INDONESIAN EFL STUDENTS' PERSPECTIVE TOWARDS LEARNING OF USING WHATSAPP PLATFROM IN READING CLASS DURING COVID-19 PANDEMIC

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Abstract

Online learning is the use of telecommunication technology to deliver information for education and training. With the progress of information and communication technology development, online learning is emerging as the paradigm of modern education. Online learning can be best defined as the science of learning without using paper printed instructional material. Online learning is the use of telecommunication technology to deliver information for education and training.With the progress of information and communication technology development. Online learning is emerging as the paradigm of modern education. This research was conducted on students of SMANSA 1 Labuhan Maringgai, East Lampung. Consists of observing and filling out the questionnaire 2020/2021. To determine the participants in this study, researchers used purposive sampling in order to help the authors understand the phenomenon under study.

Key words: Online Learning, Students, Covid 19 pandemic

INTRODUCTION

It is commonly believed that reading activity is crucial in someone's learning journey, particularly in his second language learning (Novawan et al., 2020; Pratiwi et al., 2020; Septiyana & Aminatun, 2021a). There have been impressive number of studies investigating the positive effects of reading on learners' proficiency, both in general proficiency and other particular skills (Gustanti & Ayu, 2021; Oktaviani & Mandasari, 2019). A number of researchers have proven that reading has significant effects on improving all four language learning skills and also on language knowledge (grammar and vocabulary) (Puspito et al., 2020; Sasalia & Sari, 2020; Septiyana & Aminatun, 2021b). The most agreed concept that explains the importance of reading in language learning is that it provides the learners with the major input required in language acquisition process. In second language acquisition research, input is said to provide opportunities for both incidental intentional learning (Isnaini & Aminatun, 2021; Novanti & Suprayogi, 2021a; Nurmala Sari & Aminatun, 2021).

Language acquisition will not happen if the learners are not exposed with sufficient input (Ambarwati & Mandasari, 2020; Handayani & Aminatun, 2020; Mulyasari & Putri, 2020). Having this in mind, teachers in EFL classes exploit the reading activities in the classroom with various instructions that can boost students' language proficiency (F. M. Sari & Putri, 2019). Consequently, in most of reading classes, reading is taught in careful selection of materials and activities which is focused on teaching of a particular language area or reading skills(Erya & Pustika, 2021). In this situation, students are demanded to have complete understanding of the text (Ayu & Pratiwi, 2021; Mandasari & Aminatun, 2019; F. M. Sari & Oktaviani, 2021). Moreover, students often have limited time to read and some tasks to accomplish. Therefore, it is not surprising if you find many students dislike reading course and think that reading is such a drudgery (Mandasari, 2020;

Puspita et al., 2021; F. M. Sari & Wahyudin, 2019). In Indonesia, reading is imperatively taught at schools and universities. Reading is one of the skills being tested at national final examination (Choirunnisa & Sari, 2021). At universities, English classes are mostly focused on developing students reading skills, particularly in comprehending academic texts. Even though reading has been taught since primary school, the reading ability of the students is still considered low. Based on my observations and reflections, one of the reasons is that because the students do not really comprehend what they read. They only read in order to fulfill a task after reading. Hence, reading is viewed as one of the tasks they must complete during the class, not as an activity that is enjoyable and useful for their own development. The reading activities in the classrooms do not develop students' motivation to read for their own pleasure or satisfaction for gaining information. This type of reading class may not help students to find pleasure in reading which later makes students feel less motivated to read and do not have positive attitude toward reading. learners' interest and motivation are very important in developing reading comprehension skill (Novanti & Suprayogi, 2021b; Nuraziza et al., 2021; S. N. Sari & Aminatun, 2021).One of the approaches to overcome this problem is extensive reading (ER). Many researchers have suggested some definitions of ER. One of the most well-known definitions is extensive reading as a large amount of reading with a focus on the meaning of the text. 10 principles of ER: The reading material is easy; a variety of reading material on a wide range of topics must be available; learners choose what they want to read; learners read as much as possible; the purpose of reading is usually related to pleasure, information, and general understanding; reading is its own reward; reading speed is usually faster rather than slower; reading is individual and silent; teachers orient and guide their students; and the teacher is a role model of a reader (Mandasari & Wahyudin, 2019; Muliyah et al., 2020; Oktaviani & Sari, 2020).

LITERATURE REVIEW

Another way to understand ER is by contrasting it to traditionally used intensive reading. In intensive reading class, the passage is usually short and difficult. Consequently, the learners read slowly and they cannot meet a lot of language. In addition, the instruction is focused on carefully checking comprehension, studying the grammar and/or vocabulary, or developing a reading skill. Moreover, the learners read the same material and at the same pace. This is the typically reading class we find in EFL context, particularly Indonesia.

The scope of this study is to figure out the effects of WhatsApp mobile learning in teaching reading to students to figure out more the students' perspective of WhatsApp usage by the learners in reading lesson. The classes are grouped into experimental and control groups. Students in experimental group have additional learning activities, besides the normal class in the classroom, that is additional learning using WhatsApp mobile learning; but students in control group just have the normal class as usual in the classroom.

The researcher found some previous studies about today is a digital era. In this era, technology development gives effect to every aspect of human life. Technology development in the modern digital era causes much growth up of media social. WhatsApp (WA) is one of the most popular social media which is used by Indonesian people. Almost all human use WhatsApp as daily social media (Ayu & Sari, 2021; Novitasari et al., 2021; F. M. Sari, 2020).It makes easy interaction among people through messaging, pictures, audio, document, and the unique one of WhatsApp is a group discussion. WhatsApp Application Messenger is very potential media in

teaching (Kiswardhani & Ayu, 2021; Mandasari & Agusty, n.d.; Riskiono et al., 2021). It means that English teachers are able to apply WhatsApp as one of the media in teaching reading comprehension. In improving students' reading comprehension, the English teachers have tried to use some methods and approaches on teaching and learning process but the students' reading skill is still unsatisfied. English teachers have applied methods and approaches in teaching but the result shows that no one of them is 100% successful to improve students' reading comprehension. It is difficult for an English teacher to manage the time or spend much time teaching reading especially to develop students' reading comprehension in the classroom with limited time (Agustina et al., 2021; Ayu et al., 2021; Choirunnisa & Mandasari, 2021). Reading is an activity to get knowledge and information from written language like words, symbols, and pictures. In addition, reading is getting meaning from printed words and making sense for different purposes like for getting new knowledge, for pleasure, and for interest (Agustin & Ayu, 2021; Simamora & Oktaviani, 2020; Utami et al., 2020).

The key areas of reading like who read, how we read, what we read as well as where we read have to base on the   reading purposes. So, reading comprehension is very important to be mastered by the students and also the teacher to catch important information from reading sources. Reading comprehension can be increased by utilizing the technology application. Technological digital advance has much potential as an instructional   tool   in   literacy education. The technology-based tool gives many advantages to the user one of them is increasing students' reading skill (Qodriani & Wijana, 2021; Yuliansyah & Ayu, 2021). Today, WhatsApp is so popular technology application in daily life with many users in the world. As a social media network, WhatsApp can use to get information fast. In the context of teaching and learning process, WhatsApp is able to help the students to interact with each other by using English whenever and wherever. Besides that WhatsApp are able to help the students increase language skills like speaking, writing, reading and listening.

WhatsApp application is a smartphone application which functions to send and receive messages fast. WA is so easy and simple in applying for communicating that makes many people from different age, background, purpose use them in daily life. WA has some functions such as sending messages, picture, audio, video, document, and web By looking this functions and advantages of WA in communicating,   these advantages are also utilized as a tool/media in teaching and learning English like sending English messaging, share English picture, English document, and English text materials. The user can send messages to individual or group in the form of text messages, photo, audio file, video file, and link of the web address to be accessed (Teknologi et al., 2021). The objectives of this study are to describe WhatsApp messenger as learning media in teaching reading comprehension and process how to use WhatsApp messenger as learning media in teaching reading.

WhatsApp also using internet. Internet easy to learn and use, you will find yourself isolated on the internet if you are not familiar with English. This means that knowledge or lack aof knowledge of English is one of the most several factors that cause polarization. Of course, when you know same English, you can learn more just by using it on the WhatsApp, but at least currently the general tendency among social media users it on the social mediaWhatsApp, but at least currently the general tendency among WhatsAppusers is to discourage people in their problems with the English language. So,

using WhatsAppis one of the ways to add students knowledge and develop their English writing.

Online learning is the use of telecommunication technology to deliver information for education and training (Oktaviani et al., 2021; Yulianti & Sulistyawati, 2021). With the progress of information and communication technology development, online learning is emerging as the paradigm of modern education. Online learning can be best defined as the science of learning without using paper printed instructional material. Online learning is the use of telecommunication technology to deliver information for education and training.With the progress of information and communication technology development (Nadya et al., 2021; Oktaviani, 2021; Suprayogi, Puspita, et al., 2021). Online learning is emerging as the paradigm of modern education. The significant advantages of online learning include liberating interactions between learners and instructors, from limitations of time and space through the asynchronous and synchronous learning network model.

Online learning is commonly referred to as the intentional use of networked information and communications technology in teaching and learning. Several other terms are also used to describe this mode of teaching and learning. They include online learning, virtual learning, distributed learning, network and web-based learning. From the above statement, it can be concluded that online learning is learning that is done using technology utilization and done virtually. Online learning is also a form of progress in the development of technology and communication, especially in conveying information related to education.

METHOD

This study uses a qualitative research method with a case study approach. The qualitative method was chosen because this study aims to evaluate the contribution of chat using WhatsApp to students' abilities in developing the sixth semester of English reading skills in the English Department. A case study is a qualitative study approach that studies an individual, group, or important example to formulate an interpretation of a particular case or to provide useful generalizations (Ahluwalia, 2020; Suprayogi, Samanik, et al., 2021). Therefore, the case study approach allows the author to study specific students in an attempt to understand the contribution cases.

This research was conducted on students of SMANSA 1 Labuhan Maringgai, East Lampung. Consists of observing and filling out the questionnaire 2020/2021. To determine the participants in this study, researchers used purposive sampling in order to help the authors understand the phenomenon under study. According to Creswell, sampling aims to study or understand central phenomena by selecting individuals and locations. Qualitative research begins with assumptions, general perspectives, theoretical frameworks, and challenges. Phenomena in individuals and groups can be solved by employing formulas. Using qualitative descriptive research, researchers can find the instrument to collect data more flexibly. A descriptive research framework has been chosen using a survey method to achieve the research objective and to provide the answer to the question.

RESULTS AND DISCUSSION

1. Identifying the data based on the statement of students' perspective.
2. Classifying the answer based on the item of the questionnaire.

No	Statement	Response
Q1	It is easier to learning english through reading by using whatsapp?	Strongly disagree
		Disagree
		Neutral
		Agree
		Strongly agree
Q2	Does online learning using Whatsapp help you to improve your knowledge and understanding	Strongly disagree
		Disagree
		Neutral
		Agree
		Strongly agree
Q3	I have the obstacle in online learning is the problem of an inadequate internet network	Strongly disagree
		Disagree
		Neutral
		Agree
		Strongly agree
Q4	Are using Whatsapp Application makes learning reading more interesting?	Strongly disagree
		Disagree
		Neutral
		Agree
		Strongly agree
Q5	It is using whatsapp Application can help to improve me in English?	Strongly disagree
		Disagree
		Neutral
		Agree
		Strongly agree
Q6	E-learning can make it easier for me to learn anywhere?	Strongly disagree
		Disagree
		Neutral
		Agree
		Strongly agree
Q7	Whatsapp can help me more easily To collect and access the question material given by the teacher?	Strongly disagree
		Disagree
		Neutral
		Agree

		Strongly agree

Chart 1

It is easier to learning english through reading by using whatsapp?
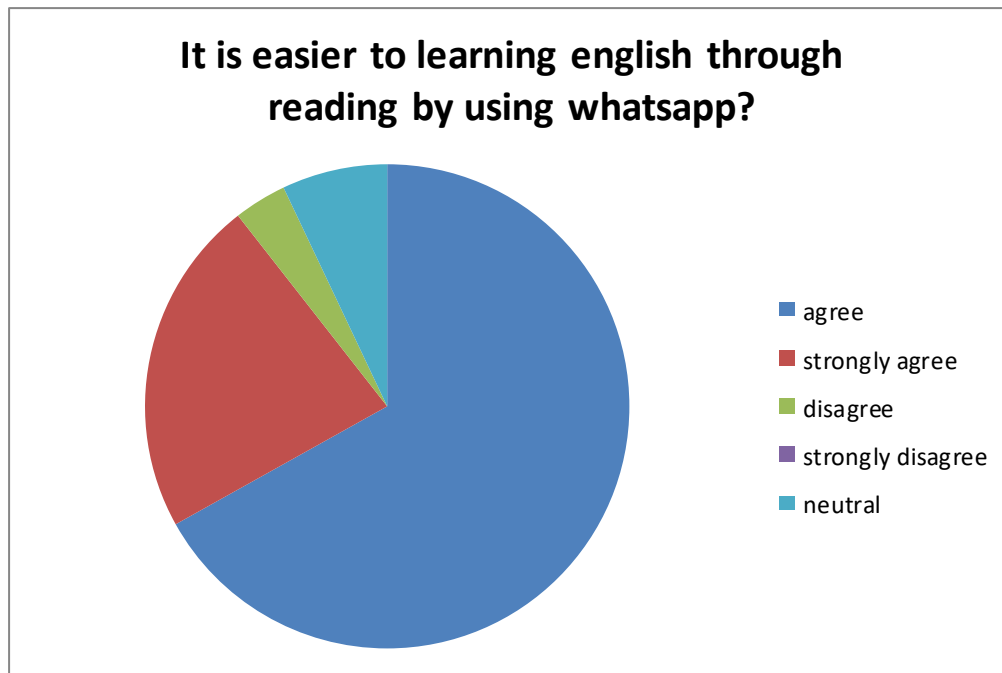
- agree
- strongly agree
- disagree
- strongly disagree
- neutral

Chart 1 shows that most of the students agree that learning english in english class by using whatssap is easier to do.
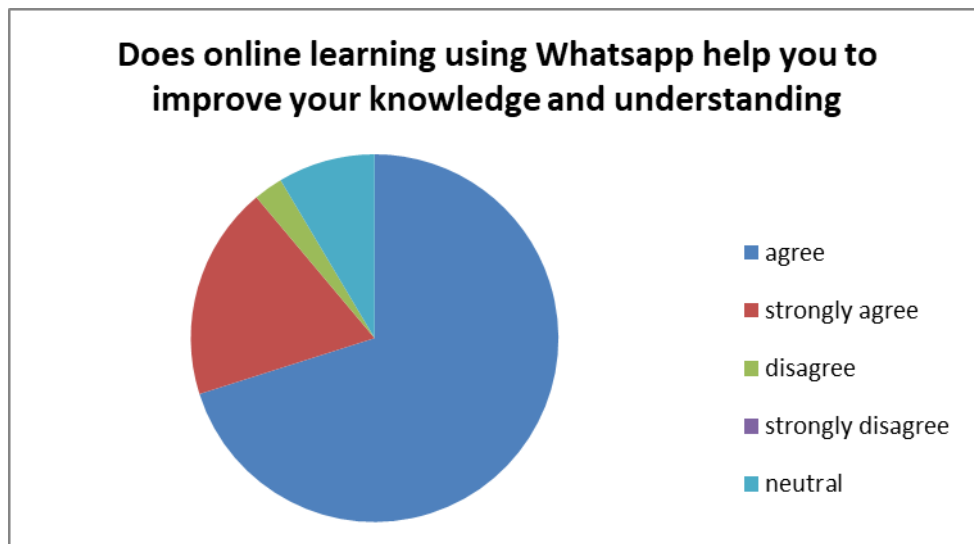
Chart 2.

Does online learning using Whatsapp help you to improve your knowledge and understanding

- agree
- strongly agree
- disagree
- strongly disagree
- neutral

Chart 2 shows that the most of the students are agree that learning using whatsapp platform may help the students to improve their knowledge and also their understanding.

Chart 3.

I have the obstacle in online learning is the problem of an inadequate internet network
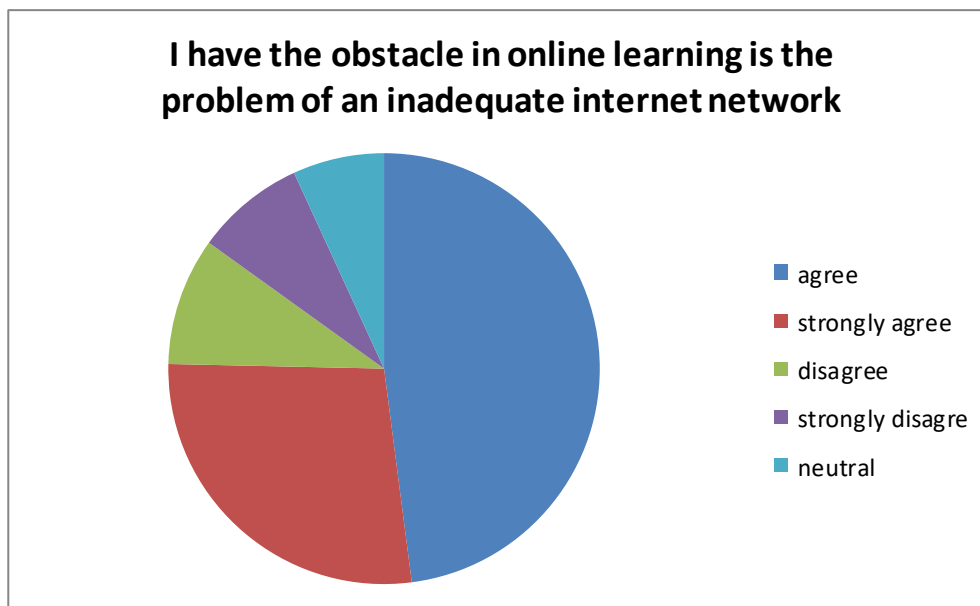

Chart 3 shows that most of the students agree if the obstacle in doing online learning is the problem that an inadequate internet networking.
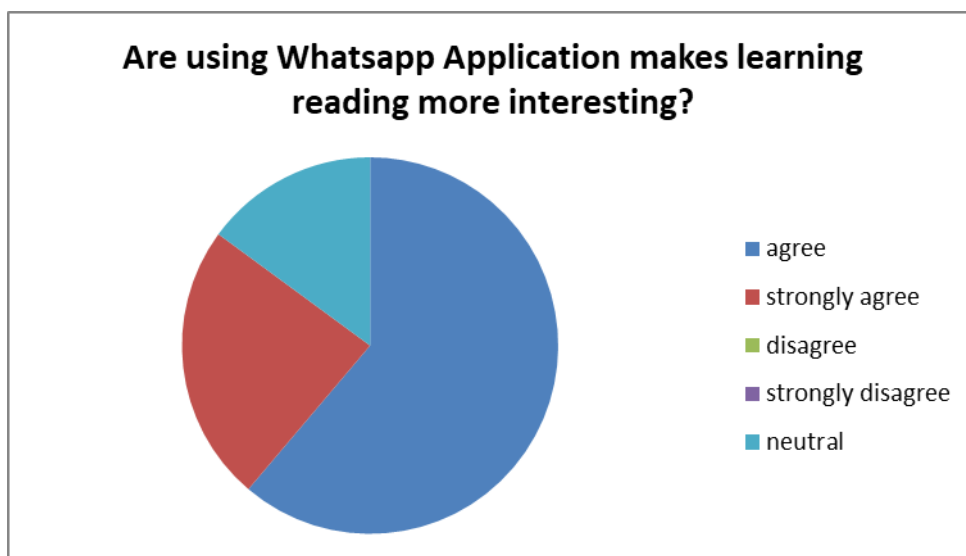
Chart 4.

Are using Whatsapp Application makes learning reading more interesting?

Chart 4 shows that most of the students agree of using whatsapp application is can make learning reading more interesting.

Chart 5.

It is using whatsapp Application can help to improve me in English?
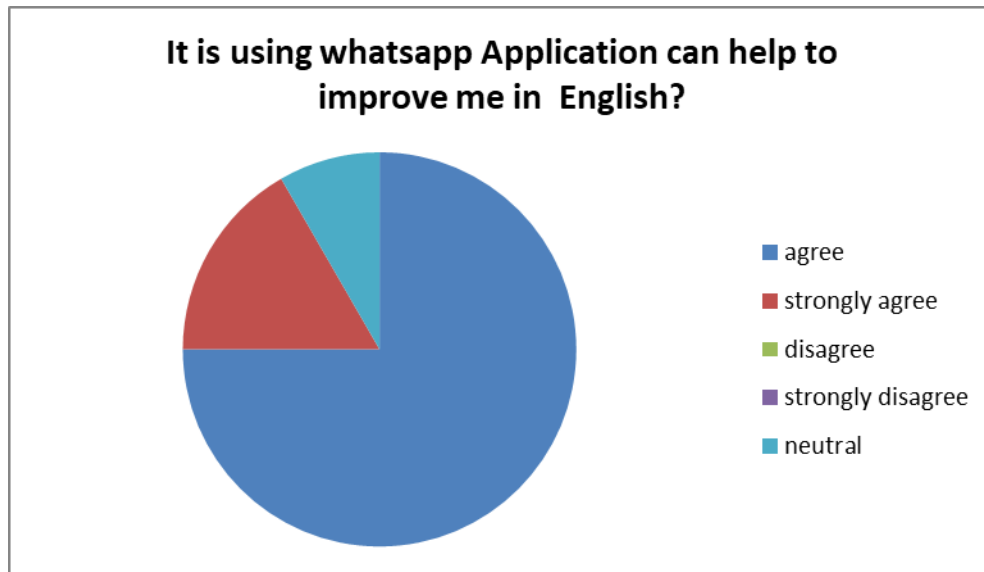
- agree
- strongly agree
- disagree
- strongly disagree
- neutral

Chart 5 shows that most of the students agree if using whatsapp application can help them to improve their ability in english.

Chart 6.

E-learning can make it easier for me to learn anywhere?

- agree
- strongly agree
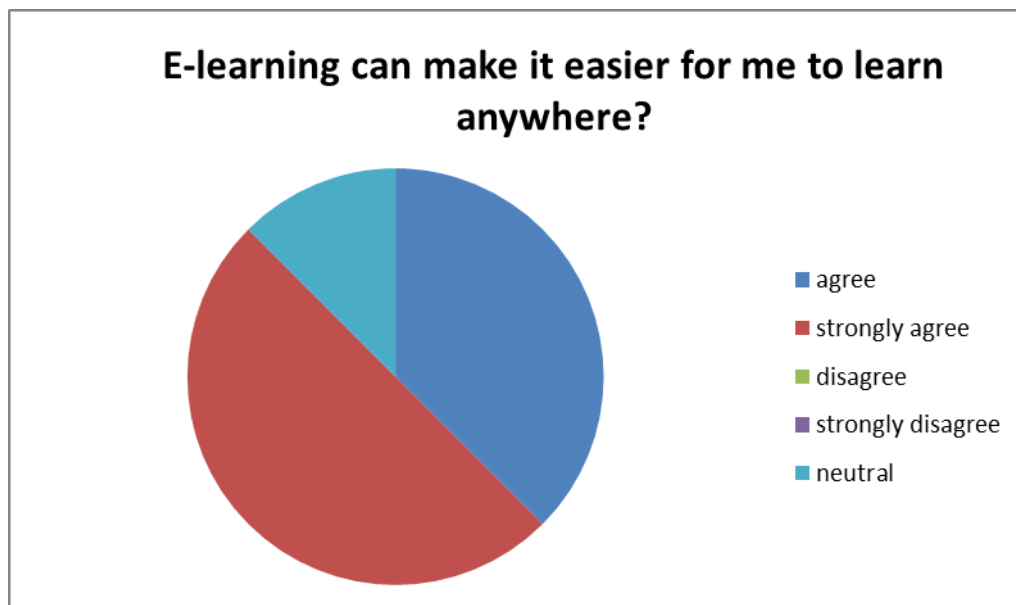- disagree
- strongly disagree
- neutral

Chart 6 shows that most of the students strongly agree taht E-learning can make them easier to learning english anywhere.
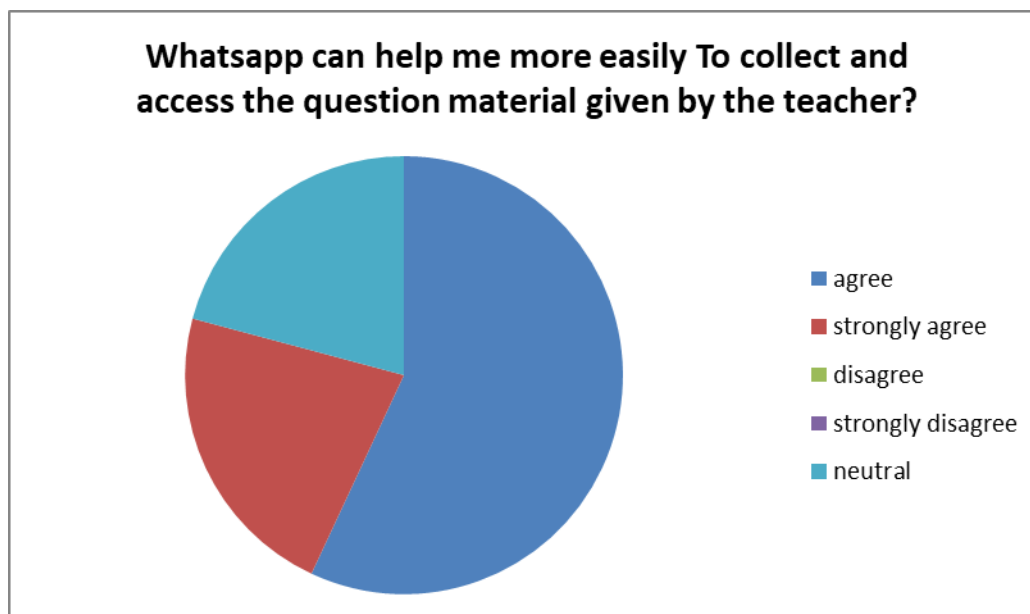
Chart 7.

Chart 7 shows that most of the students agree and strongly agree that whatsapp application can help them to more easily acces the question material given by the teacher.

Based on the students' responses, it can be concluded that the students have a positive perspective toward using whatsapp Application can help to improve students in English in the reading class. The students feel that using whatsapp Application applied facilitates easy communication with the lecturer since the lecturer gives individual feedback to each student. Besides, the students' engagement is promoted. It can be seen from the active participation of the students in the class. The students also think that the materials are relevant with their needs and daily lives. This makes the learning meaningful to the students.

CONCLUSION

Technology has affected many aspects of life, including education. The way of teaching has now changed from traditional face-to-face interactions to teaching that combines traditional classrooms with digital or internet-based media, which is called blended learning. The results showed that the application of learning using the whatssap platform did not interfere with the learning stages in the classroom. The teaching and learning process still involves the stages of building field knowledge, text modeling, shared text construction, and text independent construction. The use of technology facilitates learning activities. The technology used is WhatsApp. Furthermore, students have a positive perspective on the application of learning using the WhatsApp platform in the reading class. This is because they feel that its implementation still facilitates communication and interaction, engagement, and collaboration. However, they still have obstacles that are often faced by students in Indonesia, namely internet connections and credit quotas.

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