TEACHERS' AND STUDENTS' RESPONSES THROUGH *WHATSAPP* TO REMOTE ENGLISH CLASS FOR YOUNG LEARNERS DUE TO COVID-19 PANDEMIC

THESIS

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Assalamu'alaikum.Wr.Wb

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Thank you for the attention.

Wassalamu'alaikum.Wr.Wb.

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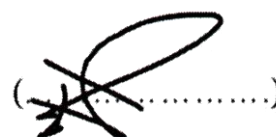
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RATIFICATION

This is to certify the undergraduate thesis entitled "Teachers' and Students' Responses Through WhatsApp To Remote English Class for Young Learners Due to Covid-19 Pandemic" by Anisatul Faridah has been approved by the Board of Thesis Examiners as the requirement for the degree of Sarjana in English Language Education.

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DEDICATION

This thesis is dedicated to:

1. Allah SWT who always blesses me and gives me guidance and fluency in finishing this thesis
2. My beloved Parents Father Suwarno and Mother Haryatun, My Beloved Sister Kholida Fahma who always pray for my success and always give motivation to me in accomplishing this thesis
3. My Dearest Husband, Kusuma Adi Nugroho for constantly being by my side, for being my best friend and for loving me whole heartedly all in God's grace
4. All Members G English Education who accompanied and supported me during doing this research
5. My Almamater IAIN Surakarta

MOTTO

Finish what you've started!

وَعَنْ أَبِي هُرَيْرَةَ – رَضِيَ اللهُ عَنْهُ – : أَنَّ رَسُوْلَ اللهِ – صَلَّى اللهُ عَلَيْهِ وَسَلَّمَ – ، قَالَ : ((يَقُوْلُ اللهُ
تَعَالَى : أَنَا عِنْدَ ظَنِّ عَبْدِي بِي ، وَأَنَا مَعَهُ إِذَا ذَكَرَنِي ، فَإِنْ ذَكَرَنِي فِي نَفْسِهِ ، ذَكَرْتُهُ فِي نَفْسِي ، وَإِنْ
ذَكَرَنِي فِي مَلَأٍ ذَكَرْتُهُ فِي مَلَأٍ خَيْرٍ مِنْهُمْ)) مُتَّفَقٌ عَلَيْهِ

Dari Abu Hurairah *radhiyallahu 'anhu*, ia berkata bahwa Nabi *shallallahu 'alaihi
wa sallam* bersabda, "*Allah Ta'ala berfirman: Aku sesuai persangkaan hamba-
Ku. Aku bersamanya ketika ia mengingat-Ku. Jika ia mengingat-Ku saat
bersendirian, Aku akan mengingatnya dalam diri-Ku. Jika ia mengingat-Ku di
suatu kumpulan, Aku akan mengingatnya di kumpulan yang lebih baik daripada
pada itu (kumpulan malaikat).*" (*Muttafaqun 'alaih*) [HR. Bukhari, no. 6970 dan
Muslim, no. 2675]

PRONOUNCEMENT

Name   : Anisatul Faridah

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Faculty   : Culture and Language Faculty

I here by sincerely state that the thesis entitled **"Teachers' and Students'** Responses Through WhatsApp To Remote English Class for Young Learners Due to Covid-19 Pandemic**"** is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

Surakarta, 16 February 2021

Stated by,

Anisatul Faridah
SRN. 153221235

ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah, the single power, the Lord of the universe, master of the Day of Judgment, for all blessings and mercies so the researcher was able to finish this thesis entitled "Teachers' and Students' Responses Through WhatsApp To Remote English Class for Young Learners Due to Covid-19 Pandemic." Peace be upon Prophet Muhammad SAW, the great leader and good inspiration of world revolution.

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The researcher realizes that this thesis is still far from being perfect.The researcher hopes that this thesis is useful for the researcher in particular and readers in general.

Surakarta, 16 February 2021

The researcher

Anisatul Faridah

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ABSTRACT

Faridah, Anisatul. 2021. **Teachers' and Students' Responses Through WhatsApp To Remote English Class for Young Learners Due to Covid-19 Pandemic.** Thesis. English Language Education. The State Islamic Institute Surakarta.

Advisor : Dr. Imroatus Solikhah, M.Pd

Keywords : response, English class, young learner

The objectives of this study are: 1) To illustrate the students' responses through *Whatsapp* in English teaching learning process; 2) To illustrate the teacher's response through *Whatsapp* to remote English class for young learners.

This study is descriptive qualitative research. The primary data are written documents related to the data and interview result. The data are collected through interview and documents. In validating the data, the researcher used methodological triangulation. The researcher compared the data he found in observations, data from interviews and documents to validate the data. After observing the teaching and learning process, researchers conducted crosschecking by comparing it with interview data and documents. The data analysis technique in this research is descriptive analysis.

The findings of the study show that there are some students' responses shown by students in English teaching learning process through Whatsapp, such as processor, performer, listener, advance organizer, presentation, conversation practice, role-play, comprehension, answering question, and reading aloud. In addition, there are many English teacher' responses which always alter from one activity to another. The roles of teachers at SDI Walisongo are controller, observer, organizer, explainer and evaluator.

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ABSTRAK

Faridah, Anisatul. 2021. **Respon Guru dan Siswa melalui WhatsApp pada Pembelajaran Bahasa Inggris untuk Anak Selama Masa Pandemi Covid 19.** Skripsi. Jurusan Pendidikan Bahasa Inggris. IAIN Surakarta.

      Pembimbing   : Dr. Imroatus Solikhah, M.Pd

      Kata kunci   : respon, pembelajaran Bahasa Inggris, anak

Tujuan penelitian ini adalah: 1) Untuk menggambarkan respon siswa melalui Whatsapp dalam proses belajar mengajar bahasa Inggris; 2) Untuk menggambarkan respon guru melalui Whatsapp di kelas bahasa Inggris jarak jauh untuk anak.

Penelitian ini merupakan penelitian kualitatif deskriptif. Data primer berupa dokumen tertulis yang berkaitan dengan data dan hasil wawancara. Pengumpulan data dilakukan melalui wawancara dan dokumen. Dalam memvalidasi data, peneliti menggunakan triangulasi metodologis. Peneliti membandingkan data yang ditemukan dalam observasi, data dari wawancara dan dokumen untuk memvalidasi data. Setelah mengamati proses belajar mengajar, peneliti melakukan crosscheck dengan membandingkannya dengan data wawancara dan dokumen. Teknik analisis data dalam penelitian ini adalah analisis deskriptif.

Hasil penelitian menunjukkan bahwa ada beberapa respon siswa yang ditunjukkan siswa dalam proses pembelajaran bahasa Inggris melalui Whatsapp, seperti prosesor, performer, pendengar, advance organizer, presentasi, praktik percakapan, role-play, pemahaman, menjawab pertanyaan, dan membaca dengan keras. Selain itu, banyak juga respon guru bahasa Inggris yang selalu berubah dari satu kegiatan ke kegiatan lainnya. Peran guru di SDI Walisongo adalah sebagai pengendali, pengamat, penyelenggara, memberi penjelasan dan penilai.

CHAPTER I

INTRODUCTION

A. The Background of the Study

The use of the internet has played an important role in language teaching. The main objective is to help students to improve their skills: listening, speaking, reading, and writing. With the use of the internet, language teachers are able to develop new techniques to obtain all the possible benefits of this tool in education (Bygate, 2001: 51). As the Covid-19 Pandemic runs its course, Indonesian government was implementing some rules that limited the number of people moving in public places. Such rules have disrupted the normal functioning of schools and universities. Because the duration of such measures has been extensive, leaders of public and private education institutions have put in place alternative methods for students and teachers to continue their teaching learning process without attending at schools.

Related to the matter, Indonesian Minister of Education and Culture (*Mendikbud*) issued *Surat Edaran* No. 4 of 2020 on March 24, 2020 explaining the National Examination (UN) and the "Home Learning" process which was carried out through online / distance learning. Learning activities and assignments in "Home Learning" varies considering the learning facilities at home. The government then launched a *study from home* policy (*sfh*) in line with a *work from home* policy (*wfh*) to counteract the spread of the corona virus.

As a follow-up to distance learning, the government imposed an emergency curriculum *(kurikulum darurat)* in the teaching learning process during Covid-19 pandemic era. The emergency curriculum is a simplification of basic competencies that refers to the 2013 Curriculum. In this emergency curriculum there is a reduction in basic competencies for each subject, and focuses on essential competencies and prerequisite competencies for continuing learning at the next level. Learning and assessment modules are also created to support the implementation of the emergency curriculum (Anwar, 2020). The emergency curriculum is expected to help reduce the obstacles faced by teachers, parents and children during the pandemic. Meanwhile, for the SD level, learning modules will be prepared for teachers, parents and students to facilitate the Learning from Home (BDR) process. This learning module includes a lesson plan that is easy to do independently by parents.

Furthermore, the teaching and learning process is carried out through an online / online system is namely online learning or *e-learning* (Baihaqi, 2020). *E-learning* is learning organized through web networks. The learning model through the online system is implemented by the teacher using various media including *LMS, YouTube, WhatsApp*, and / or variations of several media. Each subject provides material in the form of video recordings or slideshows, with tasks with a deadline and a various of assessment models (Al-Saleem, 2014). The implementation of *study from home* was that: the teacher sent questions, materials, and assignments via gadget to the students' cellphone / laptop. Then, students learnt the material and did the work from the teacher. The results of

the work or assignment were sent back to the teacher through an online application or the parents would come to school to collect the students'assignment.

In conducting online learning, there are several things that need to be prepared, namely facilities and infrastructures including supporting platforms and tools, infrastructure and human resources. The tools or platforms that will be used have to be in line with the situation and conditions of learning. English teachers can utilize message application through mobile phone and smartphone. The most famous messenger application is *WhatsApp (WA)*. *WhatsApp Messenger* is a proprietary, cross-platform instant messaging application for smartphones. It helps users to create groups, send unlimited message, sharing images, video and audio messages, exchanging ideas, thoughts and emotions to any other user (Hamad, 2017).

Whatsapp is the very popular instant messenger service used by individuals. The *WhatsApp* supported on most *iPhone, Android, BlackBerry*, smartphones and *Nokia* (Patel, 2014). Since the internet facility is required for using *WhatsApp*, lots of information can also be accessed in real-time, and sharing that information through technology is both instantaneous and convenience (Gon & Rawekar, 2017). Teachers can create a group for their students that constitute a type of "classroom". As of today, it seems that *WhatsApp* has advantages over other technological tools employed by the education system, such as low cost, simplicity, accessibility, efficiency, and natural language (Gon & Rawekar, 2017).

Bensalem's study (2018) claims that many foreign language teachers have been interested in using *WhatsApp* to teach certain aspects of foreign language learning. Hamad's study (2017) states that "using *WhatsApp* to facilitate and create an avenue for learning and communication as well, as it is the most common application to the students, and they always have their mobile phones and smart phones in their hands, beside it is cheap to activate the application". Meanwhile, Susanti and Tarmuji 's study (2016) say that, *WhatsApp* has flexibility and useful features to text, to call, and to send video, audio, links, location, document, pictures. It means that *WhatsApp* is the most potential technology to support teaching and learning of English language today that can be accessed by mobile phone.

Additionally, Rolve in Kheryadi (2017) adds that most users choose and use this application because it allows to the send message one another with a low cost. Users are not only able to send text message, but they can also post image, video, and audio media messages as well as their location using integrated mappingfeatures. Those features, therefore, offer a great opportunity for people, including students, to express their feelings, thoughts, ideas, or events with other more easily and efficiently.

The reasons why the teacher chooses *Whattsapp* as teaching media because with its easiness and sophisticated features as described in previous paragraphs, *Whattsapp* can help students interact with others at any situation with or without the teacher's guide, and it can encourage learners to participate in group discussion to improve their skills. While the advantages of WhatsApp

are true, this sophisticated media must be applied in positive and careful ways to assure the result of learning. Therefore, it is necessary to pay attention on how to make a use of *WhatsApp* in teaching English.

On the other hand, *WhatsApp* also has some weaknesses. Ramakrisnan' s study (2017) states that in practice, ideal online learning with its positive aspects cannot be fully achieved. The government's sudden decision to move the learning process from school into learning at home caused difficulties for many parties. The first problem is the mastery of technology which is still low, because not all teachers, parents, and students are familiar with technology. Online learning requires internet network. However, not all schools or students' home are connected to a good internet network. The high price of internet quota is also a problem in this online learning.

In addition, Justina's research (2016) shows that the limited economic conditions both teachers and students cause not all teachers and students have adequate device technology facilities. Thus, to remote the English class, the teacher must be creative and innovative. The teacher are required to provide students with sufficient teaching materials and sources.

In accordance with previous studies above, this study discusses the application of *WhatsApp* as one of mobile technologies to teach English during Covid-19 pandemic era, benefits, and the way how to establish a WhatsApp conversation among teacher and students.

English learning in grade IV at SDI Walisongo Sragen includes Basic Competencies: Understanding very simple instructions with actions in the

classroom context; Expressing very simple instructions and information with actions in the classroom context; Understanding written English is very simple in a classroom context; and Spelling and copying of written English is very simple in a classroom context.

To run *e-learning* program in Covid-19 pandemic era, the need of *WhatsApp* became inevitably important for teachers and students. This program was also applied to SDI Walisongo Sragen, including English lesson. In the implementation, the teacher provided material and assignments through *WhattsAp Chats* or Video, and students learnt materials or do assignments at home They took photos on their assignments and they submitted the photos to their teachers. Learning English at SDI Walisongo has the same problem above. Regarding with the usage of e-learning on English teaching at SDI Walisongo Sragen, it appears researcher's curiosity to reveal it.

Therefore, the researcher decided to deliver the study entitled **"TEACHERS' AND STUDENTS' RESPONSES THROUGH *WHATSAPP* TO REMOTE ENGLISH CLASS FOR YOUNG LEARNERS DUE TO COVID-19 PANDEMIC".**

B. Problem Identification

From the background of the study above, the identification of the problem are:

1. As the Covid-19 Pandemic runs its course, Indonesian Ministry of Education has implemented online learning.

2. One of online learning media used by students is W*hatsapp*.

3. Through the use of *Whattsapp*, the English teacher continues to perform teaching tasks by interacting online with students.

4. The implementation of online learning with *Whatsapp* causes some problems on teachers and students.

C. The Limitation of the Problem

In order to focus the study, the researcher limits the study on the finding out of teacher and students' responses through Whatsapp to remote English class for young learners due to Covid-19 pandemic case. The researcher limits the observation on English class of young learners, that are class III students. The researcher also limits on teacher's response, students' response, and problems faced by the teacher in English teaching learning process and how to solve them.

D. Research Question

In line with the title of research, the reseacher will raise research problem as follows: "How is teacher and students' responses through *Whatsapp* to remote English class for young learners due to Covid-19 pandemic case?"

From the research problem, it will appear some research questions as follows:

1. How do the students' responses through *Whatsapp* in English teaching learning process?

2. How does the teacher's response through *Whatsapp* to remote English class for young learners?

E. The Objectives of the Study

The objectives of this study are:

1. To illustrate the students' responses through *Whatsapp* in English teaching learning process.

2. To illustrate the teacher's response through *Whatsapp* to remote English class for young learners.

F. Benefits of the Study

1. For the researcher

Having finished the research, the researcher expects to get additional information about teacher and students' responses through *Whatsapp* in English class. It is hoped that the researcher will gain better understanding about teaching learning activity, thus, the researcher can prepare herself to be more creative in teaching.

2. For the teachers

The result of the study can be used as additional information dealing with the teaching English using *WhatsApp*. Furthermore, by knowing the

result of the study, the teacher may maximize the strengths for teaching improvement and minimize the weaknesses for better teaching.

3. For the stakeholder of the school

It can give a clear portrait of teaching and learning English using WhatsApp during Covid-19 pandemic era. It will also enable the school to decide next policy or the right steps in developing the teachers and students teaching learning process.

G. The Definition of Key Terms

1. Teacher's response

Teacher's response is teacher's act of being aware of students' activities in the classroom to enhance the psycho-social environment surrounding discussion sessions and sustain the interest and participation of students in discussion. It also to uncover students' thought processes, conceptions, misconceptions, perceptions, and naive ideas. Teacher responses to students' activities that facilitate productive learning is informed by teachers' conception of students' answers, and knowledge development by students themselves (Beccles, et.al., 2016).

2. Students' response

Student's response refers to students' engangement and participation in classroom activities related to the usage of time, questioning and and answering. It covers five elements: preparation, contribution to discussion, group skills, communication skills and attendance (Heaslip, et.al, 2014).

3. *Whatsapp*

WhatsApp is a proprietary, cross-platform instant messaging application for smartphones. In addition to text messaging, users can send each other images, video, and audio media messages. It allows its users to use their internet connection to send messages to each other. *WhatsApp* is like a chat program for mobile phones (Hamad, 2017).

CHAPTER II

THEORITICAL REVIEW OF LITERATURE

A. The Ideology of Education

Pancasila as the basis of the country and the view of the nation that serves as a unifying life of a pluralistic state. Pancasila has a very big influence on the Indonesian people because the history of Pancasila influences the diversity of tribes, religions, regional languages, regions, customs, cultural habits, and skin colors that make Pancasila a symbol of agreement in bringing these things together. The history of Pancasila is part of the core history of the Indonesian state, so that Pancasila is considered very sacred and must be memorized and obeyed by all Indonesian people (Kaelan, 2007).

Pancasila has been accepted as the state foundation for the Indonesian people. The five principles of Pancasila contain principles or values, namely: The value of divinity, humanity, unity, democracy and justice. These five values are contained in the Indonesian state constitution, namely in the opening part of the 1945 Constitution paragraph IV (Kymlicka, 2001). Pancasila refers to citizenship theory and structural functionalism which can be said to be an idea of building good citizenship, is the result of community agreement, shared social values that contribute to life, and can be a source of social integration (Ritzer, 2004).

The implementation and actualization of Pancasila in the community is very important for the survival of the life of the nation and state in Indonesia

because it contains social values and virtues. Pancasila needs to get full concentration in its appreciation and practice. This is aimed at making Pancasila the spirit of the revival and struggle of the nation both before and after independence. According to Kaelan (2007), the actualization of Pancasila can be done by means of epistemological revitalization, which is to make it a foundation of ethical knowledge, to socialize it through education, and to make Pancasila a source of legal material in Indonesia. Sastrapetedja (2007) Pancasila can be actualized through educational channels which is a contextualizing mediation that implementation of Pancasila must be through interpretation, internalization of socialization.

Pancasila as the basis, outlook on life, philosophy of life, and state ideology since August 18, 1945 is one of the most important national cultures that need to be passed on to the younger generation through education. Basic education to higher education plays an important role in maintaining and developing Pancasila values in the life of the nation and state (Triyanto, et.al, 2012).

Every society in any part of the world craves the young generation to be prepared to be good citizens and can participate in the lives of the people and their country, this desire is more appropriately referred to as attention that continues to grow especially in democratic societies. That no country, including Indonesia has reached a level of understanding of rights and responsibilities as good citizens in supporting the life of constitutional democracy which aims to form citizens who are smart and good citizenship.

Provision 37 clause (2) Law No. 20 of 2003 concerning the National Education System in Indonesia must include the curriculum for Religious Education, Citizenship Education and Indonesian Language. The article clearly and explicitly mandates and requires that Citizenship Education must enter at every level and type of education from elementary school to tertiary education (Sunarso, 2011).

B. Remote Learning for English Teaching and Learning

1. Distance Learning

Distance learning, also called distance education, is form of education in which the main elements include physical separation of teachers and students during instruction and the use of various technologies to facilitate student-teacher and student-student communication. Distance learning traditionally has focused on nontraditional students, such as full-time workers, military personnel, and nonresidents or individuals in remote regions who are unable to attend classroom lectures. However, distance learning has become an established part of the educational world, with trends pointing to ongoing growth (Simonson, 2020).

Four characteristics distinguish distance learning. First, distance learning is by definition carried out through institutions; it is not self-study or a nonacademic learning environment. The institutions may or may not offer traditional classroom-based instruction as well, but they are eligible for

accreditation by the same agencies as those employing traditional methods (Simonson, 2020).

Second, geographic separation is inherent in distance learning, and time may also separate students and teachers. Accessibility and convenience are important advantages of this mode of education. Well-designed programs can also bridge intellectual, cultural, and social differences between students (Simonson, 2020). Third, interactive telecommunications connect individuals within a learning group and with the teacher. Most often, electronic communications, such as e-mail, are used, but traditional forms of communication, such as the postal system, may also play a role. Whatever the medium, interaction is essential to distance education, as it is to any education. The connections of learners, teachers, and instructional resources become less dependent on physical proximity as communications systems become more sophisticated and widely available; consequently, the Internet, mobile phones, and e-mail have contributed to the rapid growth in distance learning (Simonson, 2020).

Finally, distance education, like any education, establishes a learning group, sometimes called a learning community, which is composed of students, a teacher, and instructional resources—i.e., the books, audio, video, and graphic displays that allow the student to access the content of instruction. Social networking on the Internet promotes the idea of community building (Simonson, 2020).

2. Online Learning (E-Learning)

The development of information and communication technology that very rapidly encourages various educational institutions to use the e-learning system to increase the effectiveness and flexibility of learning. Through e-learning, learning material can be accessed anytime and from anywhere, in addition to the material that can be enriched with various learning resources including multimedia which can quickly be renewed by the teacher.

Arkorful and Abaidoo (2014) mention that e-learning is part of distance learning whereas online learning is part of e-learning. Also, the term e-learning includes various applications and processes such as computer based-learning, web-based learning, virtual classroom, etc. Meanwhile online learning is part of technology-based learning that utilizes the internet, intranet, and extranet resources. More specifically Sanchez (2017) defines e-learning as the utilization of internet technology for distributing learning material, so students can access anything.

According to Xhemajli (2016), e-learning refers to delivering learning material to anyone, anywhere, and anytime with using various technologies in an open learning environment, flexible, and distributed. Furthermore, the terms of learning are open and flexible refers to the freedom of students in terms of time, place, speed, content material, learning style, type of evaluation, collaborative or independent learning.

From some definitions above, it can be concluded that e-learning can be done anywhere and anytime using available technology so that learners can access anything they want to know.

3. The Definition of *WhatsApp*

WhatsApp is the most widely social media tool than others such as Facebook, Skype, Snapchat, BBM, Line, Instagram, and Wechat. Speroff (2016) states that, WhatsApp is a cross-platform mobile messaging app which uses the internet to send messages. It will help users easier to communicate with other by saving other users number phone that has verified as their WhatsApp account in their internal telephone memory. This application provides users with useful features that can support teaching and learning English language.

Alshammari, Parkes, and Adlington (2017) states, WhatsApp allows teachers to take on a greater facilitation role in their teaching. The teachers can facilitate all features to support their English teaching. The features of WhatsApp are as follows:

a. Message:

The Message feature in WhatsApp is reliable and simple message. Users can send messages to their friends and their family for free. WhatsApp uses the phone's Internet phone connection to send messages so users can avoid the cost of SMS.

b. Voice call and video WhatsApp

Doing voice call and video call by using WhatsApp is free. The users are free to talk with their friends and family, even if they are in another country. And with free video calls, the users can have face-to-face conversations when voice or text is not enough. WhatsApp voice and video calls use phone's Internet connection instead of cellular calling minutes, so the users do not have to worryabout expensive call charges.

c. Photos and Videos

Through photos and videos feature, the users can share their important moments by sending photos and videos on WhatsApp immediately. They can even capture moments that are important to you with a built-in camera. With WhatsApp, photos and videos will be delivered quickly even if the users are in a slow connection.

d. Document

The users can share the documents easily. They can send PDFs, documents, spreadsheets, slideshows and more, without the hassle of using email or file sharing apps. In addition, they can send documents up to 100 MB in size that will make it easier for them to share what they need to share with the people they want.

e. Chat Group

Users can connect with Groups via group chat. They can connect with people who are important to themselves, like family or co-workers. With 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, and more.

f. WhatsApp on Web and Desktop

WhatsApp can make Conversations Run with WhatsApp on the web and on desktops. Users can smoothly sync all chat to their computers so they can chat on whatever device is most convenient for them. They can download the desktop app or visit web *whatsapp.com* to get started.

g. End-to-end encryption

End-to-end encryption is security by default. Users can share their personal moments in WhatsApp. When encrypted end-to-end, users' messages and users' calls are secured. Only users and people who communicate with users can read messages or hear the call, and no one is in between, even WhatsApp.

h. Voice Message

WhatsApp users can use this feature to say what's in their mind by tapping a tap on a voicemail item in a chat room. They can greet his friend or his family and telling long stories.

4. The Use of WhatsApp in English Language Teaching

Todays' students are known as 'digital natives' or internet generation. This means that they use internet and digital technology devices such as computers and smartphones in many aspects of their lives including their education and language education. This field of mobile-assisted learning has attracted many researchers during last decades due to the technological

advancement and the widespread of mobile phones. It has been acknowledged that mobile learning (M-Learning) has a great value in various educational settings, e.g. collaborative learning, independent learning, lifelong learning and English as foreign language learning (Ahmed, 2019).

Computer Assissted Language Learning (CALL) and Mobile Assissted Language Learning (MALL) are viewed as new development in language learning and are supported by many online and offline applications that are effective for language learning. Many studies have dealt with CALL's effectiveness in language learning and the problems related to CALL implementation in language learning. According to Zaideh (2012) CALL provides many benefits to language learning and teaching such as: multimodal practice with feedback, individualization in a large class, pair and small-group work on projects, either collaboratively or competitively, the fun factor, 5- variety in the resources available and learning styles used, exploratory learning with large amounts of language data, and real life skill building in computer use.

In particular, the teachers pinpoint that digital technologies benefit student in several ways (Purcell, Bucham & Friedrich, 2013). Most students who had been surveyed contended that digital technologies "allowed them to share their work with a wider and more varied audience (including 52% who strongly agree)". Furthermore, there were three forth of respondents who stated that the technologies encouraged greater collaboration among

them and just over one third of them conveyed that such technologies reinforced idea creativities and personal expressions.

The result showed that WhatsApp was the most familiar tool as all of subject had used the application for communication. Among the subject, 82% of them were involved actively to communicate with WhatsApp group to practice their English and the same number of subject agreed that it increased their confidence and bravery to communicate using the target language. While most students (74%) liked to share new information on WhatsApp, the rest confirmed that they were rarely to comment on the group's conversation but they were interested in reading and following their chats. A closer analysis revealed that the application makes students be brave and confident to communicate with lecturers and among themselves. Furthermore, this tool can reduce their barrier in learning i.e., anxiety and reluctant, make a good relationship and communicate between learners and lecturers, show their personal expression, and share their experiences by writing.

Moreover, WhatsApp is one of alternative mobile technologies that can be applied to support, strengthen, or even perform a major online instruction. According to Ahmed (2019), "when students use digital tools to connect, they are able to reflect on dialogue about, and internalize content in order to learn." Through a series of conversation in a group chat, students might always constantly notice the messages sent by others, attempt to comprehend the information, and subsequently join in written chats. This

subconscious process gives a wide chance for them to learn and practice using the target language naturally.

In addition, teaching and learning English language by using WhatsApp is regarded as the newest innovation of English language teaching strategy. Teachers and students can interact online with others through the features of WhatsApp. WhatsApp can present multimodal media through its features for learning English language. Then, WhatsApp also facilitates students with audio visual. According to Marshal (2002) as cited in Gon and Rawekar (2017), people have ability to remember what they read only 10%, 20% of what they hear, 30% of what they see and 50% of what they hear and see. The technology that combines images, texts and audio all in one is able to improve people in remembering something more than 50%. Thus, WhatsApp will make the teaching and learning process of English language to be interactive and can create a new atmosphere for both students and teachers. This article attempts to study the use of WhatsApp as a new technology that can be utilized for teaching and learning English language.

5. The Implementation of *WhatsApp* in Teaching Learning

The use of WhatsApp in language learning should be aimed to encourage students in learning the lesson especially English. By doing this, the learning process will be student-centered. However, the teacher plays a great role, so the teacher must choose the suitable topic to use in the

discussion, and should help the student understand the lesson by using various features on WhatsApp application (Anderson, 2015).

As a start the teacher create a group or forum in WhatsApp application and the students are asked to join the group. Then, a series of activities are presented as a sample, so that teachers get concrete ideas about how to use WhatsApp in language learning. A student-centered approach is presented in this sample. This approach allows more exploration of WhatsApp in english language learning, offers the students more opportunities to formulate their own ideas or feeling about the issues as well as to improve their basic skills in the language learning process. 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-speaking environment.

a. Reading

The activities conducted to improve reading skills of students the teachers send a simple reading text in the group discussion of WhatsApp. It can be sending a short story to the WhatsApp group. Short story is very useful in the trials to improve students' vocabulary and reading. Using text / storythe activities that can be conducted to help students to acquire more vocabulary (Pardede, 2010).

b. Writing

Teachers can create a variety of writing activites in WhatsApp group to help studetns to develop their writing skills. They can ask

students to write comments on the topic of discussion or more complex writing activities if students have reached a high level of language proficiency (Pardede, 2010).

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 skills. The teachers can directly give correction if gramatically, there are any incorrect sentences. This activity are suitable for middle intermediate level and upper intermediate level. Oster (1989) stated that literature helps students to write more creatively.

c. Speaking

WhatsApp application offers features which can be used for learning speaking. Students can hold discussion on chatroom on the WhatsApp group. The student can find the topic of discussion themselves or the teacher can also give a suitable topic for learning activities. The teacher can also ask the students to record the voice and send to WhatsApp group (Zaideh, 2012).

d. Listening

To develop listening skill using WhatsApp application, the teachers can do the following: 1) The teacher sends an audio recording and ask the students to listen to it. Ask them to take a note; 2) The teachers can sends a video clips with english conversation and ask the students to watch and listen to the video. After that ask them to give comment or discuss the question based on the video (Zaideh, 2012).

The activity can be carried out for fun or for students to find answers to questions given and explained to them before starts listening.

6. The Strengths and Weaknesses of *WhatsApp* in Teaching Learning

a. The Strengths of WhatsApp

The advantages of e-learning are to provide flexibility, interactivity, speed, visualization through various advantages of each media (Sudjana, 2005:253). According to Tjokro (2009:187) e-learning including WhatsApp, has many advantages, namely:

1) It's easier to absorb, meaning it is to use multimedia facilities in the form of an image, text, animation, sound, and also video.

2) It is more effective in the cost, meaning that it does not need an instructor, there is no need for a minimum of hearings, can be anywhere, and so on.

3) It is more concise, meaning that it does not contain a lot of class formality, directly into a subject, subjects that are suitable for needs.

4) Available in 24 hours per day, meaning is mastery in the material depending on the spirit and also the absorption of students, can be monitored, can be tested with e-test.

b. Disadvantages of E-learning

According to L. Gavrilova (2006: 354), lack of e-learning is a learning using the e-learning model requires more additional equipment (for example computers, monitors, keyboards, etc.). The lack of e-learning described by Nursalam (2008:140), among others, as follows:

1) The lack of interaction between learners and also students or even the learning themselves.

2) These trends can ignore the academic aspects or also social aspects and otherwise make the growth of business aspects or commercial.

3) The teaching and learning process tends to be towards training from education itself.

4) Changed in the role of learners from the beginning of mastering conventional learning techniques, is now also required to be able to know the learning techniques using ICT (information, communication, and also technology).

5) The lack of human resources that understand the internet.

6) Lack of mastery in computer language.

7) Access on the adequate computer can be a problem for learning.

8) The learning may be frustrating if it cannot access graphics, images, and

9) videos due to inadequate equipment (software and hardware).

10) Availability of an infrastructure that can be fulfilled.

11) This information varies in quality and also accuracy so that the guide and the question features are needed.

C. Teacher and Students Responses in Teaching Learning Process

1. Definition of Response

According to Rosenberg and Hovland as cited in Azwar (2012), there are three components of attitudes that is called tripartite model. The first component is cognitive. This component can be identified by the representation of what does someone beliefs or thought toward something (Azwar, 2012). The measurable dependent variables from cognitive component are based on perceptual responses and verbal statements of beliefs. The second component is affective which is defined as emotional feelingtoward something. Generally, emotional reaction is affected by belief or whatsomeone believes of something. It can be favorable and unfavorable toward something. The measurable dependent variables of affective component are sympathetic nervous responses and verbalstatements of affective. The last component is conative (behavior). It refers to someone tendency to act in a particular manner that is congruous to his/her attitude. The measurable dependent variables from conative component are overt action and verbal statements concerning behavior.

Thus, response is usually defined as an imagination or an estimation that remains after we do an observation. The impression becomes a consciousness that can be developed in the context of the current experience as well as in that of the future time. Response is a basic element of human. It is viewed as a psychological power that can help or create a balance, a

hindrance, or a vandal of balance. Response is acquired through sensation and observation (Soemanto, 1998).

2. Teacher's Responses

Harmer (1987) stated that there are many teacher's responses in teaching-learning process as follows:

a. Teacher as fasicilator

Teacher in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own group.

b. The teachers as manager and organizer

The teachers may have the role as manager and organizer through three various approaches are namely: (1) Creating the framework project, (2) Creating and managing the learning climate, and (3) Structuring and guiding the learning process. The teacher is as an instructor. The role of the teachers as an instructor is to show the students how to learn experimentally. The teachers also need to create the conducive climates and opportunity as a part of teacher's managerial, conducting, and participating in the instructional given. In other word, the teachers act as guides who encourage the students to become proactive contributors breaking away from the passive and receptive role.

c. The teacher as assessor

The teacher offers feedback on performance, correction, and grading students in various ways and handing out grades.

d. Teacher as prompter

Teacher keens on encourage the student think creatively, suggests and also prompts students in monolingual groups to speak foreign language than using their mother tongue.

e. Teacher as observer

Teacher observes what the students do so that teacher can give them useful feedback. Teacher distracts the student well to involve their task.

In conclusion, teachers extremely have essential and central roles in teaching learning process. The teacher's roles cover the role as the mediator, facilitator and monitor to make the student active in the classroom.

2. Students' Responses

a. Characteristics of Young Learners

The characteristics of young learner are described by Moon (2000) who mentions that there are seven characteristics of young learners. First, children use language creatively. Halliwell (1992) states that in the early stage of their mother tongue development, children will creatively explore grammatical form and also concept. When they do not know a certain word to express what they mean, they use another word that can deliver their idea. The alternative words they use are derived from what they have learned earlier.

Second, children have "*Good instinct of interpreting the meaning of a situation*" (Moon, 2000:5). By examining the situation happened

around them, children are able to construct the meaning according to the situation they faced. It is supported by Scott and Ytreberg (1990) who say that young learners understand situations more quickly than the language.

The third characteristic of children is that they tend to use chunk of language. Moon (2000) explains that children often learn how to use language by using phrases they have learned from others to be used to complete their conversation. Even though the phrases, which are not learned formally, they help children to communicate.

The next characteristic is that children learn a language subconsciously as they enjoy all their activities. Moon (2000:6) states that "*When students enjoying themselves, they are usually absorbed by the activity and want to continue with it. They are not always aware that they are learning language*". In line with Moon's statement, Scott and Ytreberg (1990:4) tell that, "*Young children love to play and learn best when they are enjoying themselves*". In order to cope with this characteristic, Brown (2001) mentions that teacher should provide variety of activities to make the students able to keep their interest and attention. When young learners enjoy the learning activities, they will be interested in continuing the lesson. The more lessons and activities they do, the more language learning experiences they will get.

The following characteristic of young learners stated by Moon (2000) is that children are naturally curious and active. Their zealous

desire to be able to explore their environment and interact with other helps them to understand the situation where they are. Through active interaction with circumstances around them and experiences of many activities, children learn how to solve problem where the process of learning is happening (Piaget as cited in Cameron, 2001).

Furthermore, Moon (2000) mentions that physical activities provide excellent context for language learning. The language is closely related to what is happening in the situation, and so children can get clues about the meaning from the activity which accompanies the language. By means of this activity, children will find the reason why they have to use the language so that it will be easier for them to acknowledge the language.

Next, Moon (2000) says that children really enjoy talking. Naturally, children are in the stage where they "*keen to talk about themselves*" (Harmer, 2001:82). It is likely that children will talk to others about anything without even asked. When it comes to a certain activities, they have a strong desire to participate and express their ideas, especially when the activities are interesting. In terms of learning foreign language, children will also eager to participate even though it is still limited so that they only use simple phrases (Moon, 2000). One of the way to take full advantage of this, providing interesting activity will encourage children to learn language better since *"if they are engaged in an interesting activity, they will talk their heads of happily"* (Moon,

2000:9). When they have enjoyed talking in the activity where they can learn language, it is very useful because it means that they have the opportunities to practice in using language.

Last but not least, Moon (2000) states that one important thing that should be considered when teaching young learners is keeping their feeling. *"If they are happy and secure, they are more likely to enjoy and benefit from their language learning"* (Moon, 2000:9). When they feel comfortable with the learning activities, they are likely to be more active and confident in participating at the activities so that they can practice their new language more.

The enlightenment related to the characteristic of young learners above had better to be one of the considerations in designing learning activities for teaching young learners.

b. Students' Responses

In learning process, the learners have the significant role. Nowadays, students are demanded to be more active and innovative in learning process. Glasserfeld (1989) argued that learner's role is to construct his or her own understanding in transferring new information. The learners should actively look for meaning, try to find regularity and order the events of the world in the absence of full or complete information. In line with this, Dimyati et.al (2005) stated the roles of the learners could be as: (1) The actor of searching problem and problem solving, (2) The active participant of doing research, (3) The explorer of

problem searching and problem solving, and (4) The inventor of the

problem solving.

D. The Previous Studies

Amry (2014) conducted a study to explore the impact of using WhatsApp

mobile learning activities on the achievement and attitudes of online students

using mobile devices at the university. The researcher selected 30 students to

be in two groups (experimental and control). The e-learning process of the

experimental group was depended on WhatsApp mobile learning activities

whereas the e-learning process of the control group was only face-to-face

learning in the classroom. In this study, students took role as performer. They

performed WhatsApp mobile learning activities in experimental group. A

learning unit of the same course educational media was experimented with the

experimental and control group. The teacher took role as motivator who

motivated students to learn more about WhatsApp mobile learning in

experimental group. The t-test was used to compare the differences between

the experimental and control groups. Results showed that there are differences,

at 0.05 alpha level, in the achievements and attitudes of the experimental group

compared with the control group in favor of experimental group.

AbdAlfattah (2015) conducted a study to determine the effectiveness of

using a WhatsApp Messenger as one of mobile learning technique to develop

students' writing skills. The participants were 30 second year college students,

English department from a private university in Saudi Arabia. They were

divided into two groups (experimental and control). The experimental group used WhatsApp technology to develop their writing skills; whereas the control group was taught their writing skills through prescribed book. Results revealed that WhatsApp technique had positive effects on the experimental group comparing with control group

Research conducted by Ta'amneh (2017) has studied the effect of using WhatsApp messenger on learning English among university students. He has conducted his study on 40 students whom he divided into a control group (21) and an experimental group (19). His findings showed differences in the achievements of the two groups in favour of the experimental group. These differences indicate that integrating whatsApp application in teaching English language improved the abilities of the learners of the experimental group.

Hamad (2017) has conducted a study to examine the use of whasapp in enhancing Saudi tertiary learners' writing in English. The population of the study were 36 female students from 1st level who were studying Listening & Speaking 1 course in the 1st semester 2013-2014. The data were collected through students' questionnaire and instructor observation. After the material was explained by the teacher, the findings showed that using WhatsApp enhances students' learning and enthusiasm, helps students to develop English skills, enriches their vocabulary, makes them learn from their mates' mistakes. Through the study, students respond as performer and having experience. There was clear development in the performance of the students, although the researcher suffered of students' posting to the group out of agreed time when

the group was created first, however, students have shown very good communication skills.

Annamalai (2019) explored the use of WhatsApp chat group as a platform for extending learning in a blended learning classroom with a small group of undergraduates in the Malaysian context. The aim of her study was to provide learners with the opportunity to reflect the strengths and challenges of using the WhatsApp as an extended learning platform. Findings revealed that the majority of the students expressed the preference for WhatsApp in their reflections in spite of the problems they face.

Compared to the five studies above, this study has similarities and differences. The similarity lies in the topic of subject matters. These studies and the researcher's study used teaching learning activities using WhatsApp. The difference between the researches above and the current research is that the method of the researches above are experimental method, while this current research has descriptive qualitative approach. The similarity between the two researches is that they both use WhatsApp to support English teaching learning at school.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research can be described as a systematic and organized effort to investigate a particular problem that requires a solution. This is a series of steps that are designed and followed, with the aim of finding answers to problems that concern us in the work environment (Sekaran & Bougie, 2010).

This type of research is qualitative research. "Quality refers to what, how, when, and where something, essence and atmosphere. Qualitative research thus refers to meanings, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things "(Berg, 2001). Researchers conducted this research about several aspects of the social world, to generate new understanding and even find new theories that can be used by the community. When information obtained from the field is used or applied, it becomes new knowledge. Researcher's curiosity about something raises several questions to understand and build knowledge from the field (Dey, 1993).

This research is descriptive, because it describes the teacher and students' responses through *Whatsapp* to remote English class for young learners for young learners due to Covid-19 pandemic case factually and accurately.

B. Research Setting

The setting of this research is SDI Integral Walisongo, Sragen. The subject of this research is the English teacher and the students of SDI Integral Walisongo. The object of this research is the activities during the teacher and students' responses through *Whatsapp* to remote English class for young learners due to Covid-19 pandemic case at SDI Integral Walisongo.

C. Data and Data Source

There are two types of data, namely primary data and secondary data. Primary data is data that is directly obtained as a result of the collection itself and is original data. Secondary data is data obtained by the second part, and usually the original copy (Sugiyono, 2013). In other words, primary data is data that is collected, and secondary data is data that is available.

The primary data are written documents related to the data and interview result. By doing the methods, the researcher can get some information needed which deal with the teacher and students' responses through *Whatsapp* to remote English class for young learners due to Covid-19 pandemic case at SDI Walisongo. The documents include the syllabus, the material, the students' result, and interview script. The researcher does the interview with the English teacher using *WhattsAp Chat, Direct Mesage (DM)* or *Video Call* and analyzes them. In this way, the researcher obtains the data as objective as possible. The secondary data is the data coming from the other resources where the researcher may get additional information.

D. Method of Collecting Data

To get the data, the researcher uses some methods of data collection that are:

1. Interview

   In this research, the researcher will carry out interviews using *Chat* and *Google form*. The researcher will interview some students and the English teacher and in structured questions. It is very significant because the research deals with the teacher and students' responses through *Whatsapp* to remote English class for young learners due to Covid-19 pandemic case at SDI Integral Walisongo.

2. Document

   Beside doing an interview, the researcher also uses documentation method to collect the data. The documents are some screenshoots of English teaching learning using WhatsApp as teaching learning documents.

E. Data Validity

Before information from the field is decided as research data, empirical data is examined to get conclusions. Data validity techniques follow certain criteria. There are four criteria as validity investigation techniques. They are credibility, transferability, dependence, and conformity (Moleong, 2007).

In credibility, researchers look for congruence between the constructed realities that are in the minds of investigative respondents and those associated

with them through prolonged involvement, staying in the field until data saturation occurs. Transferability is the extent to which the findings can be applied in other contexts or with other respondents. Dependency gives the audience that if it is replicated with the same respondent (subject) in the same context, the findings will be repeated. Suitability, this is the extent to which the findings are a product of the focus of the investigation and not of the researcher's biases.

In addition, to measure data validity, triangulation methods can also be used. Triangulation is a measurement of data validity that involves many sources of data in an investigation to produce understanding, qualitative researchers generally use this technique to ensure that accounts are rich, strong, comprehensive, and well developed. There are four types of triangulation (Patton, 1984). The first is data triangulation or source triangulation, in which the researcher uses several sources in gathering data to make validation. The second is triangulation of investigators where data validation can be checked by several researchers. The third is methodological triangulation, where researchers can validate data using several techniques in gathering data. The last is theoretical triangulation in which the researcher uses more than one theory to discuss related to the topic of discussion.

In this study, the researcher used methodological triangulation. The researcher compared the data she found in observations, data from interviews and documents to validate the data. After observing the teaching and learning

process, researchers conducted crosschecking by comparing it with interview data and documents.

F. Technique of Analyzing Data

The data analysis technique in this research is descriptive analysis. Using this technique, the researcher collects, organizes and presents data. Qualitative method is a type of research without using calculations or statistical procedures. Miles and Huberman model data analysis (Sugiyono, 2013)
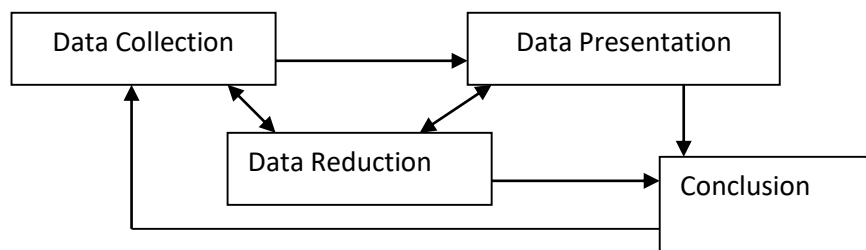
```
┌─────────────────┐              ┌─────────────────┐
│ Data Collection │─────────────▶│ Data Presentation│
└─────────────────┘              └─────────────────┘
           ▲   ↘         ┌──────────────┐   ↗        │
           │     ↘       │Data Reduction│  ↗         │
           │      └──────└──────────────┘──┐        ▼
           │             │                  ┌─────────────┐
           └─────────────┼─────────────────▶│ Conclusion  │
                         └─────────────────▶└─────────────┘
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Figure 1. Model of Data Analysis Miles and Huberman

The scheme above is the techniques in analyzing data by:

1. Data Collection

The researcher collects data from observations, interviews and documents to be presented in field notes. The researcher observes English teaching and learning process during the use of WA at SDI Walisongo. The researcher also interviews the Principal, the English teachers, to support the data. The writer's observations are documented in the form of field notes.

2. Data Reduction

Reduction means eliminating data obtained that is not used or relevant to research. During the field notes process, the data obtained is multiplying and complex. Data needs to be reduced. Data reduction means summarizing, selecting points, focusing on important things, to find themes and patterns. The researcher reduces data which are not relevant with subject matter, such as, the data of school announcement for the students, teacher and students' fun chatting which are not related with subject matter.

3. Presentation

The data are organized and managed because they can be understood. Data presentation enables the researcher to understand the problem and the whole situation and plan the next steps.

4. Conclusion

Conclusion is recorded in a diary which is kept by the researcher to provide personal thoughts and insights about what happened during the study. This is an invaluable resource that researchers can use to review and assess the quality of data collection.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter delivers the data taken from related source and has essential role in current study. It explores findings and discussion from the result of research field at SDI Walisongo Sragen. In analyzing the data, the finding of discussion is conducting information by answering problem statements as stated in chapter I. Depart to these matters, the writer delivers the research finding particularly and briefly.

A. Research Findings

1. The students' responses through *Whatsapp* in English teaching learning process

The students' responses are concerning the learning activities undertaken. It is attached in teacher's roles. Based on researcher observation, there are some learner's responses shown by students in English teaching learning process through Whatsapp, such as processor, performer, listener, advance organizer, presentation, conversation practice, role-play, comprehension, answering question, and reading aloud.

a. As processor

The learners are as processor. The students do teacher's instruction to apply target language. The students get two kinds of task forms. The first form is oral form and a second kind of task is written form. In the

oral form, the students read aloud the passages dialogue, ask and answer question of teacher, practice conversation or speak in target language and communicate as if they are in real situations as shown by example.

In the online learning process, the teacher starts with an attendance, then delivers the subject matter via video. After the material is delivered, the teacher opens a question and answer forum through the WA group and at the end of the lesson the teacher gives assignments to students. The teacher begins the learning activity by doing the student's presence. Attendance is done by filling out the list in the WA group, students who do not fill out the list are considered absent. The teacher will ask the absent student via private chat about his absence. Then the teacher starts learning by sending learning videos and opening a question and answer forum for students. At the end of each lesson the teacher always gives assignments to students.

Teacher   : Please make sentences using *like* and *likes*.
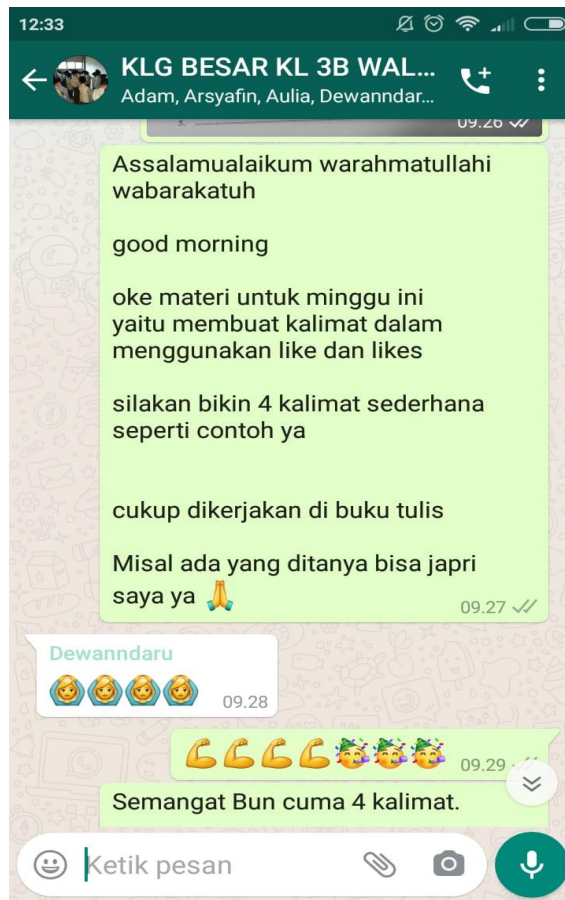
(Teacher's file 2010/2021)

The use of WA as a medium between teachers and students is to give and collect assignments through the WA group. Giving assignments is usually a repetition of material that has been given. When online learning students only repeat so they don't provide too much material that is explaining in nature. Learning through WA is carried out according to the lesson schedule.

So, there are 5 types of online learning processes, namely learning through WA group chats, voice notes, videos, material in the form of documents, and television program shows. In the online learning process, learning activities begin with presence by filling in the attendance list in

the WA group. Then the teacher delivers the subject matter in the form of videos, documents, or voicenotes. For material in the form of documents and videos, students read and study the material first. In addition, students can also get material through broadcasting programs on television (TVRI). After the material is delivered, the teacher opens a question and answer forum through the WA group and at the end of the lesson the teacher gives assignments to students.

In the learning process, WA is used to explain subject matter, facilitate question and answer, make face-to-face via video calls by first coordinating with their parents, learning assignments, collecting and recapitulating assignments sent by students in certain time.

b. As a performer

The procedures are carried out face-to-face via video calls or voice notes in some learning materials that require this. Is is carried out because the teacher cannot just write down the learning material in notes. During this online learning process, all tasks that are done must be written in the same book. Learning is also carried out according to the lesson schedule.
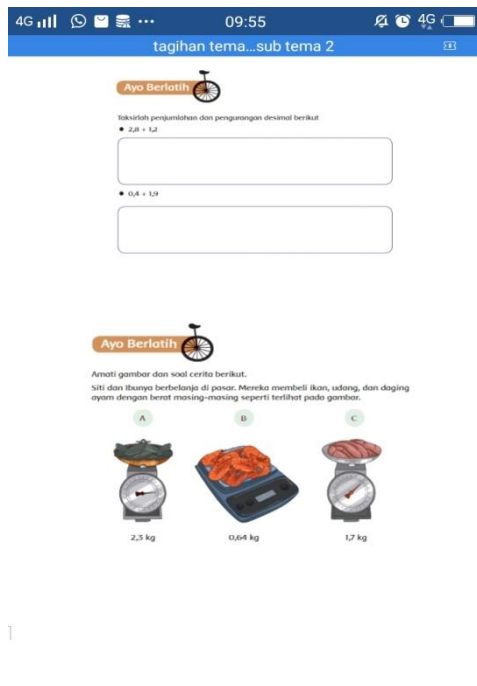
The student attempts to practice what teacher said and always did all instructions that have given by teacher. To answer teacher's question orally, the students always perform by video call or zoom in every activity.

Mrs. DK orders the students to answer questions to make sentences using *like* and *likes*.

(Conversation with Adam)
Teacher : All right Adam, can you make a sentence using *like*?
Adam   : Yes..
Teacher : Go ahead
Adam   : I like kebab and juice.
Teacher : Good. Mmm...kebab? *Makanya kamu jadi chubby y*a (smiling)
Adam   : (Smiling) Yes, Miss.
Teacher : OK. What is it in Indonesian, Adam?
Adam   : *Saya...saya..suka kebab dan es jus.*
Teacher : Ahh, Great!

(Conversation with Arsyafin)

Teacher   : Now, Arsya, can you make a sentence using *likes*?
Arsyafin : She likes watching TV?
Teacher   : Ow, good. In Indonesian?
Arsyafin : *Dia suka menonton televisi.*

c. As listener

Students always listen anything that their teacher said to them such as explaining the material, information, instruction, motivation and spiritualization. Student listens all of instruction that is given in by teacher in every activities in online learning. The teacher gives instruction to the students via WA group. The students are listening to the audio and fill in the blank.

These are our favorite foods and drinks.
I like apple.
She likes orange juice.
He likes watermelon.
They like fried rice.
We like gado-gado.

Mrs DK gives exercises. Student listens what the teacher said and try to fill the answer sheet as follows:

1. I .... apple.
2. She .... orange juice.
3. He .... watermelon.
4. They .... fried rice.
5. We .... gado-gado

In class meeting using zoom, Mrs DK also gives students new vocabulary using guessing game. First of all, the teacher explains that the material will be presented by using the "guessing" game and its rules. Then, the teacher shows a secret object covered by a handkerchief. She

aks students to guess the object and she can say only two words YES or NO. Students continue to ask questions until the last member of them. After that, they must guess their respective object. If it's true they get the score.

d. Advance Organizer

It is a strategy of bringing and linking old information with something new. The purpose of this technique is to stimulate leaner about prior knowledge in order can interpret teacher instruction. It is also as way to make learner easy to understand the material. The motion is started when teacher begins the class by asking short and easy conversation related to material.

This activity is building up student current knowledge of topic and teaching vocabulary as appropriate. This motion reveals that teacher whipped the learner by showing the picture. Teacher recalled the student understands about hobbies. Student attempted to build up some appropriate vocabularies based on topic.

The teacher shows that student attempt to answer their vocabulary based on pictures. They said, "Reading, swimming, playing football". The teacher also gives vocabulary related with hobbies such as " I like swimming. She likes playing doll".

e. Presentation

It represents the introduction to a lesson and necessarily requires the creation of a realistic (or realistic-feeling) "Situation" requiring the target language to be learned. The goals of this motion are delivering the

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lesson and require a target language to be learned. It can be seen at Mrs. DK's class which shows the material about like and dislike. It is also unearthed by Mr. SYT's class which delivers the material about hobbies. Mrs. DK said to pay attention with the short dialogue and try to practice it with friends. Then, she discussed with her student about the pronunciation, vocabulary and spelling (Classroom observation on Monday, 16 December 2020). Mrs. DK stated that,

"By giving the slide of presentation, it will make student easily to understand the material. I demonstrate the slide many times to make them remember about the material".

Mrs. DK illustrates the grammatical pattern in talking about like and dislike as follows:

"Pay attention student, when you talk about like and dislike, you should use present tense. The pattern is Subject + like/likes +O."

f. Conversation Practice

It is the activity when teacher asks students a number of questions in the target language which student has to understand and to be able to answer correctly. The purpose of this motion is to evaluate students perceptive about material and establish good relationship between teacher and student.

Teacher : Good morning student?
Student   : Good morning mom!
Teacher : How are you?
Student   : I'm Fine
Teacher : Do you student of SDI Walisongo?
Student   : Yes….

```
Teacher   : Are you ready studying English now?
Student   : Yes……..
```

g. Role Play

It is a created situation in which students deliberately act out of assume characters or identities they would not normally assume in order to accomplish learning goal. The goal of role play are provide an action environment for students to experience the emotional and intellectual responses of an assumed identity or imagined circumstance and engage student in a creative, participatory activity that requires them apply course concepts as they assume fictional identities or envision themselves in unfamiliar situation. The activities revealed at Mrs. DK's English class as follows:

```
Mrs DK   : I want to divide into groups. Kelas ini saya bagi dalam
            kelompok ya.
Student   : Yes…………
Teacher   : Group 1 started from Andi absent 3 up to Cahyo. Please
            make group ! Andi sampai Cahyo group 1 ya.
Student   : Andika ga masuk Bu, belum online.
Teacher   : Never mind. I will change. Kita tunggu ya. Mungkin lagi
            trouble jaringannya.
```

Then Mrs. DK gives time for her student to delivering the role of each group they are as follows:

```
Group 1:
                        Family Breakfast
A  (as daughter)  : Good morning, Mom?
B  (as daughter)  : Good morning, Dear?
A                 : What do we have for breakfast, Mom?
B                 : This is fried rice with egg.
A                 : Hmm, smell delicious, Mom. Thank you.
```

B	: You're welcome, Dear. Enjoy your meal!

Group 2:

Going to School with Father

|	
C (as father)	: Are you ready?
D (as son)	: Yes, Dad.
C	: Let's go. Just, say good bye to your Mom.
D	: Ok, Dad. Bye Mom!
B (as mother)	: Bye!

h. Comprehension

It is the motion when students get and interpret meaning or ideas carried by reading text. The purpose is familiarized the sentences are functionally exploited to carry meaning in a discourse. It is also point out which sentence contain main idea and become core part of the paragraph which are supporting sentences which say something about the main idea. This activity is illustrated at English class as follows:
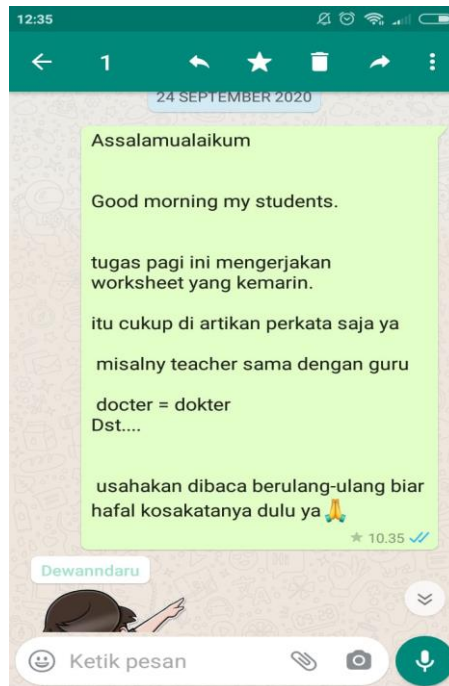
<pre>
Teacher   : Well students, please do your assignment on your book.
                 Make a photo of it and send to my WA number. *Jadi tugas
                 kalian kerjakan, difoto hasilnya, terus dikirim ke nomor
                 WA saya*. Understand?
Students   : Yes Ma'am.
Teacher   : Ahmad, *Yuk dibaca kosakata yang profession ini*.
Student   :
</pre>

<pre>
teacher   : guru
doctor   : dokter
soldier   : tentara
nurse   : perawat
student   : pelajar
policeman   : polisi
singer   : penyanyi
pilot   : pilot
dancer   : penari
driver   : sopir
mechanic   : montir
</pre>

i. Answering Question

In this motion, teacher asks question about the pattern in common conversation student about Yes and No question. The motions of activity rely on the field note as follows:

> Mrs. DK asked the student, "Do you know Andi? Does he like playing football? The students just answer yes or no. They did not answer complete grammatically.

j. Reading Aloud

It is the activity when learners take turns reading section of passage, play or dialogue out loud. The purposes are: a) to evaluate the progress of learner, b) to build up student easier, better and more habitual to pronounce the word, and c) to amuse or inform other. Based on writer's observation on 16 December 2020, teacher tells to students

before she ask students read loud a text that she want to recognize students' pronunciation. She said that, "Reading aloud has affect to generate pronunciation to better because the mother tongue can be soft through reading aloud" (Mrs. DK statement in interview on 16 December 2020).

Teacher reads loudly in order the student can listen to the teacher's pronunciation clearly and orderly. In this motion, teacher and student alter read dialogue. Teacher reads loudly and student imitates teacher how to pronounce and emphasize the unfamiliar pronunciation as text as follows:

Hello, My name is Fayyadh Shidqi. I am a student. I study at SDI Walisongo Sragen. I go to school on time. I never come late. One of my favourite subject is English. I love it because the teacher teaches it very clear and interesting for me. I understand what he explains to me. Someday, I want to be a guide in Bali So I must practice speaking English hard. Everyday, my father helps me to study it. He never feels tired to accompany me.

The teacher said that she orders to student to read loudly the material because he can evaluate the student's progress in pronunciation, build up student self confidence in speaking and reading loudly can also train the other student in listening skill.

After the learning process is completed, the teacher makes evaluation. First the evaluation is carried out using portfolio assignments. Parents goes to school to submit the assignments after students did it at home. However, because some parents are objected to having to

repeatedly go to school, the evaluation was was photographed and sent via WA. For students whose scores are still below the KKM score, the teacher gives remedial assignments.

2. The teacher's response through *Whatsapp* to remote English class for young learners

Teaching is usually regarded as something that teachers do in order to bring about change in learner. Teacher' responses are main factors which provoke the learner attains their achievement in teaching learning process. The responses of teacher in English teaching learning through Whatsapp are as controller, manager and organizer, assessor, prompter, observer, investigator and researcher. Based on researcher observation, there are many English teacher' responses. They always alter from one activity to another. The roles of teachers at SDI Walisongo are controller, observer, organizer, explainer and evaluator.

a. Teacher as controller

As a controller, teacher has full authority in the classroom and teaching learning process. She keeps the English lesson in condusive condition, when the students are out of track in teaching learning process, the teacher remind them. Teacher always asks and detects the student whether they bring the dictionary and also control their homework engagement.

Teacher   : Good morning, students! How are you today?
Students : Fine, Thank you. And you?
Teacher   : Okay students, attention please! Have you done your homework?

Students	: Yes Ma'amm
Teacher	: Ok, you can take photos of your homework and send to my number. *Iya, nanti PR nya difoto, terus dikirim ke WA nya Bu Guru ya..*
Students	: Yes……………
Teacher	: Don't forget your dictionary. *Kamus harus selalu dibawa ya kalo kita belajar Bahasa Inggris.*

b. Teacher as observer

Teacher observes what students have done, so the teacher can give criticism and feedback to students. They also observe student's performance. They also view the student's competence in each skill and to know how the way of student's respond in asking, answer question and sharing.

A	: What is your favorite food?
B	: I like fried chicken.
B	: What is your favorite food?
A	: I like burger.

When the students make dialogue, teacher observes them. Teacher gives feedback after they have performed the conversation.

| Teacher	: Good. So, What is A's favorite food?
Students	: Burger
Teacher	: What is A's favorite food?
Students	: Fried chicken

c. Teacher as organizer

Teacher organizes student to occupy some various activities and also perform in every instruction. Mrs. D asks the student to do exercise as homework. Before doing homework, the teacher gives some instruction and organizes what students should do.

```
Teacher    : Ok, students. Attention please!
Student    : Yes……..
Teacher    : I will give you a homework. Please listen carefully!
             Perhatikan baik-baik, ya.
Students   : Yes, Ma'am.
Teacher    : I will give you a table. Please fill the table with favorite
             food and drinks in you family. Jadi, Ibu kasih kalian tabel.
             Terus tabel diisi dengan makanan atau minuman favorit
             anggota keluarga kalian. Misalnya, kalian suka nasi
             goreng, tulis "fried rice" disitu. Adik suka susu coklat,
             tulis "chocolate milk" disitu. Understand?
Students   : Yes, Ma'am.
```

d. Teacher is an explainer

Teacher tries to clarify the material in teaching learning process, therefore student can know the material easily and also comprehend the materials that have known yet. In delivering the material in the classroom, teacher gives explanation to the student for their understanding of material.
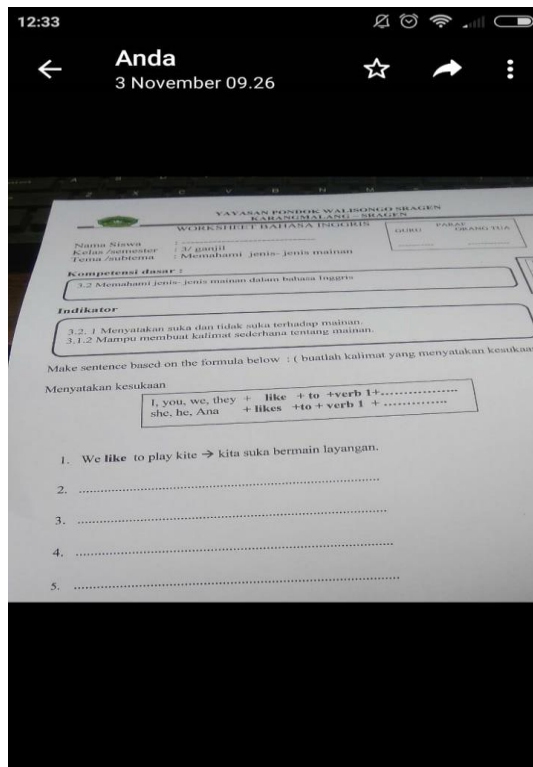
Teacher	: Pay attention to your paper. *Kemarin Bu Guru membagikan lembar materi. Tolong diperhatikan. Itu membahas tentang apa?*
Students	: Like likes.
Teacher	: Great! *Jadi kalau* I, you, we, they, *ini kata* like *tidak perlu tambahan –s/-es. Kalau subjek he, she, it kata* like *perlu tambahan –s/-es. Jadi, coba dibaca*!
Students	: We like to play kite. He likes to swim.
Teacher	: OK. Bu Guru putar audionya, kalian perhatikan ya.
Students	: Yes, Ma'am.

e. Teacher as evaluator

The fragment pinpoints on ensuring that student have arrived to their intended objective. Teacher needs to collect some evidence that they did. This usually is held by gathering students' work and assessing this work using some kind of rubric that is relied on lesson objective. They

could also replicate some activities practiced as part of lesson as evaluation.

This evaluation is adapted from Richard's theory. It is stated that evaluation is concerned with gathering data on the dynamics, effectiveness, acceptability and efficiency of a program to facilitate decision making. Evaluation is a device to make score of students' competence. In this research, the teacher uses many evaluation models namely: 1) Dialogue completion task, 2) Multiply choice form and 3) Listening close task.

1) Dialogue Completion Task

It is the technique of targeting intensive aspect of language. It requires learner to read dialogue in which one speaker's line has omitted. In the research, learners are first given time to read through the dialogue to get its gist and think about appropriate line to fill in. Teacher produces one part orally then students give respond. The topic is conversation.

Slamet	: What is your father, nem?
Painem	: He is a...........................
Slamet	: What does he do?
Painem	: He plants rice
Slamet	: Where does he work?
Painem	: He works ....

Daun	: What is yor father?
Kamran	: He is a **Fisherman**
Daun	: What does he do?
Kamran	:He................................
Daun	: Where does he work?
Kamran	: He works ....

Tonah	: What is your sister, Ti⌐
Siti	: She is a **nurse**
Tonah	: What does she do?
Siti	: She ....
Tonah	: Where does she work?
Siti	: She works ....

2) Multiple Choice

This technique is delivering four to five possible answers to student. The teacher serves passage to the students then they choose the correct answer related to the text.

1. Aufa : "What is your uncle?"
   Firza : "My uncle is a ...."
   a. postman
   b. policeman
   c. soldier

2. Hello, my name is Ayu.
   I am a student.
   My mother is a ....
   She has beautiful voice. She is usually singing many songs on the stage.
   The suitable word to fulfil the blank is ....
   a. singer   b. student   c. soldier

3. Esti : "Hello Lina, is he a doctor?"
   Lina : "No, he is not"
   Esti : "What is he?"
   Lina : "He is a ...."
   The suitable word to fulfil the blank is ....

3) Listening Close Task

It is the form of the test which consists of passage in which every word (typically every seventh word) is deleted and the learner is asked to supply an appropriate word. In this test, students see a transcript of the passage that they are listening to and fill in the blank with the words or phrases that they hear.

Complete the following passage using the option provided below!
Hello, My name (1)_____ Fayyadh Shidqi. I (2)_____ a student. I (3)_____ at SDI Walisongo. I go to (4)_____ on time. I never (5)_____ late. One of my favourite subject is (6)_____. I love it because the teacher (7)_____ it very clear and interesting for me. I understand what he explains to me. Someday, I want to be a guide in Bali So I must (8) _____ speaking English hard. Everyday, my father (9)_____ me to study it. He never (10) _____ tired to accompany me.

a. feels   e. Study   i. am
b. is   f. teaches   j. school
c. helps   g. come
d. practise   h. English

Based on observation, the researcher found that in the end material has formative and summative evaluation.

4) Formative evaluation.

It is an evaluation carried out during the development and implementation of program, in order to modify and revise aspect of the program or the material and to ensure the efficiency of the program. It is taken place when the program is still continuing. The goal is to recognize how well the program designed is effective and to identify the weakness. It is also to evaluate student in the process of forming their competencies and skill with the goal of helping.

In the end of the lesson, Mrs. DK gave test to the learners. They should answer in the piece of paper. The example of the test as follows:
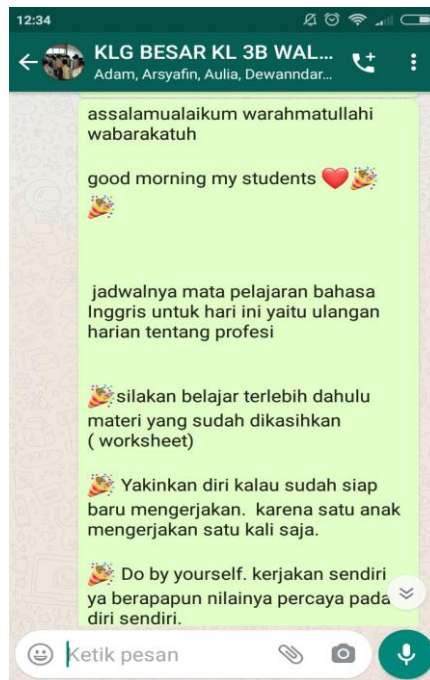
5) Summative evaluation

It is evaluation carried out at the compilation of lesson in order to measure what a student has grasped and to evaluate how effective it was in attaining its goal. The aim of these evaluation are to know the individual student's position or grade in the class, to give explanation about learner's aptitude or performance in particular period, to predict leaner successfulness or in the higher lesson. It is held two times. The first is evaluation was put from middle test. The type of middle test is answering question in the essay form and is made by each teacher. It is held on Thursday, 12 September 2020.

Second, the way of evaluation is taken from final test. It usually is held by all of schools together. It is held on Saturday, 8 December

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2020. Its purpose is to determine the students' success in the subject

learning and material which have conducted during one semester.

f. Teaching strategy and media

As a strategy, the teacher applies several kinds of strategies in

implementing distance learning during COVID-19 pandemic at SDI

Walisongo. The application of this strategy aims to keep teaching and

learning activities going on even in the COVID-19 pandemic. All

strategies can be used if have a good signal and a quota. For example,

watching television and providing internet quota through BOS funds as

recommended by the government as well as strategies for using mobile

phones through WhatsApp and others, as a state by the counseling

guidance teacher:

"Semua strategi bisa dipakai jika memiliki sinyal dan kuota yang

bagus. Sebagai contoh melihat televisidan memberikan kuota internet

melalui dana BOS sesuai anjuran pemerintahserta strategi menggunakan

handphone melalui Whatsapp dan lainnya". (Interview with the teacher,

16 December 2020)**.**

The obvious strategy on distance learning during COVID-19

pandemic adapted to the conditions, either by listening, using television,

using Google Drive, Google Forms, and how to manage students well.

On the other hand, the teachers must make materials for students that are

easy and simple according to students' abilities. So the teacher can

provide animation or video for distance learning methods. So it doesn't get boring. As the classroom teacher said:

"Kita harus membuat materi kepada siswa yang mudah dan simple menurut kemampuan siswa. Jadi guru bisa menyediakan animasi atau video untuk metode pembelajan distance learning.Sehingga siswa tidak bosan". (Interview with the teacher, 16 December 2020)

Appropriate strategy on implementation distance learning during COVID-19 pandemic namely the teacher assigns students to watch television shows in accordance with government recommendations. Then, carry out activities through mobile phones whose material has been prepared by the teacher through certain applications. Because the application requires internet access, directly both students and teachers must have an internet quota. Thus, a form of government concern for students is given a quota to access the internet through BOS funds.

The media used by teachers and students at SDI Walisongoduring the COVID-19 pandemic were using television, Whatsapp, Google Form, Zoom, Facebook, and YouTube. All media used are internet-based media except television. So it requires an internet quota to use it. Television is a medium that is used to view a question that is appropriate to the level of students and government recommendations. Whatsapp is used to deliver material, the results of the material, and also sometimes used for communication, monitoring students, or consultation between teachers and students. Then the teacher also uses Google Form to practice the

students' abilities in the form of questions and use Zoom when the teacher carries out learning using audiovisual. Sometimes teachers use Facebook and YouTube media for learning so that students don't get bored with the material provided and generate student interest in learning.

Distance learning during the COVID-19 pandemic is a new experience in the field of education in Indonesia, especially in SDI Walisongo. Distance learning during the COVID-19 pandemic is the first experience, so various expectations arise. The expectation on distance learning during COVID-19 pandemic is the students can continue to learn or continue teaching and learning activities even in a pandemic state by using distance learning methods, although not as optimal as before.

Meanwhile according to the English language teacher describe that the teachers are required to be creative by discovering new things so students can learn according to what is expected so that what the teachers do during this pandemic can be maximized. The point is that learning runs and results can be as expected. But she also hopes that the pandemic will end soon:

"Dengan adanya distance learning, guru dituntut untuk kreatif dengan menemukan hal-hal baru agar siswa dapat belajar sesuai dengan apa yang diharapkan, sehingga apa yang kita lakukan selama pandemic ini bisa maksimal. Intinya pembelajaran berjalan dan hasil bisa sesuai

dengan yang diharapkan. Tetapi saya juga berharap semoga pandemic segera berakhir".

The teachers' expectation on the implementation of distance learning during the pandemic COVID-19 namely the learning process can still take place, the COVID-19 pandemic quickly ends so that learning can be carried out directly as before. Thus, the teacher can know the development of students from the mastery of the material and student behavior and teacher recognition as educators. With this pandemic, teachers and students are expected to be able to add insight to the use of technology in the learning process.

B. Discussion

Relied on the research finding, the writer discusses the findings on previous study and underlying theory. The writer compares current study to previous research finding and underlying theory. The writer also extends the previous research and underlying theory in different point. The researcher finds that the study attempts to complete the previous research. Therefore, the current study is good on teacher and students' responses through Whatsapp to remote English class for young learners due to Covid-19 pandemic case, but the writer is aware that it has weakness. This study endeavours to give differences and similarity between previous finding and current finding. These are elements of instructional design of English teaching as follows.

1. Teacher' responses

The major response of teacher in language teaching is to build the condition and to increase the teaching learning process. The student enables to practice the language meaningful context. It is one of teacher's greatest responsibilities to establish students' positive attitude to learn English as foreign language.

The English teacher has role to make the learner safe, comfortable, enjoy in teaching learning process. The teacher convinces the learner can do the assignment and examination successfully. They also have role to look for the ways to improve students' ability through discussion, work in pair and individually. Teacher guides them when they get difficulties in their task's fulfilment. The role of teacher lines with Brown (2001: 99) argued that teacher has role to facilitate, advice, assist and offer direction to the student.

Based on the observation of the research, the research finding of English teacher at SDI Walisongo has variety roles. She is controller, observer, organizer, explainer, and evaluator. The English teacher has awareness of her roles and responses to aid student to attain their ideal objectives by enduring them continuously to study hard. It is different from previous findings of Amry's work (2014) and Hamad's (2017) work that they emphasize on the role of motivator and explainer.

When the researcher attempts to compare with other research, it would be obtained that there were no significant differences. It appeared on

Amry's work (2014), Hamad's research (2017), Annamalai's study (2019). It means that all teachers have awareness about their duty as educator and teacher. It seems a little difference in teaching learning process in kindergarten, elementary school and English course. The teacher's role is much more as the tutor. It can be realized that teaching children is different to teenagers and adult.

2. Student's responses

The major goal in the teaching of language to learner is able to communicate fluently. It revenues that student's role is the essential thing that teacher has to pay attention in the engagement of teaching learning process. Grassfeld (1989: 43) argued that learners in their learning process are expected to have some roles namely: processor, performer, and listener. Those roles had been fulfilled and done by the students through their participation in the teaching learning process.

Along the observation, it is brief that students have revealed their performances through some activities given by teacher. Discussing the material, doing assignment, listening to teachers' explanation, deciding the way to fulfil their assignment is the reflection of students' role. Being attentive and active participant and good listener encourage them to keep the role.

The research findings that become the student's responses on online learning at SDI Walisongo are quite good. It is because there are different quality and competence to the learner. The researcher tries to compare the

other findings. The learner's aspect really influences some roles of student. It means that the segment of learner's characteristic has an implication to some roles owned by learner. It can be seen in the Amry's work (2014) and Hamad's finding (2017). There is a lot of similarity with the Susanti and Tarmuji's study (2016).

The goal of English teaching learning process is attained when there is close relationship between teacher and students. It became difficult job for teacher to construct and to make various type of activity in learning English as the foreign language in the classroom. It is essential because conducting the various type of activity will build joyful and amusement atmosphere for the learner. The activity is adapted from Granstron (2006: 34).

Along the observation, the researcher found that teacher at SDI Walisongo builds some activities to develop the student skill in listening, speaking, reading and writing. The classroom activities is stated in the research findings are namely advance organizer, presentation, conversation practice, role play, comprehension, answer and question and reading aloud. The classroom activities of comprehension and answer question encourage the student's ability in listening skill. All teachers confess that listening is the most difficult competence for student. It demands teacher to replay the cassette many times. After the teacher replays cassette, they ask the student to answer the question based on the listening material which they have heard. The activity of role play and reading aloud supports the student in speaking skill in their classroom. The activity is aimed to encourage

communication, pronunciation and student's interaction. It also helps teacher to expand the classroom indefinitely and provide natural context for the language being used.

The classroom activities of advance organizer, comprehending, answer question and presentation is applied in increasing reading skill. The English teacher gives warming up the lesson to stimulate student attention. When teachers conduct reading comprehension, they guide the student by giving question to make them comprehend the text. When students enable to recognize well about what they have been learned, they are demanded to have capability in simple writing. Their teacher evaluates by giving correction and guidance related with their effort.

The activity of online classroom which is done by the student lines with theory of process approach in teaching writing. The reflection of process approach is clearly illustrated in the classroom activity. The student produces several writing with emphasis on the process of writing and getting feedback from classmates.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

1. There are some students' responses shown by students in English teaching learning process through Whatsapp, such as processor, performer, listener, advance organizer, presentation, conversation practice, role-play, comprehension, answering question, and reading aloud. Some students' responses in learning some skills in English are considered to be very helpful for both teachers and students in remoting English class assisted with e-learning models using video and chatting in Covid-19 pandemic, making students not get bored easily and strategies that are used can also facilitate students in achieved the learning goals.

2. There are many English teacher' responses which always alter from one activity to another. The roles of teachers at SDI Walisongo are controller, observer, organizer, explainer and evaluator. Through videos and chatting made and organized by the teacher as a way of delivering material in e-learning classes during Covid-19 pandemic, and also deliver the task through WhatsApp group gradually and as attractive as possible, making students can easily capture material, and not quickly feel bored. It helps the teacher in teaching through e-learning classes. In short, these strategies make it easier for students to learn English.

B. Suggestion

In the current study, the researcher delivers some suggestions as follows:

1. The English teacher is a trigger of victorious aspect in English teaching. The position of teacher is not only transferor knowledge to the learner but also educator who gives suggestion, guidance, and motivation in student's self confidence. Therefore, the diverse of activity, procedure, material and media should be created by the teacher in order to raise the students feel exited, comfortable, enjoyable and confident in learning.

2. The teacher should motivate the student to endors them more enthusiastic in the classroom engagement.

3. The similar method will make student feel bored, it will be better in delivering material by using different method, technique or approach.

4. The teacher ought to pay more attention in teaching methods. The internet network may be crowded sometimes so that the teacher should prepare alternative teaching plan. So, students can understand their task deeper.

5. The researcher hopes that the future researcher can develop study in other subject such of English teaching at elementary school, senior high school or college.

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APPENDICES

INSTRUMEN PEDOMAN WAWANCARA

No	Aspek	Pertanyaan
1.	Cara sekolah menentukan model dan aplikasi yang digunakan	1. Aplikasi apa yang digunakan dalam pembelajaran daring? 2. Mengapa memilih aplikasi tersebut? 3. Kapan ditentukan pemilihan aplikasi tersebut? 4. Dalam forum apa ditentukan pemilihan aplikasi tersebut? 5. Apakah seluruh guru SD Negeri Joho sepakat / berpendapat sama dalam pemilihan aplikasi tersebut? 6. Apakah ada perbedaan pendapat antar guru? 7. Jika ada perbedaan, apakah perbedaannya? 8. Apakah orang tua dan siswa tidak keberatan menggunakan aplikasi tersebut?
2.	Faktor pendukung dan penghambat dalam penggunaan media sosial *WhatsApp* dalam pembelajaran	(**Kemampuan dan fasilitas yang dimiliki guru dan siswa**) 1. Apakah tersedia fasilitas internet yang memadai bagi guru? 2. Apakah gawai yang digunakan guru *support* untuk pelaksanaan pembelajaran daring media sosial *WhatsApp*? 3. Apakah tersedia kuota yang memadai dalam pembelajaran? 4. Apakah guru dan siswa / orangtua siswa

| | | | mampu mengoperasikan gawai yang digunakan untuk pembelajaran daring dengan baik?

(**Persiapan pembelajaran**)

5. Apakah guru memiliki jadwal terstruktur dalam pembelajaran daring menggunakan media sosial *WhatsApp?*

6. Bagaimana guru menyusun bahan pembelajaran daring menggunakan media sosial *WhatsApp?*

7. Bahan belajar apa saja yang digunakan guru dalam pembelajaran daring?

8. Bagaimana guru menyusun bahan belajar tersebut?

9. Media apa saja yang digunakan guru dalam pembelajaran daring?

10. Bagaimana guru mempersiapkan media pembelajaran tersebut?

11. Bagaimana cara guru mengkomunikasikan pembelajaran dengan orangtua siswa?

12. Kendala apa yang dialami guru dalam mempersiapkan pembelajaran?

13. Bagaimana guru mengatasinya?

(**Proses pembelajaran**)

14. Bagaiman guru melaksanakan presensi siswa?

15. Bagaimana guru mensikapi siswa yang tidak *online*?

16. Bagaimana mekanisme guru membuka kegiatan pembelajaran?

17. Bagaimana guru dan siswa berinteraksi |

		dalam pembelajaran daring?
		18. Bagaimana guru melaksanakan kegiatan ceramah / menerangkan materi secara daring?
		19. Apakah siswa menjadi aktif (bertanya jawab, diskusi, mengerjakan tugas) dalam pembelajaran daring dengan media sosial *WhatsApp?*
		20. Bagaimana guru memberi *feedback* atas pertanyaan siswa?
		21. Bagaimana guru melaksanakan kegiatan konfirmasi ke siswa?
		22. Bagaimana cara guru menyimpulkan dan menutup kegiatan pembelajaran?
		23. Kendala apa yang dialami guru dalam proses pembelajaran?
		(**Evaluasi pembelajaran**)
		24. Bagaimana guru melakukan evaluasi pembelajaran terhadap siswa*?*
		25. Apakah semua kegiatan pembelajaran daring dilaksanakan secara asinkron (interaksi belajar pada waktu yang bersamaan) atau ada beberapa kegiatan yang dilaksanakan secara sinkron (interaksi belajar pada waktu yang tidak bersamaan)?
		26. Kegiatan apa yang dilaksanakan secara asinkron, dan kegiatan apa yang dilaksanakan secara sinkron?
		27. Kendala apa yang dialami guru dalam evaluasi pembelajaran?

3.	Efektivitas penggunaan media sosial *WhatsApp* dalam pembelajaran	1. Apa manfaat penggunaan media sosial *WhatsApp* dalam pembelajaran bagi siswa dan orangtua siswa kelas IV? 2. Apa manfaat penggunaan media sosial *WhatsApp* dalam pembelajaran bagi guru? 3. Apakah tujuan pembelajaran setiap mata pelajaran dapat tercapai? 4. Jika tidak, seberapa persen tercapainya? 5. Apakah semua siswa dapat tuntas KKM? 6. Jika tidak, berapa persen siswa yang mampu tuntas KKM?

Appendix 2. Interview Transcript

Wawancara dengan Guru Kelas IV SDN Joho 01

Nama guru Bahasa Inggris : ....

Tempat   : Kantor SDI Walisongo

Waktu   : 16 Desember 2020

A. Cara sekolah menentukan model dan aplikasi yang digunakan

1. Aplikasi apa yang digunakan dalam pembelajaran daring?

   Untuk DI SDI Walisongo sendiri khusunya kelas IV aplikasi yang digunakan dalam pembelajaran daring yaitu aplikasi Whattsap.

2. Mengapa memilih aplikasi tersebut?

   Karena bagi kami guru-guru disini lebih mudah dikenal dan mudah dipahami oleh masyarakat.

3. Kapan ditentukan pemilihan aplikasi tersebut?

   Pada awal tahun ajaran baru kami semua mengadakan pemilihan aplikasi tersebut.

4. Dalam forum apa ditentukan pemilihan aplikasi tersebut?

   Kami mengadakan pertemuan guru dengan wali murid sehingga ada kesepakatan memilih aplikasi tersebut dalam pembelajaran daring.

5. Kapan mulainya, Bu?

   Saya mengikuti petunjuk dari atasan, yaitu mulai dari pemerintah pusat, pemerintah daerah dan Kepala Sekolah. Pembelajaran pada masa pandemi COVID-19 dilaksanakan secara *online* atau Pembelajaran Jarak Jauh. Semua sudah ada ketentuannya, mulai dari Surat Edaran Mendikbud sampai Surat Edaran dari Bupati Sukoharjo.

6. Apakah seluruh guru SD Negeri Joho sepakat / berpendapat sama dalam pemilihan aplikasi tersebut?

   Iya Alhamdulillah semua guru sependapat. Setelah kami melakukan diskusi dengan guru lain serta dengan orang tua, maka disepakati bahwa aplikasi yang dipilih untuk pembelajaran adalah media sosial *WhatsApp*. Karena

ternyata semua orang tua dan guru sudah menggunakan *WhatsApp* dan bahkan kami selama ini sudah membuat dan menggunakan *WhatsApp Group* untuk momunikasi antara guru dengan orang tua siswa, sehingga kami tinggal mengintensifkan lagi penggunaan WA grup tersebut untuk pembelajaran jarak jauh

7. Apakah ada perbedaan pendapat antar guru?

   Alhamdulillah tidak ada, Mbak.

8. Jika ada perbedaan, apakah perbedaannya?

9. Apakah orang tua dan siswa tidak keberatan menggunakan aplikasi tersebut?

   Semuanya tidak ada yang keberatan malah semua cocoknya pakai aplikasi Whattsap.

B. **Faktor pendukung dan penghambat dalam penggunaan media sosial *WhatsApp* dalam pembelajaran**

(**Kemampuan dan fasilitas yang dimiliki guru dan siswa**)

1. Apakah tersedia fasilitas internet yang memadai bagi guru?

   Ya tersedia

2. Apakah gawai yang digunakan guru *support* untuk pelaksanaan pembelajaran daring media sosial *WhatsApp*?

   Iya sangat support. Untuk menggunakan aplikasi WA dalam pembelajaran dibutuhkan koneksi internet yang memadai, HP juga harus *support*, kuota yang selalu tersedia dan tentunya kemampuan dalam mengoperasikan HP serta aplikasi WA. Semua hal tersebut juga menjadi pertimbangan dalam memilih aplikasi untuk pembelajaran.

3. Apakah tersedia kuota yang memadai dalam pembelajaran?

   Iya cukup memadai

4. Apakah guru dan siswa / orangtua siswa mampu mengoperasikan gawai yang digunakan untuk pembelajaran daring dengan baik?

   Iya semuanya mampu mengoperasikan gawai dengan baik.

(**Persiapan pembelajaran**)

5. Apakah guru memiliki jadwal terstruktur dalam pembelajaran daring menggunakan media sosial *WhatsApp?*

Iya memiliki

6. Persiapan pembelajaran daring gimana Bu, prosesnya?

Pada tahap persiapan pembelajaran daring, saya menyusun jadwal seperti pada pembelajaran tatap muka. Hal ini bertujuan supaya pembelajaran tetap terstruktur dan teratur. Saya selalu menyampaikan materi pembelajaran melalui WA grup sebelum pembelajaran dimulai. Hal ini bertujuan supaya siswa belajar terlebih dahulu. Kemudian pada tahap persiapan saya akan mengecek jaringan dengan cara mengabsen siswa satu per satu. Jika ada siswa yang terkendala jaringan internetnya, maka dibenahi dahulu sampai jaringannya lancar, kemudian baru dimulai pembelajarannya

7. Bagaimana guru menyusun bahan pembelajaran daring menggunakan media sosial *WhatsApp?*

Melalui pembuatan kurikulum darurat dengan daring yang disusun oleh tim dari kabupaten

8. Bahan belajar apa saja yang digunakan guru dalam pembelajaran daring?

Biasanya dalam pembelajaran daring guru menggunakan bahan pembelajaran dari buku paket, LKS, maupun dari video.

9. Bagaimana guru menyusun bahan belajar tersebut?

Biasanya guru menyusun menggunakan RPP, tapi karena sudah ada tim dari Kabupaten maka kita tinggal menggunakan saja.

10. Media apa saja yang digunakan guru dalam pembelajaran daring?

Biasanya media yang digunakan bisa berupa video, ceramah.

11. Model pembelajaran apa yang digunakan?

Dalam pelaksanaan Pembelajaran Jarak Jauh, kami sebagai guru harus pandai-pandai memilih model pembelajaran dan aplikasi yang digunakan. Apalagi yang kami hadapi adalah siswa kelas IV yang masih anak-anak. Model pembelajaran yang diplih harus sesuai dengan kebutuhan dan kemampuan siswa, yang membuat siswa mudah menerima materi pelajaran.

Aplikasi yang digunakan juga harus yang sesuai dengan anak-anak, yang sederhana namun bisa digunakan untuk menyampaikan materi.

12. Bagaimana guru mempersiapkan media pembelajaran tersebut?

Bisa menggunakan buku paket atau men-download materi dari internet.

13. Bagaimana cara guru mengkomunikasikan pembelajaran dengan orangtua siswa?

Biasanya ada konsultasi terjadwal setiap seminggu sekali di masing-masing kelas.

14. Kendala apa yang dialami guru dalam mempersiapkan pembelajaran?

Biasanya yang menjadi kendala sarana dan prasarana.

15. Bagaimana guru mengatasinya?

Biasanya saling minta tolong dengan guru yang lain, misalnya waktu membuat video, satu megang HP satu beraksi.

(**Proses pembelajaran**)

16. Secara umum pelaksanaan pembelajaran bagaimana Bu?

Meskipun belum ada petunjuk dari Kemendikbud, pelaksanaan Pembelajaran Jarak Jauh dengan aplikasi *WhatsApp* terdiri dari tiga tahap, yaitu persiapan pembelajaran, proses pembelajaran dan evaluasi.

17. Bagaiman guru melaksanakan presensi siswa?

Kalau menggunakan HP kita bisa membuat video dengan presensi siswa, lewat rekaman atau lewat tulisan di WA. Ketika pembelajaran, saya mengawali dengan melakukan presensi siswa. Presensi dilakukan dengan mengisi *list* di WA grup, siswa yang tidak mengisi *list* dianggap tidak hadir. Saya akan menanyakan kepada siswa yang tidak hadir melalui *chat* pribadi tentang ketidak hadirannya. Kemudian saya akan memulai pembelajaran dengan mengirimkan video pembelajaran, lalu saya membuka forum tanya jawab bagi siswa. Di setiap akhir pembelajaran saya selalu memberikan tugas kepada siswa

18. Bagaimana guru mensikapi siswa yang tidak *online*?

Kita japri lewat WA.

19. Bagaimana mekanisme guru membuka kegiatan pembelajaran?

Pada awalnya guru membuka dengan salam kemudian menanyakan kabar, orangtua murid atau wali-wali murid baru kemudian masuk ke pembelajaran.

20. Bagaimana guru dan siswa berinteraksi dalam pembelajaran daring?

Melalui aplikasi Whattsap.

21. Bagaimana guru melaksanakan kegiatan ceramah / menerangkan materi secara daring?

Secara garis besar guru menerangkan lewat video.

22. Apakah siswa menjadi aktif (bertanya jawab, diskusi, mengerjakan tugas) dalam pembelajaran daring dengan media sosial *WhatsApp?*

Sejujurnya memang kurang aktif karena menggunakan Whattsap..

23. Bagaimana guru memberi *feedback* atas pertanyaan siswa?

Guru menjelaskan sampai siswa paham tentang materi yang diterangkan.

24. Bagaimana guru melaksanakan kegiatan konfirmasi ke siswa?

Kegiatan konfirmasi guru ke siswa yaitu dengan menambahkan penjelasan lewat video-video.

25. Bagaimana cara guru menyimpulkan dan menutup kegiatan pembelajaran?

Diakhiri dengan salam penutup kemudian menyimpulkan garis besar materi yang telah diajarkan.

26. Kendala apa yang dialami guru dalam proses pembelajaran?

Intinya pembelajaran daring guru tidak bisa bertatap muka langsung dengan siswa.

(**Evaluasi pembelajaran**)

27. Bagaimana guru melakukan evaluasi pembelajaran terhadap siswa*?*

Dengan mengoreksi di buku tulis yaitu buku tugas. Untuk mengetahui tingkat pemahaman siswa terhadap materi pelajaran, maka perlu dilakukan evaluasi belajar. Saya memberikan tugas dan portofolio kepada siswa, kemudian sisw amengerjakan tugasnya di rumah dan setelah selesai dikumpulkan ke sekolah oleh orang tua. Namun karena beberapa orang tua menyampaikan keberatan kalau harus bolak-balik ke sekolah, maka

pengumpulan tugas dilakukan dnegan difoto, kemudian dikirim lewat WA. Setelah penilaian, jika ada siswa yang tidak mencapai nilai KKM, maka saya memberikan tugas remidi

28. Apakah semua kegiatan pembelajaran daring dilaksanakan secara asinkron (interaksi belajar pada waktu yang bersamaan) atau ada beberapa kegiatan yang dilaksanakan secara sinkron (interaksi belajar pada waktu yang tidak bersamaan)?

Bisa dengan tugas, bisa keduanya atau bisa dalam satu waktu yang sama atau pengerjaanya pada waktu yang berbeda.

29. Kegiatan apa yang dilaksanakan secara asinkron, dan kegiatan apa yang dilaksanakan secara sinkron?

Yang asinkron itu kegiatan mata pelajaran tematik, untuk yang sinkron untuk mata pelajaran yang membutuhkan praktik

30. Kendala apa yang dialami guru dalam evaluasi pembelajaran?

Tidak semua murid mengerjakan tugas, kadangkala mereka terlewati, kurang teliti.

C. Efektivitas penggunaan media sosial *WhatsApp* dalam pembelajaran

1. Apa manfaat penggunaan media sosial *WhatsApp* dalam pembelajaran bagi siswa dan orangtua siswa kelas IV?

Manfaat penggunaan media sosial *WhatsApp* dalam pembelajaran bagi siswa dan orangtua siswa terutama mempermudah proses pembelajaran.

2. Apa manfaat penggunaan media sosial *WhatsApp* dalam pembelajaran bagi guru?

Manfaat penggunaan media sosial *WhatsApp* dalam pembelajaran bagi guru dapat mempermudah menyampaikan dan mempermudan pemberian materi guru kepada murid.

3. Apa faktor pendukung penggunaan media sosial *WhatsApp* dalam pembelajaran jarak jauh?

Menurut saya beberapa faktor pendukung dalam pembelajaran daring dengan media sosial *WhatsApp* antara lain: ketersediaan jaringan internet

yang baik, semua guru dan siswa mempunyai HP yang *support*, ketersediaan kuota internet, kemampuan siswa dalam menggunakan aplikasi dan dukungan dari orang tua

4. Kalau faktor penghambat apa, Bu*?*

Faktor penghambat dalam pembelajaran daring antara lain: hilangnya sinyal disebabkan lingkungan rumah yang mungkin dengan koneksi internet yang lamban. Dengan begitu guru harus mengulang materi yang kurang jelas sampai siswa paham. Kendala lain dari pembelajaran daring yaitu sulitnya mengirim tugas yang telah diselesaikan dan beberapa kegiatan yang memang harus dilakukan di rumah memang benar-benar menjadi penghambat dalam pembelajaran daring ini

5. Apakah tujuan pembelajaran setiap mata pelajaran dapat tercapai?

Dapat tapi kurang maksimal. Pada masa pandemi seperti sekarang ini pembelajaran tidak mungkin dilakukan dengan tatap muka, maka pembelajaran jarak jauh dengan aplikasi *WhatsApp* adalah yang paling memungkinkan. Pada prinsipnya pembelajaran bisa berjalan, namun memang terdapat beberapa hal yang perlu perbaikan, misalnya tentang siswa yang tidak bisa fokus dengan pembelajaran, sebagian siswa tidak bisa fokus dalam pembelajaran karena pembelajaran dilakukan di rumah yang kadang ada gangguan dari lingkungan. Selain itu karena pembelajaran monoton dari guru kepada siswa maka siswa terkadang jenuh. Hal-hal tersebut berdampak pada kesulitan siswa dalam memahami materi, sehingga ada beberpa siswa yang nilainya di bawah KKM. Dan setelah pembelajaran jarak jauh berjalan lebih dari dua bulan ternyata sebagian siswa merasakan kebosanan. Mungkin karena setiap pembelajaran hanya duduk di depan HP tanpa ada variasi.

6. Jika tidak, seberapa persen tercapainya?

Mungkin sekitar 70%

7. Apakah semua siswa dapat tuntas KKM?

Tidak

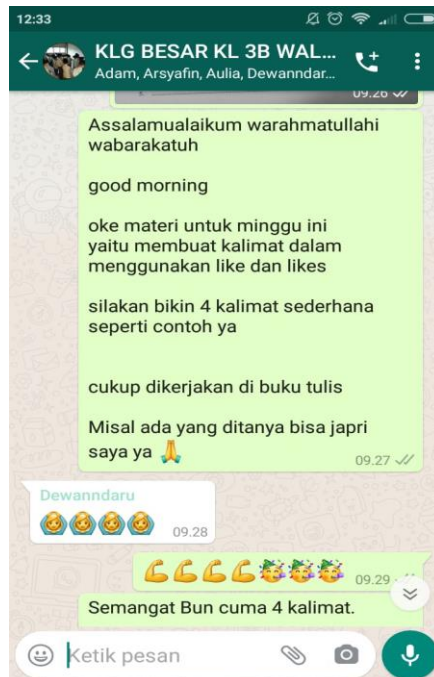8. Jika tidak, berapa persen siswa yang mampu tuntas KKM?

Dari yang kami amati, ada sekitar 20% siswa yang kurang mampu tuntas KKM.
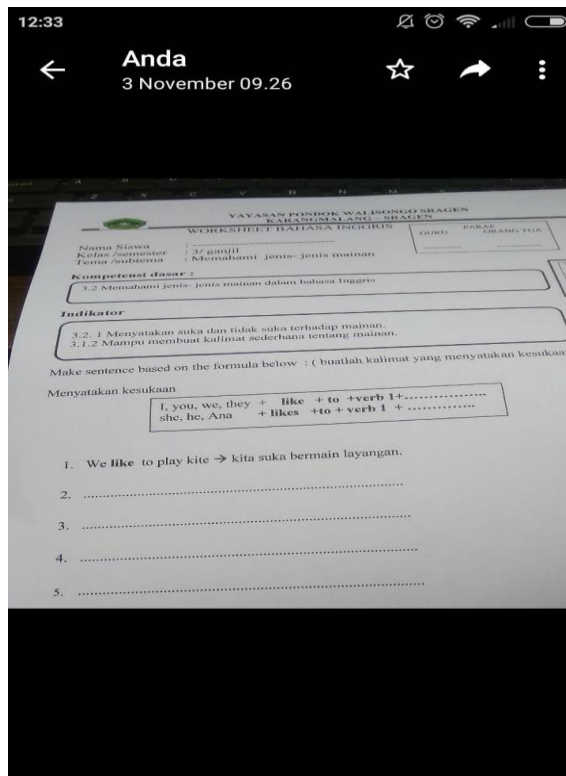
Appendix 3.

ENGLISH LEARNING ACTIVITIES

Learning English using zoom meeting

Learning English using WA chat

Students' worksheet

Learning English using WA chat