The Effectiveness of Using WhatsApp in English Language Teaching during the Covid-19 Pandemic for Junior High School Students

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ABSTRACT: This research is motivated by the change of the learning system from face-to-face (offline system) to online system caused by the COVID-19 pandemic. This change in the learning system also has an impact on the learning media, one of the learning media used by English teachers is the use of WhatsApp. The purpose of this study was to determine the effectiveness of teaching English using WhatsApp during the COVID-19 pandemic, both for teaching receptive skills and productive skills using WhatsApp. This research used a descriptive quantitative method. The population in this study was all 7th-grade students at SMPN 2 Tanjung Raya. The sample in this study was all 7th-grade students of SMPN 2 Tanjung Raya as many as 50 students. The data collection technique used total sampling. The data were collected using the questionnaire. This study found that in general, on teaching English receptive skills and productive skills through distance were categorized as effective with a percentage of 79.9%. It means, for receptive skills in listening with an average of 80.6% and reading with an average of 82.4%. And teaching English productive skills with an average of 80.1% speaking and 76.6% writing. It is concluded that the use of the WhatsApp application as an English learning medium by English teachers during the Covid-19 pandemic was effective in teaching four English skills.

Keywords: Teaching, Online Learning, WhatsApp

ABSTRAK: *Penelitian ini dilatarbelakangi oleh adanya perubahan sistem pembelajaran dari tatap muka ke sistem daring disebabkan oleh COVID-19 pandemi. Perubahan sistem pembelajaran ini juga berdampak pada media pembelajaran, salah satu media pembelajaran yang digunakan guru bahasa inggris adalah penggunaan WhatsApp. Tujuan penelitian ini adalah untuk mengetahui keefektifan pengajaran bahasa inggris menggunakan WhatsApp selama pandemi COVID-19, baik untuk mengajarkan receptive skills dan productive skills menggunakan WhatsApp. Penelitian ini menggunakan metode kuantitatif deskriptif. Populasi dalam penelitian ini adalah seluruh siswa kelas 7 di SMPN 2 Tanjung Raya. Sampel dalam penelitian ini semua siswa kelas 7 SMPN 2 Tanjung Raya sebanyak 50 siswa. Teknik pengumpulan data menggunakan total sampling. Pengumpulan data berupa kuesioner. Penelitian ini menemukan bahwa secara umum menunjukkan bahwa pengajaran bahasa inggris receptive skills dan productive skills melalui jarak jauh dikategorikan efektif dengan presentase 79.9%. Secara rinci untuk receptive skills pada listening dengan rata-rata 80.6% dan reading dengan rata-rata 82.4%. Dan pengajaran bahasa inggris productive skills dengan rata-rata speaking 80.1% dan writing 76.6%. Disimpulkan bahwa penggunaan aplikasi WhatsApp sebagai media pembelajaran bahasa Inggris oleh guru bahasa Inggris selama pandemi Covid-19 ternyata efektif untuk mengajar empat keterampilan bahasa Inggris.*

Kata Kunci: *pengajaran, pembelajaran jarak jauh, WhatsApp*

INTRODUCTION

Covid-19 which has spread to more than 215 countries has changed the teaching and learning process around the world. The government has banned all schools from carrying out face-to-face learning and being transferred online. The use of digital technology allows students and teachers to carry out the learning process even in different places (Sadikin & Hamidah, 2020; Nasir et al., 2020).

English is one of the subjects which are taught from junior secondary to university level. English is very also important for communication of people in most parts of the world(Nishanthi, 2018). In English learning, there are two skills must be mastered by the students, those are productive skills and receptive skills. The language skills that are categorized into productive skills are speaking and writing. While reading and listening areas receptive skills. Both components of skills depict how language as means of communication works. These skill components are messages delivered through spoken and printed texts that are produced by language learners (Yinger, 1987). In this case, the author wants to discuss of skills, namely productive skills and receptive skills. Achieving this skills can be achieved by applying appropriate learning methods in terms of mastery of material and skills.

E-learning is the right way to continue the learning process during Covid-19 pandemic. Distance learning is essentially any form of learning activity, which eliminates the actual existence of teachers and students in the same place. However, the broader definition of distance learning provides a dividing line between unstructured self-study and more structured and organized distance learning (Irwandi, 2020). This kind of E-learning requires online media to help the learning between teachers and students.

Learning media is everything in the form of physical and technical learning processes that can help teachers. To make it easier to convey subject matter to students so as to facilitate the achievement of learning objectives that have been formulated (Dewi, 2019). The role of learning media in the process of learning and teaching is a unity that cannot be separated from the world of education.

Online media is a means to communicate online through websites and applications that can be accessed via the internet. Teachers can use it as a teaching medium to facilitate students in learning. The media used must consider improving students' skills during the learning process. Media can also be used to support the implementation of online learning (Asmara, 2020). Various forms of media that can be used such as Google Classroom, Edmodo, and the use of the WhatsApp application.

WhatsApp is considered to be the simplest, most popular, and effective tool that teachers can use. The use this program because it helps them send low-cost messages to each other. Not only can users send text messages, but people can also use the integrated mapping function to post images, video, and audio media messages and their locations. Therefore, these functions provide

people and students with an opportunity to express their thoughts, events more easily and effectively (Nawaila & Bicen, 2018).

WhatsApp uses as a communication platform for different student groups, and recently also for teachers and their student groups. The teachers can set up groups for students to serve as a convenient social network for the class. WhatsApp is a relatively new phenomenon in terms of its impact on interpersonal communication in general, especially between middle school teachers and students (Church & De Oliveira, 2013). Through a series of conversations in a group chat, students may always pay attention to messages sent by other people, try to understand the information, 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.

The effectiveness of learning can be seen from the learning objectives given by the teacher. The effectiveness of learning usually indicates the extent to which the learning objectives that have been set can be achieved. The effectiveness of a learning method is a measure related to the success level of the learning process. The effectiveness of the learning plan depends not only on the level of learning outcomes but also on its processes and supporting facilities. The effectiveness of online learning is expected to be equivalent to learning through a face-to-face delivery model. The effectiveness can be measured by observing students' interest in learning activities (Nguyen, 2015). The effectiveness of learning can be seen from the achievement of learning goals, (Anderson et al., 2001), the role of teacher (Yinger, 1987), the role of learner (Moore et al., 2011) and the role of instructional material (Richards et al., 1990).

Based on preliminary research it is known that the English teacher has implemented the WhatsApp application in the process of learning English during the Covid-19 pandemic for class VII students at SMPN 2 Tanjung Raya. Researchers interviewed teachers who teach in grade VII and grade VII students at SMPN 2 Tanjung Raya. Therefore, although learning English has four skills included in the learning objectives, the teacher believes that students need to have four skills during the distance learning process. So, the teacher implemented the WhatsApp application during the Covid 19 pandemic to help students improve the four skills in learning English.

The teacher said that implementing the WhatsApp application in learning English during the Covid-19 pandemic. The teacher uses all the features in WhatsApp in the learning process. The teacher said that in explaining the material, she sent articles as reading material to students. The teacher said that in improving students' speaking, they used voice notes, audio recordings, and videos in the WhatsApp group. The teacher said that in improving students' writing, they gave assignments to students. In this case, there are obstacles faced by teachers in distance learning. Teachers experience difficulties because there is no direct interaction between teachers and

students to see students' English skills. Likewise, with the level of understanding of students in understanding the subject matter, the teacher said that there were student scores who reached the minimum completeness criteria (KKM) during the teaching and learning process, look at the value given by the teacher. but in this case, the understanding of students in understanding learning with WhatsApp is quite low. The teacher said he had experience in explaining the subject matter, where the teacher had sent photos, recordings, and videos in explaining the subject matter, but some students in understanding the material provided were quite low. In explaining the material the teacher said that not all students responded in the group.

Based on interviews with several students, it was shown that in understanding the four English skills, they had difficulties. Students said that in understanding the material, they read articles, listened to the teacher's explanation through voice notes, did the assignments given by the teacher. Students said they did not like studying at home. Students said that in explaining the material the teacher was only dominant in watching videos so they were bored in learning. Students said that they need guidance and friends in studying. Students said it was difficult to memorize the material so their English proficiency level was low. Students said they are not always online in learning. Students said they did not listen to the explanation of the material given by the teacher.

The English teacher has implemented the WhatsApp application in the process of learning English during the Covid-19 pandemic for class VII students junior high school. Learning English has four skills included in the learning objectives, the teacher believes that students need to have four skills during the distance learning process. Based on the view, it is scientific reason for the research to conduct the research on the effectiveness of using WhatsApp during the Covid-19 for junior high school students.

RESEARCH METHOD

The kind of this research is descriptive quantitative research. The samples are all 7th-grade students of Junior High School. These were selected using total sampling. The data were collected using the questionnaire. Questionnaires were distributed to a sample of 50 students. Consists of 20 items which are grouped into using WhatsApp to teaching English receptive skills (10 items) and teaching English productive skill using whatsApp in learning English (10 items). Before distributing, theresearcher tested the questionnaire by using construct validity. Then, the researcher used expert validity. The expert who checked the questionnaire was a lecturer of English language learning that teaches in IAIN Bukittinggi. The result of the questionnaire gotten from the students was analyzed to find the percentage of the user each item by the students. Then, found the average of each indicator. The researcher analyzed the data from the questionner using descriptive statistical. The step of data analysis encompassing: 1) collecting English teaching questionnaires using WhatsApp; 2) processing data

using formulas (Suharsaputra, 2012); 3) interpreting data obtained from English teaching questionnaires using WhatsApp;4) concluding the results of English teaching questionnaires using WhatsApp to show the results in presentations.

RESULTS

The data in this study were collected from seventh grade students of SMPN 2 Tanjung Raya and 50 samples from the total population was taken for further analysis. The final result of the data functions as numerical data because the type of research is survey although descriptive quantitative. The data is in the form of a closed questionnaire adapted of several theories.

The data is in the form of a questionnaire related to student answers in the questionnaire. In distributing the questionnaire, the researcher provided an explanation and time for students to answer the questionnaire honestly. So, the researcher found out the effectiveness of using WhatsApp to teaching English receptive skills and the effectiveness of using WhatsApp to teaching English productive skills.

The Table 1 shows the effectiveness of using WhatsApp to teaching English receptive skills and the effectiveness of using WhatsApp to teach productive skills through distance learning during the Covid-19 pandemic in Junior High School Students.

Table 1 The Percentage of Teaching English Receptive Skills and Productive Skills using WhatsApp

No	Aspect	Percentage	Interpretation
1	Receptive skills (listening)	80.6 %	effective
2	Receptive skills (reading)	82.4 %	effective
3	Productive skills (speaking)	81.1 %	effective
4	Productive skills (writing)	76.6%	effective
Total percentage		**79.9%**	**effective**

Source : Junior High School Students 2 Tanjung Raya

Based on the table above, it shows that teaching English receptive skills and productive skills is in the effective category with a percentage of 79.9% of the 20 items, of which receptive skills from 10 items on listening 80.6% are declared effective and reading 82.4% are declared effective, and productive skills of 10 items in speaking 81.1% declared effective and writing 76.6% declared effective.

Teaching English Receptive Skills

Listening

The average score of student statements in teaching listening using WhatsApp. There are 39 % of respondents who answered strongly agree with

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teaching listening using WhatsApp, 47% of respondents who answered agreed in teaching listening using WhatsApp, 12% of respondents who answered disagreed in teaching listening using WhatsApp, 2% of respondents who answered strongly agree in teaching listening using WhatsApp. The total percentage (80.6%) is the average of each item percentage.

Reading

The average score of student statements in teaching WhatsApp. There are 41% of respondents who answered strongly agree with teaching reading using WhatsApp, 48% of respondents who answered agreed in teaching reading using WhatsApp, 10% of respondents who answered disagreed in teaching reading using WhatsApp, 1% of respondents who answered strongly agree in teaching reading using WhatsApp. The total percentage (82.4 %) is the average of each item percentage

Teaching English Productive Skills

Speaking

The average score of student statements in teaching speaing using WhatsApp. There are 40% of respondents who answered strongly agree with teaching speaking using WhatsApp, 46% of respondents who answered agreed with teaching speaking using WhatsApp, 9% of respondents who answered disagreed in teaching speaking using WhatsApp, 5% of respondents who answered strongly agreed in teaching speaking using WhatsApp. The total percentage (80.1%) is the average of each item percentage.

Writing

The average score of student statements in teaching writing g using WhatsApp. There are 27% of respondents who answered strongly agree with teaching writing using WhatsApp, 59% of respondents who answered agreed with teaching writing using WhatsApp, 9% of respondents who answered disagreed in teaching writing using WhatsApp, 5% of respondents who answered strongly agreed in teaching writing using WhatsApp. The total percentage (76.6%) is the average of each item percentage.

DISCUSSION

This section presents a discussion based on the findings of the study. There are several things that can be noted related to teaching using WhatsApp in English class. WhatsApp is a useful tool to help students in learning communicative languages. WhatsApp is one of the newest technologies that help in language teaching. This medium can help students to build confidence and motivate them to learn (Maulina et al., 2022).To cater various learning styles, it is necessary to devise various kinds of tasks and activities. All of them are carried

out in English to immerse students in an English environment. Supposed five ways how to use WhatsApp in the ELT classroom (Nadeak, 2020)

Encourage collaboration

Collaborative tasks can be very productive but also very time-consuming. Encouraging students to work together in groups outside of class time is a good way but needs careful organizing to ensure they work together successfully. WhatsApp groups are good in this respect because they can be used to create a closed space that is accessible by everyone at any time, allowing for easier communication and exchange of materials. Students are used to communicating with each other in this medium, and are familiar with the idea of sharing messages via screenshots or forwarding media. When using WhatsApp students benefit from having their own personal space, and as a result don't feel as lost as they otherwise might in a very large class.

Extend learning time

Teachers often find themselves under pressure to cover a large number of tasks in a very short amount of lesson time. Every teacher notice his learners needed to practice their productive skills, but without sufficient time in class to address it, the teacher set up a WhatsApp group with regular tasks that required students to write or record their speech in English. As a result, it can make students became more motivated and started communicating more freely. Using WhatsApp gave them the opportunity to practice speaking in an environment they were familiar with, and in ways for which the school timetable had not allowed sufficient time.

Manage Large Class Sizes

Teacher who have the large number which makes it impossible for all of them to get the same practice time and feedback in class. Teacher can started a WhatsApp group where his students record voice messages, send them to the group, listen to their peers' messages, and then comment on them. Teacher reviews the students' messages himself, giving feedback to help them deal with frequent errors. Teacher also uses WhatsApp to record his own audio messages, questions and images. As a result, the students have a direct channel to access feedback on their work, as well as a space to receive personal support from teacher.

Flip the Classroom

By getting the students to engage with texts as self study, important classroom time can be used to discuss the content, work on exercises related to it, or develop concepts in greater detail. For teachers whose students have very limited time available, it can be a great way to help them make the most of the time they do have.

Build Confidence

The shyer students often turned out to be very active communicators when they used WhatsApp and other social media apps. Furthermore, the confidence they gained by using WhatsApp started to impact on their classroom activity too. As many students are comfortable with using social media, this type of communication can help build their confidence and have a positive effect on their attitude to learning in general.

This study aims to answer research questions, to answer research question, the researcher conducted a descriptive study to describe phenomena in numerical data to obtain detailed information. Then, the instrument for collecting data is a questionnaire using a Likert scale. Look for the results of the study, the data were analyzed using proportions and mean formula. The results of the research show that teaching using WhatsApp in the seventh grade English class of SMPN 2 Tanjung Raya can be divided into three categories:

Teaching receptive skills using WhatsApp

This aspect consists of ten items. The overall percentage for this breed strategy is 81,5%. In detail listening , students answered this question with a frequency of strongly agree 39%. Agree the frequency is 47%. Disagree the frequency is 12%. And strongly disagree with a frequency of 2%. Reading is an activity to get knowledge and information from written language like words, symbols, and pictures. In addition, reading is getting meaning from printed words and making sense for different purposes like for getting new knowledge, for pleasure, and for interest (Napratilora et al., 2020). And, detail on reading, students answered this question with a frequency of strongly agree 41%. Agree the frequency is 48%. Disagree the frequency is 10%. And strongly disagree with a frequency of 1%. Teaching receptive skills using WhatsApp is very influential by the level of student understanding in understanding the material and learning to use WhatsApp while studying is transferred at home.

Teaching productive skill using WhatsApp

In general, students choose this aspect 78,8%. The mastery of speaking skills in English is apriority for many second-language or foreign-language learners. Speaking is one of the most important skills that should be mastered by the students (Richards et al., 1990). Students choose to teach productive skills using WhatsApp with various percentages.students chose the speaking section strongly agree for this aspect 40%, agree with 46%, some students choose disagree with 9%, and strongly disagree with 5%. 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 (La Hanisi et al., 2018). And , students chose the writing section strongly agree for this aspect 27%, agree with 59%, some students choose disagree with 9%, and strongly disagree with 5%. This aspect consists of 10 items. This aspect consists of 10 items. Teaching using WhatsApp to see the productive skills of students while studying from home.

According to Fattah a study on the use of WhatsApp messenger to develop students' writing skills. WhatsApp application provides features for learning speaking. Can help teachers in teaching students productive skills (Fattah, 2015).

CONCLUSION

This study reveals that the seventh-grade students of SMPN 2 Tanjung Raya use WhatsApp when learning English, indicating that teaching English is with precentage 79.9% categorized as effective. Take the average score of each sub-variable as a conclusion. Teaching English receptive skills, divided into listening and reading. The proportion of English classrooms using WhatsApp for listening teaching was 80.6%, and the proportion of English classrooms using WhatsApp for reading teaching was 82.5%. Therefore, the effectiveness of using WhatsApp to teach English receptive skills through distance learning during COVID-19 is 81.5% (effective category). In addition to the sub-variable of teaching productive skills, it is also divided into speaking and writing. 80.1% of English-speaking class students use WhatsApp. The percentage of students in English writing class who use WhatsApp is 76.6%. Therefore, the effectiveness of using WhatsApp to teach English acceptance skills through distance learning during COVID-19 is 78.8% (effective category). It is hoped that the English teacher will assist students in improving students' understanding of teaching materials using WhatsApp.

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