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questions and instructions to listen to all the recordings and answer the questions (e.g. Who talked about winter sports? Which ones? In which sport do people use a stick? etc.).

Another activity is giving a comment about something. The teachers share a short video or a picture to the class WhatsApp group. The teachers ask their students to comment to those video and picture. They give their comments by using voice message. So that, teacher can listen their students comment directly.

c. Teaching Reading

Teachers can send the reading material to the class WhatsApp group in the form of file. For example, the teachers share a narrative text and some questions in the form of doc file. Then, students can download the file. After that, the students read the text and the questions. They can send their answers to their teachers on WhatsApp. They send their answer do not in the class WhatsApp group but into their teacher's message. It aims at avoiding their classmates to copy paste their other classmates work.

d. Teaching Writing

Teachers make a group of 2-3 students

Teachers send a picture to the class WhatsApp group that is related to the text. For example, teaching narrative text, teachers send a picture of a monkey and a seller to the class WhatsApp group. It aims at recalling students' background knowledge. Then, teachers ask their students with some questions that are related to the pictures. "What picture is it?", have



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you ever seen this animal before?, Where did you see this animal?. Who the picture is it? After that, teachers send the story “The Monkey and the Seller” to the class WhatsApp group in the form of recording or in the form video. Then students hear or watch that story by using their own earphone. Next, teachers ask their students to retell the story and submit it into the teachers’ message. It can be submitted in the form of file doc that is student type by using Microsoft work in their mobile phone or typing directly in the whatsapp message.

Moreover, La hanisi et al, (2018) stated that teacher can use whatsapp for teaching English in collaborative learning: listening, speaking, reading and writing

a. Teaching Listening

The teacher sends an audio recording and asks the students to listen to it, and ask them to take a note while looking. The teacher shares an English conversation video and asks the students to watch and listen to the video. After that, he asks them to give the comment or discuss the question based on the video. The teacher gives pre-listening activity related to the story which is going to play. The questions focus on the structure of the story, characters, such as: Who is the main character of the story?, Where/when does the story take place?, What do you think of the ending of the story will be? Etc.

b. Teaching Speaking

In speaking, students can discuss the chat room on the WhatsApp group. The students can find the topic of a debate themselves or the teacher can



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also give a suitable theme for learning activities. The teacher continues asking them to record the voice, before sending to WhatsApp group.

c. Teaching Reading

In improving reading skills of students, the teacher sends a simple reading text, such as short story, in the WhatsApp group. The short story is beneficial to give students exercises for improving their vocabulary and reading. The activities which can be conducted to help students in acquiring more vocabulary are:

1. Ask the students to read the story and understand it.
2. Ask the students to find the definition of some words.
3. Choose the word/phrase listed to fill the blanks of the text. In this activity, students then practice using the words they know. Intermediate and advanced students also profit from the literary book. What they read gives them the opportunity to come up with their insights and help them speak the language in the more imaginative way. Students will be more creative since they are faced with their point of view.

d. Teaching Writing

In teaching writing via WhatsApp, the teacher can ask students to write comments on the topic of discussion or more complex writing activities. Students can also be asked to write any responses raised by the teacher in the group discussion of WhatsApp which can help them to improve their writing skill. The teacher can send the picture of a place in WhatsApp and ask the students to answer "Where is it?" or ask them to write and describe



the situation.

Dewi, (2019) adds that there are some activities that teacher can do for teaching integrated English.

a. Teaching Listening

For listening activities, teacher can ask the students to record by using voice note what they are doing at different times of the day. They can compare and see how similar or different their days are.

b. Teaching Speaking

For speaking activities, teacher can asks the students to make video. The video is about a place they know well. This could be their house, café, park, etc.

c. Teaching Reading

For reading activity, teacher can provide a text. Students are required to read the text and answer questions related to the text. The reading exercises are provided in True or False model. Students are asked to answer the questions using emoji. The emoji used in this activity could be thumb up or smile for True answer and thumb down or cry for false answer.

d. Teaching Writing

In this activity, teacher can use photo and text. Students take a series of five or six photos that tell a story. Students are asked to write the narration for each photo as a caption.



2.5.6 The Challenges of Using WhatsApp in teaching

Aburezeq, Ishtaiwa (2013), revealed that the challenges of Using WhatsApp by the teacher are time-consuming and increasing workload, increasing distraction, deficiency of students' commitment to effective contribution, lack of integration skills, small screens of mobile technology and Lack of security. Yeboah and Ewur (2014) indicated that the use of WhatsApp leads to procrastination-related problems, damages students' spellings and grammatical language skills, and leads to losing concentration during study time or for an assignment.

Alwaely (2018) said that the challenges faced by teacher in using whatsapp in teaching are:

1. Extra work and time needed
2. Digital divides existing among students
3. Providing opportunities to exchange offensive material
4. Smartphones' small screen size
5. Failure to use WhatsApp to deliver effective instruction
6. Message overflowing
7. High expectation for teacher's availability
8. The difficulty of assessing students' contributions
9. Confusion due to sending unrelated materials
10. Exposure to students' personal lives
11. Increasing learning distraction
12. Lack of student motivation to use/participation



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Moreover, Abraham and Fanny (2019) said that there were some challenges in using whatsapp for education:

1. WhatsApp used a lot of data to operate, especially when downloading images, videos and audio messages.
2. The issue of honesty or integrity has been one of the prevalent obstacles to social media use in teaching and learning.
3. Lecturers and students lack of training and skills for utilization of WhatsApp in the Faculty of Education.

Other challenges documented by Mwakapina, Mhandeni, and Nyinondi (2016) included students' posts of improper materials, difficulty of evaluating students' contributions, losing focus due to unrelated questions, impossibility of blocking posting after the assignment due date, and absence of a mechanism for sorting each student's posts.

Bouhnik and Deshen (2014) categorized the challenges of WhatsApp into three main areas: technical, educational, and academic. The main technical challenges reported were the unavailability of smartphones owned by students and message swamping. However, the expectations of teachers' high level of availability, teachers' exposure to their students' personal lives, and students' use of unsuitable language were the major educational dilemmas. In terms of academic challenges, students' use of informal language and lack of some students' enthusiasm to give effort were identified. Similarly, in a later study conducted by Gon and Rawekar (2017), eye strain (technical), confusion due to the massive amount of learning materials (educational), and some students'



sharing of material only to impress the teachers (academically) were also recognized as additional challenges.

2.5.7 Students' responses toward the use of whatsapp in teaching learning process.

Bere, (2013) reported that positive feedback from students about the use of whatsapp.

1. It was an easier way to communicate with their teachers and the rest of the class
2. It was productive of fruitful discourse on relevant issues in an informal environment where students could learn intimately and authentically
3. It was also fun.

Mistar and Embi, (2016) revealed that the students responses towards Whatsapp were very positive.

- a. The attitude towards WhatsApp and its perceive, convenience/ ease of use.
 - 1) It was easy to use
 - 2) It was easy to learn
 - 3) It was quick sharing
 - 4) Knowledge and helped in discussing the information easily.
- b. The usefulness of WhatsApp
 - 1) Whatsapp could improve students' confidence in using the language.
 - 2) It made students active in the language activities.



3) It really helped students in learning the language better.

c. The behavioural intention towards WhatsApp

1) Students will not stop using this WhatsApp application in their language learning in future.

2) WhatsApp can also be a source for obtaining knowledge by sharing all information related to subjects they learned either in person or group

There were some responses about the use of whatsapp reported by

Norfaezah (2015)

1. WhatsApp can help the students to share many things with the lecturer. It allows a two-way communication in a very short time.

2. The ease of use by WhatsApp application like uploading videos related to language and voice recordings can provide an explanation of the topics to be taught more clearly than what is written.

Malecela (2016) revealed some responses from university's students about the use of Whatsapp. They are:

1. WhatsApp is helpful for facilitating communication between instructors and students

2. Whatsapp is enhancing collaborative learning,

3. WhatsApp can be used as a medium for learning and teaching the English language.

Manan (2017) reported positive responses from students toward whatsapp.



1. The students felt enjoy and helpful with the use of WhatsApp mobile tool in the teaching and learning activity.

2. WhatsApp strengthened and gave them broader understanding regarding the topics discussed in class.

3. WhatsApp application provides easier access for the students to communicate and discuss about the materials discussed in the classroom.

4. WhatsApp application can be one of useful media for increasing students' ability especially in their English speaking skill.

Jafre (2019) noted other responses from students regarding the use of whatsapp as an English teaching media.

1. Whatsapp increases the interest and motivation of students in learning.

2. Whatsapp provides students with greater opportunities to practice their communication skills without being restricted by time and class meetings.

3. Whatsapp is one of the mobile technologies closely related to students' interests. It can make students excitedly carry out activities and subconsciously reduce their anxiety problems.

4. Whatsapp also helps build their self-confidence, enthusiasm for learning and explore their own learning ability.

2.5.8 Advantages of Whatsapp

According to Nuraeni (2020, p.92), the advantages of using whatsapp are:

1. WhatsApp is an alternative to taking online learning

2. It helps students to motivate students to learn English, especially writing



skills.

3. It can help students overcome the fear of using the language by sharing information and discussing.

4. It can help students believe in their abilities and have confidence.

5. It enables students to learn from the mistakes of colleagues.

Dekhne (2016, p.2) said that using WhatsApp in education has some advantages:

1. Whats App instant messaging tool allows online collaboration and collaboration among online students connected from school or home in hybrid mobile teachers.
2. WhatsApp is an easy-to-use free application.
3. Groups connected to WhatsApp instant messaging can easily share learning objects through status, audio, video, comments, SMS and messaging. The discussion is related to the content of the course taught in class.
4. WhatsApp enables students to create class publications to publish their work in groups.
5. Information and knowledge are easy to construct and share.

Moreover, Hamad (2019) stated that the dvantages of Using WhatsApp were:

1. WhatsApp was alternative to virtual classes that help absent students to catch up.
2. Whats app answers students' questions, and helps to increase students feeling



of security since they always have their instructor around.

3. It helps to facilitate students' discussion, and helps students overcome their fear of using the language.
4. It helps the students to develop their writing.
5. It enables the students to learn from their colleagues mistakes.
6. It helps the students to believe in their abilities and to have confidence.
7. It develops writing skill and increase students' motivation towards learning

In addition, Gon and Rawekar (2017, p.23) pointed out that WhatsApp has advantages over other technical tools used in the education system, such as low cost, simplicity, accessibility, and efficiency. Bouhnik and Deshen (2014), the advantage of using WhatsApp in teaching is that teachers can serve students extensively; students have the opportunity to help each other, and have the opportunity to have a deeper understanding of students.

2.6 Related Studies

Amry (2014) investigated a study entitle the Impact of Whatsapp mobile social learning on the achievement and attitudes of Female students compared with face to face learning in the classroom. The Research purposed to explore the impact of using WhatsApp for mobile learning Activities on the achievements and attitudes of students who use mobile phones to access the Internet University equipment. Researchers conducted an experiment in 2014 school year. Specifically, this study compared an independent sample Students in the experimental group (15 students) and 15 students in the control group (15



students) student). The group was based on WhatsApp mobile learning activities. There was no Whatsapp and only accepted face-to-face learning in the classroom. The educational media of the same course had also been experimentally tested and the control group. t test was used to compare the difference between Experimental group and control group. The result showed that mobile learning-based WhatsApp social network had a positive impact on achievements of students' test. Students preferred the innovative educational technology Mobile learning.

Cakir, I. (2015) conducted the reseach about the use of mobile phones in foreign language teaching from the perspective and attitude of prospective teachers. Researchers put forward the view that prospective English teachers use mobile phones as teaching tools for foreign language learning purposes in the education and teaching environment of foreign language teaching classrooms. A questionnaire survey was conducted among 193 participants in the English Language Teaching department. The results showed that most participants like to use mobile phones as a guidance tool to help them learn English. The research results also provided some insights for foreign language teachers how to use appropriate methods to make English learning and teaching processes meaningful and communicate.

Han and Keskin (2016) conducted a study on the impact of using Whatsapp activities in college English for foreign languaguange speaking classes. They investigated on students' speaking anxiety and their feelings about the activities. The participants were 39 undergraduates participated in the Whatsapp task in the



4-week speaking class.. FLCAS treatment was given at the beginning and end of the study. Face-to-face interviews were also conducted to examine participants' views on mobile application activities. The result showed that the Whatsapp experience significantly affects students' language acquisition by reducing speaking anxiety.

Ta'amneh (2017) conducted a study to discover the impact of using Whatsapp Messenger on college students' English learning during the 2015/2016 school year. Participants in the study included 40 first-year college students. They were divided into two groups. The control group consisted of 21 students who taught in the traditional way, and the experimental group consisted of 19 students who taught through Whatsapp combined with traditional learning. The results of the research revealed that there were differences in the academic performance of the experimental group and the control group. This difference was beneficial to the experimental group. The difference between the two groups showed that integrating the Whatsapp application into English teaching could improve the abilities of the learners in the experimental group. It was meant that integrating Whatsapp into the English teaching environment could improve the abilities of English foreign language students. The research also pointed out that by integrating technology applications such as Whatsapp instead of traditional methods, English courses could be mastered more effectively.

Justina (2016) used Whatsapp to improve reading and writing skills at the undergraduate level of Osmaniya University in India. The research aimed to determine that the use of social networking sites or apps can help motivate college



English-level learners to use English reading and writing skills, thereby increasing their anxiety. The research results showed that using Whatsapp was crucial for language teachers. It could recognize what learners like to do and used it to engage them in language development, especially reading and writing.

Amir Abdalla Minalla (2018), examined the possibility of utilizing 'Whatsapp Group' in enhancing EFL learners' verbal interaction. The population of the study were Saudi Arab first year university students who almost at the same age as well as having the same background knowledge of English. The purposively selected sample was students at University of Tabuk, Tayma branch in the first semester of the academic year 2017/2018. Experimental and descriptive methods were used to achieve the objective of this study. A questionnaire and pre- and post- test were adopted as tools for data collection. Samples of two groups (experimental & control) were randomly selected. The results were analyzed with SPSS. Both groups were taught the same content using the traditional way integrated with Whatsapp Chat groups via text message as communicative platforms for practicing outside classroom contexts for what have been taught in the traditional class. However, the participants of experimental group were restrictively interacted via voice messages while the participants of control group were only interacted via text messages. The analysis of the data revealed that the participants who underwent the voice messages on WhatsApp treatment significantly outperformed those who underwent in text messages on Whatsapp. Hence, utilizing voice messages on Whatsapp chat group can be recommended as an efficient technique in enhancing EFL learners' verbal



interactions outside classroom contexts. Because EFL traditional classroom is no longer more appropriate in offering sufficient opportunities for EFL learners' verbal interaction.

Alghamdi, Rajab, & Rashid, (2016) investigated the use of Whatsapp as a learning tool for distance learning. The research chose randomly selected sixty-four students and asked them to create a Whatsapp group. The students were encouraged to communicate freely and engage each other actively. The investigation further examined students' perceptions of their participation in the group and the cheating techniques. The findings of this study revealed that online students perceived the term 'cheating' differently and they felt that this term should not be included in the distance-learning area. They concluded that online learning is an open educational environment that promotes collaborative learning, open discussion and sharing of ideas. This application also gives the student chances to learn excellent time-saving skills, since any free time in their hand, whether it is in car rides, at home or while in their outdoor activities like watching soccer, these students will still get a chance to connect with fellow students and continue the learning process. Thus, Whatsapp in education is an essential tool for improving learning culture and making the learning process a fun.

Izyani binti Mistar and Mohamed Amin Embi, (2016) examined about the use of Whatsapp as a learning tool and how it could help the students to enhance their language learning. Besides, it also investigated the significance of using the tool and defined its use based on students' perceptions as it suits with recent young generations' lifestyle. Data were gathered from a survey conducted on 20



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respondents from Kuala Pilah Pre-University students via a set of questionnaires distributed for them to answer within 15 to 20 minutes. A pilot study was also been conducted on 30 respondents in order to know the reliability of the instruments in this research. A quantitative data were collected and the result accumulates the total size of the sample together with the percentages of returns. The data is summarized to identify the usefulness of the learning tool to the students. The findings of the study suggested that the use of Whatsapp is significant in helping the students learning the language better and enhancing their proficiency in using the English language. The study implied that the usage of Whatsapp should be encouraged to the students and institutions should provide internet facilities as a top priority in today's education.

Nchindo Richardson Mbukusa (2018) surveyed students' perceptions of using the Whatsapp application as a learning tool for teaching English as a second language for a bachelor's degree at the University of Namibia. There were 99 students in the same cohort filled out the self-management questionnaire. The research showed that in many people, Whatsapp may had a negative impact on the learning of college students, especially those who did not have smartphones. The whatsapp platform showed the difference in balancing online activities and academic preparation, and distracts students from completing assignments and adhering to private study schedules. However, students liked to use Whatsapp as a learning tool and call on colleges and universities to provide Internet convenience, which is the top priority of contemporary teaching.



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Zidni Ma'ruf, Nurul Fadilah, Pegiawan Basofi, Akmal (2019) investigated the opinions of English students on the use of Whatsapp in a paragraph writing class at a public university. The researchers obtained six participants through purposeful sampling. The predicted scores of the two students are high, medium, and low. They collected data through questionnaire surveys and interviews. The results showed that students had a positive view of using Whatsapp in paragraph writing classes to enhance the teaching process in the 21st century.

Oriji, Abraham and Anikpo, Fanny (2019) investigated the Use of Whatsapp in Teaching and Learning in University of Port Harcourt. The purpose of the research work was to find out exactly to what extent the students and lecturers in the University of Port Harcourt, Faculty of Education were using the Whatsapp instant messaging tool in teaching and learning process in Faculty of Education, University of Port Harcourt, Nigeria. It also tried to find out if the aforesaid have enabling phones that were Internet ready to utilize the Whatsapp software in teaching and learning process. It attempted to discover major challenges, if any that were confronting its effective application in teaching and learning. Descriptive survey approach was adopted. The population for the study comprised of one hundred and twenty-eight (128) lecturers and one thousand six hundred and three (1603) first year undergraduate students of the University of Port Harcourt, Faculty of Education for the year 2017. There were three research questions guided the study. The research instrument used was a- 12 item questionnaire for both lecturers and the students correspondingly. It was validated with a reliability index of 0.70 and considered appropriate for the study. The researchers also



employed an in-depth interview method to cover any discrepancy in the structured questionnaire, which was administered to the lecturers and the students respectively. The research questionnaires so retrieved from both respondents were analyzed, using statistical percentile to answer the necessary research questions.

The results revealed that regardless of the fact that both the lecturers and the students possess Internet enabled mobile phones, they were not properly utilizing Whatsapp instant messaging for effective academic activities. Recommendations were also made, which included among others, adequate training on Whatsapp skills and the purchase of Internet enabled phones for effective utilization of Whatsapp instant messaging in teaching and learning process.

Based on the related studies mentioned above, various studies had revealed that whatsapp platforms may have positive effects in teaching and learning English process (Amry,2014; Han and Keskin ,2016; Ta'amneh, 2017; Justina ,2016; Amir Abdalla Minalla ,2018; Abraham and Fanny, 2019). Other studies results had showed different perceptions of teachers and students towards whatsapp platform in teaching and learning English (Cakir,I, 2015; Alghamdi, Rajab, & Rashid, 2016; Izyani binti Mistar and Mohamed Amin Embi, 2016; Nchindo Richardson Mbukusa, 2018; Zidni Ma'ruf, Nurul Fadilah, Pegiawan Basofi, Akmal, 2019).

All of the related studies conducted the researches on the universities levels and only one was in Indonesian context. Nevertheless, there are no studies being conducted that focus on the use of Whatsapp as medium for teaching English in Indonesian context which consequently used as online learning during COVID 19



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pandemic at vocational schools. This research gap leads the researcher to conduct a research on the use of Whatsapp as a medium for teaching English during the COVID-19 pandemic at SMKN 2 Pekanbaru.

2.7 Conceptual Framework

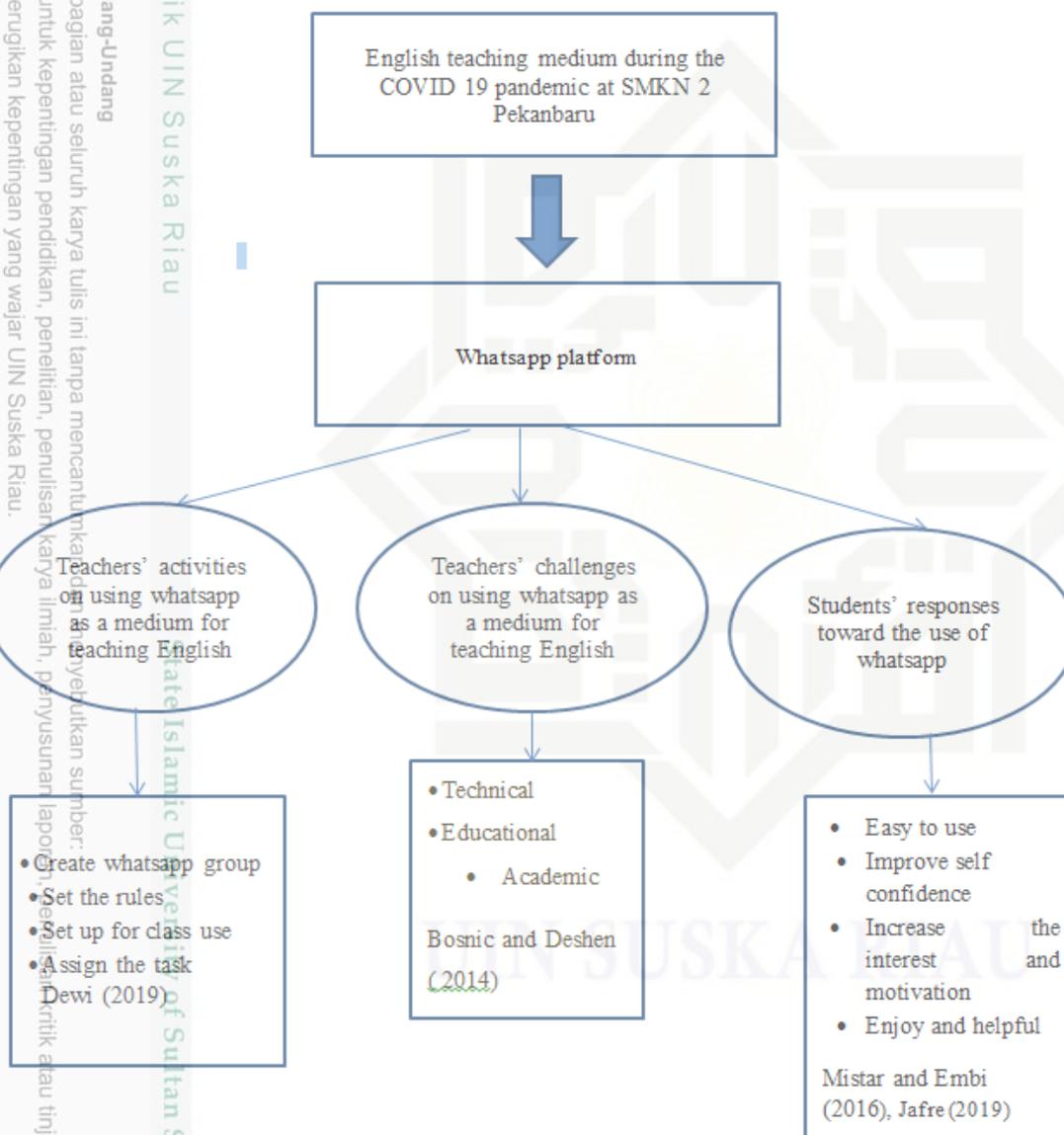
This research talked about one of media that English teachers used during the COVID 19 pandemic. The researcher focused on the use of whatsapp as a medium for teaching English at SMKN 2 Pekanbaru.

In this research, the researcher analyzed the process of using whatsapp platform not only from the teacher's activities but also the students' responses. The researcher analyzed the teacher activities from the steps of using whatsapp as a medium for teaching English which are creating whatsapp group and setting the rules, using whatsapp features, setting the class, and activities in Teaching Listening, Speaking, Reading and Writing using Whatsapp. The researcher also analyzed the teachers' challenges in using whatsapp which are educational and technical challenges. Then, for the students' response the researcher analyze their positive and negative responds toward the use of whatsapp as English teaching media.

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The conceptual framework of this research would be designed as follows:

FIGURE II.1
Conceptual Framework of the research





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The aboved figure showed that there were some activieties that teachers can do on using whatsapp as a medium for teaching English. Dewi (2019) promoted some activities, such as creating whatsapp group, Setting the rules, Setting up for class use, and assigning the task.

The teachers' challenges were discovered by Bosnic and Deshen (2014), that divided teachers' challenges into three categories. They were technical challenges, educational challenges, and academic challenges.

At last, the students' responses were discovered and compared to research done by Mistar and Embi (2016) and Jafre (2019) who found some responses of students toward the use of whatsapp. They were easy to use, improve self confidence, increase the interest and motivation, enjoy and helpful.



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CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses about the research method used in this research. It is important to answer the research questions systematically. It consists of research design, data and data source, technique of data collection, and data analysis.

3.1 Research Design

This research used a qualitative methods research with a case study design. There is no numeric data processed, only non-numeric data such as sentences, statements, or documents are used. Creswell (2012) describes qualitative research is typically used to establish the importance of the central idea and to explore the problem and develop an understanding of small individuals in social problem. As a conclusion, a qualitative approach used to explore the phenomenon in order to understand the practice and behavior in real social situation for small individuals' problem. According to Stake (1995) a case study is expected to catch the complexity of a single case, a single leaf, even a single toothpick, has unique complexi-study. Fraenkel and Wallen (2009,P.13) adds that case study is a qualitative study approach that studies a single individual, group, or important example to formulate interpretations to the spesific case or to provide useful generalization.



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The researcher used case study because this research was focused on very special interest, the research look for the detail of inteaction with its contexts. In this research, the special interest was the activities of teaching and learning English using whatsapp during the COVID 19 pandemic.

3.2 Location and Time of the research

This research was conducted at SMKN 2 Pekanbaru which is located at Jalan Pattimura no 14, Cinta Raja, Sail Pekanbaru. The duration of the research was three months starting from October to December 2020.

3.3 Participants

Four English teachers and twelve students of SMKN 2 Pekanbaru became the research participants (see Table III.1).The total numbers of participants were sixteen. Thus samples were chosen by using purposeful sampling. In purposeful sampling, researchers intentionally select individuals and sites to learn or understand the central phenomenon (Creswell, 2012). Purposive sampling helps a researcher to select individuals that can provide the needed information to understand the case, to answer research question, and to address the purpose of the research (Johnson & Christensen, 2008).

Considering the confidentiality of the research sample on paper, the researcher uses the initials of the name instead of the real name to refer to the sample. Teachers were innitially of TA, TB, TC and TD. Students were initially SA, SB, SC, SD, SE, SF, students SG, SH, SI, SJ, SK and SL.



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The selection of participants were based on their level of participation in using whatsapp during the COVID 19 pandemic, their level of participation and the English teaching activities they participated in. The people selected as the sample in this research are those who are outspoken, which means they can express their thoughts, opinions, and opinions clearly.

Table III.1
Participants of the research

No	Teacher	Student
1	TA	1. SA 2. SB 3. SC
2	TB	4. SD 5. SE 6. SF
3	TC	7. SG 8. SH 9. SI
4	TD	10. SJ 11. SK 12. SL
	4	12

The totals of participants were sixteen.



3.4 Data Collection Technique

In doing the research, the researcher had to use some methods and instruments to help the work easier, more effective and efficient. Method of collecting data is the method that can be used by the researcher to collect the data.

Denzin & Lincoln (2005) said that instrument of collecting data is a tool chosen and used by the researcher in his or her activity of collecting data in order that the activity becomes systematic and easy.

There were two instruments of data collection technique were used to collect the data of this research as follow:

3.4.1 Interview

Cresswell (2012) stated that Interview is a form on which the researcher records answers supplied by the participant in the study. The researcher asks a question from an interview guiding, listens for answers or observes behavior, and records responses.

In this research, the researcher used semi-structured interview. Ary et al (2010) stated that semi structured interview guide is the interviewer formulated the questions before, but during the interview process, the interviewer may modify the format. It would make the information are more complete. The semi-structured interview was meant to give an opportunity to the researchers to dig the information deeper through follow-up questions based on the responses of the participants. The questions in the interview developed based on the research question or the objectives of this study. In detail, the questions in the interview



were mainly about teachers' experiences in using whatsapp as medium for teaching English, their challenges, and students' responses toward the use of that application.

Creswell (2008: 226) classifies the interview into four types. Those types are one-on-one interview, focus group interview, telephone interview, and electronic E-mail interview. Based on the types of interview above, the researcher used one-on-one interview. In this research, the interview was conducted in Bahasa Indonesia to avoid misunderstanding of the intention given and to make the situation more relax. The people who were interviewed by the researcher were four English teachers and 12 students of SMKN 2 Pekanbaru. The researcher conducted the interview on November 24th 2020 until December 8th 2020.

In collecting the data from interview, the researcher used steps as follows:

- a. The researcher prepared some questions that would be asked to selected teacher and the students. The researcher also prepared recorder to record their answer.
- b. The researcher asked and talked in friendly way based on the question that had been prepared.
- c. The researcher recorded their answer.



3.4.2 Documentation

The documents involve a wide range of written, physical and visual materials, including what other authors call artifacts (Ary, 2010: 442) In addition, Lodico (2010: 126) states that documents and artifacts produced by participants before research usually include public records, personal writing or teaching materials. The documents in this research were lesson plan and captures of teachers' activities using whatsapp as English teaching media

3.5 Data Analysis Technique

This section presented the data analysis procedures that were performed on the collected data in order to answer the research questions. Technique of data analysis was done by processing the result of interview transcript, and document review.

To analyze the data the researcher used descriptive qualitative analysis. The data were analyzed based on interactive model of analysis promoted by Miles and Huberman (1994). There are four different types of this model including; data collection, data reduction, data display, conclusion drawing/verification and data collection from an interactive cyclical process (See Figure III.1)

Figure III.1

Component of data analysis

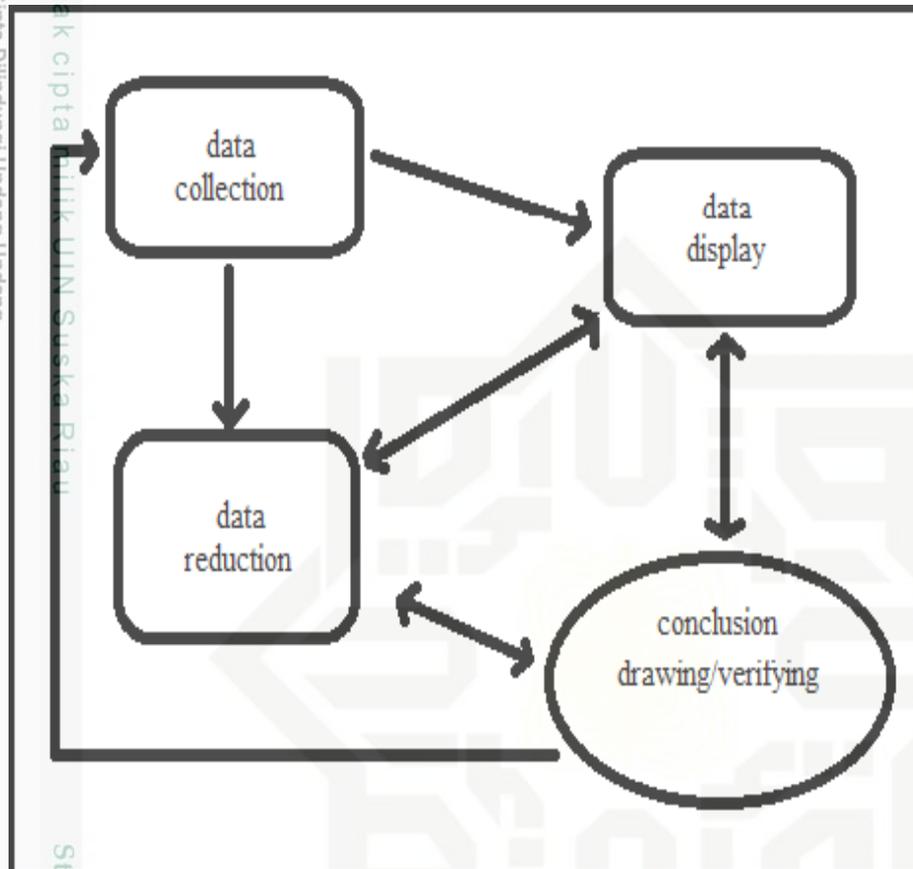


Figure III.1 Component of Data Analysis: Interactive Model (adopted from Miles & Huberman, 1994)

Miles & Huberman (1984:22) elaborate the four types of analysis data form interactive process which was analyzing qualitative data as follows:

3.5.1 Data Collection

Data collection means collecting data from many sources. The researcher collected data from interview, and documentation. The researcher interviewed four English teachers and twelve students of SMKN 2 pekanbaru who used



whatsapp as medium for teaching English. Moreover, the researcher also asked the documents to the teachers.

3.5.2 Data Reduction

In this section researcher presented the process of assessing the data through the process of selecting, focusing, simplifying, and transforming the data. Data which were gathered from the interview and documents were huge and complex. Therefore data reduction was needed to make the data clear and easy to use. Then, to reduce the data, the researcher focused on research questions, which were about the used of whatsapp as English teaching media. The data which were not related to it was set apart.

3.5.3 Data Display

Data display means the process to simply the data in the form of sentence, narrative, or table. Data display refers to show data that have been reduced in the form of patterns. It benefits to help the researcher in understanding the data. In displaying data, the researcher describes data that have been reduced into sentence form. Data display helps us to comprehend what is happening and to do something.

3.5.4 Conclusion Drawing

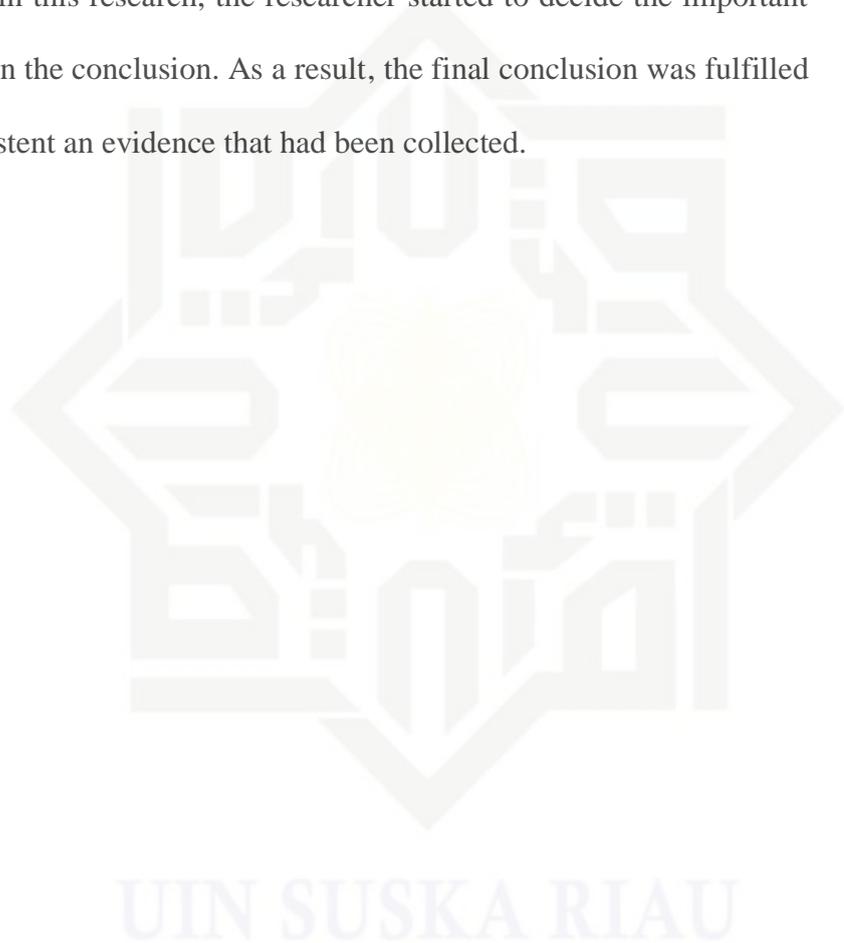
Conclusion drawing is also known as verification. From the very beginning of data collection, the researcher started to decide what things mean, as

a temporary conclusion, and held these conclusions lightly; maintaining openness and skepticism, but the final conclusions might not emerge until data collection was over.

Meanwhile, drawing conclusion is the last step of data collection which should follow data reduction and data display before (Miles and Huberman, 1994). Moreover, in this research, the researcher started to decide the important variables to draw in the conclusion. As a result, the final conclusion was fulfilled by valid and consistent an evidence that had been collected.



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CHAPTER V

CONCLUSION, IMPLICATIONS AND RECOMMENDATIONS

There are three parts in this chapter. The first part presents conclusion of the research. The second part presents some implications for teachers, for students and for parents. The third part presents some recommendations for the English teachers, for the students, for other researchers and for readers.

5.1 Conclusion

From the result of the research that has been discussed in chapter IV, Whatsapp was used as one of media for teaching English at SMKN 2 Pekanbaru during the COVID 19 pandemic. This reseach shows that before teaching and learning poces using whtasapp, the teachers created whatsapp group first then set the rules. The teachers set the rules in order to control the class. In using WhatsApp as medium for teaching English, the teachers used some features of whatsapp that support teaching English. They are group chat, voice note, video call and sharing document. Whatsapp features can make the teaching and learning process interactive and effective. With WhatsApp, teachers and their students are enabled to directly and conveniently access a lot of digital learning resources with different formats, including text, images, videos, voice message, and voice call. While the use of whatsapp is effective and interactive as English teaching media for the four language skilss, there are a number of challenges that cannot be ignored

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and should be addressed to expand teachers' use. The challenges are overloaded messages, small screen, technical problem and lack of training and skills in using technology.

In addition, the results of the research indicated that the use of whatsapp in teaching English generates positive and negative outlooks from students. The positive outlooks are that the students feel that whatsapp is easy to use, they also think that whatsapp is interesting and effective enough as English teaching media because some features of whatsapp support teaching and learning English and whatsapp can increase student's confident and motivation in studying English.

5.2 Implications

The results of this research provide significant information on the teachers' use of WhatsApp as a medium for teaching English. For teachers, it is to be noted that students prefer their presence in an online group created for subject matters. They need a teacher to control the members from sidetracking in their discussions, ensure that the group chats are effective in clearing their doubts and provide additional and useful information related to learning.

For students, consideration for other members' time is vital when being online in group chats. The minimizing of irrelevant chatting would reduce students' time in reading unnecessary chat logs as well as taking up less storage space on their smartphones. Comments are not related to everyone in the group that can be restricted to personal chats rather than compel everyone to read them.



For parents, the knowledge on the amount of time spent by their children on WhatsApp is important to monitor their children's activities. On the other hand, the increasing use of WhatsApp for communication and learning between teachers and students is a basis for considering the provision of a smartphone to students who have yet to own the device. Parents would have to make a wise decision after careful evaluation of the potential benefits from the use of this technological gadget.

5.3 Recommendations

After the conclusions that have been drawn above, the researcher would like to convey some recommendations for English teachers, students, and the next researchers.

5.3.1 For the English teachers

English teachers should think the activities that made the students more interactive, and the students are not bored about the learning process. Since English teachers have different levels of WhatsApp competence and integration skills, sufficient and appropriate professional development activities on WhatsApp integration need to be provided to equip them with the essential skills.

5.3.2 For the students

The students should be more active and more participate in following the lesson using whatsapp because it can increase their speaking, listening, writing and reading.



5.3.3 For the next researchers

This research provides the teachers' use of whatsapp as a medium for teaching English during the COVID-19 pandemic. Hopefully, this research is able to give inspiration and guidance for further researchers. The researcher expects this research will be useful as a reference to the next researcher who is interested in undertaking a similar study. The different research methods are needed to entirely understand the issues related to WhatsApp use.

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Appendix 1: interview questions

OUTLINES OF INTERVIEW

A. Interview for teacher

1. How long have you used whatsapp as media in teaching??
2. Why did you choose it?
3. What are the features of whatsapp do you use most?
4. What are the steps/ procedures in teaching English using whatsapp?
5. What are your activities in teaching the four language skills (listening, speaking , reading and writing)
6. What challenges do you face in teaching English using Whatsapp?
7. What would you do to make the use of whatsapp better?

B. Interviews for students

8. What do you think of whatsapp as media in teaching and learning English?
9. What do you think of the way teachers used whatsapp in teaching and learning English?

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Appendix 2 : Transcript of teachers' interview

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Informant : Teacher A (TA)

Hari/ Tanggal : Selasa, 24 November 2020 (Jam 11.00)

Interviewer : Assalamualaikum

TA : Waalaikum salam

Interviewer : Mohon maaf ibu, saya bermaksud untuk wawancara dengan ibu tentang penggunaan whatsapp sebagai media pengajaran bahasa inggris selama covid pandemic ini. Ada beberapa hal yang perlu saya tanyakan.

TA : ya bu silakan

Interviewer : Sudah berapa lama ibu menggunakan Whatsapp sebagai media pengajaran bahasa inggris?

TA : mmm sekitar 8 Bulan ini bu, semenjak maret 2020

Interviewer : Berarti semenjak covid ni ya bu?

TA : Ya bu. Sebelum covid saya menggunakan wa hanya untuk komunikasi saja.

Interviewer : Ooh baiklah bu. Kenapa ibu memilih whatsapp sebagai media pengajaran Bahasa inggris selama masa covid ini?

TA : Saya memilih media pembelajaran Whatsapp selama covid ini karena whatsapp simple menggunakannya dan semua kita menggunakan whatsapp sehari hari baik siswa maupun guru Dan juga saya pikir dengan menggunakan watshap Kita bisa berkomunikasi langsung dengan siswa. Sehingga guru lebih dekat dengan siswa dan guru bisa mendidik siswa, mengingatkan bukan hanya sekedar transfer materi saja.

Interviewer : Apa saja fitur di whatsapp yg bisa mendukung proses mengajar b.ingg?

TA : mmm menurut saya fitur yang bisa di pakai untuk mengajar bahasa inggris adalah message, chat group, document, voice message dan video call. Fitur fitur ini sangat bisa membuat



Interviewer : fitur yg mana yg paling sering ibu gunakan?

TA :

Yang sering saya gunakan dalam mengajar adalah Chat grup , sharing document/video dan Video call. Karena semua fitur yang saya sebutkan tadi membuat pembelajaran interactive dan siswa senang mengikutinya

Interviewer :

Apakah ibu membuat group kelas khusus pembelajaran bahasa inggris dan memberikan aturan tertentu kepada siswa dalam penggunaan chat group tersebut?

TA :

Sebelum pembelajaran online menggunakan whatsapp saya meminta ketua kelas untuk membuat group kelas. Kemudian meminta saya untuk diundang di grup tersebut. Untuk aturan di grup tentu saja harus ada, supaya kelas bisa di kontrol. Aturan yang saya sampaikan seperti, Mengikuti pembelajaran sesuai jadwal yang sudah ditetapkan sekolah, menggunakan tutur kata yang sopan, tidak membahas hal hal yang tidak ada hubungan dengan pembelajaran. Berusaha untuk menggunakan bahasa inggris serta aktif merespon dan bertanya materi yang disampaikan

Interviewer :

Apa langkah langkah atau prosedur yang ibuk lakukan ketika mengajar menggunakan whatsapp.

TA :

Langkah langkahnya sama dengan pembelajaran tatap muka. Ada tiga langkah yaitu kegiatan awal, kegiatan inti dan kegiatan penutup. Pada kegiatan Awal saya menyapa siswa, menanyakan kondisi siswa, mengajak berdoa dan kemudian meminta siswa mengisi absensi, setelah itu saya menyampaikan topic dan tujuan pembelajaran. Pada Kegiatan inti saya menshare video sesuai materi di grup kelas atau menshare PPT/ word dokumen, kemudian meminta siswa untuk meonton video atau membaca PPT ataupun word selama 10 sampai 15 menit. Setelah itu saya ajukan satu pertanyaan tentang video, PPT dan berikutnya meminta siswa juga mengajukan pertanyaan dan yg lain menjawab. Pada akhir saya



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Interviewer :

meminta siswa menyimpulkan materi pada hari tersebut dan tidak lupa sayamengucapkan salam

TA :

Kegiatan apa saja yang ibu lakukan ketika listening, speaking, reading dan writing

TA :

Listening, speaking, reading dan writing biasaya berada dalam kegiatan inti, tapi tidak semuanya bisa dalam satu pertemuan
Untuk Listening dan speaking saya mengirimkan voice note yg berisi pertanyaan tentang materi sebelumnya. Meminta siswa mendengarkan kemudian siswa menjawab pertanyaan yang diberikan juga menggunakan voice note. Kadang saya juga menggunakan Video call untuk speaking

Interviewer :

Bagaimana dengan reading dan writing nya ibu?
: mmmm kalau untuk reading dan writing biasanya saya kirimkan materi di word atau PPT. kemudian minta mereka baca dan membuat kesimpulan atau biasanya saya minta mereka menjawab pertanyaan dari materi yang mereka baca”.

TA :

Apa saja mamfaat menggunakan whatsapp sebagi media pengajaran?
: Menurut saya Kita bisa menyampaikan materi Dari sumber apa saja dengan mengirimkan linknya di WA sehingga siswa bisa menanggapinya dengan cepat. Dan Wa Bisa membantu menghilangkan ketakutan siswa dalam belajar bahasa inggris.

Interviewer :

Maksudnya menghilangkan ketakukan siswa dalam belajar bahasa inggris gimana ya bu?

TA :

Kalau belajar di kelas siswa biasanya agak2 takut biasanya ketika mau memberikan respon,, mereka takut salah. Tapi kalau lewat Wa mereka lebih berani untuk merespon

Interviewer :

Selain dari mamfaat yang ibu sebutkan tadi apa saja kendala yg bpk hadapi dalam menggunakan whatsapp?

TA :

kendalanya terlalu banyak pesan yang masuk apalagi grup kelas yg kita punya ada beberapa kelas menyebabkan hp cepat hang dan



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memori penuh

- Interviewer : Apa kendala lainnya?
TA : Harus ada internet acces untuk memulai pembelajaran dan mengirimkan materi pembelajaran baik word, ppt ataupun video
- Interviewer : kalau untuk siswa kendalanya apa biasanya bu?
TA : Kendala siswa biasanya ada beberapa yang mengeluh jaringan internet di tempat mereka kurang bagus. Ada juga 1atau 2 orang paket internet yang ngak ada.
- Interviewer : Kalau seandainya pembelajaran online ini tetap berlanjut tahun ajaran berikutnya, apakah ibu masih memakai whatsapp sebagai media pengajaran?
TA : Masih tetap menggunakan whatsapp, namun saya mau mencoba media lain seperti GCR ataupun zoom.
- Interviewer : Apa yang harus dilakukan supaya pengajaran menggunakan WA lebih Menarik lagi?
TA : Yang harus dilakukan yaitu dengan membuat video pembelajaran sendiri, yang langsung menampilkan gurunya sendiri sehingga siswa bisa merasakan seolah sedang belajar di kelas.
- Interviewer : Baik lah ibu, terima kasih atas waktu yang ibu berikan , nanti kalau senadainya ada hal yang perlu saya tanyakan mungkin saya akan menghubungi ibu kembali . Terima kasih banyak ibu.

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1. Informant : Teacher B (TB)
- Hari/ Tanggal : Selasa, 24 November 2020 (Jam 14.00)
- Interviewer : Assalamualaikum ibu. Apa kabar?
- TB : Waalaikum salam. Alhamdulillah baik
- Interviewer : Minta waktunya sebentar ya bu, saya ingin menayakan tentang penggunaan whatsapp sebagai media pengajaran bahasa inggris selama covid pandemic ini
- TB : Oh boleh bu
- Interviewer : Sudah berapa lama ibu menggunakan whatsapp sebagai media pengajaran bahasa inggris?
- TB : Saya sudah menggunakan whatsapp sebagai media pengajaran selama kurang lebih 8 bulan ini. Semenjak covid ini sekitar bulan maret 2020 yang mana adanya kebijakan pemerintah untuk pembelajaran secara online. Sebelum adanya covid saya menggunakan WA hanya untuk berkomunikasi.
- Interviewer : Kenapa ibu memilih whatsapp sebagai media pengajaran?
- TB : Karena saya dan peserta didik di sini memiliki aplikasi whatsapp di smartphone kita masing masing. Whatsapp juga lebih mudah dan praktis pengoperasiannya dan tidak terlalu menyedot banyak kuota
- Interviewer : Apa saja fitur di whatsapp yg bisa mendukung proses mengajar b.inggris?
- TB : Banyak fitur di whatsapp sebenarnya, Cuma yang saya familiar message, document, Voice note, chat group, dan Video call. Semua fitur fitur di whatsapp ini sangat mendukung pengajaran Bahasa Inggris
- Interviewer : fitur yg mana yg paling sering ibu gunakan?
- TB : Saya sering menggunakan chat group, dan sharing document, kadang kadang voice note juga video call. Fitur fitur tersebut membuat pembelajaran menjadi interaktif walaupun kita



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Interviewer

laksanakan secara daring. Siswa sangat aktif mengikuti pembelajaran. Chat grup bisa membuat siswa berdiskusi dan memberikan pendapat tentang materi yang diberikan , selain itu bisa melatih reading dan writing. Voice note dan video call bisa melatih speaking dan listening. Fitur yang ada sangat effective dan mendukung pembelajaran ke empat skill bahasa inggris

: Apakah ibu membuat group kelas khusus pembelajaran bahasa inggris dan memberikan aturan tertentu kepada siswa dalam penggunaan chat group tersebut?

TB

: Tentu saja ada grup kelas khusus bu. Saya minta ketua kelas membuat whatsapp grup khusus bahasa inggris dan minta saya diundang ke grup tersebut. Setelah saya gabung ke grup saya sampaikan aturan selama pembelajaran di dalam chat grup kelas supaya kelas terkontrol dengan baik. Adapun aturan yang saya sampaikan adalah siswa sebaiknya menggunakan bahasa inggris, menggunakan kata kata yang sopan, tidak membahas hal yang di luar pembelajaran bahasa inggris.

Interviewer

: Apa saja langkah langkah yang ibu lakukan ketika mengajar menggunakan whatsapp?

TB

:Mmmm Untuk langkah langkah megajar menggunakan whatsapp sebenarnya tidak begitu berbeda dengan mengajar tatap muka di kelas. Ada tiga langkah yang saya lakukan, yaitu kegiatan awal, kegiatan inti dan kegiatan penutup. Pada kegiatan awal biasanya saya mengucapkan salam, menanyakan kabar, mengajak mereka berdo'a, meminta siswa untuk mengisi list daftar hadir dan memberikan motivasi.

Pada kegiatan inti biasanya saya mengasih video atau link di youtube/ ppt/ materi dalam bentuk pdf atau word.

Pada kegiatan penutup biasanya meminta siswa untuk menyimpulkan pembelajaran pada hari tersebut.

Interviewer

: Apa saja kegiatan yang ibu lakukan ketika mengajarkan listening ,



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- TB** Hak Cipta Dilindungi Undang-Undang
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speaking , reading dan writing?

: Untuk tingkat smk sebenarnya pembelajaran bahasa inggris ke empat skills listening, speaking reading and writing adalah integrated dan biasanya berada pada kegiatan inti. Untuk listening biasanya saya mengirimkan video/audio. Saya minta siswa untuk menonton video ataupun mendengar audio selama 10 ataupun 15 menit. Kemudian mereka membuat ataupun menjawab pertanyaan terkait video ataupun audio tersebut. Kalau untuk Speaking, saya minta siswa membuat short dialog dan merekam nya menggunakan voice message/ voice note

Reading dan writing saya biasanya mengirim materi dan pertanyaan dalam bentuk pdf atau word ke chat grup dan minta mereka membacanya kemudian mengirimkan jawaban ke message pribadi.

Interviewer : Kenapa ke message pribadi bu, kenapa tidak langsung ke chat grup saja?

TB : untuk menghindari mereka copy paste. Kalau ke grup siswa yang terlambat merespon biasanya hanya copy paste temannya yang sudah mengirim duluan.

Interviewer : Bagaimana partisipasi siswa dalam kegiatan belajar mengajar menggunakan whatsapp ini bu?

TB : Partisipasi siswa cukup baik. Mereka aktif di grup chat dan menyelesaikan tugas yang diberikan. Namun memang ada beberapa siswa yang kadang tidak ikut pembelajaran ataupun terlambat mengirim tugas. Alasan mereka biasanya jaringan internet

Interviewer : Apa saja mamfaat menggunakan whatsapp sebagi media pengajaran?

TB : Menurut saya lebih hemat dan lebih praktis serta lebih mudah dlm pengoperasiannya. Mamfaat lainnya Adanya interaksi antara siswa dan siswa serta siswa dan guru.



Interviewer : Selain dari mamfaat yg ibu sebutkan tadi apa saja kendala yg ibu hadapi dalm menggunakan whatsapp?

TB :Kendala nya terutama Pesan yang masuk ke chat grup terlalu banyak. Apalagi saya mengajar banyak kelas ada sekitar 10 kelas yang berarti ada 10 grup kelas juga. Kemudian layar hp yg kecil membuat mata cepat lelah ketika membaca respon dari siswa.

Interviewer : Apa ada kendala lainnya?

TB : Tidak ada bu

Interviewer : Kalau siswa biasanya apa masalah atau kendala mereka ketika belajar menggunakan whatsapp.

TB : kendala yang biasanya di keluhkan siswa agak lama loading materi yang berupa video karena jaringan.

Interviewer : Kalau seandainya pembelajaran online ini tetap berlanjut tahun ajaran berikutnya, apakah ibu masih memakai whatsapp sebagai media pengajaran?

TB : Tentu saya masih menggunakan whatsapp.

Interviewer : Apa saja yang harus dilakukan supaya pembelajaran menggunakan whatsapp lebih menarik lagi.

TB : Saya dan guru yang ingin menggunakan whatsapp lebih menyiapkan materi pembelajaran sebaik mungkin. Kemudian materi yg dikirim lebih bervariasi lagi seperti video, ppt, dokumen. Dan untuk saya pribadi saya akan menambah pengetahuan lagi tentang pemamfaatan fitur2 di whatsapp yang bisa di pakai untuk pengajaran bahasa inggris. Perlu juga guru membuat video pembelajaran sendiri.

Interviewer : Terima kasih atas waktunya bu. Kalau nanti ada yang mau saya tanyakan lagi nanti saya akan menghubungi ibu kembali.



2. Informant : Teacher C (TC)

Hari/ Tanggal : Rabu, 25 November 2020 (Jam 9.00)

Interviewer : Assalamualaikum .

TC : Waalaikumsalam.

Interviewer : .Mohon maaf ibu, saya bermaksud untuk wawancara dengan ibu tentang penggunaan whatsapp sebagai media pengajaran bahasa inggris selama covid pandemic ini. Ada beberapa hal yang perlu saya tanyakan.

TC : Dengan senang hati ibu, silakan

Interviewer : Sudah berapa lama ibu menggunakan Whatsapp sebagai media pengajaran bahasa inggris?

TC : lebih kurang sekitar 8 bulan ini semenjak adanya pandemic covid yang mana kita diwajibkan mengajar secara daring. Tepatnya sejak maret 2020. Namun awalnya saya hanya sekedar mengirimkan tugas untuk siswa. Tapi di semester ini saya sudah gunakan whatsapp tidak hanya sekedar mengirim tugas namun sudah ada berinteraksi degan siswa.

Interviewer : kenapa ibu memilih whatsapp sebagai media pengajaran?

TC : Sebab WA sudah sangat familier penggunaannya di kalangan masyarakat, terutama guru dan siswa. serta mudah pengoperasiannya. WA relatif lebih murah jika dibandingkan aplikasi yang lain. Di samping itu saya rasa Whatsapp mempunyai beberapa fitur yang menarik yang bisa digunakan untuk mengajar bahasa Inggris.

Interviewer : Apa saja fitur yang menarik itu bu?

TC : kalau menurut saya selain Chat group,dan sharing document whatsapp itu juga ada voice note dan Video call

Interviewer : Kenap fitur fitur tersebut menarik bu?

TC : Fitur fitur tersebut membuat pembelajaran menjadi interaktif walaupun kita laksanakan secara daring. Siswa sangat aktif



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mengikuti pembelajaran. Grup chat bisa membuat siswa berdiskusi dan memberikan pendapat tentang materi yang diberikan, selain itu bisa melatih reading dan writing. Voice note dan video call bisa melatih speaking dan listening.

Interviewer : Oh gitu ya bu

Interviewer : Kalau untuk chat group, apakah ibu membuat grup chat kelas khusus pembelajaran bahasa Inggris dan memberikan aturan tertentu kepada siswa dalam penggunaan group chat tersebut?

TC : Ya pada awal belajar saya meminta ketua kelas untuk membuat grup. Kemudian saya minta ketua kelas memasukkan saya di grup. Kalau untuk peraturan pada awalnya saya tidak memberikan aturan tertentu. Namun ada anak-anak yang mengirimkan pesan yang tidak ada hubungannya dengan pembelajaran dan sering juga bergurau, jadi baru lah saya buat aturan. Saya menyampaikan bahwa chat grup ini khusus untuk pembelajaran bahasa Inggris. Jadi tidak dibenarkan membicarakan hal yang diluar pembelajaran. Mengikuti pembelajaran sesuai jadwal yang sudah ada. Berkata kata sopan. Usahakan menggunakan bahasa Inggris baik dalam bertanya ataupun merespon.

Interviewer : Apa saja langkah-langkah atau prosedur yang ibu lakukan ketika mengajar menggunakan whatsapp?

TC : Kalau langkah-langkahnya ya hampir sama sebenarnya dengan tatap muka. Yaitu ada tahap awal. Pada tahap ini saya membuka kelas dengan menyapa anak-anak di grup, menanyakan kabar mereka, mengajak doa bersama. Kemudian saya minta mereka mengisi absensi, memberikan motivasi, dan menjelaskan tujuan pembelajaran hari itu. Pada kegiatan inti saya meminta anak-anak untuk mengamati video atau membaca PPT yang saya berikan, kemudian saya meminta anak-anak untuk mengajukan pertanyaan tentang video atau materi di PPT. Pada tahap penutup, saya meminta anak-anak mereview pelajaran hari tersebut dan



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Interviewer :

menyampaikan materi yang akan dipelajari pada pertemuan akan datang dan terakhir mengucapkan salam

: Bagaimana dengan pengajaran listening , speaking, reading dan writing bu, kegiatan apa saja yang bisa dilakukan untuk keempat skill tersebut dengan menggunakan whatsapp?

TC :

untuk listening saya mengirimkan file rekaman suara. Saya minta anak anak mendengarkan. dan saya juga kirimkan pertanyaan dan meminta anak menjawab pertanyaan dan mengirim ke pesan pribadi untuk menghindari copy paste. Untuk speaking saya melakukan video call.

Untuk reading saya kirimkan teks pdf dan soalnya, kemudian anak anak diminta mengirimkan jawabannya, lalu dibahas bersama sama. Untuk Writing saya mengirimkan gambar kemudian meminta siswa mengomentari gambar tersebut.

Interviewer :

Bagaimana partisipasi siswa mengikuti pembelajaran secara online ini bu?

TC :

Secara keseluruhan siswa cukup aktif . Namun memang ada beberapa orang yang kadang tidak aktif

Interviewer :

yang tidak aktif biasanya kenapa bu?

TC :

Alasan mereka biasanya pas belajar ada jaringan yang kurang bagus trus ada juga yang bilang lagi ngak ada kuota

Interviewer :

Apa saja mamfaat menggunakan whatsapp sebagi media pengajaran?

TC :

penggunaannya mudah, tampilan whatsapp sederhana, bisa dipakai di hp dan laptop. Whatsapp Memudahkan komunikasi dengan siswa mengenai pembelajaran yg di ajarkan.

Interviewer :

Selain dari mamfaat yg ibu sebutkan tadi apa saja kendala yg ibu hadapi dalm menggunakan whatsapp?

TC :

Banyak nya pesan yang masuk (respon siswa) membuat Memori hp cepat penuh. Dan kadang jaringan yang kurang bagus sehingga lama loading ketika mengirimkan materi.



- Interviewer : Apa kendala lainnya?
 TC : Tidak adanya pelatihan terhadap penggunaan whatsapp untuk pembelajaran. Sehingga kita hanya menggunakan sebatas yang kita tahu aja. Apalagi kita menggunakan whatsapp untuk pembelajaran hanya karena harus belajar online disebabkan pandemic covid ini. Kalau bisa ada pelatihan khusus untuk penggunaan whatsapp sebagai media pengajaran Bahasa Inggris
- Interviewer : Kalau seandainya pembelajaran online ini tetap berlanjut tahun ajaran berikutnya, apakah ibu masih memakai whatsapp sebagai media pengajaran?
 TC : Tentu saja saya tetap menggunakan whatsapp sebagai media pengajaran bahasa Inggris. Seandainya sudah tatap muka pun nantinya saya masih usahakan menggunakan whatsapp sebagai media pengajaran
- Interviewer : Apa yg harus ibu lakukan supaya penggunaan whatsapp kedepannya lebih effective dan menarik bagi siswa untuk mengikuti pembelajaran bahasa Inggris?
 TC : Menurut pendapat saya, guru harus menyiapkan materi pembelajaran dengan menarik dan bervariasi. Dan berharap adanya pelatihan menggunakan whatsapp untuk pengajaran terutama bahasa Inggris dari pihak sekolah.
- Interviewer : Terima kasih ibu atas waktunya, kalau nanti ada yang perlu saya tanyakan lagi saya akan menghubungi ibu kembali.
 TC : Sama2 bu
- Interviewer : Assalamualaikum
 TC : Waalaikkum salam



3. Informant : TD

Hari/ Tanggal : Rabu, 25 November 2020 (Jam 11.00)

Interviewer : Assalamualaikum. Apa kabar ibu?

TD : Waalaikum salam. Baik, terima kasih

Interviewer : Mohon maaf ibu, saya bermaksud untuk wawancara dengan ibu tentang penggunaan whatsapp sebagai media pengajaran bahasa inggris selama covid pandemic ini. Ada beberapa hal yang perlu saya tanyakan.

TD : oh ya silakan.

Interviewer : Sudah berapa lama ibu menggunakan Whatsapp sebagai media pengajaran bahasa inggris?

TD : Kalau untuk pengajaran Sekitar 8 bulan ini, tepatnya semenjak Maret 2020. Sebelumnya saya pakai WA hanya untuk komunikasi

Interviewer : kenapa ibu memilih whatsapp sebagai media pengajaran?

TD : Ya pertama karena mudah digunakan, apalagi saat ini hampir semua orang yang menggunakan android bisa menggunakan wa, kedua, bisa mengakomodir media pembelajaran seperti audio, video, gambar dan file-file dalam bentuk word, power-point dan excel. Dan yang terakhir bisa sebagai guru kita bisa berkomunikasi dengan siswa baik secara grup atau perkelas maupun secara pribadi.

Interviewer : Apa saja fitur di whatsapp yg bisa mendukung proses mengajar bahasa inggris?

TD : untuk mengajar ya, seperti yang saya sebutkan tadi, fitur-fitur seperti chat grup, voice message , gambar, video, audio, dan pengiriman file dan satu lagi video-call yg memungkinkan kita berinteraksi langsung dengan siswa face-to-face.

Interviewer : fitur yg mana yg paling sering biasa ibu gunakan? Dan kenapa?

TD : saya paling sering menggunakan chat grup. Dengan chat group



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Interviewer

bisa berdiskusi dengan semua siswa dan mengirimkan materi baik berupa ppt/video ataupun gambar. Untuk bisa berbicara langsung dengan siswa saya menggunakan video call. Namun untuk video call tidak bisa langsung semua siswa. Jadi menurut saya fitur fitur di WhatsApp mampu menciptakan proses belajar mengajar yang interaktif dengan kemudahan interaksi baik secara visual maupun verbal.

: Apakah ibu membuat group kelas khusus pembelajaran bahasa inggris?

TD

: Ya pada awal mau menggunakan whatsapp sebagai media pengajaran kita perlu membuat whatsapp grup kelas terlebih dahulu. Saya minta ketua kelas untuk membuat grup kelas Bahasa inggris dan minta mengundang saya untuk bergabung.

Interviewer

: Apakah ada aturan aturan tertentu ketika menggunakan group kelas?

TD

: Oh ya tentu saja ada aturan aturan ketika menggunakan grup chat supaya kelas bisa di kontrol . Saya sampaikan aturan di chat grup tidak hanya pada awal membuat grup akan tetapi saya ulang sampaikan setelah sebulan pembelajaran dan begitu seterusnya. s Aturan yang saya sampaikan seperti, menggunakan tutur kata yang sopan, tidak membahas hal hal yang tidak ada hubungan dengan pembelajaran. Mengikuti pembelajaran sesuai jadwal yang sudah ditetapkan sekolah. Menggunakan bahasa inggris.

Interviewer

: Apa saja langkah langkah yang ibuk lakukan ketika mengajar menggunakan whatsapp?

TD

: Ada tiga langkah yang biasa dilakukan dalam pengajaran, Yang pertama kegiatan awa[. Pada kegiatan awal saya mengabsen siswa dengan mengirim pesan langsung di grup wa, mengajak berdoa bersama, mengisi list absensi di chat grup, memberikan motivasi dan menyampaikan topik dan tujuan pembelajaran. Sedangkan pada kegiatan inti, saya akan mengirim video pembelajaran baik



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Interviewer

TD

Interviewer

TD

yang saya buat sendiri ataupun yang saya unduh dari internet, kadang saya juga mengirim PPT/ PDF/Word tentang materi yang diajarkan. Setelah mereka membacanya. Saya memancing siswa dengan memberikan beberapa pertanyaan berkaitan dengan topic, dan meminta siswa juga mengajukan pertanyaan di grup, dan yang lainnya menjawab pertanyaan yang diajukan. Pada kegiatan akhir saya meminta siswa untuk menyimpulkan pembelajaran. Dan yang terakhir memberikan tugas .

: Apa saja kegiatan yang ibuk berikan ketika listening , speaking , reading dan writing?

: untuk listening saya mengirimkan file rekaman suara dari penutur asli sehingga siswa tahu cara pengucapannya , meminta siswa mendengarkan rekaman suara tersebut kemudian mereka mencatat apa yang di dengar. Kalau sudah siap mereka foto dan mengirimkan ke chat pribadi saya. Untuk speaking saya meminta anak membuat video. Kadangkala saya berdialogue menggunakan video-call dengan siswa menggunakan bahasa inggris. Untuk reading, saya mengirimkan reading text dalam bentuk word ke chat grup. Meminta siswa membaca dan mencari arti kata yang sulit dan mencari sinonim. Untuk Writing saya mengirimkan gambar atau foto kemudian meminta siswa mengomentari gambar tersebut.

: Seperti kita ketahui smk menggunakan kurikulum 13 dengan pendekatan scientific pada kegiatan inti , apakah bpk/ ibu bisa menerapkan pendekatan scientific tersebut menggunakan whatsapp pada masa pandemic ini?

: Oh ya, betul kita memang menggunakan k13 dan kita semaksimal mungkin untuk menggunakan scientific approach. Namun pada masa pandemic tidak semua langkah langkah di scientific approach bisa diterapkan. Waktu yang di sediakan untuk satu pertemuan selama pembelajaran daring ini hanya 60 menit. Waktu



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60 menit tersebut tidak bisa untuk menerapkan kelima langkah yaitu mengamati, menanyakan, mengeksplorasi, menegosiasi dan mengkomunikasikan. Biasanya saya bagi bagi , misalnya untuk pertemuan pertama hanya bisa untuk mengamati dan menanyakan dengan mengirim video atau ppt kemudian menonton atau membacanya kemudian mengajukan pertanyaan dan menjawab pertanyaan. Pada pertemuan berikut dengan topic yang sama mengeksplorasi dan menegosiasi biasanya saya minta mereka untuk mencari contoh dan mendiskusikan di chat guru. Pertemuan berikutnya baru mengkomunikasikan dalam bentuk berkelompok

Interviewer

: Apa saja mamfaat menggunakan whatsapp sebagai media pengajaran?

TD

: oh ..manfaatnya banyak sekali, menggunakan wa sebagai media pembelajaran sangat banyak apalagi di masa pademi dimana diharuskan melakukan pembelajaran jarak jauh. Pertama, kita bisa tetap melakukan kegiatan pembelajaran seperti yang seharusnya walaupun tanpa ada siswa dikelas. Kedua, kita bisa tetap berinteraksi dengan siswa dan mengawasi perkembangan pembelajaran mereka. Dan yang terakhir media wa adalah media termudah dimana hampir semua orang bisa menggunakannya, media dengan banyak fitur yang bisa mengakomodir semua kebutuhan pembelajaran dan media termurah sehingga tidak membutuhkan terlalu banyak kuota untuk siswa untuk bisa mengakses semua fitur nya

Interviewer

: Selain dari mamfaat yg ibu sebutkan tadi apa saja kendala yg ibu hadapi dalm menggunakan whatsapp?

TD

: Kendalanya layar hp yang kecil membuat saya agak kesulitan membaca dan memeriksa tugas siswa, mata terasa cepat perih.

Interviewer

: Apa ada kendala lainnya?

TD

: Kendala lainnya lebih ke kendala teknis seperti jaringan internet yang kadang lambat dan lama loading ketika mengirimkan materi



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TD

Interviewer

TD

Interviewer

TD

Interviewer

TD

yang filenya besar.

Interviewer : Kalau seandainya pembelajaran online ini tetap berlanjut tahun ajaran berikutnya, apakah ibu masih memakai whatsapp sebagai media pengajaran?

: Tetap menggunakan whatsapp karena fitur fitur yang ada sangat mendukung untuk pengajaran ke empat skill dalam bahasa inggris.

: Apa yg harus ibuk lakukan supaya penggunaan whatsapp kedepannya lebih effective dan menarik bagi siswa untu mengikuti pembelajaran b. inggris

: Untuk ini mungkin lebih kepada kreatifitas kita sebagai guru untuk memberikan materi yang lebih kreatif lagi misalnya dengan membuat video yang kita bikin sendiri dengan memakai suara kita sendiri sehingga siswa tetap merasa melihat kita mengajar. Saya sendiri harus memperbaiki lagi penguasaan dalam bidang teknologi , dengan mengikuti pelatihan.

: Ok. Terima kasih ibu atas waktunya, nanti kalau ada hal lagi yang perlu saya tanyakan saya akan menghubungi ibu kembali.

: Oh ya. Ngak apa. Sama sama

: Assalamualaikum

: Waalaikum salam.



Appendix 3 : Transcript of Students' Interview

Informant : Student A (SA)

Selasa, 1 Desember 2020 (jam 9.00)

Researcher : Assalamualaikum

SA : Waalaikum salam.

Researcher : Minta waktunya sebentar ya, ibuk mau menanyakan tanggapan kamu terhadap penggunaan whatsapp dalam pembelajaran bahasa inggris.

SA : Ya bu

Researcher : Bagaimana pendapat kamu tentang whatsapp yg di gunakan guru dalam pembelajaran Bahasa inggris?

SA : Menurut saya sih, mmmp whatsapp itu lebih mudah menggunakannya dan tidak ribet di banding media lain, karena aplikasi whatsapp di miliki oleh semua orang di android mereka

Researcher : Fitur apa di whatsapp yang biasanya di gunakan guru untuk mengajar bahasa Inggris?

SA : Fitur apa yah? Mmmh chat group, ada juga apa namanya tu fitur untuk mengirim dokument seperti PPT, video, pdf dan kadang ada juga video call

Researcher : Fitur yang mana yang paling di sukai?

SA : Saya lebih suka chat grup

Researcher : kenapa lebih suka chat grup?

SA : Karena di chat grup materi yang di kirim guru bisa cepat di akses

Researcher : Apa pendapatnya tentang cara guru menyampaikan materi pembelajaran menggunakan Whatsapp ?

SA : Menurut saya menyenangkan lah. Karena setiap pertemuan guru memberikan materi yang bervariasi seperti lewat video , ppt, document dan kadang melakukan video call yang bisa latihan speaking langsung



Researcher : Menurut kamu whatsapp efektif tidak untuk digunakan dalam pembelajaran bahasa inggris ?
SA : Saya rasa effective sih buk, karena proses belajarnya membuat saya lebih aktif dan paham dengan materi yang di sampaikan.
Researcher : Apa ada kendala ketika belajar menggunakan WA?
SA : Tidak ada bu
Researcher : Terima kasih ya atas waktunya.
SA : sama sama buk
Researher : Assalamualaikum
2. Informant : Student B (SB)
 Selasa, 1 desember 2020 (Jam 11.00)
Researcher : Assalamualaikum,
SB : Waalaikum salam buk
Researcher : Terima kasih sudah mau datang. Ibuk mau ngobrol sebentar tentang penggunaan whatsapp oleh gurunya dalam mengajar bahasa Inggris.
SB : Ya bu
Researcher : Apa pendapat kamu tentang whatsapp yg di gunakan guru dalam pembelajaran Bahasa inggris?
SB : mmmp.... Whatsapp mudah digunakan dan cukup menarik karena ada beberapa fitur yang bisa di pakai untuk belajar”
Researcher : Fitur yang mana di whatsapp yang biasa di pakai guru?
SB : chat room, voice note apalagi ya... oh ya kadang ada video call juga
Researcher : Yang mana yang paling di sukai? Kenapa?
SB : Chat group, bisa bebas mengungkapkan pendapat dan berdiskusi
Researcher :Apa pendapatnya tentang cara guru menyampaikan materi pembelajaran menggunakan Whatsapp ?
SB : menarik, guru memberikan materi dengan berbagai fitur yang ada di Whatsapp seperti chat group dan voice note dan mengirimkan



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 3. Informant : Student C (SC)
 Rabu, 2 Desember 2020 (jam 9.00)

Researcher : materi lewat video , ppt dan word document. Jadi bisa melatih tidak hanya kemampuan membaca dan menulis juga bisa melatih mendengar dan speaking saya

SB : Menurut kamu whatsapp efektif tidak untuk digunakan dalam pembelajaran bahasa inggris ?

SB : sangat efektif karena dari bermacam fitur yang ada di Whatsapp membuat saya bersemangat untuk belajar

Researcher : Apa ada kendala ketika belajar menggunakan Whatsapp?

SB : kendala biasanya jaringan lelet sehingga agak lama membuka materi .

Researcher : Kok bisa jaringan lelet

SB : Tu lah buk dirumah dekat saya tinggal kadang jaringan nya hilang timbul

Researcher : Terima kasih banyak atas waktunya.

Researcher : Assalamualaikum, Apa kabar

SC : Waalaikum salam. Alhamdulillah baik buk

Researcher : Minta waktunya sebentar ya , ibuk mau menanyakan tanggapan kamu terhadap penggunaan whatsapp dalam pembelajaran bahasa inggris.

SC : ok bu, silakan

Researcher : Bagaimana pendapat kamu tentang whatsapp yg di gunakan guru dalam pembelajaran Bahasa inggris?

SC : Mmmm whatsapp cukup menarik dan membantu dalam proses pembelajaran

Researcher : Fitur apa saja dari whatsapp yg biasa dipakai guru

SC : Ada message, chat room dan voice message/ voice note dan kadang ada pakai video call



- Researcher : Fitur yang mana yang paling di sukai? Kenapa?
 SC : Voice note, bisa melatih berbicara dan mendengarkan suara sendiri
- Researcher : Apa pendapatnya tentang cara guru menyampaikan materi pembelajaran menggunakan Whatsapp ?
 SC : Menurut saya tidak terlalu buruk. Maksud saya saya bisa mengerti apa yang guru ajarkan, dan apa yang di jelaskan, walaupun hanya mengirimkan word document ataupun ppt tapi saya tetap mengerti apa yang guru ajarkan. Menurut saya selama ini tidak terlalu buruk untuk menggunakan Whatsapp untuk mengajar bahasa inggris
- Researcher : Menurut kamu whatsapp efektif tidak untuk digunakan dalam pembelajaran bahasa inggris ?
 SC : Kalau untuk pembelajaran daring Whatsapp cukup efektif di banding aplikasi lainnya karena mmmh fitur yang ada di wa sangat berguna dalam pembelajaran bahasa inggris
- Researcher : Apa ada kendala ketika belajar menggunakan WA?
 SC : Memori HP cepat penuh dan jaringan lelet
- Researcher : Kenapa hpnya cepat penuh?
 SC : Memori hpnya kecil, Cuma 2 GB jadi pesan ataupun video yang masuk harus segera di hapus supaya HP ngak hang.
- Researcher : Terima kasih atas waktunya
 SC : Sama sama buk
- Researcher : Assalamualaikum



4. Informant : Student D (SD)

Rabu, 2 Desember 2020 JAM 11.00

Researcher : Assalamualaikum

SD : Waalaikum salam

Researcher : Maksud ibuk memanggil kesini ibuk mau menanyakan tentang penggunaan whatsapp dalam pembelajaran bahasa inggris.

SD : ya buk

Researcher : Apa pendapat kamu tentang whatsapp ?

SD : whatsapp itu lebih mudah menggunakannya dan hemat kuota internet

Researcher : Fitur apa saja dari whatsapp yg biasa dipakai guru

SD : chat room , kadang kadang video call, dan sharing document

Researcher : Fitur yang mana yang paling di sukai?

SD : Chat room

Researcher : chat room ya, Kenapa suka?

SD : karena lewat group chat bisa menyampaikan pendapat tanpa harus grogi hehehe

Researcher : oh gitu, terus Apa pendapatnya tentang cara guru menyampaikan materi pembelajaran menggunakan Whatsapp ?

SD : Mmmmm menarik karena materi yang bervariasi baik dari video maupun ppt yang dikirim di chat room dan itu membuat saya bisa melatih reading dan writing saya. Dan video call yang dilakukan guru seperti juga bagus untuk melatih listening dan speaking

Researcher : Menurut kamu whatsapp efektif tidak untuk digunakan dalam pembelajaran bahasa Inggris ?

SD : Efektif Karena sangat membantu proses pembelajaran secara daring.

Researcher : Apa ada kendala ketika belajar menggunakan WA?

SD : Sampai saat ini tidak ada kendala

Researcher : Terima kaish atas waktunya, nanti kalau ibuk masih ada yang



5. Informant : Student E (SE)

Kamis, 3 Desember 2020, Jam 9.00

Researcher : Assalamualaikum, Apa kabar

SE : Waalaikum salam. Alhamdulillah baik bu

Researcher : Minta waktunya sebentar ya, ibuk mau

SE : Whatsapp simple penggunaannya menanyakan tanggapan kamu terhadap penggunaan whatsapp dalam pembelajaran bahasa inggris.

Researcher : Bagaimana pendapat kamu tentang whatsapp ?

Researcher : Fitur apa saja dari whatsapp yg biasa dipakai guru?

SE : Apa ya.. oh ya ada chat room, document sharing dan video call

Researcher : Fitur yang mana yang paling di sukai?

SE : Video call.

Researcher : Kenapa suka video call?

SE : Pakai video call tu Saya bisa latihan speaking dengan guru dan teman lainnya, walaupun tak begitu lancar.

Researcher : Apa pendapatnya tentang cara guru menyampaikan materi pembelajaran menggunakan Whatsapp ?

SE : Penggunaan whatsapp oleh guru cukup menarik.terus (terdiam)
Kita bisa berdiskusi di chat group melatih menulis dan membaca juga melatih mendengar dan berbicara melalui panggilan video

Researcher : Menurut kamu whatsapp efektif tidak untuk digunakan dalam pembelajaran bahasa inggris ?

SE : Lumayan efektif

Researcher : Apa ada kendala ketika belajar menggunakan WA?

SE : jaringan lelet , dan kadang saya tidak ada kuota hahaha

Reseracher : Sering leletnya?

SE : Ngak juga sih bu, kadang aja bu mungkin karena ketika mendoanload video agak lama jadi ketnggalan mau ngasih respon



Researcher : Terus kok bisa tidak ada kuota?

SE : Kadang aja ngak ada kuota maklum lah buk orang tua hanya ngasih jatah untuk internet untuk sebulan. Jadi kalau habis sebelum waktunya ya di tahan aja

Researcher : Terima kasih atas waktunya, nanti kalau ibuk masih ada yang mau ditanyakan, ibuk hubungi lagi.

SE : Ya bu

Researcher : Assalamualaikum

6. Informant : Student F (SF)

KAMIS 3 Desember 2020 (10.00)

Researcher : Assalamualaikum

SF : Waalaikum salam.

Researcher : Terima kasih ya sudah mau datang. Ibuk mau menanyakan tentang penggunaan whatsapp oleh gurunya dalam mengajar bahasa Inggris.

SF : Baik buk

Researcher : Bagaimana pendapat kamu tentang whatsapp?

SF : Menurut saya Whatsapp sangat membantu dalam proses pembelajaran daring selama masa covid 19.

Researcher : Fitur apa saja dari whatsapp yg biasa dipakai guru

SF : Sharing document, video call, chat room

Researcher : Fitur yang mana yang paling di sukai? Kenapa?

SF : Video call. Selain bisa speaking juga bisa bertatap muka dengan teman atau pun guru walau dengan jumlah yang terbatas.

Researcher : Apa pendapatnya tentang cara guru menyampaikan materi pembelajaran menggunakan Whatsapp ?

SF : cukup menarik

Researcher : Nngggg kenapa ya, karena itu tadi buk berbagai fitur yg



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- Researcher : Menurut kamu whatsapp efektif tidak untuk digunakan dalam pembelajaran Bahasa Inggris ?
- SF : Kalau untuk situasi sekarang efektif lah bu walaupun sebenarnya saya lebih suka tatap muka
- Researcher : Apa ada kendala ketika belajar menggunakan WA?
- SF : Jaringan kadang lelet membuat lambat ketika mendownload materi serta sedikit waktu untuk bisa merespon yang ada di chat
- Researcher : Kok bisa lelet?
- SF : Karena provider yang saya gunakan memang kadang sinyalnya memang hilang timbul
- Researcher : Kenapa ngak ganti aja providernya?
- SF : Karena provider ini cukup terjangkau harganya bersahabatlah dengan kantong siswa
- Researcher : Terima kasih atas waktunya, nanti kalau ibuk masih ada yang mau ditanyakan, ibuk hubungi lagi.
- SF : Ok bu. Sama2
- Researcher : Assalamualaikum
7. Informant : Student G (SG)
- Senin, 7 Desember 2020 JAM 9.00
- Researcher : Assalamualaikum, gimana kabarnya
- SG : Waalaikum salam. Alhamdulillah sehat bu
- Researcher : Minta waktunya sebentar ya, ibuk mau menanyakan tentang penggunaan whatsapp dalam pembelajaran bahasa Inggris. Apakah gurunya menggunakan whatsapp untuk mengajar bahasa Inggris?
- SG : Ya bu
- Researcher : Bagaimana pendapat kamu tentang whatsapp ?
- SG : Mmmmh whatsapp itu mudah menggunakannya jadi membantulah dalam proses pembelajaran daring.



SG

SG

Researcher

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: Fitur apa di whatsapp yang biasanya di gunakan guru untuk mengajar bahasa Inggris?
 : Maksudnya bu?
 : Di whatsapp tu kan ada fitur seperti grup chat, voice note, video call dan lainnya, yang mana yang sering di pakai gurunya?
 : Oh itu, Mmhh grup apa tadi tu bu?
 : Group chat
 : Ya fitur yang dipakai guru kami grup chat, teruss gurunya juga ada mengirim PPT kadang dalam bentuk pdf.. apalagi ya .. oh ya kadang ada di suruh merekam suara
 : Fitur yang mana yang paling di sukai?
 : Saya suka yang di suruh merekam suara
 : oh Voice note, kenapa suka?
 : Karena dengan voice note saya bisa praktek bahasa inggris dengan pd.
 : Apa pendapatnya tentang cara guru menyampaikan materi pembelajaran menggunakan Whatsapp ?
 : Menurut saya menyenangkan lah. Karena setiap pertemuan guru memberikan materi yang bervariasi seperti lewat video , ppt, document. Cuma untuk praktek berbicara agak kurang
 : Menurut kamu whatsapp efektif tidak untuk digunakan dalam pembelajaran bahasa inggris ?
 : Menurut saya efektif karena mmmm ada banyak fitur di WhatsApp, dan kemudian dapat mendukung proses pembelajaran. Guru kami juga memberikan tanggapan terhadap jawaban yang kami „Jadi menurut saya proses belajarnya bagus”.
 : Apa ada kendala ketika belajar menggunakan WA?
 : Sebenar nya tidak ada kendala yang berarti sih buk hanya kadang sering pesan atau penjelasan dari guru terlewatkan kan karena banyaknya pesan yang lain masuk .
 : Terima kasih ya atas waktunya, nanti kalau ibuk masih ada yang



8. Informant : Student H (SH)

Senin, 7 Desember 2020 JAM 10.00

Researcher : Assalamualaikum, Apa kabar

SH : Waalaikum salam. Alhamdulillah baik bu

Researcher : Minta waktunya sebentar ya, ibuk mau menanyakan tentang penggunaan whatsapp yang digunakan dalam pembelajaran bahasa inggris.

Researcher : Bagaimana pendapat kamu tentang whatsapp yg di gunakan guru dalam pembelajaran Bahasa inggris semasa covid 19?

SH : Whatsapp mudah digunakan dan tidak memerlukan banyak kuota untuk mengakses materi yang di kirim guru

Researcher : Fitur apa saja dari whatsapp yg biasa dipakai guru

SH : Fitur mmmmh kayaknya message, chat room dan voice note:

Researcher : Fitur yang mana yang paling di sukai? Kenapa?

SH : Chat group, bisa bebas mengungkapkan pendapat dan berdiskusi

Researcher : Apa pendapatnya tentang cara guru menyampaikan materi pembelajaran menggunakan Whatsapp ?

SH : menarik dan menyenangkan, guru memberikan materi tidak hanya chatting tapi juga ada merekam suara pakai voice note

Researcher : Menurut kamu whatsapp efektif tidak untuk digunakan dalam pembelajaran bahasa Inggris ?

SH : Saya rasa effective sih bu, karena proses belajarnya membuat saya lebih aktif dan paham dengan materi yang di sampaikan

Researcher : Apa ada kendala ketika belajar menggunakan WA?

SH : Kendalanya kuota internet habis jadi ngak bisa mengikuti pembelajaran.

Researcher : Sering ngak ada kuota?

SH : Kadang kadang bu.

Researcher : Terima kasih atas waktunya, nanti kalau ibuk masih ada yang mau ditanyakan, ibuk hubungi lagi.



9. Informant : Student I (SI)

Senin, 7 Desember 2020

Researcher : Assalamualaikum, gimana kabarnya

SI : Waalaikum salam. Alhamdulillah baik bu

Researcher : Minta waktunya sebentar ya , ibuk mau menanyakan tentang penggunaan whatsapp oleh gurunya dalam mengajar bahasa Inggris

SI : ok bu, silakan

Researcher : Apa pendapat kamu tentang whatsapp yg di gunakan guru dalam pembelajaran Bahasa inggris semasa covid 19?

SI : Whatsapp cukup membantu dalam proses pembelajaran dan mmm bisa meningkatkan motivasi dalam belajar

Researcher : Fitur apa saja dari whatsapp yg biasa dipakai guru

SI : fiturnya seperti chat room dan voice note

Researcher : Fitur yang mana yang paling di sukai?

SI : Voice note

Researcher : Kenapa suka voice note

SI : Voice note yang ada di whatsapp bisa melatih berbicara dan mendengarkan suara sendiri jadi bisa nambah percaya diri gitu bu

Researcher :Apa pendapatnya tentang cara guru menyampaikan materi pembelajaran menggunakan Whatsapp ?

SI : Cukup menarik.

Researcher : Menurut kamu whatsapp efektif tidak untuk digunakan dalam pembelajaran bahasa inggris ?

SI : Kalau untuk pembelajaran daring cukup efektif di banding aplikasi lainnya.

Researcher : Apa ada kendala ketika belajar menggunakan WA?

SI : jaringan lelet dan Memori HP cepat penuh

Researcher : Oh gitu ya, kenapa jaringannya lelet?

SI : Provider yg saya pakai kayaknya bu, jaringan nya kadang



hilang timbul gitu

Researcher : Trus memori HP cepat penuh kenapa?
 SE : Banyak pesan masuk kan grup kelas WA bukan hanya bahasa inggris buk
 Researcher : Terima kasih atas waktunya, nanti kalau ibuk masih ada yang mau ditanyakan, ibuk hubungi lagi.
 SI : Baik bu. Sama sama
 Researcher : Assalamualaikum

10. Informant : Student J (SJ)

Selasa, 8 Desember, 2020 JAM 9.00

Researcher : Assalamualaikum
 SJ : Waalaikum salam.
 Researcher : Ibuk minta waktunya sebentar ya. Ibuk mau menanyakan tentang penggunaan whatsapp dalam pembelajaran bahasa inggris.
 SJ : Silakan bu
 Researcher : Apakah gurunya menggunakan whatsapp ketika mengajar bahasa Inggris
 SJ : Ya bu
 Researcher : Apa pendapat mu tentang whatsapp yang di gunakan untuk pembelajaran Bahasa Inggris?
 SJ : Whatsapp tidak ribet menggunakannya dan penggunaan whatsapp dalam pembelajaran sangat membantu
 Researcher : Fitur apa saja dari whatsapp yg biasa dipakai guru
 SJ : Biasanya guru saya menggunakan message, chat room dan pesan suara
 Researcher : Fitur yang mana yang paling di sukai? Kenapa?
 SJ : Saya lebih suka chat grup
 Researcher : Kenapa suka chat grup?
 SJ : Menurut saya penggunaan chat grup yang ada di WhatsApp



menjadikan saya percaya diri dalam belajar bahasa inggris. Saya bisa memberikan pendapat di chat grup tanpa harus gugup, kalau belajar di kelas saya suka gugup ketika ditanya guru”.

- Researcher : Apa pendapatnya tentang cara guru menyampaikan materi pembelajaran menggunakan Whatsapp ?
- SJ : Menurut saya penggunaan whatsapp oleh guru menyenangkan lah. Karena setiap pertemuan guru memberikan materi yang bervariasi seperti mmmhh lewat video , ppt, document dan kadang memberikan link. Cuma untuk praktek berbicara agak kurang
- Researcher : Menurut kamu whatsapp efektif tidak untuk digunakan dalam pembelajaran bahasa inggris ?
- SJ : Cukup efektif bu.
- Researcher : Apa ada kendala ketika belajar menggunakan WA?
- SJ : Memori HP cepat penuh
- Researcher : Kok bisa cepat penuh
- SJ : Banyak pesan masuk buk kan banyak grup tidak hanya maple bahasa inggris tapi juga mapel yang lain
- Researcher : Terima kasih atas waktunya, nanti kalau ibuk masih ada yang mau ditanyakan, ibuk hubungi lagi.
- SJ : sama sama buk
11. Informant : Student K (SK)
- Selasa, 8 Desember, 2020. JAM 10.00
- Researcher : Assalamualaikum, Apa kabar
- SK : Waalaikum salam. Alhamdulillah baik buk
- Researcher : Minta waktunya sebentar ya , ibuk mau menanyakan tentang penggunaan whatsapp ketika belajar bahasa inggris.
- SK : Ok bu
- Researcher : Betul gurunya menggunakan whatsapp untuk mengajar bahasa Inggris



- SK
 Researcher : Ya betul bu
- SK
 Researcher : Bagaimana pendapat kamu tentang whatsapp yg di gunakan guru dalam pembelajaran Bahasa Inggris selama covid 19?
- SK
 Researcher : Menurut saya mmmm ,whatsapp adalah aplikasi yang mudah digunakan , simple gitu terus. semua kita menggunakan aplikasi ini dalam kehidupan sehari hari.
- SK
 Researcher : Fitur apa saja dari whatsapp yg biasa dipakai guru
- SK
 Researcher : Biasanya message, chat room dan voice note:
- SK
 Researcher : Fitur yang mana yang paling di sukai? Kenapa?
- SK
 Researcher : Chat group, bisa bebas mengungkapkan pendapat dan berdiskusi
- SK
 Researcher : Apa pendapatnya tentang cara guru menyampaikan materi pembelajaran menggunakan Whatsapp ?
- SK
 Researcher : Menarik, guru memberikan materi dengan berbagai fitur yang ada di Whatsapp jadi bisa latihannya membaca, menulis , mendengar dan berbicara walaupun untuk praktek berbicara tidak terlalu banyak. Namun penggunaan Wa membuat termotivasi dalam belajar.
- SK
 Researcher : Menurut kamu whatsapp efektif tidak untuk digunakan dalam pembelajaran bahasa Inggris ?
- SK
 Researcher : sangat efektif
- SK
 Researcher : Apa ada kendala ketika belajar menggunakan WA?
- SK
 Researcher : Tidak ada bu
- SK
 Researcher : Terima kasih atas waktunya, nanti kalau ibuk masih ada yang mau ditanyakan, ibuk hubungi lagi.
12. Informant : Student L (SL)
- Selasa, 8 Desember 2020 JAM 11.00 WIB
- Researcher : Assalamualaikum
- SL : Waalaikum salam
- Researcher : Terima kasih sudah bersedia untuk di interview. Ibuk mau menanyakan tentang penggunaan whatsapp



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SL

: Ya buk

Researcher

: Bagaimana pendapat kamu tentang whatsapp ?

SL

: Whatsapp mudah menggunakannya. Dan mmmmh sudah ada di hp

Researcher

: Fitur apa saja dari whatsapp yg biasa dipakai guru

SL

: Ya, message, chat room dan voice message/ voice note

Researcher

: Fitur yang mana yang paling di sukai? Kenapa?

SL

: saya suka semua fitur yang ada. Tapi kalau ditanya paling suka kayaknya Voice note, bisa melatih berbicara dan mendengarkan suara sendiri

Researcher

: Apa pendapatnya tentang cara guru menyampaikan materi pembelajaran menggunakan Whatsapp ?

SL

: cukup menarik. Namun kadang agak kurang penjelasan dari guru tentang materi yang di sampaikan

Researcher

: Menurut kamu whatsapp efektif tidak untuk digunakan dalam pembelajaran bahasa inggris ?

SL

: Proses pembelajaran cukup efektif dan menarik menggunakan WhatsApp. Karena guru sudah memanfaatkan beberapa fitur di whatsapp seperti video call dan voice note”

Researcher

: Apa ada kendala ketika belajar menggunakan WA?

SL

: Sejauh ini tidak ada kendala bu paling kadang kuota habis

Researcher

: Terima kasih atas waktunya, nanti kalau ibuk masih ada yang mau ditanyakan, ibuk hubungi lagi.

SL

: sama sama buk

Researcher

: Assalamualaikum

Appendix 4: Photos of Interview with the English Teacher

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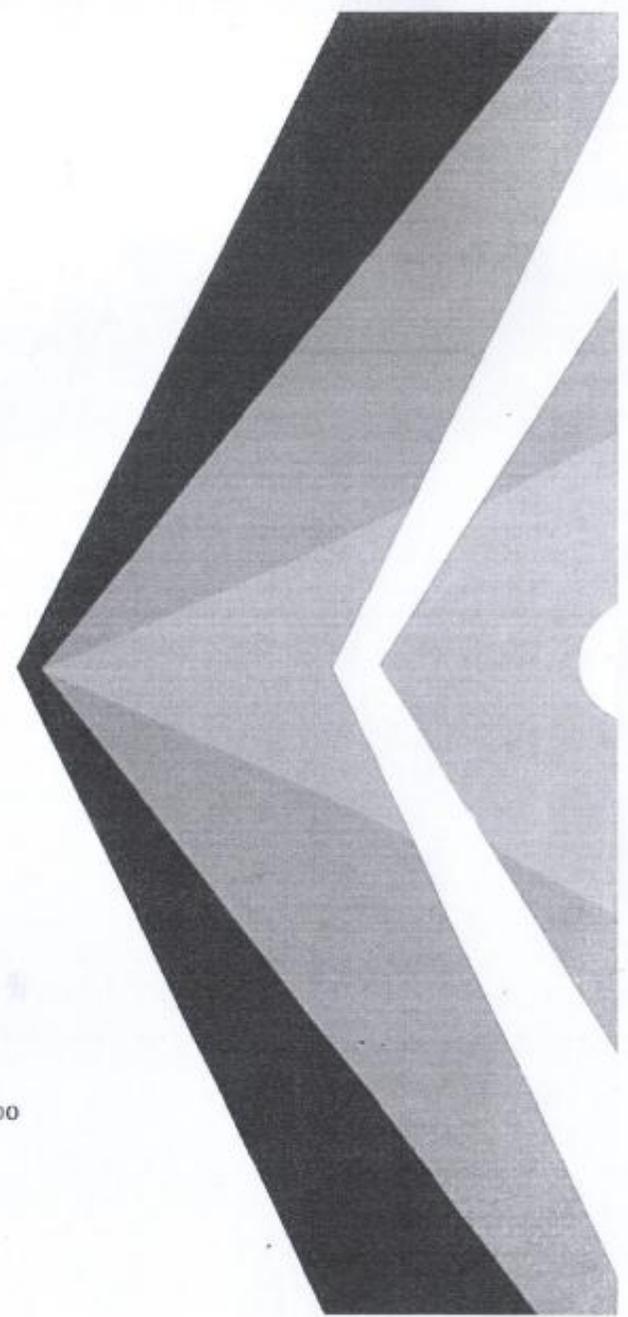


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Pekanbaru, 19 Juni 2020

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kepada Yth.

Dr. Bukhori, S.Pd.I., M.Pd (Pembimbing Utama)

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Pekanbaru

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 Pembimbing Pendamping tesis kandidat magister a.n :

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 NIM : 21990120723
 Program Pendidikan : Magister/Strata Dua (S2)
 Program Studi : Pendidikan Agama Islam
 Semester : III (tiga)
 Judul Tesis : The Use Of Whatsapp As Media In Teaching English During The Covid 19 Pandemic : Case Study At SMKN 2 Pekanbaru

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DR. BUKHORI, S. Pd., M. Pd.

PEMBIMBING II / CO PROMOTOR

DR. FAURINA ANASTASIA, M. Hum

JUDUL TESIS/DISERTASI

THE USE OF WHATSAPP AS
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1.	02/03/2020	Charge the title		
2.	06/03/2020	Chapter 1,2,3		
3.	15/03/2020	Revising chapter 1,2,3		
4.	14/03/2020	Instrument		
5.	17/03/2021	Chapter 4-5		
6.	12/03/2021	Chapter 4-5 body to be assented		

Catatan :
 *Coret yang tidak perlu

Pekanbaru, 24/03/2021 20...

Pembimbing / Promotor *

Dr. Bukhori, S.Pd.I., M.Pd.

KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI *

NO.	Tanggal Konsultasi	Materi Pembimbing / Promotor *	Paraf Pembimbing/ Co Promotor	Keterangan
1.	12/09 2020	Theory for Research Questions		
2.	17/10-2020	Revising Chapter 1 and 2		
3.	27/10-2020	Revising chapter 3		
4.	13/03-2021	Thesis Chapter 1-5		
5.	18/03-2021	Revising Chapter 1-5		
6.	23/03-2021	Revising chapter 1-5		

Catatan :
 *Coret yang tidak perlu

Pekanbaru, 25/03/2021 20...

Pembimbing II / Co Promotor *

Dr. Faurina Ananda, M. Hum



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KEMENTERIAN AGAMA RI
 UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU
PASCASARJANA
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THE GRADUATE PROGRAMME

Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
 Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

1088/Un.04/Ps/PP.00.9/2020 Pekanbaru, 12 November 2020
 1 berkas
 2. Izin Melakukan Kegiatan Riset Tesis/Disertasi

Kepada
 Yth. Gubernur Riau
 Cc. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu
 Satu Pintu Riau
 Pekanbaru

Dengan hormat, dalam rangka penulisan tesis/disertasi, maka dimohon kesediaan Bapak/Ibu/Saudara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama	: EPI MARLIANTI
NIM	: 21990120723
Program Studi	: Pendidikan Agama Islam S2
Semester/Tahun	: IV (Empat) / 2020
Judul Tesis/Disertasi	: THE USE OF WHATSAPP AS ENGLISH TEACHING MEDIA DURING THE COVID 19 PANDEMIC: CASE STUDY AT SMKN 2 PEKANBARU

untuk melakukan penelitian sekaligus pengumpulan data dan informasi yang diperlukannya dari SMKN 2 Pekanbaru, Jl.Pattimura no 14, Cinta Raja, Seil Pekanbaru.

Waktu Penelitian: 3 Bulan (05 November 2020 s.d 05 Januari 2021)

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.



Wasalam
 Direktur
 Prof. Dr. Afrizal. M, MA
 NIP. 19591015 198903 1 001

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 Jl. Jend. Sudirman No. 460 Telp. (0761) 39064 Fax. (0761) 39117 PEKANBARU
 Email : dpmptsp@riau.go.id

REKOMENDASI

Nomor : 503/DPMPSTSP/NON IZIN-RISET/36588
 TENTANG



**PELAKSANAAN KEGIATAN RISET/PRA RISET
 DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

1.04.02.01

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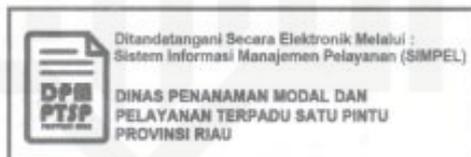
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Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Rekomendasi Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : Un.04/F.VII/PP.00.9//2020** tanggal **20 November 2020**, dengan ini memberikan rekomendasi kepada:

Nama	: EPI MARLIANTI
NIM / KTP	: 21990120723
Program Studi	: PENDIDIKAN AGAMA ISLAM
Konsentrasi	: PENDIDIKAN BAHASA INGGRIS
Jenjang	: S2
Judul Penelitian	: THE USE OF WHATSAPP AS ENGLISH TEACHING MEDIA DURING THE COVID 19 PANDEMIC: CASE STUDY AT SMKN 2 PEKANBARU
Lokasi Penelitian	: SMKN 2 PEKANBARU

Sebagai ketentuan sebagai berikut:
 Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
 Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
 Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.
 Dengan rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
 Pada Tanggal : 20 November 2020



UIN SUSKA RIAU

Tembusan :
 Disampaikan Kepada Yth :
 Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
 Kepala Dinas Pendidikan Provinsi Riau
 Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
 Yang Bersangkutan



**PEMERINTAH PROVINSI RIAU
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SEKOLAH MENENGAH KEJURUAN
(SMK) NEGERI 2 PEKANBARU**



Alamat : Jalan Pattimura No. 14 Pekanbaru Telepon / Faximile : 0761 - 571240 / 0761-23326
Website : <http://www.smkn2pekanbaru.sch.id> Email : smkn2.pku@gmail.com
NSS : 321096005001, NIS : 320010 NPSN : 10403926

AKREDITASI A

SURAT KETERANGAN

Nomor : 178/420/SMKN.02/TU.01/2021

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Kepala Sekolah Menengah Kejuruan Negeri 2 (SMKN 2) Pekanbaru dengan ini menerangkan bahwa

Nama : **Epi Marlianti**
NIM : 21990120723
Program Studi : Pendidikan agama Islam
Universitas : UIN SUSKA Riau

Benar yang bersangkutan telah melaksanakan Kegiatan Riset dan Pengumpulan Data Untuk Bahan Tesis pada SMK Negeri 2 Pekanbaru pada tanggal 25 November 2020 s.d 25 Januari 2021, dengan judul “ **The Use Of Whatsapp As English Teaching Media During The Covid 19 Pandemic : Case Study At SMKN 2 Pekanbaru** “ berdasarkan surat dari Dinas Penanaman Modal Dan Pelayanan Terpadu Provinsi Riau nomor : 503/DPMPTSP/NON IZIN - RISE/136588 tanggal 20 November 2020 perihal Izin Melaksanakan Riset Penelitian.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dapat dipergunakan sebagaimana mestinya.

Pekanbaru, 27 Januari 2021
Kepala Sekolah,

H. PERI D. SWANDI, M. Pd
NIP. 19660625 199011 2 002

