UTILIZING WHATSAPP CHAT GROUP IN EFL CLASS DURING PANDEMIC

THESIS

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ENGLISH EDUCATION DEPARTMENT

FACULTY OF EDUCATION AND TEACHER TRAINING

MAULANA MALIK IBRAHIM STATE ISLAMIC UNIVERSITY, MALANG

June, 2021

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THESIS

Submitted to the Faculty of Education and Teacher Training in Partial Fulfillment of

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June, 2021

APPROVAL

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PANDEMIC**

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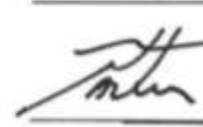## UTILIZING WHATSAPP CHAT GROUP IN EFL CLASS DURING PANDEMIC

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DECLARATION OF AUTHORSHIP

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Assalamu'alaikum Wr.Wb
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DEDICATION

Especially the most important thing is prostration and gratitude to Allah SWT and Prophet Muhammad who has given us many mercies and blessings. Thanks for giving me knowledge, strength and a bright path to accomplish this thesis.

Besides, this thesis is dedicated to my beloved parents, Rochmiadi and Lilik Hariani who always have sincerity to encourage, pray, educate, and give a lot of motivation. Also big thanks to my beloved friends especially who always patiently support me in finishing this thesis. The last, I would like to say thanks to myself who still survive. Because I believe it is not become easier, but I become stronger.

MOTTO

"Lucky is nothing without hard work and real action. -Kenny

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In the Name of Allah SWT, The Beneficent, The Merciful

In the name of Allah the almighty who is the Most Gracious and Merciful, the Lord of universe and space. Thanks to Allah for giving the author's study the knowledge, chance, and willingness to accomplish this final thesis to meet the bachelor's degree requirement. Shalawat and Salam are upon our Prophet Muhammad SAW, who has guided us into from the darkness to the brightness era and better humankind. In addition, may Allah bless his family, companions, and adherents.

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6. And everyone whose name cannot be mentioned one by one.

Malang, June 9th, 2021

Kenny Shania Lestari R.
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LATIN ARABIC TRANSLITERATURE GUIDELINES

The writing of Arabic-Latin transliteration in this thesis uses transliteration guidelines based on a joint decision of the Minister of Religion of the Republic of Indonesia and the Minister of Education and Culture of the Republic of Indonesia No. 158 of 1987 and No. 0543b/U/1987 which can be described as follows:

Huruf

ا = A	س = S	ل = L
ب = B	ش = Sy	م = M
ت = T	ص = Sh	ن = N
ث = Tsa	ض = dl	و = W
ج = J	ط = th	ه = H
ح = H	ظ = zh	ء = ,
خ = Kh	ع = '	ي='= Y
د = D	غ = gh	
ذ = Dz	ف = f	
ر = R	ق = Q	
ز = Z	ك = K	

Long Vowels:
Vokal (a) panjang = â ا
Vokal (i) panjang = î
Vocal (u) panjang = û

Diphthong Vocals:
و = Aw
اي = Ay
او = U
ي = I

LIST OF ABBREVIATION

Abbreviation	Meaning	Page
Covid-19	Corona Virus 19	1
APJII	Asosiasi Penyelenggara Jasa Internet Indonesia	2
ESL	English as a Second Language	3
L2	A person's second language	4
EFL	English as a Foreign Language	4
CALL	Computer-Assisted Language Learning	10
SMS	Short Message Service	11
TEFL	Teaching English as Foreign Language	26
PDF	Portable Document Format	40
ICT	Information and Communications Technology	46
Mrs. IMB	Lecturer 1	49
Mrs. WIM	Lecturer 2	49
PC	Personal Computer	56

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ABSTRACT

Shania, Kenny Lestari R. 2021. Utilizing Whatsapp Chat Group in EFL Class During Pandemic. Graduating Paper. English Education Department. Teacher Training and Education Faculty. The State Islamic University of Maulana Malik Ibrahim Malang. Conselour: Dr. H. Langgeng Budianto, M. Pd

Keywords: WhatsApp chat group, EFLClassroom, voice, and senior lecturers.

The sudden novel outbreak of COVID-19 is beginning to reach the world of education. The Indonesian government decided to quarantine policy to diminish the spread of this novel virus. Teaching and learning are expected to keep the learning process by online. This case was done by an alternative strategy where WhatsApp is a popular online tool commonly used by senior lecturers at State Islamic University of Maulana Malik Ibrahim Malang.

The primary aim of this study: to get the voices of senior lecturers toward the utilizing of WhatsApp aid. This current study used a qualitative approach design by applying two instruments: interview, and observation. It was done by involving two lecturers of the English Education Department in Maulana Malik Ibrahim State Islamic University.

The findings of this research demonstrated that the Grammar lecturer posed the positive voices toward WhatsApp aid such as implementing WhatsApp as learning management system, integrating this aid for educational purposes, and never facing any troubles while applying this aid. Furthermore, Mrs. IMB as educators emphasized to her students that young generation does not only learn academical matters but also be social- caring, good attitudes, and high tolerance. This kind of learning strategy, it is well-known as maternity reflective approach. However, the Prose senior lecturer stated that she faced many troubles such as irrelevant messages in the discussion forum, junk notifications, time-consuming, and errors signal. Moreover, Mrs. WIM added that interactions in WhatsApp aid cannot motivate students to be active. Thus, Mrs. WIM used WhatsApp aid as supportive learning tool.

ABSTRAK

Shania, Kenny Lestari R. 2021. Memanfaatkan Grup Obrolan Whatsapp Dalam Pengajaran Asing Bahasa Inggris Selama Pandemi. Skripsi. Jurusan Pendidikan Bahasa Inggris. Fakultas Ilmu Trabiyah dan Keguruan. Universitas Islam Negeri Maulana Malik Ibrahim Malang. Konselor: Dr. H. Langgeng Budianto, M.Pd.

Kata kunci: Grup chat WhatsApp, Kelas EFL, Perspektif, dan Dosen Senior.

Wabah baru COVID-19 tiba-tiba mulai merambah ke dunia pendidikan. Pemerintah Indonesia memutuskan karantina untuk mengurangi penyebaran virus. Pembelajaran Bahasa Inggris diharapkan dapat terjaga secara online. Hal ini dilakukan dengan strategi alternatif dimana WhatsApp ialah perangkat online populer yang biasa digunakan oleh kalangan pembelajar dan dosen Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Tujuan utama dari penelitian: (1) untuk mendapatkan persepsi dari murid dan dosen dan (2) mengerti sejauh mana efektifitas penggunaan grup chat WhatsApp dalam pengajaran Bahasa Inggris. Penelitian ini menggunakan pendekatan kualitatif dengan menggunakan tiga instrumen yaitu angket, wawancara, dan observasi. Pelaksanaannya melibatkan dua dosen dan 128 peserta didik semester 2, 4, dan 6 Jurusan Pendidikan Bahasa Inggris Universitas Islam Negeri Maulana Malik Ibrahim Malang.

Temuan penelitian ini menunjukkan bahwa dosen Tata Bahasa memberikan suara positif terhadap bantuan WhatsApp seperti menerapkan WhatsApp sebagai sistem manajemen pembelajaran, mengintegrasikan bantuan ini untuk tujuan pendidikan, dan tidak pernah menghadapi masalah saat menerapkan bantuan ini. Lebih lanjut Ibu IMB selaku pendidik menekankan kepada anak didiknya bahwa generasi muda tidak hanya mempelajari hal-hal akademis tetapi juga memiliki kepedulian sosial, sikap yang baik, dan toleransi yang tinggi. Strategi pembelajaran semacam ini dikenal dengan pendekatan reflektif bersalin. Namun, dosen senior Prosa ini mengaku menghadapi banyak kendala seperti pesan yang tidak relevan di forum diskusi, notifikasi sampah, memakan waktu, dan sinyal error. Selain itu, Ibu WIM menambahkan bahwa interaksi dalam bantuan WhatsApp tidak dapat memotivasi peserta didik untuk aktif. Oleh karena itu, Ibu WIM menggunakan bantuan WhatsApp sebagai sarana pembelajaran yang mendukung.

مستخلص البحث

صانيا، كيني ليستاري ر. 2021. استخدام مجموعات تطبيق الواتساب في تدريس اللغة الإنجليزية: تصورات الطلاب الأجانب ومحاضري اللغة الإنجليزية. بحث جامعي. قسم تعليم اللغة الإنجليزية. كلية علوم التربية والتعليم. جامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج. المشرف: الدكتور الحاج لانجينج بوديانتو الماجستر.

الكلمات الرئيسية: مجموعات تطبيق الواتساب، متعلم اللغة الإنجليزية كلغة أجنبية ،المعلم، الصوت

ندلاع فيروس كورونا الجديد الذي بدأ في اختراق عالم التعليم. قررت الحكومة الإندونيسية سياسة الحجر الصحي للحد من انتشار هذا الفيروس الجديد. من المتوقع الحفاظ على تعلم اللغة الإنجليزية عبر الإنترنت. يتم ذلك من خلال إستراتيجية بديلة حيث يعد تطبيق الواتساب أداة شائعة عبر الإنترنت يستخدمها الطلاب والمحاضرون في جامعة مولانا مالك إبراهيم مالانج.

الأهداف الرئيسية لهذه الدراسة ذات شقين: (1) اكتساب تصورات من الطلاب والمحاضرين و (2) لفهم فعالية استخدام مجموعات دردشة تطبيق الواتساب في التدريس الأجنبي للغة الإنجليزية. تستخدم هذه الدراسة تصميم نهج نوعي باستخدام ثلاث أدوات ، وهي الاستبيانات والمقابلات والملاحظات. شارك في التنفيذ محاضران و 128 طالبًا في الفصل الدراسي الثاني والرابع والسادس من قسم تعليم اللغة الإنجليزية في جامعة مولانا مالك إبراهيم مالانج. تكشف النتائج عن تناقض بين أصوات المحاضرين والطلاب فيما يتعلق بإمكانية استخدام تطبيق الواتساب بشكل عام ، والراحة ، والجوانب التعليمية ، والجوانب التقنية. تُظهر أصوات الطلاب أن مجموعات تطبيق الواتساب يمكنها تحسين التفاعل بشكل جيد ، ومرنة في الاستخدام ، وبأسعار معقولة للحصول على أدوات تكنولوجيا المعلومات والاتصالات ، وبناء جداول أعمال تعليمية أكثر متعة وسهولة وإثارة للاهتمام.

تظهر أصوات المحاضرين جوانب إيجابية مثل مجموعات تطبيق الواتساب التي تدعم تعلم اللغة الثانية والتنفيذ المريح وميزات التطبيق التي تدعم الأهداف التعليمية ومشاركة المعلومات والمواد التعليمية بحرية. من ناحية أخرى ، ذكرت إحدى تجارب المحاضرين أنهم واجهوا مشاكل مزعجة مثل الرسائل المكدسة غير ذات الصلة ، وإجهاد العين ، وصعوبة التحكم في الطلاب ، وضعف الإشارات. النتيجة الثانية ، ذكر المشاركون أن تطبيق مجموعة تطبيق الواتساب المستخدم في التعلم عبر الإنترنت أثناء الوباء كان فعالًا لأن التطبيق عزز الطلاب ليصبحوا تطبيقات أكثر فاعلية ومرونة في الاستخدام.

CHAPTER 1

INTRODUCTION

The first chapter consists of some necessary points dealing with the study of the research. It presents the background of the study, research question, research objectives, significance of the study, limitation of the study, and definition of key terms.

1.1 Background of Study

Nowadays, the sudden outbreak of deadly disease caused by the invisible virus took the worldwide by surprise. The impact of Coronavirus 2019 pandemic was starting to spread to the sector of Education in Indonesia. Following up on this emergency, the government provided instructions through educational policymakers to shift from its traditional learning to online learning. It is aimed to mitigate the spread of Coronavirus 2019. This decision has been taken by various countries that are affected by Covid-19. In the education aspect, as else aspect, this switchmen regulation was unprogrammed and unpredictable disruption to society suddenly messed up educators' work (Cruickshank, 2021). This novel virus crisis has obliged the education sector worldwide to discover and implement alternative ways.

By this phenomenon, internet-based learning is considered an option, an alternative to traditional learning. During the Covid-19 pandemic it became an essential

element for maintaining the activity of schools and universities (El-seoud, 2020, p. 20). However, this paradigm shift could generate changes in educators' perception of this way of teaching and arise some troubles. For instance, the unpreparedness of educators and students for online learning. The transition from conventional learning systems to online system occurred suddenly because the Covid-19 pandemic was not preceded by mature preparation (Efriana, 2021, p. 40). Thus, the educators need familiar aid that they used in daily basic.

Throughout 2020, it revealed that 196,7 million Indonesian users were integrated into the internet (APJII, 2020). This finding indicated a 73,7 percent rise rapidly compared to the number of internet penetration in 2019 ago. Users used specific application revealed on another survey finding; the top online app for Indonesian people is WhatsApp (Population Review and Census, 2019). University students use their WhatsApp, which can be reflected in WhatsApp's popularity (Tahat, Al-Dabesi, & Al-Qta, 2014; Dahlstrom & Bichsel, 2014). This aid can fulfil educators' need as a familiar aid in this unpredictable situation. Moreover, the role of WhatsApp in terms of educational purposes, it was used by university students to post links, deliver the materials' file, share pictures, audio, video, attach location regarding with maps, organize schedule and meeting related to courses (Yeboah & Ewur, 2014). Furthermore, the social purpose was included the features of WhatsApp aid (Devi & Tevera, 2014). The findings in relation to the students' positive vote of WhatsApp to create socialization with people, intensive training for students, ease of use for

educational purposes, favors problem-solving, and students' enjoyment (Ahad & Lim, 2014; Davis, Bagozzi, & Warshaw, 1992; Umar, Ema, & Dian, 2020).

Generally, when people communicate, they need effective ways to fulfill their needs and share information. However, much information revealed misinformation, in the form of unsubstantiated rumor and intentionally deceitful propaganda. Thus, people with greater emotional intelligence are needed at spotting misinformation (Preston, Anderson, Robertson, 2021). Conveying the truth information and sharing knowledge are the first crucial lesson and basic in the holy Qur'an. The current study presents the high connection between the verses of the holy Al-Qur'an and the science research as learned by the Islamic University of Maulana Malik Ibrahim Malang reflection. The relevance of this study is delivering knowledge or information must be true, accurate, and good.

The basic verse which is explained the process of transferring good knowledge begins with the right communication and proper conversation is Ali- Imran verse 191. It stated that the greatness of Allah SWT and none of his creations are in vain, like today's technological developments which serves communication tool and share good knowledge.

الَّذِيْنَ يَذْكُرُوْنَ اللهَ قِيَامًا وَّقُعُوْدًا وَّعَلٰى جُنُوْبِهِمْ وَيَتَفَكَّرُوْنَ فِيْ خَلْقِ السَّمٰوٰتِ وَالْاَرْضِۚ رَبَّنَا مَا خَلَقْتَ هٰذَا بَاطِلًاۚ سُبْحٰنَكَ فَقِنَا عَذَابَ النَّارِ

191. (Ali-Imran: 3) those who remember Allah while standing, sitting, or (reclining) on their backs, and reflect in the creation of the heavens and the earth, (saying): 'Our

Lord! You have not created this in vain. Glory to You! Save us, then, from the chastisement of the Fire.

As communicative tool for online learning, WhatsApp chat group has been implemented by several class in Islamic University of Maulana Malik Ibrahim Malang. This finding was demonstrated by survey report toward online learning during pandemic. University students revealed about their online learning aid they used, obstacles, and suggestion. However, among departments in UIN Malang, English Education Department did not list as participants in the survey report.

There were several recent studies addressed WhatsApp's voices on teaching and learning. Such as Izyani binti Mistar & Mohamed Amin Embi (2016) who undertook research that collected the data from 20 respondents using a questionnaire form by Kuala Pilah Pre-University students. They revealed that the significance of WhatsApp aid in boosting students' proficiency in applying the English language, supporting the L2 learning, and teaching increasingly better. Furthermore, participants had positive voices of the use of WhatsApp-group in EFL teaching were significant in dealing with the process of learning English, and stimulating L2 learning would be fun, easy, and valuable (Gasaymeh, 2017, p. 6). Meanwhile, Fatimah (2019) demonstrated some technical problems found when students used the WhatsApp Group Chat such as flooding chats, junks notification, and poor signal.

Based on recent studies and pre-liminary study above, there has been no research that focuses on the voice of lecturers on the use of WhatsApp assistance in the

context of EFL teaching, which results in the evaluation of mobile learning aid only covering students' side. This research gap led the researcher to undertake a study of the voices of senior lecturers on the use of WhatsApp as a learning aid in EFL teaching. The researcher conducted qualitative method to explore the phenomena (Corbin & Strauss, 2014, p. 189).

1.2. Research Question

Based on the background above, the researcher focuses to highlight the research question.

1. How do the voice of EFL senior lecturers towards utilizing WhatsApp chat group at UIN Malang in EFL classroom?

1.3 The Objective of the Study

In concordance with the research questions above, the aims of this study are:

1. To analyze the voices of EFL senior lecturers during utilizing WhatsApp chat groups at UIN Malang in EFL classroom.

1.4. The Significance of the Study

This study is proposed to provide benefits in two areas:

1. Theoretical Significance

Theoretically, this research contributes to provide an insightful in the term of the perspective of utilizing WhatsApp chat group as a media for distance

learning and to know the extent of using this aid effectively in EFL teaching amid the Covid-19 pandemic.

2. Practical Significance

a. For practical users, especially for senior lecturers. This research provides the constructive positive and negative voices from users. Thus, it can be an evaluation to improve a better learning style, optimize features for educational purposes, to support the educators to evaluate material for the further lesson plan in the term of media, and adapt to problems while utilizing WhatsApp chat group.

b. For the next researcher, the results of this research can be useful to be a reference for conducting further research dealing with the study of WhatsApp aid perception.

1.5. Scope and Limitation

Based on the ideas highlighted above, this research focuses on seeking the voices of EFL senior lecturers of the utilize of WhatsApp chat group aid, especially in grammar and proses classrooms who actively implementing WhatsApp chat group aid in the distance learning. The subject are 2 senior lecturers of the English Education Department, Faculty of Education and Teacher Training, Maulana Malik Ibrahim State Islamic University, Malang.

1.6 Definition of Key Terms

This subchapter, the researcher identifies some key terms of the study to avoid the misunderstanding. The researcher provided the following key terms.

WhatsApp Chat Group	:	It is one of the learning management tools that used by EFL senior lecturers in EFL classroom at Maulana Malik Ibrahim State Islamic University, Malang.
EFL Classroom	:	EFL is defined as English a Foreign Language. It means that speaking country that applies as their third, fourth in their daily communication.
Voices	:	It can be referred by idea, opinion, and perception. How people think and understand about objects or phenomena of Utilizing WhatsApp cha group as learning tools that used by senior lecturer at Maulana Malik Ibrahim State Islamic University, Malang.

CHAPTER II

REVIEW OF RELATED LITERATURE

This second chapter concerns some theories that will be used to strengthen the study. It consists of several main variables. They are EFL, Media, Utilizing Media in EFL Class, WhatsApp Chat Group, Voice, Lecturer, An Effective Learning Tool, Constructivist Learning Theory, and Previous Study.

2.1 EFL

EFL is regarded as English as a Foreign Language. Stern (1983) stated in his book 'Fundamental Concepts of Language Teaching', "foreign language means the language used outside the country. Learning a foreign language is for tourism, communicating with native speakers, reading foreign journals and so on". But, the Second language refers to the language that plays the same important role as mother tongue. Simply, EFL is the study of English by non-native speakers in countries where English is not the dominant language, to learn a language in order to use it as a means of communication, the pupils need to deal with the four language skills. They are listening, speaking, reading, and writing. Every skill has the own definition and benefit to help in communicating English language. They are;

a. Listening

Listening is one of the abilities to accurately accept and interpret information in the communication. Geoffrey Broughton (1980) claimed that "listening skill is included in passive skill. It can be implied that the listener does not need to respond to anything". They just receive the information during the listening process. This kind of skill is hard for some people, especially for the foreign students that are not usually used to listening to other languages.

b. Writing

Writing ability is an important aspect in the communication process, mastering writing ability should be had by students. Good writing ability can allow the reader to catch the message in written form easily. Mohammad Abdallah (2016) stated that "writing is the main aspect to establish and maintain connection with others, express feelings, transfer information, entertain, and persuade."

c. Reading

The ability of an individual to read, understand, and analyze written form on a page o is called reading ability. Reading skill can be engaged by practicing constant reading. Master of reading skill is necessary for students, because it is one of the strategic methods to pass academic achievements. Reading ability is an interactive, complex, comprehending, purposeful activity (Bojovic, 2010).

d. Speaking

Speaking ability is the most effective way to communicate, it is a complex linguistic and cognitive skill. This ability might allow the speaker to tell the information in a thoughtful, convincing, and passionate way. The process of speaking is the sender speaks messages to the listener by mouth directly, so the listener can give the feedback. Mahmoud Abdallah (2016) claimed that "speaking ability implicates several overlapping aspects, such as; cohesion, grammar, pronunciation, accuracy, and fluency."

2.2 Media

A medium is plural word by media, it means of communication and source of information by general interpreting. The book of "Instructional Technology & Media for Learning" by Smaldino, Lowther and Russel (2004) stated that "Media is derived form Latin word meaning "between," term of anything that carries information between a source and receiver" (p. 9). Examples include video, television, diagrams, printed materials, computer programs, and instructors. These are considered instructional media when they provide messages with instructional purposes. The purpose of media is to facilitate learning and communication. Sanjaya (2012) stated that "various types of media, especially audio and visual aids to help educators in the teaching process" (p. 121). Russel revealed that educators expanded their repertoire of materials and procedures to include the new technologies for learning. The newer learning technologies (products) include the utilize of digital videodisc (DVDs),

satellite communication, computers, and the internet. (Smaldino, Lowther and Russel, 2004, p. 9).

Especially, the use of Computer Assisted-Learning language (CALL) has increased noticeably by educators. It is a technique that parallel with the field of language learning, not only utilizing computer to acquire the improvement of language learning but also needs appropriate materials and methodology and adapt others for various teaching and learning styles (Januszewski & Molenda, 2008). The development of technology affects the changing of the teaching and learning process and provides the various learning strategies, one of the technology learning language strategy is the learning management system (LMS).

The further explanation of LMS (Learning Management System) is a software application that automates the administration, documentation, tracking, reporting of learning programs (Ellis, 2009). It can facilitate the instructors, the students, and also the administrators to help in the term of accessing the services without any restriction of their time and place in the teaching and learning process. In addition, the positive side of this instructional learning media can help students to build their knowledge of the language (Sari and Putri, 2019). One of the hottest learning management system software (LMSs) is WhatsApp chat group.

2.3 An Effective Learning Tool

Media as technology and machine are instructional tools that can support L2 learning, but they do not have impact towards students' skill if they do not relate to the learning materials and context. The major aim of media is platform to convey the materials. Utilizing of learning media can give four positive implications for EFL students, they are; (1) help learner to absorb of learning materials, (2) facilitate to ease learning for students, (3) generate new desires and interests, (4) stimulate greater attention in other students do not feel bored with interest presentation on visual display (Arsyad, 2003).

The use of media in educational purposes has practical values such as; allow smooth interaction directly, overcome learner's issues, arouse new desires and interests (Asnawir & Usman, 2002). In the learning process, students frequently bored using same tools. Learning tool is one of the crucial elements to assist teachers while teaching students. Besides that, the teacher should maintain how to use the media is suitable with students' needs.

2.4 Utilizing Media in EFL Class

Media is one the main component to conduct the learning process in the class. The use of media is related to the level of psychological development and the ability of students who follow the learning process and adapted to the interests and talents of students who can arouse student motivation towards learning. The book entitled "Instructional Technology and Media for Learning" that created by Heinich (1996). He

noted that the media is a communication channel tool. Learning media can be said as a messenger technology used for learning purposes. The additional positive side of technological aid are helping educators and students to reduce their anxiety and fostering them to take a part in learning English. Among various online media, WhatsApp is considered as the easiest, most popular and effective tool that can be occupied by teachers.

2.5 WhatsApp Chat Group

2.5.1 The Definition of WhatsApp

WhatsApp is the kind of multi-platform messaging application for I-phone, Android, Windows phone or for Windows Pcs. It's usually known as WhatsApp messenger or simply called WhatsApp. Actually, WhatsApp is a popular and familiar online application that supplies unlimited text messaging. It can mean that WhatsApp is an application without the cost like SMS. WhatsApp allows users to deliver messages, attach photos and videos, share files, and even voice, video note recordings over the stable internet for free and much more (Atiah, 2020; Dunlap, 2006).

2.5.2 Advantages and Disadvantages of WhatsApp

Nowadays, WhatsApp shows significant development informing online media. WhatsApp aid serves useful features, unlike normal old text messages where users must pay for every text message we send. WhatsApp technology

enables to send text messages for free. Users only need a stable connection or wi-fi. Furthermore, it can share location, photos, videos, and links (Church & de Oliveira, 2013; Sahu, 2014). These features are the worth, innovative, and beneficial features that WhatsApp application offers. This is also the main reason why many people started leaving SMS and switched to the WhatsApp aid. WhatsApp can send free international messaging without adding the cost. Moreover, users can convey the video and voice note recording support. In the calling aspect, WhatsApp is available to have a video call group consisting of 3- 4 people at the same time. It makes WhatsApp apps truly online messenger need the most now.

The most beneficial features of WhatsApp that enable it to support the education sector is WhatsApp chat group (Tang & Hew, 2017). In higher education purposes, WhatsApp-group can be addressed to create connection in formal and informal ways, follow up immediate connections, and encourage daily communication (Hanekom, Gachago, Strydom, Simons, and Walters, 2015). Moreover, it can be a good blended-learning media (Barhoumi, 2015) and useful app for language assessment (Tarighat and Khodabakhsh, 2016). In contrast, the negative sides of WhatsApp applications are time consuming, risk of miscommunication, constrained by the rules of phone etiquette and users have to make sure in a range stable access internet area (Malecela, 2016). WhatsApp is one of the addiction tools

for young students. Mostly, parents get the hard situation to handle their children's addiction to WhatsApp. Sometimes, this application can be annoying due to pop messages (Sari & Putri, 2019, p. 56)

2.6 The Concept of Voice

2.6.1 The Definition of Voice

The word "voice" in this context, it refers to perception, opinion, and idea. The general definition of perception or voices is an ability to interpret, perceive something, how people think and understand something. In addition, Cambridge dictionary stated that perception is opinion or belief based on how things seem.

Bruce Goldstein in the book entitled "sensation and perception", perception is a conscious sensory experience of the world. Perception can happen when the electrical signals that represent the moth are transformed by Ellen's brain into human experience of seeing the moth. In this light, Schimitz (2009) defined that "perception is the process of choosing, organizing, and interpreting the information". People might have the voices or perception based on their thought and belief, it can be positive or negative. The process of voices or perception, it can be done by five senses of human, they are; hearing, smell, touch, taste, and vision.

Koentjaraningrat as cited in Sahal (2010) stated that "voices can be processed when people face realization of human brain process and it might be appeared by a phenomena in real life" (p. 7). The process of voices caused by some factors, such as; needs, motivation, educational background, experience, feeling, etc.

2.6.2 The Process of Perception

The process of perception begins with the existence of an object raises a stimulus, and a stimulus regarding the sense organs. The stimulus received sensory organs transmitted by the sensory nerves to the brain. Then there is a process in the brain as the center of consciousness so that the individual realizes what is seen, or what is heard, or what is felt. Response as a result of the perception can be taken by individuals in a variety kinds of forms (Walgito, 2010)

2.6.3 Kinds of (Voice) Perception

According to Sunaryo (2004) perception can be divided into two types, such as; External Perception and Self-Perception.

1. External Perception

    Namely the perception that occurs because it comes from stimulation from outside the individual.

2. Self- Perception,

    Namely the perception that occurs because of stimulation from within
    the individual. In this case the object is self.

3. Attention

    To realize or to hold a perception is necessary attention, which is the
    first step as a preparation in order to hold perceptions.

2.6.4 Factors Affecting Perception

According to Sobur (2003), there are several factors that influence a
person's perception, they are internal factors and external factors:

1. Internal factors

    Internal factors are factors that come from within someone in
    creating and finding something that is then useful for many people for
    example. In this case internal factors that affect perception, namely
    general confidence, background, personality, and experience.

2. External factors

    External factors are the opposite of internal factors, that is
    factors that come from outside oneself in creating and finding
    something. In this case the external factors affect perception, namely
    intensity, movement, and familiarity.

2.7 Lecturer

Lecturers are professional educators and scientists with the main task of transforming, developing and disseminating science, technology, and arts through education, research and community service. Lecturers have a position as professionals at the higher education level who are appointed in accordance with statutory regulations. The position of lecturers as professionals serves to increase the dignity and role of lecturers as learning agents, developers of science, technology and arts, as well as community service and serves to improve the quality of national education. Based on Cambridge Dictionary, the definition of lecturer is a person who gives lectures, especially as an occupation at a university or college of higher education.

Didi Supriadi (2012) declared that "lecturers can do various ways in teaching, such as giving instructions, suggesting, urging, encouraging, guiding, pointing, speaking, informing, conveying material, demonstrating, training, testing, researching, criticizing, correcting, directing, honing skills, as well as other things that do not hinder student understanding."

2.8 Constructivist Learning Theory

Russian psychologist Lev Vygotsky is regarded as the father of Constructivist Learning Theory. Vygotsky noted that "Constructivist theories ague that learning is an active process and that the context has a crucial role in learning. Learning is not only an individual matter but also that it develops within a social environment." (Vygotsky, 1978, p. 96) The aims of this theory aim to develop the students' social interaction as

well as to raise and share information. The current implementation of Constructivist Learning Theory is applying social media, social media provides interactions that create chances for the evolution of knowledge. Izyani & Amin (2016) as cited in Vygotsky (1978) who noted that new phenomenon is parallel suits with Constructivist Learning Theory is the use of WhatsApp. The view is also supported by Lim (2019) rethinking of Vygotsky's standpoint of social constructivism that knowledge established and gained through active interactions with members of society, such as one's colleagues or adults, rather than through individual cognitive activities (Lim et al., 2019).

2.9 Maternal Reflective Method

Maternal reflective method or also known as MRM, it is special treatment for baby who is new to language for gaining communication ability (Salma, 2018, p. 154). The essential perspective of this theory is the role of mother and learning style mother to child. Mother has an active role in giving stimulus to the child, establishing direct communication in the form of questions to lead in the daily activities experienced by children. Sumarto (2006) stated that Maternal Reflective Approach is a lesson that follows how a child hears to master the native language, the setting point on the language and communication needs of children and not in the program language rules that need to be presented as natural as possible to the children (Prasetyo, 2015, p. 27). As noted by Linawati (2012, p. 5), the aims of Maternal Reflective Method such as encourage deaf students to talk orally and actively convey ideas, thoughts, feelings.

Regarding the aims above, it is important for the educators need to understand what the students say and actively ask and invite the students in order to engage in a conversation spontaneously.

2.10 Previous Study

First, Izyani binti Mistar & Mohamed Amin Embi (2016) in the study entitled "Students' Perception on The Use of WhatsApp as A Learning Tool in ESL Classroom" undertaken research that collected the data from a survey using a questionnaire form by 20 respondents Kuala Pilah Pre-University students. The researcher determined in to usefulness and convenience aspects. The findings were the significance of WhatsApp aid in boosting learner's proficiency in applying the English language and supporting the L2 learning and teaching increasingly better

Second, the study of Montana Gasaymeh (2017) examined 154 university students' who utilize WhatsApp, they completed a questionnaire. The results revealed that participants had positive voices of the use of WhatsApp-group in EFL teaching were significant in dealing with the process of learning English, and boosting students' proficiency in applying English, and stimulating L2 learning would be fun, easy, and valuable.

Third, the study was undertaken by Fatimah (2019). The subjects were 28 second year undergraduate students who enrolled writing course. The data used were questionnaire, interview, and observations which findings: students admitted positive beliefs and intentions of utilizing WhatsApp-group, easy to use due to effectiveness of

interacting, be effective in submitting the assignment, and handled-well the three steps of learning agenda, namely pre-writing activity, writing activity, and post-writing activity. On the other hand, some students also demonstrated that there were some technical problems.

Regarding to the previous study above, the researcher would analyze to the lecturers' voices toward utilizing WhatsApp chat group in EFL classroom using qualitative method to explore more the phenomenon.

CHAPTER III

RESEARCH METHOD

The chapter concerns the process of obtaining, gathering, and arranging the data. There are some methods that conducted by researcher in systematically, it consisted of the subject of the research, research approach, location, method design, proper instruments, data collection, data analysis. In this research, the participants were senior lecturers of English Education Department at State Islamic University of Maulana Malik Ibrahim Malang.

3.1. Research Design

The researcher undertaken the study at the English Education Department of Maulana Malik Ibrahim State Islamic University Malang due to some reasons; UIN Malang (2020) conducted the survey consisted of among departments which applied that WhatsApp is one of the aid as learning tool amid the COVID-19, they have shifted the new regulation from traditional learning to the use of online media, the popularity of WhatsApp aid is reflected by university students (Population Review Census, 2019; Al- Monthana, 2017; APJII, 2020), and university students have full control to use WhatsApp and smartphone without any distractions.

The aim of the study focused on analyzing the voices of two senior lecturers towards utilizing WhatsApp chat group in EFL class. Regarding the research objective,

the study applied the qualitative methodology with a case study approach to get focuses on the investigation of the phenomenon appeared (Crewell, 2013). In addition, using qualitative method can make the data well-demonstrated and represent the participants in detail. The researcher also used Constructivist learning theory that stated by Izani & Embi (2016) as theoretical framework in this study. His theory consisted of two key frames; Usefulness (Motivation and interactions) and convenience (ease of use). Fatimah (2019) added technical and educational aspects

3.2 Data Source

In this topic, the researcher classified the kind of data source in the research, such as data primary source and secondary source. The researcher takes the primary data source from the participant, they were two lecturers in English Education Department UIN Malang who actively used WhatsApp chat group as learning tool during pandemic. The secondary data such books, journal articles, website etc that related to the study.

3.3. Research Instrument

The researcher employed a set of questions in the interview section which belong to qualitative data collection techniques. In addition, to get deeper meaning from EFL lecturers, the researcher gathered information from classroom observation. This research was conducted at English Education Department of State Islamic

University of Maulana Malik Ibrahim Malang. It consisted of interviews and observation.

3.4 Data Collection

This current study, the researcher combined a variety of data collection approaches such as interviews and observation. The researcher obtained the participant's valuable data from several instruments, they were.

3.4.1 Interview

The next step to gather the valuable data was an interview. In-depth interview is a process to get information for the aim of research by face-to-face questioning between the interviewer and informant or interview, with or without the use of an interview guide (Bungin, 2007). The researcher employed interview for gathering the information about participants' views, experiences, and beliefs regarding the phenomenon of utilizing WhatsApp chat group in English Education Department. The reason of selecting English Education Department as site of this study, because survey report toward online learning during pandemic showed the finding that WhatsApp as one of the management learning aid in some departments (Survey report of UIN Malang, 2020). Regarding this survey, the researcher was interested to analysis the voices of educators in English Education Department as did not listed as participants in the survey report.

The research used purposive sampling, among the lecturers of English Education Department, there were 2 lecturers who utilize WhatsApp chat group as learning aid during pandemic. The researcher employed a semi structured interview regarding Corbit & Strauss (2004) noted that a semi structured interview was including on depth-interview (p. 37). In addition, the researcher expected that subject of informant could freely to express their, ideas, and opinions without any restrictions.

Related to the novel of COVID-19 outbreak, the researcher allowed two kinds of interviews, both face-to-face and non-face-to-face interviews. The aims of non-face-to-face interview, between the researcher and participant can be enjoyable to consider the place, schedule, and time. Moreover, the researcher utilized WhatsApp technology that allows text messages, record voices, call and video call features to the user. On the contrary, for the face- to-face interview, the phone recorder was used to take some notes to record the participants' perceptions.

3.4.2 Observation

The second approach to gather data is using observation. Based on Burhan Bungin (2007), observation is kind of the data collection approach to gather the data through sensing and observation. So, in this light, the observation was conducted to obtain the voices of lecturers and students in teaching English as Foreign Language (TEFL) during utilizing WhatsApp

chat group in teaching-learning programs. Observation technique conducted by online.

The researcher decided to observation indirect. Anguera et al (2018) notes that "Observation indirect is a recent concept in systematic observation. It largely involves analyzing textual material generated either indirectly from group discussions" (p. 1). The researcher monitored the learning activity from a students' smartphone. It is aimed that due to avoid the inconvenience of learning, unnatural behavior, and bias data. Related to this case, as the sophisticated WhatsApp features, all data and time can be recorded clearly. Moreover, the guideline of the observation sheet has validated by expert advisor. Thus, the researcher could observe well.

3.5 Data Analysis

In the qualitative research approach, the data analysis was shown by descriptive text. Data analysis is a systematic process of research and arranging the data to arrange their data in order to increase their understanding of the data and to enable them to present the result to others. J. Amos Hatch (2002) explained that, commonly it could involve evaluation, comparison, categorization, synthesis, interpretation, and pattern finding.

In accordance with the research objectives, this data analysis the voices of lecturers and students of UIN Malang during utilizing WhatsApp chat group. data

analysis consisted of three flows activities: data reduction, data display, and data verification.

3.5.1 Data reduction

The declaration of Miles & Hubberman (1994), data reduction means the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written-up field notes or transcription.

Firstly, the researcher gathered the data from questionnaire, interview, and observation results. Secondly, the data were classified to be relevant and irrelevant data. For example, the relevant data gathered based on the category of usefulness, convenience, educational aspect, technical aspect. and the irrelevant data from interview questions were discarded.

3.5.2 Data Display

At this stage, the research focused on the next step, it's displaying the data. It can be defined as presenting the data from rough draft data to be narrative text form (Miles and Huberman, 1984). Firstly, the researcher focuses to change the rough data from questionnaire, interview, and observation results to be narrative text and presents the data into 8 tables in questionnaire results, extract the interview results, and 3 observation results. Secondly, requiring simplification without reducing the contents.

3.5.3 Data verification

The final stage of the data analysis process is verification. The characteristics of final conclusion in the qualitative study is temporary. In this stage, the researcher draw conclusions from the data display, evidence the validity and consistency by using triangulation.

CHAPTER IV

FINDINGS AND DISCUSSION

The fourth chapter elaborates the result of the study that divided is into two selections, both of them are the findings of research and discussion where the finding outlined the result of the data. The research was undertaken to comprehend EFL students' and lecturers' voices toward the utilization of WhatsApp chat group in Maulana Malik Ibrahim State Islamic University.

4.1 Findings

The researcher used Constructivist learning theory that stated by Izani & Embi (2016) as theoretical framework in this study. His theory consisted of two key frames; usefulness (motivation and interactions) and convenience (ease of use). Fatimah (2019) added technical and educational aspects. This section demonstrated result findings and data presentation based on the data has been gathered from the results interview, and observation with two senior lecturers who implemented WhatsApp group aid during distance learning. Further research results revealed below.

4.1.1 Interview Results

The second section, the researcher demonstrated the result of the lecturers interview towards WhatsApp chat group. The data was obtained during February until March by face-to-face interview and chat via WhatsApp. Among the lecturer, some of

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them prefer to use WhatsApp chat group during distance-learning. The lecturers as subject of informant in this research. They are: (1) Mrs. IMB as Grammar lecturer of second and fourth semester and (2) Mrs. WIM as Prose lecturer of sixth semester. The researcher elaborated the lecturers' answer and managed them into four categories; those are:

4.1.2.5 Usefulness

The first section, the researcher focussed to investigate the EFL lecturers' voices about the enthusiastic of used WhatsApp chat group during the distance-learning. The result indicated that WhatsApp group aid presented positive relation towards students' motivation and boosting interactions. The evidence can be seen from the extract as follows:

Extract 13

February, 23th 2021

Mrs. IMB : "*It's very enthusiastic, it can be evidenced by their effectiveness in the online class, they always expressive to deliver the opinion and question. Moreover, there are 5 questions that delivered in every meeting. It's well-improved.*"

Mrs. IMB : "*Certainly, I give them chance to ask the difficult material at 24 hours in the online group discussion, it can chat me on personal messages. I give them freedom to be expressive, thus teaching-learning in the grammar class is fun, they can do and express related with their characteristic. So, WhatsApp chat group is not confining them.*"

Extract 14

February, 23th 2021

Mrs. WIM : "*Of course, yes. Because that's the only way we can communicate two ways in real-time. Especially for sharing the link of google*

> *meet/zoom. Or give the info that material has been   provided in e-learning."*
>
> Mrs. WIM   : *"Maybe they have one or two difficult problems, but because one of the students has already asked. Thus, they feel they are represented."*

Based on the interview extracts above, Mrs. IMB claimed that WhatsApp chat group could boost students more enthusiastic and motivated in L2 learning, Mrs. IMB also added the real illustration by following argument "*There are 5 questions that delivered in every meeting*". It presented that learner always active to express their-self and ask the difficult materials while learning activity, they enjoyed to discuss 5 questions in every meeting. Mrs. IMB divided the learning agenda into two sections such as question and discussion section. She emphasized the students to enjoy class and behave freely politely according to their characteristics (**Extract 13).**

On the **extract 14,** Mrs. WIM added the usefulness of WhatsApp group, she claimed that WhatsApp group is the only way for them to communicate two ways in real-time. The kind of positive experience such as sharing the information such as such as delivering links, informing the agenda, and materials. However, Mrs. WIM faced bad experiences in the term of lack of interaction with students.

4.1.2.6 Convenience

The simple and flexible operation of utilizing the aid service makes it convenient for the users. Precisely in this section, the researcher focussed to ask about the convenience aspect while operating this aid.

Extract 15

February, 23th 2021

Mrs. IMB	:	*"WhatsApp chat group is effortless aid to use, however, before I hold the o line class, I should prepare the materials like PPT, quiz, etc. so, that's my effort."*
Mrs. IMB	:	*"WhatsApp chat groups provide flexible time for students to continue acting as children at home, but they also do not fall behind with grammar lessons. Because I think that time with family is more important. So, WhatsApp chat group is considered a suitable application that can bridge this."*
Mrs. IMB	:	*"For grammar class, I think the suitable method is offline, but in this case, WhatsApp chat group is the suitable alternative media that fulfilled my needs. I take some risks, such as delivering short materials, taking a long time till 3 hours, and preparing the materials before class."*

Extract 16

February, 23th 2021

Mrs. WIM	:	*"Yes, I believe"*
Mrs. WIB	:	*"Yes, certainly"*
Mrs. WIB	:	*"Yes, of course. In term of using it for informing something about the material that i have uploaded in e-learning etc."*

The brief statement "*Yes I believe*" was declared by the informant's initial name Mrs. WIM on the extract 16. The finding regarding students' positive voices of the use of this media in their experience aligned with the findings of similar on the extract 15, she was strengthened with the following

statement "*WhatsApp chat group is effortless aid to use*." It can be meant that applying a WhatsApp group in L2 learning is not using complicated apps and it does not need to prepare anything so it is easy to implement this aid.

The result demonstrated that WhatsApp group aid could be characterized as a flexible app, it was strengthened by the following statement "*WhatsApp chat groups provide flexible time….*" It meant that lecturers did not need complicated ICT tools, and did not need specific time, and place to implement WhatsApp group. In addition, it facilitated the learning process everywhere. Related to the interview result above, all of the subject informant deal to claim that the WhatsApp chat group is pleasant to use, effortless, and can be used every time.

4.1.2.7 Educational Aspect

Ease of use and smoothness of implementing a learning media are necessary parts during conducting distance-learning. The interview results indicated positive voices towards the utilization of WhatsApp chat group in the formal meeting. Precisely in this section, the researcher focussed to ask about the enjoyment while operating this aid. In the term of conducting discussion agenda, delivering the materials, and the need of WhatsApp group as the main media.

Extract 17

February, 23th 2021

Mrs. IMB	:	*"Yes, of course. Almost all of the class already knew my rules' class. Thus, the switching method from offline to WhatsApp chat group aid does not change anything. Still enjoy and have fun."*
Mrs. IMB	:	*Of course, I send links of learning videos or motivation videos for students, moreover I send PPT, PDF, and other things related with Grammar."*
Mrs. IMB	:	*"Certainly, I divide both of two sections such as the asking section and discussion section."*
Mrs. IMB	:	*"For this case is enough."*

Extract 18

February, 23th 2021

Mrs. WIM	:	*"I sent a link of zoom, information and greetings. For feedback I used others' aid."*
Mrs. WIM	:	*"Yes, I did. I send the materials in the WhatsApp chat group but recently I do not."*

From the extract above, it revealed some positive voices while utilizing WhatsApp-groups in EFL teaching such as sending learning video or motivation, PPT, PDF, information, greeting, and materials related to the course. **Extract 17** demonstrated her positive experience while applying this aid by the following statement: "*the switching method from offline to WhatsApp chat group aid does not change anything. Still enjoy and fun*" it meant that the learning process is fun and enjoyable either using WhatsApp group or face-to-face learning. On the contrary, Mrs. WIM had a different voice, she added that faced some difficulties. So, she sent the feedback and materials using another supportive aid (**Extract 18).**

4.1.2.8 Technical Aspect

Generally, taking education online has equal opportunities and risks. Monitoring all of the students and controlling the agenda course at the same time using distance tools is difficult. So, the researcher focused on analysing and interview regarding troubles faced by lecturers during implementing WhatsApp group.

Extract 19

February, 23th 2021

Mrs. IMB	:	*"It's very easy, there are no obstacles. Flooding chat is not my problem."*
Mrs. IMB	:	*"I am not exhausted when waiting for students' responses, as they are very active. I give feedback based on the schedule. Moreover, preparing the material, quiz, etc makes me exhausted, and WhatsApp chat group do not make me stare."*
Mrs. IMB	:	*"Internet or stable connection will never be my big problem, as this aid is not consuming data. But, I ever have problems when sending videos, but the trouble is the big capacity."*

Extract 20

February, 23th 2021

Mrs. WIM	:	*Yes, I do.*
Mrs. WIM	:	*Yes, of course, I must scroll up chat, that's too complicated*

On the **extract 19**, Mrs. IMB revealed positive responses towards the troubles during applying this aid, she stated "*There's no obstacle*". This statement is also strengthened by the following statement: "*I am not exhausted when waiting for students' respond*"," *Internet or stable connection will never be my big problem*", and *"Flooding chat is not my problem."*. Based on the

Mrs. IMB's demonstration, it can be said that she has no bad experience toward utilizing WhatsApp chat group. In contrast, Mrs. WIM revealed different voices. She stated on the **extract 20** that "*I must scroll up chat, that's too complicated*" it meant that she faced the trouble of flooding chat in the WhatsApp forum.

4.1.3 Observation result

The observation was done to answer the research question number one about "How do the voices of EFL students and lecturers towards utilizing WhatsApp chat group?" and "To what extent is the use of WhatsApp chat group effective in teaching and learning?". The researcher conducted observations during March until April at the Grammar and Prose online-learning chat group. It was done when the lecturer implemented WhatsApp chat group aid as asynchronous media in the distance-learning. In doing observation, the researcher employed screenshotting the picture and observation sheet to get the valid data.

Among of the lecturer who utilizing WhatsApp chat group, they were two lecturers who integrating with this qualitative study, they were Mrs. IMB as Grammar lecturer for 2nd and 4th semester students and Mrs. IMB as Prose lecturer for 6th semester. The result of the lectures' observation checklist was shown to be good in almost all of the aspects. (See table 4.1)

Tabel 4. 1 The Result of Lecturer Observation Checklist

No.	Category	Yes	No	Indicators	Notes
1.	**Usefulness**				
	• Motivation	√		a. Delivering motivational quotes to engage students b. Helping students to be active and deal with their fear	- Mrs. IMB shared motivational quotes and videos frequently. - Mrs. WIM also supports students though giving solutions when students faced trouble. - Lecturers actively engage students and become active participants by asking them.
	• Interactions	√		a. Helping students to deal with frightness (by asking any others comments, opinion, and questions) b. Dealing more comfort conversations b. Smooth and comfort interactions	- Both of lecturers tried to engage students to ask the difficulties materials, deliver the opinion, and share the information - Mrs. IMB allowed students to express and say anything in the WhatsApp forum, it's different from Mrs. WIM's rule of class. - Formal conversation was applied in the Mrs. WIM' class and Mrs. IMB's s tone class tends to be informal and fun.
2.	**Convenience**				
	• Easy of use	√		a. Help students success fully every time b. Flexile to use	

	• Satisfactions			c. Effortless to use	
				a. Fun to use b. Satisfied and pleasant to use	
3.	**Educational aspects**	√		a. Lecturers have ICT tools to join WhatsApp Chat Group (Smartphone, laptop, PC) b. Sharing and responding the materials, video, etc c. Willing to share the information d. Using others media to support the learning process	- Not only integrating WhatsApp chat group as learning media, Mrs. WIM also utilizing other media to support her. On the contrary, Mrs. IMB tend to say that WAC is enough media. - Both of them have proper ICT tools to support the learning process. - Both of them deliver the materials, information, ect.
4.	**Technical aspect**	√		a. Facing some troublesome (flooding chat, eyes strain, error signal. b. Easiness to set and navigate this aid	- Mrs. WIM faced trouble, especially flooding chat. On the contrary with Mrs. IMB's experience.

a.   Usefulness

In line with the table observation checklist above, the researcher demonstrated the findings of the data in utilizing WhatsApp chat group. Firstly, the usefulness category contained two aspects, they were motivation and interactions. Based on the observation that was conducted in March 2021, it can be revealed that the aspects were applied well. Mrs. IMB always started the class with nice greetings that were supported

by alignment emoticons and delivering motivational videos and quotes to stimulate students' behavior. In the interaction aspect were demonstrated well, Mrs. IMB always reminds students to ask the difficulty that faced students and take a deal with them to give feedback then. In the beginning semester, she sent a welcoming letter that consisted of a welcomed introduction, the set rule of Grammar class, asking students to cooperate, and ensuring students were not reluctant to express their-self. So, the interactions were going smooth and fun. It's implied that almost all of the students were active and enthusiastic to integrate with Grammar class.

In relation to Mrs. WIM class which has some similar conditions. Beginning the online-class by greetings, presenting goals of learning, dealing with the previous progress and preparing the meeting. Different from Mrs. IMB's class, Mrs. WIM's tone of class was formal. She was not allowed the students' greeting due to flooding chat. In addition, Mrs. WIM supported students by reminding them of the students' preparation before conducting presentations and giving solutions when students faced any troubles.

B. Convenience

This category consisted of two aspects as follows; easy to use and satisfaction. Based on the observation classroom, all of those indicators were well-implemented. Lecturers could use WhatsApp chat group anytime and every time, it was not hindered by time. It can be shown when Mrs. WIM posted the information at 07.00 pm and students can follow up the information directly. This kind of convenience could occur when they used WhatsApp hence this aid did not need specific time and tools. It's

illustrated can answer the indicators "easy to use", "flexible to use", and "help successfully every time.

These findings were identical with the interview result of Mrs. IMB's statement by the following statement "*Of course, the reason why I use WhatsApp chat group is that students are enabled to learn the grammar materials enjoyable and do not need to strike time* ". These kinds of positive implementation were similar done by Mrs. IMB's class. In relation with observation, the learning- teaching grammar lesson can be said to be smooth enough. The interactions between lecturer and learner tend to present an enjoyable, WhatsApp chat group as synchronous media was not mind. For instance, students can be free to deliver some funny stickers and jokes to each other, however the lecturer in WhatsApp forum. Moreover, their discussion was not aligned with the materials topics. These kinds of behavior were presenting that the students were satisfied while using WhatsApp chat group.

   b.   Educational Aspect

This category can be done by following implementation, especially in the Prose class of Mrs. WIM. She was willing to share the information and confirm something in the WhatsApp chat group by following evidence "*How's the progress of your presentation?*" and *"join the link above*". The researcher monitored and concluded that both lecturers can set and handle this aid with proper ICT tools, it can be evidenced by some features that were used such as delivering the materials, sharing information, attaching links, and sending any kind of video, voice note, and picture.

Regarding the indicator of "*WhatsApp is enough*", Mrs. IMB tended to present the answer by her behavior and interview result that WhatsApp chat group is enough media for learning-teaching in Grammar class. On the contrary, Mrs. WIM as Prose lecturer also utilized other media to support the prose-learning. It can be shown by Mrs. WIM's behavior to attach links in the WhatsApp forum. She decided to apply blended-learning due to some factors, one of reason was that a new style of learning could help students from boredom. It has been applied to blended-learning recently, in the beginning of distance-learning Mrs. WIM was totally integrating WhatsApp chat group as learning media.

c. Technical Aspect

Generally, utilizing online-platform is common to face troublesome problems such as flooding chat, eye strain because of light-setting, error signals, and consuming internet data. The researcher found out the findings after conducting an observation-classroom. For instance, Mrs. IMB faced trouble when uploading motivational video with high size. To solve this trouble, Mrs. IMB applied some solutions from students, after trying the video could be uploaded well by compressing the size. Therefore, in the interview section. Mrs. IMB demonstrated that "*Neither consuming internet or stable connection never be my big problem*"

Utilizing and exploring the setting of WhatsApp chat group can be well-handled by both of the lecturers. The implementation can be shown by their behavior when

integrating WhatsApp chat group aid with teaching-learning such as delivering the materials, sending the video, picture, voice-recording, and attaching the link.

4.2 Discussion

The aim of this qualitative study was analyzing the voices of EFL senior lecturers towards utilizing WhatsApp chat group at the EFL classroom in English Education Department of UIN Maulana Malik Ibrahim Malang. Based on this case, researcher focused on analyzing WhatsApp chat group. This aid is an alternative strategy in EFL classroom during online learning. The valuable data was obtained by conducting interviews and observation. The researcher gives further interpretation and discussion as follows.

4.2.1 EFL Senior Lecturers' Voices towards Utilizing WhatsApp Chat Group

This qualitative study addressed to analyse the EFL senior lecturers' voice toward utilizing WhatsApp chat group as learning tool in EFL classroom. The switchmen regulation form traditional learning to online using learning management system.

Based on qualitative research findings above. Mostly, the results are demonstrated that EFL lecturers' voice towards utilizing WhatsApp chat group application an alternative media during online learning. Between two lecturers as the subject of this study, they revealed the contradictory regarding WhatsApp aid overall usefulness, convenience, technical, and educational aspect.

Based on the usefulness aspect, the researcher found that Grammar class was enthusiastic and fun, it could be evidenced by the activeness during activity class. Learner' activeness supported by Mrs. IMB's rule was giving students a chance to ask difficult material. It was different with Mrs. WIM's experience that interaction did not run well due to only one or two students ask difficult materials in online discussion, Mrs. WIM guessed that the students felt that their question were represented when other students asked. Furthermore, through interview section, two senior lecturers revealed positive voices towards the features of WhatsApp aid could help for educational purposes in the term of sending materials, recording video, audio, etc. It is in lined by a research conducted by Ida Sanjaya (2012) who found that majority of students are interested in using WhatsApp chat group app because this communication aid provides many attractive facilities such as sharing information in the form of audios, videos, images, or even sharing location of the user's place.

As a media communication, WhatsApp chat group gives convenience and satisfaction to conduct online-learning classes. The findings showed that the lecturers' attitudes towards the utilization of WhatsApp chat group. they demonstrated that this aid was easy to use, easy to operate, and easy to share the materials. Moreover, it could help in discussing the information easily. Thought the interview section, Mrs. IMB believed that WhatsApp chat group aid was the suitable alternative aid that fulfilled her needs, she explained that changed the rule of class during distance-learning. She emphasized that learning process was broad, grammar was important. But, the more important was to be a young generation who has a good attitude, good social caring,

and full of tolerance. The learning approach that Mrs. IMB applied was similar with the theory of maternal reflective approach who studied by Putera (2017) and Prasetya et al (2015) that emphasizing the learning mother to child. Educators as a mothers' role active consisted of giving stimulus, establishing direct communication in the form of questions, suggestion, and motivation that lead to daily activities experienced by children.

Educational aspect is the dimension which is related with the teaching-learning activity. Based on the findings, the senior lecturers claimed incompatibly voices towards this aspect. Mrs. IMB stated that WhatsApp could make the learning process was fun, easy, and enjoyable. The rules of Grammar class are divided into two sections, they were asking and discussion sections. So, deeper clarity on difficult materials can be fixed as soon as possible and doubt cleared immediately (Bansal T, 2014). The shared knowledge will spread faster via the 'group' in WhatsApp chat, this fact is in line with Rahaded, Puspitasari & Hidayati, (2020) who revealed that this kind of innovative educational mobile app makes L2 learning easy, doubts immediately cleared, faster to deliver knowledge, online-discussion classes were able to get students' attention when it is well- designed and flexible education matches with distance-learning nowadays. Unlike Mrs. IMB's voice, Mrs. WIM preferred to stand in a negative voice. Based on the interview, Mrs. WIM demonstrated that it used WhatsApp chat group in the early pandemic, but there were many troublesome appearances. Thus, in this semester, she only used WhatsApp chat group in the term of sharing information, greeting, and materials. It can be concluded that Mrs. IMB used

WhatsApp as a major learning management system and Mrs. WIM used this aid to be supportive learning aid.

On contrary, one of the lecturers sated the negative voices towards technical aspect of WhatsApp aid. The problems are waiting along to obtain students' response, message overloaded, and poor internet connection/signal. The evidence can be shown by Mrs. WIM's statement in the interview section. It has relation with Sonia Gon and Alka Rewaker's (2017) study who claimed some technical disadvantages such as; eye strain, time consuming and, and flood of irrelevant message.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In light of the results, it can be assumed that WhatsApp chat group might help the implementation of English courses during the outbreak of COVID-19. Implementing the use of WhatsApp chat group as learning media posed different meaning of the senior lecturers in English Education Department at UIN Malang. The positive voices toward WhatsApp aid such as implementing WhatsApp as learning management system, integrating this aid for educational purposes, and never facing any troubles while applying this aid. Furthermore, Senior lecturer as educator emphasized to students that young generation does not only learn academical matters but also be social- caring, good attitudes, and high tolerance. This kind of learning strategy, it is well-known as maternity reflective approach.

However, another lecturer stated that she faced many troubles such as irrelevant messages in the discussion forum, junk notifications, time-consuming, and errors signal. Moreover, the interactions in WhatsApp aid cannot motivate students to be active. Thus, WhatsApp aid used as supportive learning tool.

The beneficial of this study is exploring and evaluating senior lecturers' side. This qualitative research is limited to English major university students so that the results may not be generalized.

5.2 Suggestion

From the findings demonstrated in the previous chapter, the researcher revealed suggestions that can be taken as a consideration for EFL senior lecturers and further researcher, such as; the educators must update more about the effective application for online learning, increase their professional master of ICT tools, be creative to select instructional app that are appropriate, and in relation with the course. The researcher suggests to forthcoming study should not only exploring WhatsApp, but also exploring other social media used among student university, choose specific skill courses specific, specific and proficiency levels.

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APPENDICES

The Blueprint of Interview, and Observation Guide

Constructivist Learning Theory

Background

The blueprint design arranged for collecting the voices of EFL students and lecturers while utilizing WhatsApp chat group in UIN Malang. It is going to be alternative way in the distance learning todays. Based on previous study conducted by other researchers, there are 4 dimensions which become the reference for the researcher such as usefulness, technical aspect, instructional aspect, and convenience.

Objective

The researcher used the blueprint design as the guideline in this qualitative approach. Collecting the data, the researcher employed some instruments: questionnaire, interview, and observation.

Construct Theory	The Correlation	Dimension	Variable	Sub-variable	Indicator	Question Number
(Izyani binti Mistar and Mohamed Amin		Usefulness	Learner	Motivation	Assisting to gain their enjoyment	1,2,3

Embi, 2016) Students' Perception on the Use of WhatsApp as A Learning Tool in Classroom	"This new phenomenon is parallel with Vygotsky Constructivist Learning Theory which suits the use of WhatsApp. This theory aims to develop the students' social interaction as well as to raise and share information (Vygotsky, 1978)."				and willing to do learning activity	
					Interactions	Boosting interaction thru this aid is being comfort and dealing with fright	4,5,6
		Convenience			Ease of use	Easy to operate the application	7 ,8 ,9
					Satisfaction	Using this aid influence their satisfaction	10, 11, 12
(Fatimah Mulya Sari, 2019) Academic Whatsapp Group: Exploring Students' Experiences in Writing Class	"By implementing instructional learning, the role of language teacher adapts from a facilitator to the traditional formal	Technical Aspect	Learner	Difficulties	Facing various internal obstacles, such as health, poor ICT tool.	13, 14, 15, 16, 17, 18
					Facing various external	

instructor to support conducive teaching and learning process (Sari & Wahyudin, 2019)."				obstacles, such as time-consuming, distraction.	
	Educational Aspect		Instruction and method	Responding all of the instructions well	19, 20, 21, 22, 23, 24, 25, 25, 26

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Interview Guide

Questions List for the Correspondents (EFL lecturers)

A. Usefulness

1. Is WhatsApp chat group give you motivation and enthusiastic during the class?
2. Is WhatsApp chat group helping you to deal with EFL students fear and bosting you to do interactions?
3. What's the most useful features on WhatsApp chat group which help you during the class?

B. Technical Aspect

4. Is WhatsApp chat group easy to operate during the class? Are you found any difficulties?
5. If yes, what's kind of distractions?
6. Flooding chat, is one of your distractions?
7. Waiting a long time to get feedback and making eyes strain are also your distractions?
8. Do you need a lot of quota or stable internet to use this aid?

C. Educational Aspect

9. Do you pleasant to write feedback, greet, an information while discussion of learning section?
10. Do you send PPT slide, link video, and PDF that shares in WhatsApp chat group?
11. If yes, is that enjoyable strategy? Is that fun?
12. WhatsApp chat group is enough as a learning media, what do you think about this statement?

D. Convenience

13. According to you, is WhatsApp chat group is effortless? Please explain it!
14. Can WhatsApp chat group use every time and flexible?
15. Are you find a satisfaction during operate this aid?

16. Do you believe that WhatsApp chat group is pleasant to use

Appendix III Observation Guide

Observation Checklist Guide

No.	Category	Yes	No	Indicators	Notes
1.	**Usefulness**				
	• Motivation			a. Delivering motivational quotes to engage students b. Helping students to be active and deal with their fear	
	• Interactions			a. Helping students to deal with frightness (by asking any others comments, opinion, and questions) b. Dealing more comfort conversations a. Smooth and comfort interactions	
2.	**Convenience**				
	• Easy of use			a. Help students successfully every time b. Flexile to use c. Effortless to use	

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	• Satisfactions			c. Fun to use d. Satisfied and pleasant to use	
3.	**Educational aspects**			a. Lecturers have ICT tools to join WhatsApp chat group (Smartphone, laptop, PC) b. Sharing and responding the materials, video, etc c. Willing to share the information d. Using others media to support the learning process	
4.	**Technical aspect**			a. Facing some troublesome (flooding chat, eyes strain, error signal) b. Easiness to set and navigate this aid	

Appendix IV The Results of Interview

Interview 1 (English)

Subject	:	Female 1
Date	:	March 20th, 2021
Coding Description	:	Mrs. WIM (Correspondent)
		RS (Interviewer)

RS	:	Assalamuaikum, Ma'am!
MRS. WIM	:	Waaikumsalam.
RS	:	IN, I want to know about your perception while utilizing WhatsApp chat group in the distance-learning. Question number one is What do you think about this aid during the class? Are you enthusiastic and motivated?
MRS. WIM	:	Of course, yes. Because that's the only way we can communicate two ways in real time. Especially for sharing the link of google meet/zoom. Or give the info that material has been provided in e-learning.
RS	:	Is WhatsApp chat group helping you to boost to do interactions?
MRS. WIM	**:**	Maybe they have one or two difficult problems, but because one of the students has already asked. Thus, they feel they are represented.
RS	:	How's your new design teaching thru this aid?
MRS. WIM	:	In the previous class, I shared the material and hold the online discussion utilizing WhatsApp chat group. But, recently I used this aid to share the crucial information and link, since some reasons.
RS	:	What's the most useful features on WhatsApp chat group which help you during the class?
MRS. WIM	:	The chat feature itself and sharing file.
RS	:	Is WhatsApp chat group easy to operate during the class? Are you found any difficulties?

MRS. WIM	:	Operating WhatsApp aid is easy, but there are some difficulties that I faced. However i think it is too troublesome for me..thats why i donot continue using that method. I must capture one by one slide ppt and give the explanation, and then move to the other slide and so on. Furthermore, WhatsApp is too crowded. After I give the explantion morethan 3 students confirm that they understood ma'am etc. It makes flooding chat in my class.
RS	:	If yes, what's kind of distractions?
MRS. WIM	:	My challenge while using this aid, I cannot confirm whether they all really read my instruction or not. I just conclude that if I share the info, it means that everyone must have got the info.
RS	:	Flooding chat, is one of your distractions?
MRS. WIM	:	Yes, of course, WhatsApp group must scroll up chat, that's too complicated.
RS	:	Waiting a long time to get feedback and making eyes strain are also your distractions?
MRS. WIM	:	Yes, I do.
RS	:	Do you need a lot of quota or stable internet to use this aid?
MRS. WIM	:	Yes, I do.
RS	:	Do you pleasant to write feedback, greet, an information while discussion of learning section?
MRS. WIM	:	I send link of zoom, the information and greeting. About feedback I used others aid)
RS	:	Do you send PPT slide, link video, and PDF that shares in WhatsApp chat group?
MRS. WIM	:	Yes I did, send the materials in the WhatsApp cat group but recently Ido not.
RS	:	If yes, is that enjoyable strategy? Is that fun?
MRS. WIM	:	Yes.
RS	:	WhatsApp chat group is enough as a learning media, what do you think about this statement?

MRS. WIM	:	No, I still use other media to support learning activity.
RS	:	Do you believe that WhatsApp chat group is pleasant to use?
MRS. WIM	:	Yes, I believe
RS	:	According to you, is WhatsApp chat group is effortless? Please explain it!
MRS. WIM	:	Yes, certainly
RS	:	Can WhatsApp chat group use every time and flexible?
MRS. WIM	:	Yes, I can.
RS	:	Are you find a satisfaction during operate this aid?
MRS. WIM	:	Yes, of course. In term of using it for informing somthing about th ematerial that i have uploaded in elearning etc

Interview 2 (English)

Subject	:	Female 2
Date	:	March 20th, 2021
Coding Description	:	MRS. IMB (Correspondent) RS (Interviewer)

RS	:	Assalamuaikum
MRS. IMB	:	Waaikumsalam
RS	:	IN, I want to know about your perception while utilizing WhatsApp chat group in the distance-learning. Question number one is What do you think about this aid during the class? Are you enthusiastic and motivated?
MRS. IMB	:	it's very enthusiastic, it can be evidenced by their effectiveness in the online class, they always expressive to deliver the opinion and question. Moreover, there are 5 questions that delivered in every meeting. It's well-improved.
RS	:	Are WhatsApp chat group helping you and EFL students to boost to do interactions?
MRS. IMB	:	Certainly, I give them chance to ask the difficult material at 24 hours in the online group discussion, it can chat me on personal messages. I give them freedom to be expressive, thus teaching-learning in the grammar class is fun, they can do and express related with their characteristic. So, WhatsApp chat group is not confining them.
RS	:	How's your new design teaching thru this aid?
MRS. IMB	**:**	I design my new goals' teaching class, I tend that grammar subject is important, but learning of social-caring and character are more important. Teaching approach are conducted in the online learning class by sending welcoming letter, it's supposed to EFL students more closer with me.

RS	:	What's the most useful features on WhatsApp chat group which help you during the class?
MRS. IMB	:	The most useful features that used is sending PPT, recording video and audio. Feedback, I send by PPT slides and voice recording feature, it's meant so EFL students could easier to understand and study.
RS	:	Is WhatsApp chat group easy to operate during the class? Are you found any difficulties?
MRS. IMB	:	It's very easy, there is no obstacles.
RS	:	If yes, what's kind of distractions?
MRS. IMB	:	Perhaps, some of students are reluctant and shy for consulting in online group discussion or personal chat)
RS	:	Flooding chat, is one of your distractions?
MRS. IMB	:	No, it's disturbing me. It's just skip it.
RS	:	Waiting a long time to get feedback and making eyes strain are also your distractions?
MRS. IMB	:	I am not exhausted when waiting students' respond, as they are very active. I give feedback based on the schedule. Moreover, preparing the material, quiz, etc makes me exhausted, and WhatsApp chat group do not make me staring eyes.
RS	:	Do you need a lot of quota or stable internet to use this aid?
MRS. IMB	:	Internet or stable connection never be my big problem, as this aid is not consuming data. But, I ever got the problem when sending video, but the trouble is big capacity.
RS	:	Do you pleasant to write feedback, greet, an information while discussion of learning section?
MRS. IMB	:	Certainly, I divide both of two sections such as asking section and discussion section.
RS	:	Do you send PPT slide, link video, and PDF that shares in WhatsApp chat group?

MRS. IMB	:	Of course, I send link of learning video or motivation video for students, moreover I send PPT, PDF, and others things related with grammar subject.
RS	:	If yes, is that enjoyable strategy? Is that fun?
MRS. IMB	:	Yes, of course. Almost all of class have already known my rules' class. Thus, the switching method from offline to WhatsApp chat group aid do not change anything. Still enjoy and fun.
RS	:	WhatsApp chat group is enough as a learning media, what do you think about this statement?
MRS. IMB	:	For this case is enough
RS	:	Do you believe that WhatsApp chat group is pleasant to use?
MRS. IMB	:	Of course, the aimed why I use WhatsApp chat group is students can learn the grammar class enjoyable and do not need strike time.
RS	:	According to you, is WhatsApp chat group is effortless? Please explain it!
MRS. IMB	:	WhatsApp chat group is effortless aid to use, however, before I hold the o line class, I should prepare the materials like PPT, quiz, and etc. so, that's my effort.
RS	:	Can WhatsApp chat group use every time and flexible?
MRS. IMB	:	Whatsapp chat groups provide flexible time for students to continue acting as children at home, but they also do not fall behind with grammar lessons. Because I think that time with family is more important. So, WhatsApp chat group is considered a suitable application that can bridge this.
RS	:	Are you find a satisfaction during operate this aid?
MRS. IMB	:	For grammar class, I think the suitable method is offline, but in this case, WhatsApp chat group is the suitable alternative media that fulfilled my needs. I take some risks, such as delivering

		short materials, taking a long time till 3 hours, and preparing the materials before.

Appendix V The Result of Observation

Lecturer Observation Checklist (Mrs. IMB)

No.	Category	Yes	No	Indicators	Notes
1.	**Usefulness**				
	• Motivation			• Delivering motivational quotes to engage students • Helping students to be active and deal with their fear	- Mrs. Ima always share motivational quotes and video. - Mrs. Mala also support students though giving solutions when students faced trouble. - Lecturers actively engage students become active participants by doing asking them.
	• Interactions			• Helping students to deal with frightness (by asking any others comments, opinion, and questions)	

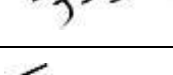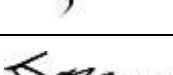|					
				• Dealing more comfort conversations • Smooth and comfort interactions	
2.	**Convenience**			○	
	• Easy of use			• Help students successfully every time • Flexile to use • Effortless to use	
	• Satisfactions			• Fun to use • Satisfied and pleasant to use	
3.	**Educational aspects**			• Lecturers have ICT tools to join WhatsApp chat group (Smartphone, laptop, PC) • Sharing and responding the materials, video, etc • Willing to share the information • Using others media to support the learning process	
4.	**Technical aspect**			• Facing some troublesome (flooding chat, eyes strain, error signal)	

				• Easiness to set and navigate this aid	

Lecturer Observation Checklist (Mrs. WIM)
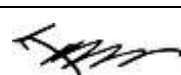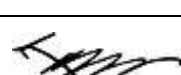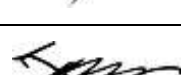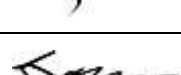
No.	Categories	Yes	No	Indicators	Notes
1.	**Usefulness**				
	• Motivation			c. Delivering motivational quotes to engage students d. Helping students to be active and deal with their fear	
	• Interactions			c. Helping students to deal with frightness (by asking any others comments, opinion, and questions) d. Dealing more comfort conversations e. Smooth and comfort interactions	
2.	**Convenience**				
	• Easy of use			A. Help students successfully every time B. Flexile to use C. Effortless to use	
	• Satisfactions			e. Fun to use f. Satisfied and pleasant to use	
3.	**Educational aspects**			e. Lecturers have ICT tools to join WhatsApp chat group (Smartphone, laptop, PC) f. Sharing and responding the materials, video, etc g. Willing to share the information	

				h. Using others media to support the learning process	

Appendix VI Consultation Card

CONSULTATION CARD

Name   : Kenny Shania lestari R

NIM   : 17180018

Title   : Utilizing WhatsApp Chat Group in EFL Classroom During Pandemi

No	Tgl/Bln/Thn	Materi Bimbingan	Tanda Tangan Pembimbing Skripsi
1	10 / 10/ 2020	The first technical of consultation	
2	26/ 10/2020	Consultation Chapter 1	
3	13/11/2020	Consultation context of the proposal	
4	28/12/2020	Consultation Chapter I, II, and III.	
5	27/01/2021	Final consultation chapter I, II, and III.	
6	16/02/2021	Consultation the result of Sempro and focusing the subject of the research	
7	22/02/2021	Consultation about instruments guidelines (Questionnaire, Interview, and Observation)	
8	26/02/2021	ACC instruments	
8	04/03/2021	Consultation about the interview results	
9	23/03/2021	Chapter 1,2,3 and 4	
10	02/03/2021	Revise chapter 1,2,3, and 4	

11	13/04/2021	Revise chapter 1,2,3, and 4	
12	28/04/2021	Chapter 1,2,3, 4 and 5	
13	31/05/2021	Revise chapter 1,2,3, 4 and 5	
14	03/06/2021	Revise chapter 1,2,3, 4 and 5	
15	08/06/2021	Revise chapter 1,2,3, 4 and 5	
16	09/06/2021	Final thesis and ACC	

Advisor   : Mr. Langgeng Budianto

Malang, June, 9th 2021

Accepted,
Dosen Pembimbing

....
NIP. 197110142003121001

Approved,
Ketua Jurusan TBI

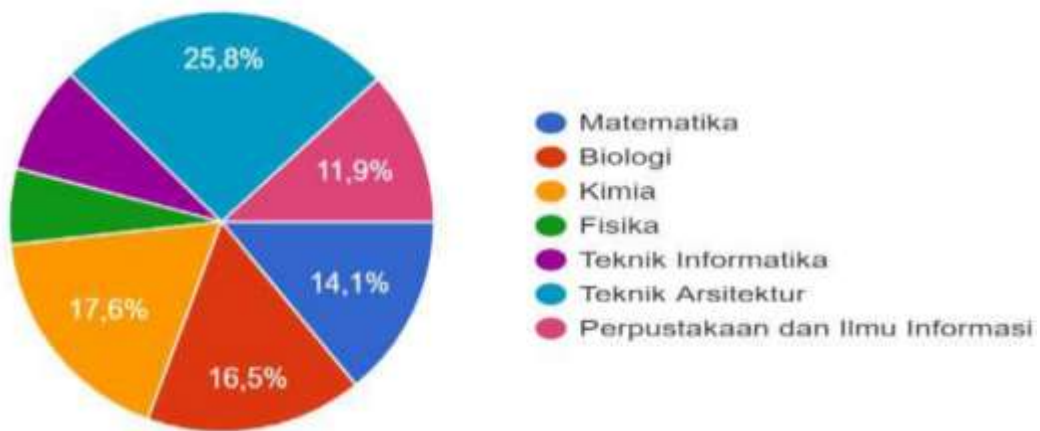...
NIP. 197110142003121001

Appendix VII The Survey Report of UIN Malang

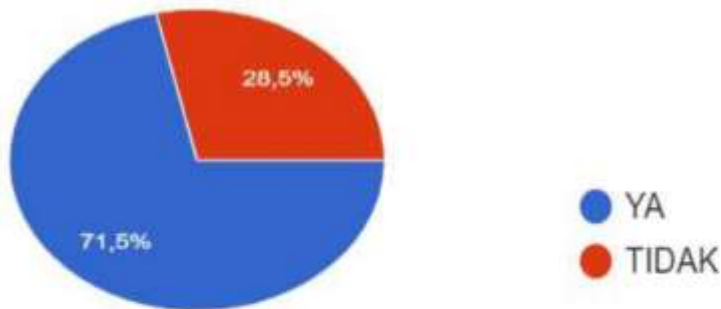**LAPORAN SURVEY PERKULIAHAN DARING**

SEMESTER GENAP 2019-2020

FAKULTAS SAINS DAN TEKNOLOGI

UIN MAULANA MALIK IBRAHIM MALANG

2020

Respon Survey dari Jurusan

- Matematika
- Biologi
- Kimia
- Fisika
- Teknik Informatika
- Teknik Arsitektur
- Perpustakaan dan Ilmu Informasi

3. Pemahaman terhadap materi yang disampaikan

4. Saran/Masukan untuk memperbaiki proses pembelajaran jarak jauh

a. Pembuatan website secara inti untuk perkuliahan online dan sistem yang dimana dosen juga dapat mengingatkan sehari atau beberapa jam sebelum kelas dimualai.

b. Jangan meberikan tugas online yang melebihi kapasitas kuliah offline

c. Jangan mendadak tiba tiba ada kelas online, dikarenakan tidak pada saat itu semuanya memegang handphone, laptop. Kalau bisa sesuai jam kelas seperti biasanya. Begitu pun dengan tugas, pengumpulannya jangan mendadak semisal malam soal dikirim, besok paginya disuruh mengumpulkan.

d. Sebaiknya materi yang akan disampaikan diperjelas lebih detail dan penggambaran lainnya. Agar kita bisa memahami lebih dalam. Selain itu tugas yang semakin diluar batas, dan waktu pengumpulan yang sangat sedikit. Membuat kita sebagai mahasiswa mengeluh tentang tugas yang diberikan. Sebab selain memiliki tekanan batin karena terjadi nya wabah Corona yang semakin merajalela, dengan tugas yang sudah diluar kendala, semakin mahasiswa kepikiran, sehingga imun yang ada semakin melemah, begadang membuat pusing dan penyakit lainnya. Sehingga kita bukan sakit karena terkena virus, tetapi tugas yang terus-menerus.

e. Penggunaan aplikasi dan pembelajaran sudah baik tetapi sebaiknya suara dapat di dengar agar lebih dapat memahami materi. Terima Kasih

5. Saran/ masukan untuk memperbaiki proses pembelajaran jarak jauh

a. Lebih siap lagi dalam metode pembelajaran jarak jauh, karna kurangnya kesiapan sy rasa sistem pembelajaran masih kurang efektif

b. Membuat metode pengajaran baru yang menarik dan tidak membosankan, agar siswa lebih paham dalam situasi darurat seperti ini

c. Saya membutuhkan penjelasan dari dosen secara langsung, kalau hanya kirim ppt, saya masih kesulitan untuk memahami. Mungkin, kedepannya, dosen berkenan memberikan penjelasan dalam video. Sehingga, video tersebut berisi keterangan/penjelasan lisan dan materi yang dimaksud dengan penambahan pointer agar lebih spesifik. Terima kasih. Mohon maaf

d. Sebaiknya jadwal kuliah online tetap sama seperti kuliah offline sehingga tidak bersamaan dengan mata kuliah lainnya

e. Disediakan aplikasi yang memadai memberikan video penjelasan dan membuka sesi pertanyaan tentang materi tersebut

f. Belum tau harus bagaimana, kuliah daring membuat mata sakit dikarenakan lebih sering melihat laptop dan hp

g. Untuk mahasiswa yang sedang menempuh skripsi agar lebih dipermudah. Setidaknya bebas tanggungan ukt.

Laporan Hasil Survey Perkuliahan Daring/Online Jurusan Perpustakaan

1. metode pembelajaran
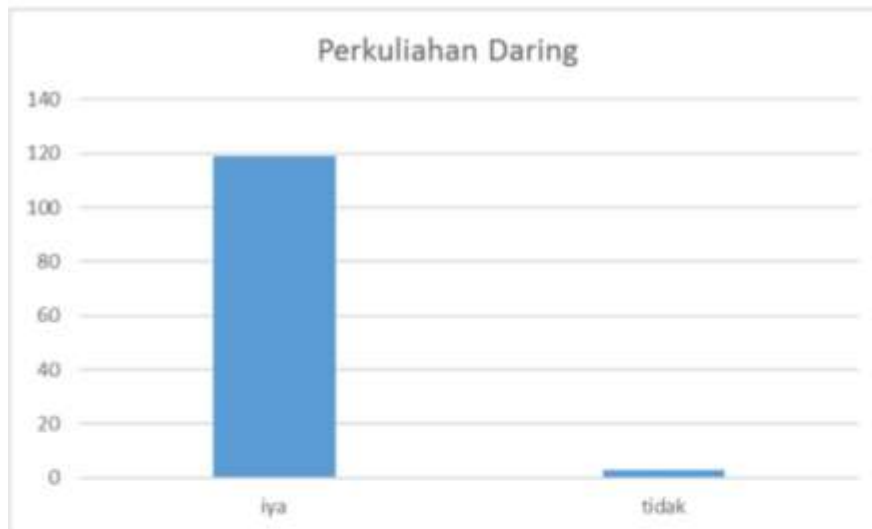
Berdasarkan data diatas, dapat disimpulkan bahwa hampir keseluruhan mata kuliah di Jurusan Perpustakaan dan Ilmu Informasi menggunakan Perkuliahan Daring

2. Metode yang digunakan untuk perkuliahan dalam dua pekan :
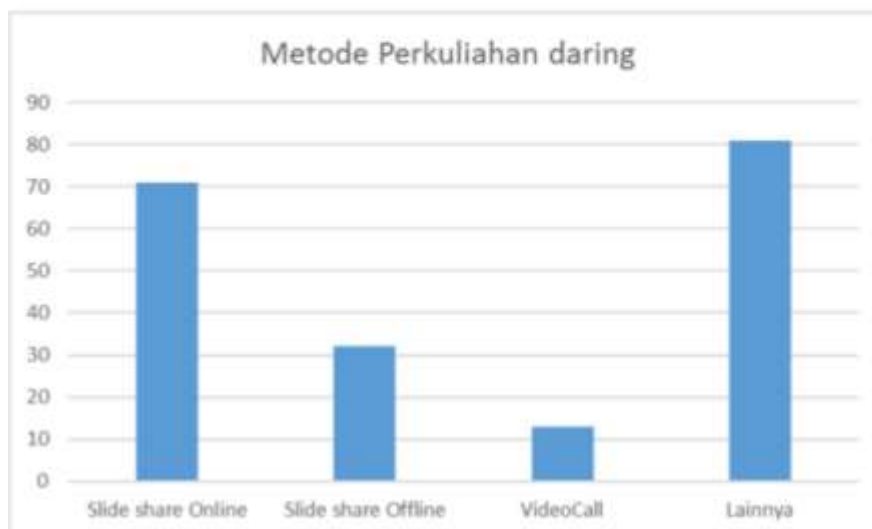
Metode Perkuliahan daring

Slide share Online   71

Slide share Offline   32

VideoCall	13
Lainnya	81

Berdasarkan data diatas, metode perkuliahan daring sedikit yang menggunakan videocall, hal ini disebabkan karena banyak pertimbangan salah satunya koneksi internet beberapa mahasiswa yang tidak mendukung untuk melakukan videocall.

3. Aplikasi yang digunakan untuk perkuliahan daring :

Google Classroom	104
Google Meet	1
Google Form	3
Edmodo	10
E-Learning	3
Whatsapp	40
Zoom	13

Penggunaan aplikasi perkuliahan daring sebagian besar menggunakan Google Classroom untuk penyampaian materi dan pengumpulan tugas, serta penggunaan aplikasi Whatsapp untuk komunikasi antara Dosen dan Mahasiswa.

4. Pemahaman materi oleh mahasiswa yang disampaikan oleh Dosen :

Memahami materi yang disampaikan?

5. Memahami materi yang disampaikan

Iya   74

Tidak   48

Hasil perkuliahan daring mahasiswa sebagian besar sudah mampu memahami materi yang disampaikan, untuk mata kuliah praktikum cukup sulit mahasiswa memahami karena erat kaitannya dengan praktik langsung.

6. Masukan dan saran dari mahasiswa :

- Memberi penjelasan terlebih dahulu mengenai materi tersebut, kemudian memberikan tugas ataupun laporan. Jangan sebaliknya diberi tugas dulu kemudian baru dijelaskan.

- Pelaksanaan kuliah online harus sesuai jadwal. Banyak perkuliahan online mendadak diadakan

- Dosen memberikan kesempatan tanya jawab bagi mahasiswa yg belum mengerti mengenai materi dan memberikan kelonggaran pada mahasiswa dalam mengumpulkan tugas karena tempat tinggal masing masing berbeda tempat dengan media dan jaringan yg berbeda-beda.

- Sebaiknya tidak memberikan tugas yang terlalu banyak dengan deadline yang cukup singkat, lebih ditingkatkan lagi untuk pembelajaran jarak jauh agar lebih efektif lagi.

- Sebaiknya pihak universitas memberikan fasilitas dengqn adanya kuliah daring ini seperti halnya jaringan internet, penurunan UKT dan lain sebagainya.

- Untuk materi harap di share pada malam hari agar saat jam kuliah tinggal menanyakan yang kurang dipahami, bukan dishare saat waktu pembelajaran n mahasiswa baru membaca itu memakan waktu untuk memahami.

Laporan Hasil Survey Perkuliahan Daring/Online Jurusan Fisika

1. Metode Pembelajaran selama pandemic Covid-19

7% yang tidak melakukan perkuliahan jarak jauh adalah matakuliah skripsi

2. Metode yang digunakan untuk perkuliahan dalam dua pekan ini

3. Aplikasi yang digunakan untuk perkuliahan daring

Aplikasi apa yang digunakan untuk perkuliahan daring?

4. Kendala yang dihadapi untuk perkuliahan daring

Kendala apa yang dihadapi untuk perkuliahan daring?

5. Pemahaman mahasiswa terhadap materi yg diberikan oleh Dosen secara online

Saran dan masukan :

1. Jangan terlalu banyak memberikan tugas pada mahasiswa
2. Harap semua dosen benar-benar memaksimalkan diri saat menjelaskan dan menanggapi mahasiswa saat membutuhkan bantuan mengerjakan tugas
3. Diberikan pembelajaran tertulis secara rinci agar kita sebagai mahasiswa paham mata kuliah tersebut.
4. Boleh melalui slide, mohon untuk sertakan voice note untuk keterangan atau penjelasan. agar memudahkan mahasiswa dalam memahami materi.
5. ebaiknya menggunakan aplikasi zoom, atau menggunakan WhatsApp dan diterangkan dengan menggunakan metode video (dikirim video)
6. Sebaiknya...dalam proses pembelajaran jarak jauh,dosen harus komunikatif, dan mengerti keadaan mahasiswa serta keadaan dosen itu sendiri
7. Mungkin tugasnya dikurangi, karna masih banyak matkul lain juga ada tugasnya
8. Kuliah tatap muka paling the best

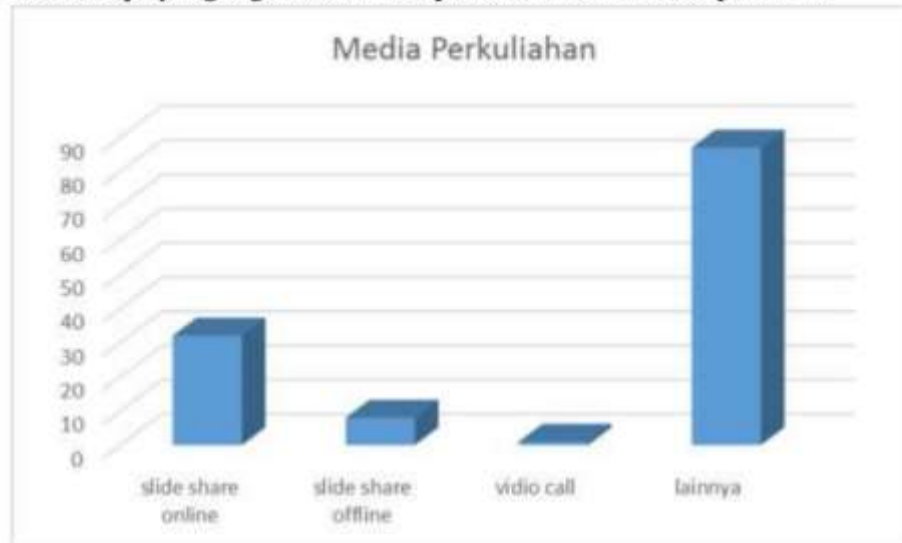**Laporan Hasil Survey Perkuliahan Daring/Online Jurusan Kimia**

➢ Jumlah koresponden yang masuk sejumlah 180

➢ Jumlah Responden pada matakuliah yang dilakukan secara daring
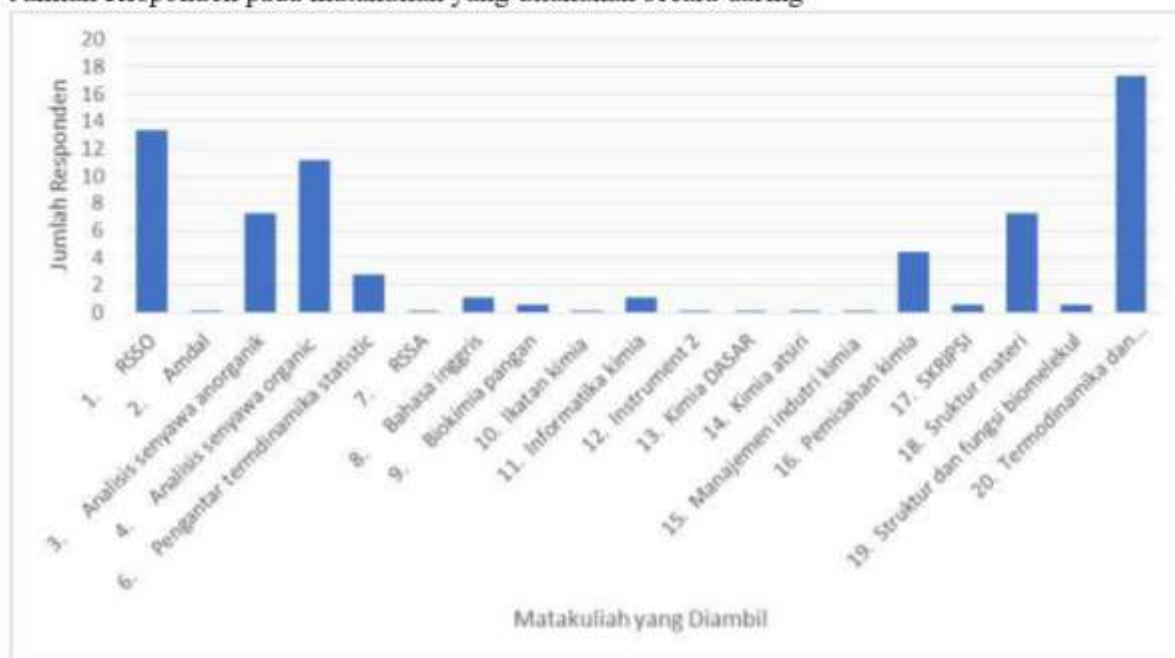
➢ Apakah perkuliahan tersebut sudah menggunakan metode pembelajaran jarak jauh

➢ Metode apa yang digunakan untuk perkuliahan dalam dua pekan ini

➢ Aplikasi yang digunakan diantaranya : zoom, google class room, WhatsApp, Edmodo, hypercam, gausview, Email, voice note dan video

➢ Kendala yang dihadapi diantara:
- koneksi internet
- kurang dapat memahami materi
- terlalu banyak tugas
- pemberian tugas yang intensitas waktunya melebihi waktu normal
- perkuliahan diadakan tidak sesuai dan melebihi jadwal seharusnya
- pemberian materi melalui ppt tanpa penejlasan dan langsung pemberian tugas
- kapasitas ukuran file yang didownload terlalu besar
- kuota cepat habis
- kesulitan mengerjakan soal latihan

Laporan Hasil Survey Perkuliahan Daring/Online Jurusan Teknik Informatika

1. Apakah perkuliahan tersebut sudah menggunakan metode pembelajaran jarak jauh?

YA	73
TIDAK	5
Koresponden	78

2. Metode apa yang digunakan untuk perkuliahan dalam dua pekan ini?

SlideShare Online	14
Video Call	23
SlideShare Offline	7
E-Learning	5
Edmodo	2
Webex	4
Google classroom	0
Skype	0
Whatsapp	4

3. Apakah anda memahami materi yang disampaikan

YA	53
TIDAK	26

4. Kendala apa yang dihadapi untuk perkuliahan daring?

| 1	Susah menerima materi
2	Wifi kadang lemot
3	Menghabiskan kuota, jaringan sering terganggu
4	Gangguan Sinyal, gangguan anak kecil, komando ortu, rebahan
5	Terlalu banyak radiasi yg diterima karena lebih banyak menatap layar komputer saat mengerjakan tugas, dan juga saat kuliah online terkadang instruksi yang diberikan dosen kurang jelas sehingga saat pengumpulan salah format dan beliau tidak mau mengoreksi
6	Banyak tigas

7	kendalanya yaitu penugasan permatkul terkadang tidak terstruktur, contoh matkul yang hari kamis penugasan ada di hari rabu. Padahal hari rabu ada matkul yang lain jadi tugas menambah/menumpuk.
8	Mahasiswa tidak leluasa bertanya, penjelasan dosen terbatas dalam chat.
9	Saat perkuliahan disuruh memahami sendiri dan tidak dijelaskan
10	Tugasnya banyak. Tidak bias belajar, karena mengerjakan tugas yang bahkan belum diajarkan
11	kendalanya ada pada deadline. ketika tugas tiba2 diberikan tanpa tersusun semua jadwalnya dari awal bikin deg2 an sih, belum lagi ketika akan submit tugas sinyal terganggu, koneksi terputus. namun untuk masalah koneksi jaringan itu bisa diperbaiki nanti. untuk deadline tugas yang tiba2 enaaknya semua tugas sudah tersusun dari awal beserta deadline nya, dan mulai pengumpulan dibuka dari awal jadi bisa ngerjakan kapan aja dimana aja karena sudah ada patokan deadline
12	Materi yang disampaikan terlalu sedikit

5. Tuliskan Saran/Masukan anda untuk memperbaiki proses pembelajaran jarak jauh ..

1	Kuliah online ada enak gaenaknya, enaknya waktu buat belajar lebih leluasa, gaenaknya kita harus belajar sendiri
2	Sebenarnya kuliah jarak jauh cukup efektif bagi saya dan teman-teman.. yang tinggalnya kebetulan di kota. Tapi saya menemui beberapa teman yang tinggal di Sumbawa dan sekitarnya, agak kesulitan mengikuti kelas online ini. apalagi pengumpulan tugas secara online yang waktunya di jadwal (hanya dari jam sekian sampai jam sekian). Nah mungkin untuk kuliah online ini sangat memungkinkan kondusif dan efisien jika deadline pengumpulan tugas online lebih di beri kelonggaran atau perpanjangan waktu sehingga teman-teman yang memiliki kendala seperti susah sinyal dan sebagainya bisa tetap mengikuti secara kondusif di tempat masing-masing.
3	Libur ya libur, masuk ya masuk kalo libur dibuat masuk ya gini gak efektif malah buang" waktu. Yang ada tugas tambah banyak tetapi yang bisa difahami murid sedikit
4	Kelas online, ada baiknya melaksanakan kelas di waktu yang sudah ditentukan
5	Diseragamkan menggunakan e-learning UIN. Agar mudah diakses..
6	Seharusnya para dosen memberikan tugas sesuai dengan kondisi saat ini, karena tidak memungkinkan setiap mahasiswa untuk mengerjakan tugas yg seharusnya dikerjakan berkelompok
7	Ditambah lagi latihan soalnya
8	Seharusnya ada aplikasi khusus pembelajaran jarak jauh yang memiliki semua fitur pembelajaran. Seperti videocall, sharing file, chatting antar user, dan chatroom yang memungkinkan hanya dosen untuk memberi penjelasan.
9	Tampilan E learning lebih di percantik lagi, supaya mahasiswanya lebih nyaman ketika belajar dari e learning. Semisal diberi tema dll
10	Deadline tugas yang tiba2 enaaknya semua tugas sudah tersusun dari awal beserta deadline nya, dan mulai pengumpulan dibuka dari awal jadi bisa ngerjakan kapan aja dimana aja karena sudah ada patokan deadline, juga bisa submit kapan aja, asal tidak ada deadline dadakan
11	Penjelasan melalui video dengan dilengkapai contoh untuk mempermudah memahami penjelasan
12	Kondisi saat ini saya lebih menyarankan untuk menggunakan metode daring via skype
13	Kepada bapak ibu dosen supaya lebih cepat dalam memberikan tanggapan dari mahasiswa yang ingin progres, konsultasi, maupun pertanyaan atas materi yang belum dipahami.

Hasil Survey Daring Jurusan Teknik Arsitektur

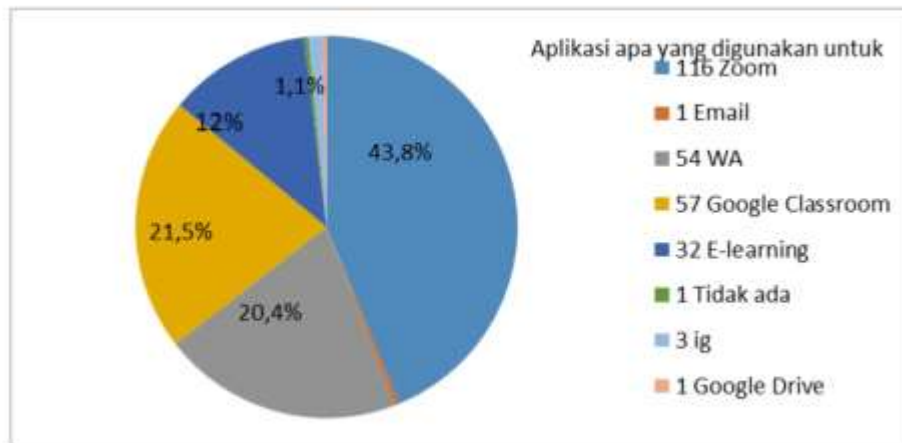1. Apakah perkuliahan tersebut sudah menggunakan metode pembelajaran jarak jauh?
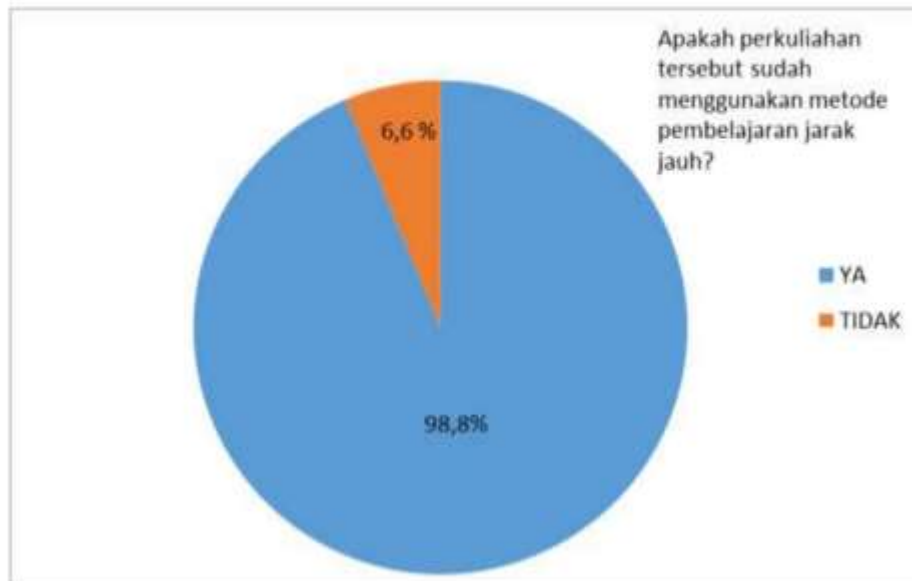
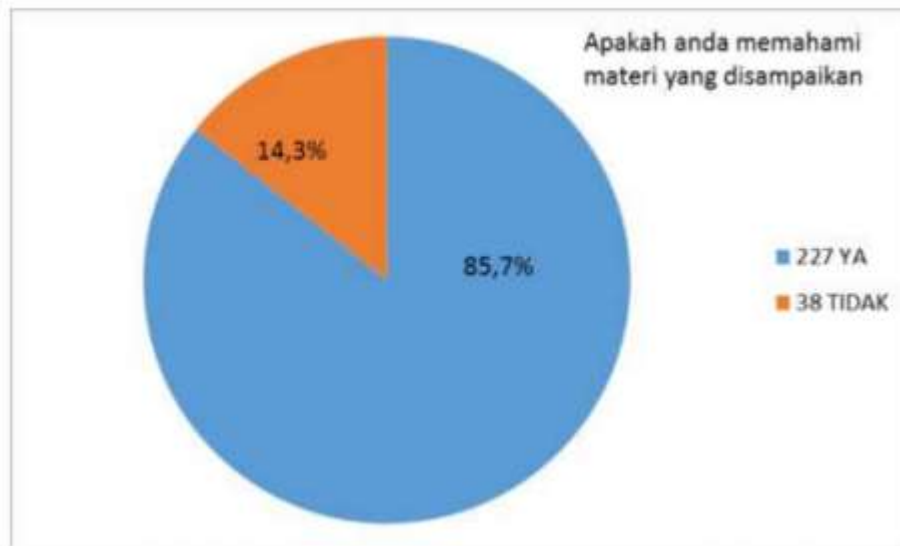2. Metode apa yang digunakan untuk perkuliahan dalam dua pekan ini?
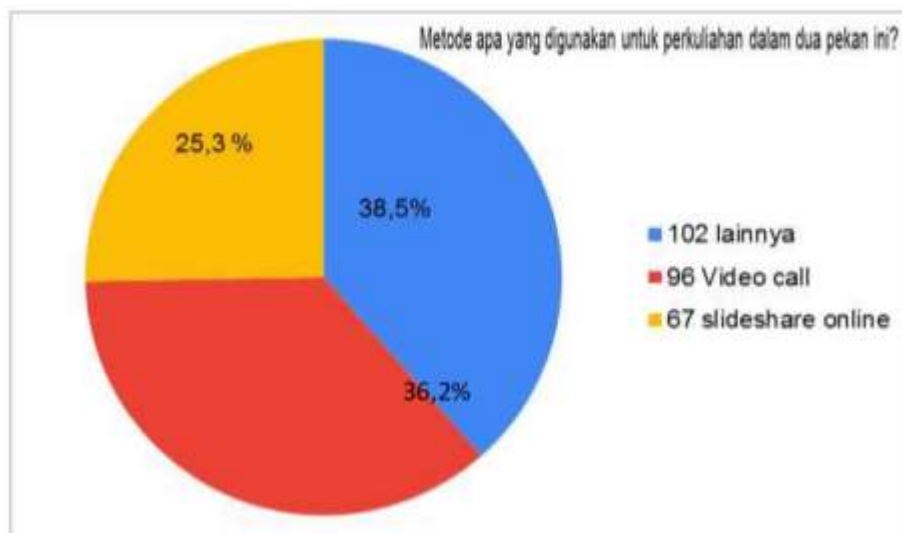
3. Aplikasi apa yang digunakan untuk perkuliahan daring?

4. Kendala apa yang dihadapi untuk perkuliahan daring?

5. **Apakah anda memahami materi yang disampaikan?**

Hasil Survey Perkuliahan Daring Jurusan Matematika

Sebagian besar perkulian di Jurusan Matematika sudah dilaksanakan secara daring, dan beberapa belum dilaksanakan perkuliahan (belum ada konfirmasi dari dosen pengampu). Perkuliahan dilakukan dengan berbagai metode Video Call, SlideShare Online, SlideShare Offline. Aplikasi yang digunakan antara lain

1. Whatsapp
2. Google Classroom
3. E-learning UIN Malang
4. Zoom
5. Youtube
6. Instagram

Dengan berbagai metode dan aplikasi yang digunakan tersebut 51% mahasiswa merasa dapat memahami perkuliahan yang diberikan. Beberapa kendala yang dihadapi mahasiswa dalam perkuliahan daring ini antara lain:

1. Koneksi internet lambat.
2. Keterbatasan kuota internet.
3. Kesulitan memahami materi yang diberikan dosen.
4. Terlalu banyak tugas.
5. Dosen memberikan tugas tanpa memberikan penjelasan materi.
6. Sulit berkomunikasi dengan dosen untuk bertanya materi perkuliahan.
7. Pelaksanaan kuliah yang tidak sesuai jadwal.
8. Kuis atau tugas mendadak.
9. Keterbatasan memori perangkat untuk menginstal berbagai aplikasi.

Berikut beberapa saran dari mahasiswa terkait pelaksanaan kuliah daring

1. Penyampaian materi kuliah dengan cara yang menarik.
2. Dosen tidak terlalu banyak memberikan tugas.
3. Penjelasan materi kuliah disajikan dalam video.
4. Deadline pengumpulan tugas jangan terlalu pendek.
5. Perkuliahan dilaksanakan sesuai jadwal.
6. Jangan mengganti perkuliahan dengan tugas.
7. Mohon dosen menjelaskan materi terlebih dahulu sebelum memberikan tugas.

Appendix VIII Letter of Practical Research Permission

KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI MAULANA MALIK IBRAHIM MALANG
FAKULTAS ILMU TARBIYAH DAN KEGURUAN
JalanGajayana 50, Telepon (0341) 552398 Faximile (0341) 552398 Malang
http:// fitk.uin-malang.ac.id. email : fitk@uin_malang.ac.id

Nomor   : 536/Un.03.1/TL.00.1/01/2021   18 Februari 2021Sifat   : Penting
Lampiran   : -
Hal   : **Izin Survei**
              Kepada
              Yth. Ketua Jursan
              TBI UIN Malangdi
                     Jl. Gajayana No.50, Dinoyo, Kec. Lowokwaru, Kota Malang, Jawa Timur 65144
              Assalamu'alaikum Wr. Wb.

              Dengan hormat, dalam rangka penyusunan proposal Skripsi pada Jurusan Tadris Bahasa Inggris - S1 Fakultas Ilmu Tarbiyah dan Keguruan (FITK) Universitas Islam Negeri Maulana Malik Ibrahim Malang, kami mohon dengan hormat agar mahasiswa berikut:

Nama   : KENNY SHANIA LESTARI R
NIM   : 17180018
Jurusan   : Tadris Bahasa Inggris - S1
Semester- Tahun Akademik : Genap - 2020/2021
Judul Skripsi   : Utilizing WhatsApp Chat Group in EFL Teaching: Voices of EFL Students and Lecturers

              diberi izin untuk melakukan survei/studi pendahuluan di lembaga/instansi yangmenjadi wewenang Bapak/Ibu. Demikian, atas perkenan dan kerjasama Bapak/Ibu yang baik disampaikan terimakasih.
              Wassalamu'alaikum Wr. Wb

                                          Dekan,

                                          Dr. H. Agus Maimun, M.Pd NIP. 19650817 199803 1 003

Tembusan :
  1. Yth. Ketua Jurusan Tadris Bahasa Inggris - S1

Appendix IX Curriculum Vitae

CURRICULUM VITAE

Nama   :   Kenny Shania Lestari R

Birthday   :   Kediri, September 3rd 1998

Gender   :   Female

Address   :   Rt/Rw 01/01, Desa Wonorejo, Kec Puncu, Kab

                    Kediri, Jawa Timur

Email   :   Kennyshania027@gmail.com

No. Contact   081233080131

Education Background

No	Graduated	Education	Place
1	2011	SD Negeri Kepung II	Kabupaten Kediri
2	2014	MTsN 1 Pare	Kabupaten Kediri
3	2017	MAN 3 Kediri	Kota Kediri
4	2021	UIN Maulana Malik Ibrahim Malang	Kota Malang