

THE IMPLEMENTATION OF WHATSAPP GROUP IN EFL CLASSROOM
(STUDY AT MAN 1 POLEWALI MANDAR)



A Thesis

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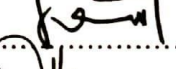



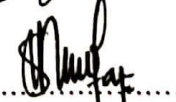


PENGESAHAN SKRIPSI

Skripsi yang berjudul “The Implementation of WhatsApp Group in EFL Classroom (Study at MAN 1 Polewali Mandar)” yang disusun oleh **Selvianah**, NIM: 10256117023, mahasiswa Program Studi Tadris Bahasa Inggris Jurusan Tarbiyah dan Keguruan STAIN Majene, telah diuji dan dipertahankan dalam sidang Munaqasyah yang diselenggarakan pada hari Selasa, tanggal 31 Agustus 2021 M, bertepatan dengan 22 Muharram 1443 H, dinyatakan telah dapat diterima sebagai salah satu syarat untuk memperoleh Gelar Sarjana Pendidikan (S.Pd.) pada Program Studi Tadris Bahasa Inggris dengan beberapa perbaikan.

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ABSTRACT

Researcher : Selvianah
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Title : *The Implementation of WhatsApp Group in EFL Classroom
(Study at MAN 1 Polewali Mandar)*

This research aims to see the implementation of WhatsApp media in EFL Classroom. Researcher used qualitative descriptive data collection through observation to see the learning process that took place in WhatsApp group, then interviewed students and teacher, and finally documentation. Data analysis techniques in this research are data reduction, data presentation and conclusion drawing. From the research results, it can be seen that the learning process is divided into three stages, namely: 1) Planning, 2) Implementation which is divided into three stages, namely: opening, core and closing activities and 3) evaluation. In this case, students can still participate in the learning process using WhatsApp group and easily accessible, save quota and also have various features that teacher can choose to use in the learning process such as WhatsApp groups, chat messages, document files, videos or photos. In addition, there are still obstacles that faced by teacher and students such as teacher cannot observe directly, learning is not optimal, poor internet network, full cellphone memory or lack of understanding of the material.

Keywords: WhatsApp, EFL Classroom, Pandemic Covid-19

Penelitian ini bertujuan untuk melihat implementasi media WhatsApp di EFL Classroom. Peneliti menggunakan deskriptif kualitatif dengan pengumpulan data melalui observasi untuk melihat proses pembelajaran yang berlangsung di grup WhatsApp, kemudian mewawancarai siswa dan guru, dan terakhir dokumentasi. Teknik analisis data dalam penelitian ini adalah reduksi data, penyajian data dan penarikan kesimpulan. Dari hasil penelitian terlihat bahwa proses pembelajaran terbagi menjadi tiga tahap yaitu: 1) Perencanaan, 2) Pelaksanaan yang dibagi menjadi tiga tahapan yaitu: kegiatan pembukaan, inti dan penutup dan 3) evaluasi. Dalam hal ini siswa masih dapat berpartisipasi dalam proses pembelajaran dengan menggunakan grup WhatsApp serta mudah diakses, hemat kuota dan juga memiliki berbagai fitur yang dapat dipilih guru untuk digunakan dalam proses pembelajaran seperti grup WhatsApp, pesan chat, dokumen file, video atau foto. Selain itu masih terdapat kendala yang dihadapi guru dan siswa seperti guru tidak dapat mengamati secara langsung, pembelajaran tidak maksimal, jaringan internet yang buruk, memori handphone yang penuh atau kurangnya pemahaman terhadap materi.

Kata kunci: WhatsApp, Kelas Bahasa Inggris, dan Pandemic Covid-19

CHAPTER I

INTRODUCTION

A. Background

English is an international language that is taught in every school around the world. The Indonesian government has made English the first foreign language and included it in the curriculum that has become one of the important subjects taught in elementary, junior and senior high school (Yulia , 2019). As for MAN 1 Polewali Mandar, English is a compulsory subject that must be studied by the first until the third years students of senior high school.

Learning English in schools aims to equip students with English language skills such as: listening, speaking, reading, and writing skill. The orientation of learning four skills in English is to improve students' oral and written communication (Syahputra, 2006). English outside an English-speaking country is called EFL, namely English Foreign Language. In learning English, there is always a need for media that can support the learning process in the EFL classroom. A learning media is indispensable for obtaining a maximum learning process (Mahnun, 2012). In this era, electronic media has become a very important requirement in the learning process. Currently the Covid-19 outbreak has hit almost every country in the world. This has caused major changes to occur in the economics, health and education. To prevent the spread of the Covid-19 outbreak, online learning or study from home (SFH) is stipulated by the Ministry of Education and Culture (Salsabila et all 2020)

In learning from home (SFH), a teacher must explore various learning innovations so that the learning objectives can be achieved. Although the overall result may not be the same as face-to-face learning (Lubis & Yusri, 2020). Thus, learning media that is suitable and can support the learning process of students, especially for learning English is needed. There are many applications on cell

phones that can inspire students to acquire knowledge. One of the media commonly used in this case is the WhatsApp application (Manan, 2017).

WhatsApp is an application that is useful for social communication. This media requires the internet to send messages, photos, videos, sound recordings, files and links to web addresses (Bouhnik & Deshen, 2014). In the WhatsApp application there is also a group feature which can be a place for group learning for students in EFL classroom. This Madrasah Aliyah Negeri (MAN) 1 Polewali Mandar started using the WhatsApp group in all online learning class since the covid-19 pandemic.

During this pandemic, learning activities must still be carried out. This is where the teacher plays a role in being able to use social media in the learning process, especially WhatsApp. The use of media in online learning really helps the learning process, specifically the implementation of WhatsApp media. The use of WhatsApp media needs to be reviewed more deeply regarding its implementation in various Madrasah Aliyah. Based on the results of initial observations that have been made at Polewali Mandar on May 18, 2021, in the online learning process the teacher uses WhatsApp as a learning media. This is in accordance with the statement of the principal of the school that learning activities are carried out using WhatsApp media, including English subjects for class XI IPA 2, namely the English teacher who uses WhatsApp (Group chat or personal chat). With the WhatsApp media, teacher is helped to communicate with students during online learning.

Regarding the learning media in the form of WhatsApp which is used in the online learning process at MAN 1 Polewali Mandar, the researcher intend to conduct research to obtain accurate information or data regarding the use of WhatsApp group in learning reading at the school. From the initial finding obtained, the researcher will conduct a review of how the implementation of WhatsApp group in EFL Classroom. The purpose of the review is to obtain accurate data and information by using the WhatsApp group in EFL Classroom at the school.

Based on the background that has been described, the researcher is interested in conducting research with the title *"The Implementation of WhatsApp Group in EFL Classroom (Study at MAN 1 Polewali Mandar) "*.

B. Problem Statement

“How is the Implementation of WhatsApp Group in EFL Classroom at MAN 1 Polewali Mandar?”

C. Research Objective

To find out the Implementation of WhatsApp group in EFL Classroom at MAN 1 Polewali Mandar.

D. Research Significance

The results of this research will provide a significance contribution in theoretical and practical terms as follows:

1. Theoretical significance

This research is expected to provide theoretical benefits, namely at least contributing ideas about electronic learning media that can be used in EFL Classroom. The application of electronic media aims to support the teaching and learning process in the EFL Classroom. In addition, WhatsApp media is expected to help students learn English better.

2. Practical significance

This research is expected to provide practical benefits, namely regarding the description of the Implementation of WhatsApp group in EFL Classroom. In addition, researcher also hope that this research can be useful for:

a. For the students

Researcher expected that students can be motivated and take advantage of the WhatsApp group media in EFL Classroom. Therefore, students' knowledge of English could also be better.

b. For the teacher

The teacher will find out the extent of the level of understanding or attitudes of students in the EFL Classroom with the application of WhatsApp media. By knowing this, teachers can realize what students need. In addition, teachers can be better in determining the right strategy in learning English.

c. For the other researcher

Other researchers can use this research as a reference by running the same topic. Researcher hope that other researchers can carry out further research more perfectly, especially regarding WhatsApp in EFL Classroom.

E. Research Scope

This research focuses on the implementation of WhatsApp media in EFL Classroom. This research is a qualitative descriptive research and the steps of data collection are observation, interview and documentation. From these three steps, it will be known what the implementation of WhatsApp media in EFL Classroom looks like. The subjects in this research were students of class XI IPA 2 at MAN 1 Polewali Mandar, namely 10 students and 1 English teacher.

F. Operational Definition of Terms

In this research focused on the Implementation of the WhatsApp group in EFL Classroom. In this research, the following is a brief explanation of the terms used:

1. Teaching Media

Teaching media is an effective supporter in helping the learning process occur (Mahnun, 2012). Teaching media is the main thing that becomes the standard to maximize the student learning process. The media itself can be in the form of objects or electronics which are chosen depending on the needs of teaching and learning.

2. E-Learning

Online learning in this era has become a natural thing to do. The needs of students in the use of electronic media are increasing rapidly and have become basic needs. E-learning is the use of technology and information tools to gain learning experiences (Horton, n.d.). E-Learning generally requires a good internet network so that the learning process can be maximized.

3. WhatsApp Group

There are many features in the WhatsApp application. However, in the group learning process the WhatsApp group is the solution. According to Gamji & Salman (2019) sharing of information and knowledge is usually done through groups in the application, thus students' learning habits can increase quickly and are easily read and understood by students. Learning by using online groups in the WhatsApp application can support various student learning needs such as sending messages or opinions, recording voices, sending course materials, sending videos and more.

CHAPTER II

REVIEW RELATED LITERATURE

A. Previous Related Research Findings

Based on the results of previous research, the researcher obtained several previous researches related to research to be conducted as follows:

1. The research conducted by Fattah (2015) with the title "Effectiveness of Using WhatsApp Messenger as a Mobile Learning Technique to Develop Students' Writing Skills" is a study that focuses on students' writing skills. The system developed in this research using WhatsApp group has been tested with 30 second year college students, English Department from private university in Saudi Arabia. The results showed that students were very interested in using smart phones in the learning process. They also feel free in learning new things. The use of WhatsApp technology also makes students more active in participating in class. The findings are convincing that WhatsApp greatly contributes to the development of students' writing skills in EFL classroom.
2. This is a research by Gamji & Salman (2019) with the title "The Use of WhatsApp as a Learning Tool in the Current Generation: Undergraduate Student Studies". "Use of WhatsApp as a Learning Tool in Today's Generation: A Study of Undergraduate Students". This research was conducted by using a questionnaire to collect data, that is descriptive and inferential statistical methods applied in analyzing data collected from the field. This study used simple random sampling. The survey method used to provide 200 copies of the questionnaire to the participants. This research found that WhatsApp has an important role in increasing student academic activities. This technology is an instant service that is easily accessed by students to share and also discuss material online.
3. The research conducted by Ahmed (2019) under the title "Chat and Learning: Effectiveness of Using WhatsApp as a Pedagogical Tool to

Improve Reading and Writing Skills of EFL Learners” involved twenty students of English study program from Radfan Higher Education School-Aden University. The data collected through a pre-test and post-test. In this case it is also stated that WhatsApp has a positive influence as a pedagogical tool so that the learning process can be much more interesting. The results of this study concluded that English study program students from Aden University got many benefits from using the WhatsApp group as their learning tool.

4. There is a research conducted by Manan (2017) in his research "WhatsApp Mobile Tool in Second Language Learning", which this research involved 120 second grade students of the Muhammadiyah Kuningan Teacher Training and Education College (STKIP). This research used one group pre-test and post-test design. The results of the study concluded that the mobile device, namely WhatsApp, could motivate students to learn English, especially in writing or speaking. The most important thing is that WhatsApp really helps students know their every mistake and can also comment on the mistakes of friends / existing texts. On subsequent research will focus on measuring the reading achievement student ability with the use of the media Group WhatsApp.
5. The research conducted by Sri wahyuni (2019) with the research title "Using WhatsApp Groups to Improve Students' Writing Achievement" involved second semester students of STKIP Muhammadiyah Pagaram as participants.. In this research used quasi-experimental design. This research used quasi-experimental design. Therefore, the data of this research collected by using written test. The results of the study concluded that it turned out that the WhatsApp Group had many benefits in increasing student writing achievement. The WhatsApp group can facilitate its users in increasing social interaction, everyone's collaboration, interaction between teachers and students, academic success, feedback and is also very supportive of sharing information, especially in terms of education. With the facilities or features in the Group WhatsApp will certainly have a major

impact on the students learning process. In this study academic ability can be achieved through the use of the WhatsApp Group.

Based on previous research, the researcher found similarities and also differences in this study. The similarities of this study with previous research are that both use WhatsApp as a process of learning English and use descriptive qualitative research methods. The differences are, firstly, this study focuses on analyzing students' reading skills while in previous studies it has focused on writing achievement, students' writing abilities and also students' speaking skills. The second difference is the previous studies it focused on the use of WhatsApp in second language learning while this research focuses on learning English as a foreign language. The last difference is the subject of the research, this research will be carried out at MAN 1 Polewali Mandar.

B. Some Pertinent Ideas

1. Teaching Media

Mahnun (2012) defines that the word "media" comes from the Latin "medium" which means "intermediary" or "introduction". Learning media is a means of distribution messages or learning information conveyed by message sources to their targets. To achieve learning success, learning media is very necessary. The use of instructional media can also increase the effectiveness of learning and can improve student achievement. This means that the use of media in learning is something that cannot be ignored. As an effort to create an effective learning situation by choosing the appropriate teaching media to support the learning process.

According to Mahnun (2012) there are three functions that move together in media existence:

- a. The stimulation function which can generate interest in knowing what is on the media more deeply.

- b. The mediation function is an intermediary between teachers and students, meaning that the media becomes a bridge or means of communication between students and teachers.
- c. The information function is to show the explanation the teacher wants to convey so that with this media students can understand the explanation given by the teacher.

To choose the learning media, teachers can pay attention to various aspects that can support the learning process such as: needs of students in learning process and media selection that pay attention in class condition, learning objectives, and students' interest. There are many media that can be used in the learning process. Teachers or students can also get information in a broader scope, namely through electronic media or what is commonly referred to in the term E-Learning.

2. E-Learning

a. Definition of E-Learning

E-learning is the use of information and computer technologies so that various learning experiences can be found. E-Learning is all of things related to the use of electronic media in the learning process (George, 2003). It is clear that E-learning is defined as forms of learning that definitely use networks, both in terms of interaction, delivery and so on. The network can be in the form of the internet where learning can be done individually or simultaneously with guides or instructions from a computer.

According to George (2003) e-learning has several advantages including in terms of institutions such as in international business (delivery of global business via electronic means), speed of development and delivery (paper-based training and platforms / classes are outdated), flexibility (anyone can use at any time) and also cost savings. Then in terms of personal student benefits, namely being able to save travel costs

for students, be independent, flexible, the opportunity to repeat lessons, easy to review, self-responsibility and also freer

Therefore, the benefits of e-learning are to provide a new atmosphere that can increase maximum learning outcomes (Hartanto, 2012). Thus, e-learning has been an effective learning platform to date and can provide flexibility for everyone in self-development independently.

b. Online Learning and Teaching

In the current technological era, ICT devices are the most ideal choice in assisting the teaching and learning process (Afdaliah et al 2019). There are various kinds of learning media that can be chosen by a teacher so that students can improve their academic achievement. As for online media, which is used as a forum for sharing information and knowledge, it must be easily accessible for each user.

In online learning, it is never separated from the form of group learning. Group learning is an activity carried out by more than two people in the process of learning something. Study groups can make it easier for a teacher to share material and also teach it effectively. In a group, students can easily interact with other friends. The forms of learning can also be more innovative and interesting.

3. WhatsApp Messenger

According to Manan (2017) WhatsApp Messenger is a proprietary, cross platform, encrypted instant messaging client for smartphones. WhatsApp Messenger is one of social media that can be used in various activities such as sending texts, pictures, videos, audio messages or even the user's location (Gamji & Salman, 2019). As one of the commonly used social media, this application needs to use a cellphone number as a cellular standard.

WhatsApp was founded by a former yahoo employee in 2009 and grew rapidly to 250,000 users in just a few months. WhatsApp is owned by

Facebook and it was recorded in 2014 that its growth was accelerating and reaching more than one billion users (Wahyuni, 2019). This application is widely chosen to be used as a social communication. The WhatsApp application is also included as one of the trending applications used by the younger generation in this era.

As an application that allows users to send messages, of course this also make it easier for users to access educational materials. The existence of online media like this certainly has a very positive impact in the field of education. Given that smartphone users and the availability of internet facilities in this era, it is very possible for students to study online using the WhatsApp messenger application.

a. WhatsApp Group

According to Manan (2017) the WhatsApp application is an application that is easier to use and does not require several steps or steps to get started. This application requires the internet to send text messages, pictures, videos, user location or audio messages to other users using a cellular number.

b. Features on WhatsApp application

The form of chat groups on WhatsApp can be used with various features provided so that teachers and students can interact with each other (Wahyuni, 2019). All activities in the group can be controlled by the teacher in accordance with the learning objectives to be achieved. In a discussion group everyone can communicate with others. They can send messages in the form of opinions, comments or suggestion and more. Not only that, every user can easily share images, recordings, text in the form of documents and other.

4. English as a Foreign Language (EFL)

English is indispensable in communicating and interacting to support the development of science and technology that is increasingly advanced and modern. Mastery of skills in English aims to be able to socialize in the global era. There are 10 reasons why learning English is important: a) English is the most widely spoken language in the world. b) Mastering English can increase your value and you will be more appreciated in the international world of work. c) Although China and America are leaders in terms of business and economic innovation, English is still used in China and America. d) English is used to communicate primarily in the business and business world. e) English is very important because it is a scientific language. f) English is used in the big Hollywood film industry. g) In the United States, speaking English can be separated from social discrimination such as differences in ethnicity, color, and also background. h) By mastering English, you can train your child's communication and master English from an early age. i) All gadgets and technology use English. j) Many learning resources use English such as books or the internet (Mustikawati & Widyaningrum, 2018)

In Indonesia, English is designated as a foreign language but has a major influence on the world of education or the world of work. It is evident that English is a compulsory subject in schools. In the world, English is an international language, while in Indonesia it is a foreign language. With the stipulation of English as a subject taught in schools with a programmed curriculum, the language concerned has officially become a foreign language that must be mastered by students and the wider community. (Mustikawati & Widyaningrum, 2018)

CHAPTER III

RESEARCH METHODOLOGY

A. Research Method

The type of this research is a qualitative research. Qualitative research is a research with procedures that produces descriptive data in the form of writings, utterances, and the behavior of people who are observed through an individual, group, society, or even an organization in a certain context which is studied with a complete perspective (Raco, 2018).

Based on the description above, this research uses descriptive qualitative research in which data collection is carried out by observing, interviewing and documenting.

B. Research Design

This research is a descriptive qualitative research. This research aims to find a fact from the phenomena that found and experienced by researcher. In this case, the researcher looking for the facts about the Implementation of WhatsApp group In EFL Classroom at MAN 1 Polewali Mandar.

C. Research Subject

This MAN 1 Polewali Mandar has four majors namely: Science, Social Sciences, Religion and Language. The total number of classes are 33 classes. Every class in this school also has English subjects that all students will take such as the high school in general. One of the classes that also takes English subjects is class XI IPA 2. The number of the students in class XI IPA 2 are 36 people. In the English learning process here, the teacher uses WhatsApp media to fulfill obligations in carrying out the teaching and learning process during the current COVID-19 pandemic.

In determining the informants, the researcher used purposive sampling. According to Sugiyono (2017) Purpose sampling is a technique in determining samples with definite considerations. This process is a step in determining the number of samples to be taken based on the characteristics and needs of the require informants. In this research, the researcher will stop looking for information if the information needed is sufficient or has reached the saturation point.

D. Research Instrument

Research instruments are tools that will help researcher in the research process. The research instruments that will be used in this research are as follows:

1. Observation

Observation is an activity that is carried out using the five senses to obtain the information needed. This process aims to get a real description of an event that answered research questions, either through the sense of hearing or sight.

2. Interview

The interview is a question and answer process that aims to obtain data or opinions from the interviewee. The purpose of the interview is to obtain information that was become data in conducting research (Rosaliza, 2015). In the interview instrument, there are several tools needed when this process is carried out. As for the interview instruments that used by the researcher in this research process, namely paper, book, pen, recording devices, sheets or notes containing points or questions that will be asked by the researcher to the informant.

3. Documentation

Document research is a complement to the use of observation and interview methods in qualitative research (Sugiyono,2017). Documentation instruments used in this research are photo archives, document archives, screenshots, and handphone.

E. Procedure of collecting Data

The following are data collection techniques needed by researchers in qualitative research:

1. Primary Data

a. Observation

The results of this research are in the form of field notes. Researcher make observations by participating in the learning process. During the learning process, researcher also pay attention to the learning process in group. After the learning was completed, the next researcher made field notes.

b. Interview

In this technique the researcher deals directly with the subject or informant under research by conducting interactive or one-sided questions and answers. The informants involved were an English teacher and several students of class XI IPA 2 MAN 1 Polewali Mandar.

In this process the researcher asks directly the things or questions that have been prepared. These interviews were conducted face-to-face with informants and also virtually using electronic media. The results of the interview process were recorded as important information from the informants.

2. Secondary data

a. Documentation

Researcher used the results of documentation in the form of photos obtained during the observation or interview process. The research documentation data used were photos, notes, and screen shots of documents that occurred during the interview process and also made observations.

F. Technique of Data Analysis

Data collection is an inseparable or integral part of data analysis activities (Rijali, 2019). The technique in this research is descriptive research. Therefore, the data analysis presented is the form of an explanation or description of field findings or those obtained from the interview, observation, and documentation process.

1. Data Reduction

Data reduction is the stage of summarizing or selecting important things in finding themes and patterns. The reduced data provides a clear picture and makes it easier for researcher to conduct further data collection.(Sugiyono, 2017)

2. Presentation of Data

Data presentation can be done in various forms such as charts, brief descriptions, relationships between categories, flowcharts and the most important thing used in this process is narrative text.(Sugiyono, 2017)

3. Conclusion Withdrawal

Drawing conclusions are preliminary conclusions that are still temporary and change if strong supporting evidence is found at the next stage of data collection. If the initial conclusions are supported, valid and consistent when the researcher returns to the field to collect data, then the conclusions put forward are credible conclusions.(Sugiyono, 2017)

CHAPTER IV FINDINGS AND DISCUSSION

A. Findings

1. The Process of Implementation WhatsApp group in EFL Classroom

a. Planning

Teacher need to make preparations before using WhatsApp as a learning medium, especially during the current pandemic. The preparations made were to prepare a WhatsApp group that would be used in the EFL class. If ideally in the learning planning process, online lesson plans are provided in accordance with the current pandemic conditions, this school teacher does not prepare online lesson plans. However, the material is still prepared by the teacher, for example material in the form of video. The teacher also prepares the readiness of students in the learning process through online attendance with WhatsApp media.

b. Implementation

Implementation is the realization of the plans that have been made. The implementation was carried out based on the results of observations in MAN 1 Polewali Mandar Regency, namely in the EFL class, it was divided into three stages: first, preliminary activities (opening), second core activities and the last is closing activities.

Meeting 1

Table 4.1 Observation at The First Meeting

No	Components	The process of Learning
1.	Opening	<ul style="list-style-type: none"> <li data-bbox="756 551 1343 696">· The teacher opens the class with greetings to the WhatsApp group “Assalamualaikum wr wb”. <li data-bbox="756 719 1343 1021">· The teacher directs students to be absent, namely by making a list of their names in the form of chat messages “Buat absen dulu Nanda dan segera kita belajar”. (“Make absence Nanda first and we will learn soon".) <li data-bbox="756 1043 1343 1968">· The teacher gives rules for students to respond to the teacher's "Hi", “Saya buat aturan untuk memastikan kalian menyimak chat atau tidak. Jika saya menyapa kalian dengan HELLO, maka dalam 1 atau 2 menit harus kalian respon dengan HI SIR, saya akan memperhatikan detik dan menit kalian merespon, makin lambat apalagi tidak merespon berarti tidak memperhatikan, atau tidak ikut belajar”. (“I made a rule to make sure you listen to the chat or not. If I greet you with HALLO, then in 1 or 2 minutes you have to respond with HI SIR, I will pay attention to the seconds and minutes you respond, the slower you are, especially if

		<p>you don't respond, it means you don't pay attention, or you don't learn".)</p> <ul style="list-style-type: none"> · Students respond to the teacher with a reply "HALLO SIR". · The teacher appreciates the student's response by saying "Good". ("Bagus".)
2.	Core Activity	<ul style="list-style-type: none"> · The teacher starts to give the lesson material "Mari kita belajar, hari ini kita belajar tentang article A dan THE. Lihat kalimat berikut: <ol style="list-style-type: none"> 1. I need a book 2. I need the book <p>Coba berikan penjelasan mengapa kalimat 1 menggunakan A dan kalimat kedua THE sebagai articlanya".</p> <p>("Let's learn, today we learn about article A and THE. Look at the following sentences:</p> <ol style="list-style-type: none"> 1. I need a book 2. I need the book <p>Try to explain why sentence 1 uses A and the second sentence THE as the article.)</p> · Students explain the differences from the article. · The teacher gives assignments by directing students to complete several sentences with the right article.

		<ul style="list-style-type: none"> Students' answers are sent directly to the WhatsApp group and immediately seen by the teacher.
3.	Closing Activity	<ul style="list-style-type: none"> After giving the assignment, the teacher then closed the class by saying thank you and greeting "Baiklah Nanda sekian untuk pertemuan hari ini, wassalamualaikum warahmatullahi wabarakatu". ("Well, Nanda, that's all for today's meeting, wassalamualaikum warahmatullahi wabarakatu".)

Based on the table above, it was found that at the first meeting the teacher gave material about articles A and The. The teacher carries out the learning process using WhatsApp media by utilizing the existing chat message feature, starting when opening class to ending online class. To see and assess the activity in the WhatsApp group, the teacher makes special rules in the class so that students are encouraged to stay active and respond to the teacher in the group.

Meeting 2

Table 4.2 Observation at The Second Meeting

No	Components	The Learning of Process
1.	Opening	<ul style="list-style-type: none"> The teacher opens the class by greeting "Assalamualaikum warahmatullahi wabarakatu". Students write a list of names for absences.
2.	Core Activity	<ul style="list-style-type: none"> the teacher immediately gives the topic of the material with a message sent to the group.

		<p>“Coba search web, temukan tentang teks SPOOF. Fungsi</p> <ol style="list-style-type: none"> 1. social Generic 2. structure Ciri 3. kebahasaan” <p>(“Try searching the web, find about SPOOF text.</p> <ol style="list-style-type: none"> 1. Social function 2. Generic structure 3. Linguistic features”.) <p>Students immediately work on assignments and send the results to the group.</p>
3.	Closing Activity	<p>The teacher closed the class with a closing greeting “wassalamualaikum waarahmatullahi wabarakatu”.</p>

At the second meeting, the teacher gave material about SPOOF Text in which students were directed to look for explanations about SPOOF Text on the Web. The results of their search are immediately written down and sent to the group. The feature used in this second meeting is through chat messages in the WhatsApp group.

Meeting 3

Table 4.3 Observation at The Third Meeting

No	Components	The Process of Learning
1.	Opening	<p>The teacher opens the class by saying "Assalamualaikum wr wb"</p> <p>The teacher greets and asks how the students are doing as follows “Apa kabar</p>

		<p>semua, semoga kalian selalu sehat wal afiat”.</p> <p>(“How are you all, I hope you are always healthy and safe”.)</p> <p>Students write a list of their names for class absences.</p> <p>The teacher warns students to be active in the learning process as follows “Untuk hasil yang lebih baik, maka di semester ini pak guru lebihh ketat dalam hal tugas dan kehadiran, jadi saya minta kerjasama kalian”.</p> <p>(“For better results, this semester the teacher is stricter in terms of assignments and attendance, so I ask for your cooperation”</p>
2.	Core Activity	<p>The teacher begins to give assignments according to the material learned in this meeting. “Coba cari di internet gambar undangan resmi dalam Bahasa Inggris 1 atau 2 contoh saja”.</p> <p>(“Try looking on the internet for pictures of official invitations in English 1 or 2 examples only”.)</p> <p>Students submit the results of their assignments.</p> <p>Next, the teacher directs the students to look for the elements in the official invitation. “Sekarang masing-masing menjawab, apa saja yang menjadi</p>

		<p>bagian/unsur dalam sebuah surat undangan resmi.</p> <p>(“Now each one answers, what are the parts/elements in an official invitation letter”.)</p>
3.	Closing Activity	<p>The class was closed with a thank you by the teacher and greetings. “Baiklah Nanda, kita tutup pertemuan kita, terimakasih kita akhiri dulu pelajaran”</p> <p>“Wassalamualaikum warahmatullahi wabarakatu”</p> <p>("Okay Nanda, we close our meeting, thank you, let's end the lesson first"</p> <p>"Wassalamualaikum warahmatullahi wabarakatu"</p>

At the third meeting, the teacher gave material on "Official Letters". At this meeting the teacher directs students to find out about the parts in the official letter and the results are sent directly to the WhatsApp group. Each student worked on and answered the assigned task as evidence that they followed the learning process well.

Meeting 4

Table 4.4 Observation at The Four Meeting

No	Components	The Process of Learning
1.	Opening	<p>The teacher greets when opening the class “Assalamualaikum wr wb”.</p> <p>The teacher greets students by saying “Hi” and students are required to answer with the word “Hello” within 1-2 minutes.</p>

		<ul style="list-style-type: none"> · The teacher responds to students' replies with the word "Good" then begins to enter the core of the lesson.
2.	Core Activity	<ul style="list-style-type: none"> · The teacher starts giving material to students by giving instructions in the WhatsApp group "Mari kita belajar tentang The Expression of Giving Suggestions" ("Let's learn about The Expression of Giving Suggestions".) · The teacher sends the material via video link. · The teacher directs the students to open the video by saying "Ada saya kirimkan, video, coba dibuka, dan info saya siapa yang bisa membuka videonya". ("I have sent a video, try to open it, and let me know who can open the video".) · After students respond to the teacher and can open the video, then the teacher directs students to write expressions to give suggestions in the video. The teacher says "Ok, Semua yang sudah menyimak, tuliskan 2 ungkapan untuk memberi saran, berdasarkan video". ("Ok, all who have listened, write down 2 phrases to give suggestions, based on the video".) · Each student sends their answers to the WhatsApp group.

3.	Closing Activity	<ul style="list-style-type: none"> ✓ The teacher gives appreciation to the students who have attended the lesson by saying “Baiklah Nanda yang sudah aktif belajar bersama, saya berikan apresiasi buat kalian, dan terima kasih kita akhiri dulu pelajaran tapi video tadi tetap dipelajari”. (“Okay, Nanda, who is actively studying together, I give appreciation to you, and thank you, let's end the lesson first but the video is still being studied”.) ✓ The teacher closes the class by saying “Wassalamualaikum warahmatullahi wabarakatu”
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In the fourth meeting, it was found that the teacher used WhatsApp media by providing material to students via video and also chat messages. The material that the teacher gave at this meeting was about "The Expression of Giving Suggestion". This process cannot be separated from the opening session, the core of the lesson, and ends with a closing by the teacher.

c. Evaluation

After the researcher conducted observations and interviews, the evaluation system carried out by the teacher was not carried out online as in usual learning meetings. However, the evaluation process is carried out face-to-face or offline. The evaluation process is carried out by asking again or repeating the material that has been studied to see that students have understood the material or not. So, the researcher can conclude that not all learning activities are carried out through WhatsApp media but also carried out offline, namely during the evaluation process.

2. Strength and Weakness in Using WhatsApp Group in EFL Classroom

a) Strengths of Using WhatsApp Group in EFL Classroom.

1) Easy to access

From the results of interviews conducted by researcher, it was found that students easily access the WhatsApp application, as said by Nasrah "...Saya sangat mudah mengaksesnya..." ("...I am very easy to access...") and also added by another student's statement, namely Andi Suci Rahayu with his statement "...Sangat mudah karena aplikasi WhatsApp ini memang sangat sering saya gunakan sehari-hari..." ("...Very easy because this WhatsApp application is indeed very often I use everyday..."). The same thing was said by a student named Mursida who said that "...Ya, saya mudah mengakses aplikasi WhatsApp..." ("...Yes, I easily access the WhatsApp application...")

Based on the statement above, it can be concluded that on average students find it easy to access the WhatsApp application. Evidenced by the statements they gave when the researcher conducted the interview process in which students answered clearly that they were easy to access the media.

2) Save Quota

The English teacher said that "...dengan menggunakan WhatsApp ini saya tidak boros memakai kuota internet..." The same thing was also stated by a student named Andi Suci Rahayu, namely "...biasanya ada gratisan jadi kami sebagai siswa tidak begitu terbebani..." ("...usually there is freebies so we as students do not so burdened...") From this statement, it can be concluded that the WhatsApp media application does not drain the quota so much and sometimes its free to use.

3) Has a variety of features

As the results of interviews and observations, it was found that WhatsApp media has various features that can be utilized in the learning process in the EFL class. This is in accordance with Dyah Fitriani's expression "Biasanya kami menggunakan fitur pesan chat, video, foto" ("Usually we use the chat, video, photo message feature") as well as Andi Suci Rahayu who stated some of the features commonly used when learning English with WhatsApp media "Biasanya sih menggunakan fitur pesan chat, mengirim file, video ataupun foto" ("Usually we use the chat message feature, send files, videos or photos"). This was also clarified by the English teacher during the interview process "Untuk saat ini saya hanya memanfaatkan fitur pesan chat, mengirim video, foto dan dokumen. Kalau untuk fitur video call saya belum gubakan sejauh ini" ("For now I only use the chat message feature, send videos, photos and documents. As for the video call feature, I haven't used it so far.")

Based on the statement above, it can be concluded that there are several features used in WhatsApp media, namely the chat message feature, document files, videos, and photos. There are other features such as video calls that have never been used in the learning process.

b) Weakness of Using WhatsApp Group in EFL Classroom.

1) Teacher cannot observe students directly

In the interview process, it was found that the difficulties encountered by the teacher in the learning process using WhatsApp media were that the teacher had difficulty observing students directly. This is in accordance with what the English teacher said that "...untuk kekurangannya yaitu saya sebagai guru tidak bisa mengamati secara langsung perilaku siswa ketika belajar..." ("...for the drawback is that I as a teacher cannot directly observe the behavior of students when studying...")

In the use of WhatsApp media, the dominant teacher interacts via chat messages, not video calls. This makes it difficult for teachers to observe student behavior while carrying out the learning process.

2) Less than optimal learning

Based on the results of observations that have been made by researcher, it is known that the online learning process by using WhatsApp media in MAN 1 Polewali Mandar does not run optimally. This is based on the researcher's observation that the teacher only gives the topic of the material and the students find out the material on web and then it is sent to the WhatsApp group without any direct explanation by the teacher about the material. From the results of observations, it is known that the online learning process is not as good as the offline learning process.

3) Students do not understand the material

Based on the results of interviews with students, it is known that students find it difficult to understand the material, as stated by a student named Dyah Fitriani "...kurang faham dengan materinya..." ("...don't understand the material...") Another statement was also expressed by a student named Nasrah "...saya sering tidak memahami materinya..." ("...I often don't understand the material...") This was also stated by Nasyrah Nur athifah "...terkadang faham namun jika materinya memang agak sulit jadi saya kurang faham biasanya..." ("...sometimes I understand but if the material is a bit difficult so I don't usually understand...") There is also another statement, namely Andi Suci Rahayu regarding the shortcomings of WhatsApp media "...kekurangannya hanya persoalan keefektivitasannya saja pada pemahaman siswa soal materi karena ada siswa yang lebih faham materi apabila dengan cara tatap muka secara langsung..." ("...the only drawback is its effectiveness in students' understanding of the material because

there are students who are more understand the material if by face-to-face directly...”) Almayani said also said that “...saya tidak suka belajar dengan menggunakan WhatsApp alasannya karena saya kurang faham dengan materi yang guru berikan...” (“...I don't like learning by using WhatsApp the reason is because I don't understand the material that the teacher gives...”)

From the statement above, it can be concluded that students often have difficulty in understanding the material. This is due to the level of ease and difficulty of the material itself and also because of other factors such as students understand the material better, let alone explained directly or offline instead of online.

4) Phone Memory Full

Based on the results of the interview, it was found that one of the things that became an obstacle in the learning process in the EFL class using WhatsApp media was a full cellphone memory. This was clearly stated by several students as follows: Dyah Fitriani revealed “...kekurangannya memori HP penuh...” (“...the lack of full HP memory...”)

Likewise with Nasrah's statement “...terus terkendala pada memori HP yang penuh karena itu saya kesulitan saat sedang belajardengan menggunakan WhatsApp...” (“...continued to be constrained by a full cell phone memory because of that I had difficulty while studying using WhatsApp...”)

another student Andi Suci Rahayu also said “...memori HP penuh apalagi ada tugas yang cukup banyak dari guru...” (“... HP memory is full, especially when there is quite a lot of assignments from the teacher...”)

Fitri Azis “...Memori HP mudah penuh karena harus menampung file, video, atau foto yang ada didalam group...” (“... HP memory is easy to fill because it has to accommodate files, videos, or photos that are in the group...”)

Mursida “...kekurangannya hanya pada penyimpanan HP saja...” (“...the only downside is the HP storage...”)

Almayani Said “...kekurangannya yaitu

soal penyimpanan HP saja yang sering penuh...” ("...the drawback is that the HP storage is often full...") Mutmainnah Putri “...Memori HP saya penuh...” (“...My memory is full...”)

From the statement above, it can be concluded that one of the obstacles commonly found by students in EFL classes using WhatsApp media is full cell phone storage or memory. Considering that all teaching and learning activities are carried out online, several things such as sending assignments, materials and so on are also carried out via WhatsApp media which results in students' cellphone memory being often full.

5) Bad or Lost Internet Network

Based on the results of interviews that have been carried out, the researchers found that another obstacle found in the EFL class using WhatsApp media was poor or even missing network constraints. This causes students to feel disturbed while following the online learning process. This is in accordance with Firdayanti's statement “...kekurangannya yaitu jaringan yang biasa hilang...” (“...the downside is that the network is usually lost...”) Mursida said “...kekurangannya yaitu kendala jaringan...” (“...the drawback is the network problem...”) Hasni Shara also said the same thing during the interview “...sedangkan kekurangannya yaitu persoalan jaringan...” (“...while the drawback is the network problem...”) A student named Mutmainnah Putri also revealed that “...kadang saya juga tidak suka jika jaringan jelek...” (“...sometimes I also don't like it when the network is bad...”)

From the statement above, it can be concluded that students often find it difficult to learn online using WhatsApp because of internet network constraints.

3. Impression and Attitude

a) The teacher actively provides lesson material

Based on the results of observations made by researcher in class XI IPA 2, it was found that the teacher was active in giving assignments or materials in English subjects. The assignments and materials can be seen in the conversations between teacher and students in the WhatsApp group that have been chosen as learning media in the class. This is also reinforced from the interview process conducted with the English teacher who stated that “Menurut saya dengan penggunaan Group WhatsApp ini komunikasi saya bersama peserta didik dapat berjalan dengan lancar meskipun dalam mengamati siswa saya tidak dapat melihat mereka secara langsung, makanya saya hanya melihat seberapa cepat dan seringnya siswa merespon didalam Group WhatsApp”. (“I think with the use of WhatsApp Groups, my communication with students can run smoothly even though in observing students I can't see them directly, so I only see how quickly and often students respond in WhatsApp Groups”.) Based on this statement, it can be concluded that the teacher is active in providing material in the WhatsApp group because communication between teachers and students can still run smoothly through this media.

b) Students actively respond to teacher in WhatsApp group

Based on the results of observations, it was found that students were actively involved during the process of learning English by using WhatsApp media. The researcher found that the students actively responded to the teacher and answered the tasks given by the teacher. Most students are active in the classroom. This is because the teacher requires students to be active as a form of teacher assessment later that students are paying attention to the lesson or not. The teacher also applies a rule that students must answer the teacher's greeting within 1-2 minutes so that the interaction between the teacher and students can be carried out properly. This is in accordance with the English teacher's statement during the interview process that “...sejauh

yang saya lihat siswa cukup aktif dan merespon ketika sedang belajar. Apalagi saya sudah berikan aturan kepada mereka mengenai mereka wajib merespon didalam group secepat mungkin karena itu merupakan penilaian saya kepada mereka bahwa mereka sedang mengikuti proses pembelajaran...” (“...as far as I can see the students are quite active and respond when they are studying. Moreover, I have given them a rule regarding them having to respond in the group as quickly as possible because it is my assessment to them that they are following the learning process...”). From this statement, it can be concluded that students are active and respond while learning English by using WhatsApp media.

B. Discussion

Based on the results of research conducted from June to July 2021 at MAN 1 Polewali Mandar, it can be seen that teacher use WhatsApp group in the learning process during the COVID-19 pandemic. This is in accordance with the Minister Nadiem Anwar Makarim's policy by issuing Circular Letter Number 4 of 2020 to Education units through Circular Letter of the Minister of Education and Culture Number 36962/MPK.A/HK/2020 concerning "Online Learning (On the Network) in the context of preventing the spread of Corona Virus Diseases (Covid-19)". This requires teacher and students to continue to carry out the teaching and learning process with the help of online media that can support distance learning, one of which is WhatsApp media.

Based on the results of observations and interviews, it is known that the learning process in online classes using WhatsApp media includes 3 stages, namely first, planning where the teacher does not use online lesson plans but still prepares material and absent in the planning process. Ideally, lesson plan needs to be prepared in advance so that the learning implementation system becomes more structured and directed. However, the researcher found that in the planning stage the teacher did not use lesson plan in the online learning process. It is contrary what Bararah (2017) said

that the lesson plan (RPP) is a lesson plan that will be applied by the teacher in the learning process. Without planning, the learning targets will not be maximized. Therefore, this lesson plan must exist so that the learning process can run well and directed.

Second, the implementation includes preliminary activities in learning that begin with greetings "... Assalamu'alaikum wr wb ...", "Hi", and students are required to respond within 1-2 minutes. Students also take attendance by filling out a list name in the form of a chat message to the Whatsapp group. Next is the core activity, the teacher gives certain material then students are directed to understand the material and the teacher will wait for the results of student understanding to be sent to the Whatsapp group. The last step is a closing activity which ends with greetings and thanks " Okay Nanda, we close our meeting, thank you, let's end the lesson, Wassalamualaikum warahmatullahi wabarakatu". This is in accordance with the opinion Nursyaidah (2019) that there are three stages in the learning process, namely planning, implementation and evaluation. The three stages are carried out by teachers and students before, during and after learning.

Third, the evaluation in this case the teacher no longer conducts the evaluation process with WhatsApp media but face-to-face or offline. The evaluation process is carried out by asking again or repeating the material that has been studied to see whether students have understood the material or not. This is in accordance with Supriyadi (2011) that evaluation is an activity or process of determining the value of education so that its quality and results can be known.

Based on the results of observations and interviews conducted with students in the use of WhatsApp group in the EFL Classroom, it is known that there are several strengths in the process of implementing learning, namely, first, WhatsApp media is easily accessible. This is in accordance with the statement of several students of class XI IPA 2, Andi Suci Rahayu said that "...It is very easy because this WhatsApp application is indeed very often, I use everyday...". From this statement, it is known that

WhatsApp media is easy to access during the learning process. This is justified in the statement Gamji & Salman (2019) that this WhatsApp technology is an instant service that is easily accessible by students to share and discuss material online. So that researcher can conclude that WhatsApp media is easy to use and access both in formal situations, namely in academic activities and in informal situations.

Second, the strength of WhatsApp media is saving quota. According to Anjani et al (2018) that WhatsApp is a short message application that can be used to send and receive messages with features available without pulse fees such as SMS or telephone but using internet data packages. Based on the results of an interview the English teacher who stated that "...by using WhatsApp I don't waste internet quota..." The same thing was also stated by a student named Andi Suci Rahayu, namely "...usually there is free so we as students are not so burdened..." So, it can be concluded that WhatsApp media is economical to use. It is contrary to Diana (2020) who said that internet quota is one of the obstacles to enter online classes because the price is relatively expensive.

Third, it has various features, this is in accordance the English teacher during the interview process "For now I only use the chat message feature, send videos, photos and documents. As for the video call feature, I haven't used it so far." The various features that exist in WhatsApp are actually owned according to the statement Indaryani & Sulisworo (2018) that WhatsApp has various features that can be used to communicate with the help of internet services such as: WhatsApp groups that can accommodate up to 256 participants, galleries to add photos or videos, contacts to save contacts, camera to quote pictures, audio to send voice messages, maps to share location or map coordinates, and also documents to insert document files.

Based on the results of observations and interviews conducted on class XI IPA 2 students in the use of WhatsApp group in EFL Classroom, it was found that there were several weaknesses in the use of the WhatsApp

media: the teacher could not observe students directly, less than optimal learning, do not understand the material, mobile memory is full, the internet network was bad or lost. This is related to the opinion Diana (2020) that the use of online learning applications during the COVID-19 pandemic cannot be separated from various advantages and disadvantages. No matter how great the progress of learning technology is, conventional learning is still needed. In this case face-to-face learning is the best learning experience ever and is difficult to replace by any technological advances. From the statement, the researcher concludes that online learning will remain attached to the various advantages and disadvantages of each online media used. The offline learning system is difficult to replace by any technology.

Based on the results of observations and interviews, it is known about student's impressions and attitudes, namely teacher is active providing subject matter and students also active to follow the learning process in WhatsApp Group. This is related to opinion Wahyuni (2019) that whatsapp group can make it easier for users to increase social interaction, everyone's collaboration, interaction between teachers and students, feedback and is also very supportive of sharing information. With the facilities or features in WhatsApp Group, it will certainly have a big impact on the student learning process. Based on the statement above, the researcher concludes that WhatsApp media can help in the process of interaction and communication through online media.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTIONS

A. Conclusion

Based on the results of the research and discussion, it can be concluded that the use of WhatsApp Group in EFL Classroom carried out by English teacher in class XI IPA 2 at one of the Madrasah Aliyah Negeri (MAN) Polewali Mandar Regency contains a learning process with 1) Planning, 2) Implementation which is divided into three stages, namely: opening, core and closing activities and 3) evaluation. Based on the research, it can also be concluded that the use of WhatsApp Group has strengths such as being easily accessible, saving quota and also having various features that teacher can choose to use in the learning process such as WhatsApp groups, chat messages, document files, videos or photos. In addition, there are also several weaknesses, namely the teacher cannot directly observe the behavior of students when participating in the learning process, learning is not optimal, students do not understand the material, cellphone memory is full, and the internet network is bad and even disconnected. Based on the results of the research, it also concluded that the teacher remained active in providing material at each meeting through WhatsApp media. In this case, communication and interaction between teacher and students continues to run online through WhatsApp media even with all the advantages and disadvantages that can be encountered in the online learning process during the COVID-19 pandemic.

B. Implication

This research is useful to add information and also insight by teachers in providing and increasing knowledge about the implementation of WhatsApp groups as a medium for learning English in IFL Classroom especially. This is also a comparison in improving the quality of education so that it can be taken into consideration for teachers in choosing effective

media used in the EFL Classroom during the COVID-19 pandemic at Madrasah Aliyah.

C. Suggestions

The implementation of WhatsApp group as learning media in EFL Classroom very helpful in the learning process, but the implementation of this learning is less effective because not all materials can be understood by students through online media such as WhatsApp media. Teacher must fulfill the obligation to carry out the teaching and learning process and improve competence regarding the use of ICT and pay attention to the completeness of the lesson plans and all other learning tools so that the material delivered can be better and the use of technology like this can be maximized.

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APPENDIX

LAMPIRAN 1 Surat Izin Penelitian



PEMERINTAH KABUPATEN POLEWALI MANDAR
**DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU**

Jl. Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

IZIN PENELITIAN

NOMOR : 503/421/IPL/DPMPSTSP/VI/2021

- Dasar :
1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian;
 2. Peraturan Daerah Kabupaten Polewali Mamasa Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
 3. Memperhatikan :
 - a. Surat Permohonan Sdr SELVIANAH
 - b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-0419/Kesbangpol/B.1/410.7/VI/2021, Tgl. 10-06-2021

MEMBERIKAN IZIN

Kepada :

Nama	: SELVIANAH
NIM/NIDN/NIP/NPn	: 10256117023
Asal Perguruan Tinggi	: STAIN MAJENE
Fakultas	: PENDIDIKAN BAHASA INGGRIS
Jurusan	: BAHASA INGGRIS
Alamat	: LAMPA KEC. MAPILLI KAB. POLMAN

Untuk melakukan Penelitian di MAN 1 Kabupaten Polewali Mandar, yang dilaksanakan Pada Bulan Juni 2021 sampai selesai dengan Proposal berjudul "THE IMPLEMENTATION OF WHATSAPP GROUP IN EFL CLASSROOM (STUDY AT MAN 1 POLEWALI MANDAR)"

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar

Pada tanggal, 10 Juni 2021



**KEPALA DINAS PENANAMAN MODAL DAN
 PELAYANAN TERPADU SATU PINTU**

Drs. MUJAHIDIN, M.Si

Pangkat : Pembina Utama Muda
 NIP : 19660606 199803 1 014

Tembusan:

1. Unsur Forkopinda di tempat;

LAMPIRAN 2 Instrumen Observasi

No	Component	Observed aspects	Observation result
1.	Planning Aspect	Guru membuat Group belajar dengan menggunakan WhatsApp.	
		Guru menyiapkan bahan dalam pembelajaran dengan menggunakan WhatsApp.	
		Guru membuat absensi online.	
2	Implementation aspects	a.Keterampilan guru membuka pelajaran. Guru membuka pembelajaran dengan salam.	
		Guru membuat aturan yang harus diikuti oleh siswa sebelum kegiatan belajar dimulai.	
		b.Persiapan metode pembelajaran. Guru telah menentukan materi ajar.	
		c. Guru menyampaikan materi pembelajaran dengan menggunakan media WhatsApp.	
		Guru memberikan kesempatan kepada siswa	

		untuk bertanya atau merespon pernyataan dari guru dengan langsung mengirim pesan kedalam group WhatsApp.	
3	Closing Aspect	Guru memberikan latihan soal/tugas untuk peserta didik	
		Guru menutup pembelajaran dengan salam, terimakasih dan juga sampai jumpa,	
4	Evaluation	Guru memeriksa atau mengecek tugas yang telah diberikan kepada siswa	
		Rekapitulasi presensi yang aktif	
		Penilaian hasil belajar	

LAMPIRAN 3 Instrumen Wawancara

Instrumen Wawancara Guru Kelas

English Teacher		
No	Pertanyaan	Keterangan
1	Bagaimana kesan anda dalam melakukan proses pembelajaran menggunakan aplikasi WhatsApp saat ini?	

2	Metode apa yang anda gunakan didalam kelas menggunakan Whatsapp group?	
3	Bagaimana sikap siswa didalam proses pembelajaran dengan menggunakan WhatsApp group?	
4	Bagaimana langkah - langkah pelaksanaan kegiatan pembelajaran anda dengan menggunakan media WhatsApp?	
5	Bagaimana pandangan anda tentang penggunaan WhatsAapp dalam proses pembelajaran disbanding dengan aplikasi lainnya?	
6	Fitur apa saja yang anda gunakan selama belajar daring menggunakan aplikasi WhatsApp?	
7	Apakah fitur yang tersedia membantu optimalisais proses pembelajaran di EFL Classroom?	
8	Apa saja factor pendukung dalam penggunaan WhatsApp pada pada EFL Classroom?	
9	Apa saja factor penghambat terhadap penggunaan group WhatsApp sebagai media pembelajaran di MAN 1 Polewali Mandar?	
10	Apa saja yang anda lakukan untuk mengatasi kendala atau hambatan yang ada pada penggunaan WhatsApp	

sebagai media pembelajaran di MAN 1 Polewali Mandar?	
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Instrumen Wawancara Siswa

Nama Informan		
Kelas		
Tanggal Pelaksanaan		
No	Pertanyaan	Keterangan
1	Media aplikasi apa saja yang anda gunakan dalam proses pembelajaran?	
2	Seperti apa proses pembelajaran di kelas anda selama pembelajaran daring menggunakan group WhatsApp?	
3	Bagaimana pendapat anda tentang penggunaan group WhatsApp dalam proses pembelajaran?	
4	Bagaimana perasaan anda selama belajar daring menggunakan group WhatsApp?	
5	Apa keunggulan dan kekurangan dari media WhatsApp yang kamu rasakan selama proses belajar daring?	
6	Apakah ada kesulitan yang kamu dapatkan dalam proses belajar menggunakan group WhatsApp?	
7	Apakah anda mudah mengakses aplikasi WhatsApp?	

8	Apakah kamu merasa terbantu dalam belajar secara daring dengan menggunakan aplikasi WhatsApp?
9	Fitur apa saja yang anda gunakan dalam proses pembelajaran menggunakan WhatsApp?
10	Setelah menggunakan WhatsApp, apakah Anda lebih memahami pelajaran?

LAMPIRAN 4 Hasil Wawancara Guru

English teacher		
No	Pertanyaan	Keterangan
1.	Bagaimana kesan anda dalam melakukan proses pembelajaran menggunakan aplikasi WhatsApp saat ini?	Jadi sebelum saya memutuskan menggunakan aplikasi WhatsApp, sebelumnya saya berdiskusi dengan peserta didik mengenai media apa yang paling nyaman dan paling mudah mereka gunakan untuk belajar. Dari diskusi yang saya lakukan, peserta didik menjawab bahwa yang paling nyaman dan mudah mereka pakai adalah aplikasi WhatsApp. Kalau saya pribadi saya merasa enjoy ketika mengajar karena dengan menggunakan WhatsApp ini siswa saya tidak boros memakai kuota internet dan saya merasa nyaman ketika ngobrol lewat group WhatsApp.

2.	Metode apa yang anda gunakan didalam kelas menggunakan Whatsapp group?	Metode yang saya gunakan di kelas adalah metode inquiry. Saya biasanya mengirimkan video kepada siswa untuk mereka tonton dengan seksama kemudian setelah itu saya akan menanyakan kepada mereka tentang isi dari video tersebut. Dari situ saya akan mengetahui sejauh mana siswa memahami materi yang telah saya berikan. Saya juga biasanya mengirimkan topik materi ke dalam kelompok dan siswa diarahkan untuk membaca dan mencari tahu tentang materi tersebut kemudian mereka menulis atau mengirimkan bacaan dan pemahamannya kepada kelompok dalam bentuk pesan chat.
3.	Bagaimana sikap siswa didalam proses pembelajaran dengan menggunakan WhatsApp group?	Sejauh yang saya lihat siswa cukup aktif dan merespon ketika sedang belajar. Apalagi saya sudah berikan aturan kepada mereka mengenai mereka wajib merespon didalam group secepat mungkin karena itu merupakan penilaian saya kepada mereka bahwa mereka sedang mengikuti proses pembelajaran. Saya juga kadang bertanya kepada mereka apakah tugas-tugas yang saya berikan itu memberatkan atau tidak. Jawaban mereka bervariasi ada yang menjawab mudah dan ada yang bilang itu memberatkan. Saya tahu bahwa proses belajar daring tidak akan pernah sempurna kecuali kita mengadakan proses belajar

		secara luring. Namun sejauh ini siswa cukup merespon dan aktif dalam hal mengerjakan tugas
4.	Bagaimana langkah pelaksanaan kegiatan pembelajaran anda dengan menggunakan media WhatsApp?	Mengenai langkah pelaksanaan kegiatan pembelajaran tentunya saya memulai dengan membuka kelas terlebih dahulu baru kemudian saya memberikan materi yang sudah saya siapkan misalnya saya mengirimkan video yang berkenaan dengan materi tertentu kedalam group WhatsApp lalu saya mengarahkan peserta didik untuk menyimak isi video tersebut. Setelah ditonton saya akan memberi pertanyaan kepada siswa dan mereka wajib memberikan jawaban. Jadi, yang saya tekankan dalam penilaian saya yaitu siswa harus aktif merespon dan aktif dalam menyimak isi materi dan juga isi chat didalam group WhatsApp. Setelah proses diskusi dan pemberian materi selanjutnya saya menutup kelas dengan mengingatkan agar siswa menyimak semua isi chat sebagai bahan pembelajaran.
5.	Bagaimana pandangan anda tentang penggunaan WhatsAapp dalam proses pembelajaran dibanding dengan aplikasi lainnya?	Menurut saya dengan penggunaan group WhatsApap ini komunikasi saya bersama peserta didik dapat berjalan dengan lancar meskipun dalam mengamati siswa saya tidak dapat melihat mereka secara langsung, makanya saya hanya melihat

		seberapa cepat dan seringnya siswa merespon didalam group WhatsApp.
6.	Fitur apa saja yang anda gunakan selama belajar daring menggunakan aplikasi WhatsApp?	Untuk saat ini saya hanya memanfaatkan fitur pesan chat, mengirim video, foto, dan dokumen. Kalau untuk fitur Video call saya belum gunakan sejauh ini.
7.	Apakah fitur yang tersedia membantu optimalisasi proses pembelajaran didalam kelas online yang anda lakukan?	Ya tentu saja membantu dengan batasan-batasan tertentu meskipun itu tidak akan pernah sempurna. Akan tetapi kalau membahas tentang membantu ya jelas group WhatsApp ini sangat membantu saya dalam proses pembelajaran.
8.	Apa saja faktor pendukung dalam penggunaan WhatsApp pada pembelajaran di EFL Classroom?	Pertama adalah WhatsApp itu murah dan bahkan kadang gratis digunakan. Kemudian yang kedua, khusus dalam pembelajaran membaca disini siswa akan terus melakukan aktivitas membaca termasuk ketika saya menyuruh mereka untuk mencari di internet mengenai materi yang saya bahas misalnya mencari ungkapan-ungkapan tertentu seperti materi menawarkan, menolak dan menerima bantuan.
9.	Apa saja factor penghambat terhadap penggunaan group WhatsApp sebagai media pembelajaran di MAN 1 Polewali Mandar?	Untuk kekurangannya yaitu saya sebagai guru tidak bisa mengamati secara langsung perilaku siswa ketika belajar. Hanya saja saya punya teknik sendiri untuk melihat apakah siswa memperhatikan group kelas atau tidak.

		Disini saya memberikan waktu 1-2 menit kepada siswa untuk menjawab atau merespon saya ketika mengirimkan sesuatu didalam group WhatsApp.
10	Apa saja yang anda lakukan untuk mengatasi kendala atau hambatan yang ada pada penggunaan WhatsApp sebagai media pembelajaran di MAN 1 Polewali Mandar?	Jadi karena saya tidak bisa bertatap muka dengan peserta didik maka diupayakan untuk mengadakan luring minimal sekali dalam sebulan.

LAMPIRAN 5 Hasil Wawancara Peserta Didik

Nama Informan	Dyah Fitriani.	
Kelas	X1 IPA 2	
Tanggal Pelaksanaan	6 July 2021	
No	Pertanyaan	Keterangan
1.	Media aplikasi apa saja yang anda gunakan dalam proses pembelajaran?	Ada aplikasi WhatsApp, zoom, google meet, dan teams. Tapi yang lebih sering digunakan ya WhatsApp.
2.	Seperti apa proses pembelajaran di kelas anda selama pembelajaran daring menggunakan group WhatsApp?	Guru biasanya mengucapkan salam dulu kemudian mengabsen, lalu memberikan materi dan tugas untuk dikumpul sesuai Batasan waktu yang ditentukan oleh guru, dan terakhir ditutup.

3.	Bagaimana pendapat anda tentang penggunaan group WhatsApp dalam proses pembelajaran?	Saya suka belajar Bahasa Inggris menggunakan WhatsApp.
4.	Bagaimana perasaan anda selama belajar daring menggunakan group WhatsApp?	Perasaan saya senang menggunakan WhatsApp selama belajar, hanya saja kadang saya merasa jenuh dengan tugas-tugas yang banyak dan materi yang sulit difahami.
5.	Apa keunggulan dan kekurangan dari media WhatsApp yang kamu rasakan selama proses belajar daring?	Kelebihannya santai, kami bisa belajar sambil rebahan kalau kekurangannya jaringannya biasanya jelek, memori penuh dan kurang faham sama materinya.
6.	Apakah ada kesulitan yang kamu dapatkan dalam proses belajar menggunakan group WhatsApp?	Sejauh ini tidak ada kak.
7.	Apakah anda mudah mengakses aplikasi WhatsApp?	Mudah.
8.	Apakah kamu merasa terbantu dalam belajar secara daring dengan menggunakan aplikasi WhatsApp?	Iya terbantu.
9.	Fitur apa saja yang anda gunakan dalam proses	Biasanya kami menggunakan fitur pesan, video, foto.

	pembelajaran menggunakan WhatsApp?	
10	Setelah menggunakan WhatsApp, apakah Anda lebih memahami pelajaran?	Lumayan faham.

LAMPIRAN 6 Hasil Wawancara Peserta Didik (2)

Nama Informan	Nasrah	
Kelas	X1 IPA 2	
Tanggal Pelaksanaan	6 July 2021	
No	Pertanyaan	Keterangan
1.	Media aplikasi apa saja yang anda gunakan dalam proses pembelajaran?	Diantara media yang biasa dipakai adalah WhatsApp lebih sering, Zoom juga kadang-kadang, Google meet dan juga Teams.
2.	Seperti apa proses pembelajaran di kelas anda selama pembelajaran daring menggunakan group WhatsApp?	Pertama-tama guru beri salam dulu lalu absen dengan mengirim list nama didalam group WhatsApp, mengirim tugas dengan batas waktu pengumpulan tugas sampai jam 5 sore.
3.	Bagaimana pendapat anda tentang penggunaan group WhatsApp dalam proses pembelajaran?	Saya tida terlalu suka menggunakan WhatsApp saat belajar. Alasannya karena saya kurang faham dengan materi yang diberikan oleh guru.

4.	Bagaimana perasaan anda selama belajar daring menggunakan group WhatsApp?	Saya sering merasa jenuh dan juga bosan apalagi saya sering tidak memahami materinya.
5.	Apa keunggulan dan kekurangan dari media WhatsApp yang kamu rasakan selama proses belajar daring?	Kelebihannya yaitu aplikasi ini sangat mudah di akses dan untuk kekurangannya adalah penyimpanan atau memori HP kadang penuh.
6.	Apakah ada kesulitan yang kamu dapatkan dalam proses belajar menggunakan group WhatsApp?	Untuk kesulitan sendiri saya kadang tidak faham sama materi, terus terkendala pada memori HP yang penuh karena itu saya kesulitan saat sedang belajar dengan menggunakan WhatsApp
7.	Apakah anda mudah mengakses aplikasi WhatsApp?	Saya sangat mudah mengaksesnya.
8.	Apakah kamu merasa terbantu dalam belajar secara daring dengan menggunakan aplikasi WhatsApp?	Saya terbantu, alasannya karena saya sering membuka aplikasi ini di HP saya sehingga saya tidak mudah ketinggalan informasi didalam group kelas online yakni group WhatsApp.
9.	Fitur apa saja yang anda gunakan dalam proses pembelajaran menggunakan WhatsApp?	Untuk fitur yang digunakan yaitu file untuk mengirim materi, foto, pesan chat dan juga video.

10	Setelah menggunakan WhatsApp, apakah Anda lebih memahami pelajaran?	Saya hanya memahami pelajaran yang diberika oleh guru tapi hanya sedikit.
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LAMPIRAN 7 Hasil Wawancara Peserta Didik (3)

Nama Informan		Nasyrah Nur Athifah
Kelas		X1 IPA 2
Tanggal Pelaksanaan		15 juni 2021
No	Pertanyaan	Keterangan
1.	Media aplikasi apa saja yang anda gunakan dalam proses pembelajaran?	Media yang biasa digunakan itu seperti WhatsApp, google Meet, terkadang juga menggunakan Google classroom dan juga Teams.
2.	Seperti apa proses pembelajaran di kelas anda selama pembelajaran daring menggunakan group WhatsApp?	Prosesnya itu biasanya guru mengirim pesan saja, mengirim video. Tapi sebelum belajar guru lebih dulu memberi salam dan kami mengisi absen dengan list nama masing-masing. Terakhir kegiatan penutupnya guru mengucapkan salam dan juga sampai jumpa.
3.	Bagaimana pendapat anda tentang penggunaan group WhatsApp dalam proses pembelajaran?	Saya kurang suka karena saya merasa model pembelajaran ini kurang efektif dan bagus nya sih kalau ada pembelajaran luring di sekolah setidaknya satu kali dalam seminggu.

4.	Bagaimana perasaan anda selama belajar daring menggunakan group WhatsApp?	Saya merasa dimudahkan karena aplikasi WhatsApp ini sangat gampang untuk di akses.
5.	Apa keunggulan dan kekurangan dari media WhatsApp yang kamu rasakan selama proses belajar daring?	Keunggulannya yaitu waktu belajar jadi lebih enak misalnya dalam hal pengumpulan kami lebih bebas mengirim tugas tersebut kapan saja. Sedangkan kekurangan dari penggunaan WhatsApp yaitu saya kurang faham dengan materi, kuota mahal dan jika tak punya kuota biasanya kami akan terhitung tidak hadir dalam kelas online dan guru juga sulit percaya karena alasan tersebut sudah sangat sering didengar.
6.	Apakah ada kesulitan yang kamu dapatkan dalam proses belajar menggunakan group WhatsApp?	Banyak kesulitan saya alami pertama koneksi jaringan yang kadang ngelag, kedua materi yang diberikan sama guru malah diabaikan.
7.	Apakah anda mudah mengakses aplikasi WhatsApp?	Untuk mengaksesnya mudah karena aplikasi WhatsApp itu sudah sangat lekat dengan kehidupan kami sekarang. Aplikasi ini juga bisa digunakan oleh beragam kalangan mulai dari yang tua sampai yang tua.
8.	Apakah anda merasa terbantu dalam belajar secara	Kadang terbantu tapi terkadang juga tidak terbantu.

	daring dengan menggunakan aplikasi WhatsApp?	
9.	Fitur apa saja yang anda gunakan dalam proses pembelajaran menggunakan WhatsApp?	Biasanya dengan fitur file dengan mengirim file PDF, Video, pesan Chat dan juga kamera atau foto.
10	Setelah menggunakan WhatsApp, apakah Anda lebih memahami pelajaran?	Terkadang faham namun jika materinya memang agak sulit jadi saya kurang faham biasanya.

LAMPIRAN 8 Hasil Wawancara Peserta Didik (4)

Nama Informan	Andi Suci Rahayu	
Kelas	XI IPA 2	
Tanggal Pelaksanaan	6 July 2021	
No	Pertanyaan	Keterangan
1.	Media aplikasi apa saja yang anda gunakan dalam proses pembelajaran?	Selama belajar secara daring media yang biasa saya gunakan yaitu WhatsApp, Google Meet, Teams dan juga kadang Zoom tapi sangat jarang.
2.	Seperti apa proses pembelajaran di kelas anda selama pembelajaran daring menggunakan group WhatsApp?	Biasanya guru Bahasa Inggris kami lebih dahulu membuka kelas online didalam group WhatsApp dengan mengucapkan salam, tanya kabar, lalu kami diarahkan untuk absen dengan list nama lalu kemudian guru mengirim materi.

3.	Bagaimana pendapat anda tentang penggunaan group WhatsApp dalam proses pembelajaran?	Pendapat saya WhatsApp cukup bagus karena saya leluasa membuka aplikasinya kapan dan dimana saja.
4.	Bagaimana perasaan anda selama belajar daring menggunakan group WhatsApp?	Menurut saya dari penggunaan WhatsApp ini terkadang saya merasa suka karena cara mengaksesnya itu mudah, tapi kadang saya juga tidak suka karena karena jaringan internet yang biasanya hilang, memori Hp penuh apalagi ada tugas yang cukup banyak dari guru.
5.	Apa keunggulan dan kekurangan dari media WhatsApp yang kamu rasakan selama proses belajar daring?	Pertama keunggulannya adalah sangat mudah diakses dan cara menggunakannya juga mudah bagi pelajar, kedua biasanya ada gratisan dari WhatsApp jadi kami sebagai siswa tidak begitu terbebani. Adapun kekurangannya hanya persoalan keefektivitasannya saja pada pemahaman siswa soal materi karena ada siswa yang yang lebih faham tentang materi apabila dengan cara tatap muka secara langsung.
6.	Apakah ada kesulitan yang kamu dapatkan dalam proses belajar menggunakan group WhatsApp?	Kesulitannya sendiri seperti saat jaringan sedang tidak stabil dirumah sedangkan guru telah memberikan batasan waktu tentang absen ataupun tugas.
7.	Apakah anda mudah mengakses aplikasi WhatsApp?	Sangat mudah karena aplikasi WhatsApp ini memang sangat sering saya gunakan sehari-hari.

8.	Apakah kamu merasa terbantu dalam belajar secara daring dengan menggunakan aplikasi WhatsApp?	Sangat terbantu karena mudah digunakan.
9.	Fitur apa saja yang anda gunakan dalam proses pembelajaran menggunakan WhatsApp?	Biasanya sih menggunakan fitur pesan chat, mengirim file, video, ataupun foto.
10	Setelah menggunakan WhatsApp, apakah Anda lebih memahami pelajaran?	Terkadang saya faham kadang juga tidak tergantung situasi dan juga kondisi.

LAMPIRAN 9 Hasil Wawancara Peserta Didik (5)

Nama Informan	Fitri Azis	
Kelas	X1 IPA 2	
Tanggal Pelaksanaan	6 July 2021	
No	Pertanyaan	Keterangan
1.	Media aplikasi apa saja yang anda gunakan dalam proses pembelajaran?	Pertama ada aplikasi WhatsApp sih yang paling sering digunakan, terus kadang juga Teams, zoom dan juga Google meet.
2.	Seperti apa proses pembelajaran di kelas anda selama pembelajaran daring menggunakan group WhatsApp?	Pertama-tama guru membuka kelas online kami dengan memberi salam, lalu absen kemudian masuk ke materi yang akan dipelajari dan juga pemberian tugas

		setelah itu barulah kelas ditutup dengan ucapan salam penutup dari guru.
3.	Bagaimana pendapat anda tentang penggunaan group WhatsApp dalam proses pembelajaran?	Menurut saya lumayan bagus, karena aplikasi ini sudah sangat familiar bagi kami sebagai pelajar dan cara menggunakan aplikasi ini juga sangat mudah.
4.	Bagaimana perasaan anda selama belajar daring menggunakan group WhatsApp?	Perasaan saya kadang saya suka menggunakan WhatsApp karena saya bisa belajar sambil rebahan dan tidak sukanya karena saya kadang kurang mengerti dengan materinya.
5.	Apa keunggulan dan kekurangan dari media WhatsApp yang kamu rasakan selama proses belajar daring?	Keunggulannya bisa digunakan sambil bersantai sedangkan kekurangannya yaitu memori HP mudah penuh karena harus menampung file, video atau foto yang ada didalam group.
6.	Apakah ada kesulitan yang kamu dapatkan dalam proses belajar menggunakan group WhatsApp?	Biasanya saya kesulitan dalam mengunduh video yang dikirim karena jaringan yang tidak bagus dan memori Hp yang penuh.
7.	Apakah anda mudah mengakses aplikasi WhatsApp?	Mudah sekali.
8.	Apakah kamu merasa terbantu dalam belajar secara	Saya terbantu belajar dengan menggunakan group WhatsApp karena saya bisa berinteraksi dengan teman-

	daring dengan menggunakan aplikasi WhatsApp?	teman yang lain dan saya mudah bertanya langsung didalam group apabila ada sesuatu yang kurang saya fahami.
9.	Fitur apa saja yang anda gunakan dalam proses pembelajaran menggunakan WhatsApp?	Untuk fiturnya lebih sering lewat pesan chat didalam group WhatsApp, biasanya juga menggunakan fitur mengirim file document, foto bahkan video.
10	Setelah menggunakan WhatsApp, apakah Anda lebih memahami pelajaran?	Tergantung materinya sulit atau tidak.

LAMPIRAN 10 Hasil Wawancara Peserta Didik (6)

Nama Informan	Firdayanti	
Kelas	X1 IPA 2	
Tanggal Pelaksanaan	15 June 2021	
No	Pertanyaan	Keterangan
1.	Media aplikasi apa saja yang anda gunakan dalam proses pembelajaran?	Untuk aplikasi yang biasa saya gunakan selama belajar dari yaitu zoom, WhatsApp, Teams dan juga google meet.
2.	Seperti apa proses pembelajaran di kelas anda selama pembelajaran daring menggunakan group WhatsApp?	Prosesnya seperti biasa pasti memberi salam pembuka, menanyakan kabar dulu lalu absen kemudian dilanjutkan mereview kembali materi minggu lalu. Stelah itu barulah masuk ke inti materi, pemberian tugas lalu ditutup dengan

		mengucapkan salam, semangat dan sampai jumpa.
3.	Bagaimana pendapat anda tentang penggunaan group WhatsApp dalam proses pembelajaran?	Pendapat saya penggunaan WhatsApp sangat membantu saya dalam belajar daring, terbilang mudah dan juga hemat kuota internet.
4.	Bagaimana perasaan anda selama belajar daring menggunakan group WhatsApp?	Saya lumayan suka karena ukuran aplikasinya tidak terlalu besar dan informasi yang saya dapatkan jauh lebih cepat dari aplikasi ini.
5.	Apa keunggulan dan kekurangan dari media WhatsApp yang kamu rasakan selama proses belajar daring?	Keunggulannya saya mudah faham dengan materi yang dikirim oleh guru misalnya materi yang berbentuk video. Kekurangannya yaitu jaringan yang biasa hilang.
6.	Apakah ada kesulitan yang kamu dapatkan dalam proses belajar menggunakan group WhatsApp?	Tidak ada sejauh ini.
7.	Apakah anda mudah mengakses aplikasi WhatsApp?	Untuk mengaksesnya mudah. Kalaupun ada kesulitan biasanya itu berasal dari Hpnya bukan aplikasi WhatsAppnya.
8.	Apakah kamu merasa terbantu dalam belajar secara daring dengan menggunakan aplikasi WhatsApp?	Terbantu banget karena saya bisa melakukan aktivitas belajar dengan lebih mudah dan nyaman.

9.	Fitur apa saja yang anda gunakan dalam proses pembelajaran menggunakan WhatsApp?	Fiturnya sendiri berupa mengirim file dokumen, foto, video dan lebih sering yaitu pesan chatnya.
10	Setelah menggunakan WhatsApp, apakah Anda lebih memahami pelajaran?	Biasanya saya faham tapi terkadang saya tidak konsentrasi saat belajar misalnya karena saya masih ngantuk karena baru bangun tidur.

LAMPIRAN 11 Hasil Wawancara Peserta Didik (7)

Nama Informan	Mursida,	
Kelas	X1 IPA 2	
Tanggal Pelaksanaan	15 juni 2021	
No	Pertanyaan	Keterangan
1.	Media aplikasi apa saja yang anda gunakan dalam proses pembelajaran?	Selama belajar secara daring saya belajarnya sering dengan WhatsApp, tapi kadang juga pakai zoom, Google meet sesekali dan kadang juga menggunakan aplikasi Teams.
2.	Seperti apa proses pembelajaran di kelas anda selama pembelajaran daring menggunakan group WhatsApp?	Pertama guru membuka kelas dengan mengucap salam, bertanya kabar, absen lalu mengirim materi terakhir kelas ditutup tapi sebelumnya kami diberi tugas terlebih dahulu.
3.	Bagaimana pendapat anda tentang penggunaan group	Belajar menggunakan WhatsApp lumaya mudah dan tidak ribet, murah dan hemat

	WhatsApp dalam proses pembelajaran?	kuota juga. Hanya saja jika ingin mendownload foto, video, atau file agak berat di penyimpanan.
4.	Bagaimana perasaan anda selama belajar daring menggunakan group WhatsApp?	Saya lumayan suka dengan penggunaan WhatsApp dalam pembelajaran karena saya bisa lebih santai dan aplikasi ini juga dapat memudahkan proses belajar saya walaupun dari jarak jauh.
5.	Apa keunggulan dan kekurangan dari media WhatsApp yang kamu rasakan selama proses belajar daring?	Keunggulannya saya bisa belajar lebih santai, saya jarang tertinggal didalam kelas karena saya sering membuka aplikasi WhatsApp. Kalau untuk kekurangannya hanya pada Penyimpanan Hp saja dan juga kendala jaringan.
6.	Apakah ada kesulitan yang kamu dapatkan dalam proses belajar menggunakan group WhatsApp?	Untuk kesulitannya yaitu saat saya sedang belajar jaringan kadang tiba-tiba hilang.
7.	Apakah anda mudah mengakses aplikasi WhatsApp?	Ya, Saya mudah mengakses aplikasi WhatsApp.
8.	Apakah kamu merasa terbantu dalam belajar secara daring dengan menggunakan aplikasi WhatsApp?	Lumayan terbantu karena sangat simple digunakan.
9.	Fitur apa saja yang anda gunakan dalam proses	Dalam proses pembelajaran menggunakan WhatsApp ini saya menggunakan fitur

	pembelajaran menggunakan WhatsApp?	seperti group WhatsApp, pesan chat, file, foto dan juga video materi pembelajaran.
10	Setelah menggunakan WhatsApp, apakah Anda lebih memahami pelajaran?	InsyaAllah saya lebih memahami pelajaran dengan menggunakan aplikasi WhatsApp.

LAMPIRAN 12 Hasil Wawancara Peserta Didik (8)

Nama Informan	Hasni Shara	
Kelas	X1 IPA 2	
Tanggal Pelaksanaan	15 June 2021	
No	Pertanyaan	Keterangan
1.	Media aplikasi apa saja yang anda gunakan dalam proses pembelajaran?	Saya biasa memakai zoom, WhatsApp, Teams san google meet.
2.	Seperti apa proses pembelajaran di kelas anda selama pembelajaran daring menggunakan group WhatsApp?	Biasanya guru langsung memberikan topik materi yang akan dipelajari, lalu kami mencari materi tersebut kemudian dibaca dan difahami. Setelah faham barulah kami mengirim hasil tugas kami kedalam group WhatsApp.
3.	Bagaimana pendapat anda tentang penggunaan group WhatsApp dalam proses pembelajaran?	Untuk penggunaannya termasuk mudah dan untuk mengirim tugas juga bisa dengan cara mengirim foto, file, dan juga video.

4.	Bagaimana perasaan anda selama belajar daring menggunakan group WhatsApp?	Kalau menurut saya pribadi saya mudah memahami materi apabila dikirim didalam group WhatsApp.
5.	Apa keunggulan dan kekurangan dari media WhatsApp yang kamu rasakan selama proses belajar daring?	Kelebihannya yaitu WhatsApp adalah media pembelajaran yang paling bagus sedangkan kekurangannya yaitu persoalan jaringan
6.	Apakah ada kesulitan yang kamu dapatkan dalam proses belajar menggunakan group WhatsApp?	Tidak ada sama sekali.
7.	Apakah anda mudah mengakses aplikasi WhatsApp?	Saya sangat mudah mengakses aplikasi WhatsApp.
8.	Apakah kamu merasa terbantu dalam belajar secara daring dengan menggunakan aplikasi WhatsApp?	Ya terbantu.
9.	Fitur apa saja yang anda gunakan dalam proses pembelajaran menggunakan WhatsApp?	Biasanya guru mengirim link video yang bisa kami akses, mengirim file, foto dan juga pesan chat.
10	Setelah menggunakan WhatsApp, apakah Anda lebih memahami pelajaran?	Setelah menggunakan WhatsApp saya lumayan faham dengan materi yang saya pelajari.

LAMPIRAN 13 Hasil Wawancara Peserta Didik (9)

Nama Informan		Almayani Said
Kelas		X1 IPA 2
Tanggal Pelaksanaan		15 June 202
No	Pertanyaan	Keterangan
1.	Media aplikasi apa saja yang anda gunakan dalam proses pembelajaran?	Aplikasi yang saya pakai adalah WhatsApp, zoom, google meet, teams.
2.	Seperti apa proses pembelajaran di kelas anda selama pembelajaran daring menggunakan group WhatsApp?	Dengan cara list nama terus guru mengirim tugas.
3.	Bagaimana pendapat anda tentang penggunaan group WhatsApp dalam proses pembelajaran?	Menurut saya mudah diakses tergantung jaringan saja.
4.	Bagaimana perasaan anda selama belajar daring menggunakan group WhatsApp?	Saya tidak suka belajar dengan menggunakan WhatsApp alasannya karena saya kurang faham dengan materi yang guru berikan.
5.	Apa keunggulan dan kekurangan dari media WhatsApp yang kamu rasakan selama proses belajar daring?	Kalau kelebihan aksesnya mudah dan kekurangannya yaitu soal penyimpanan Hp saja yang sering penuh.

6.	Apakah ada kesulitan yang kamu dapatkan dalam proses belajar menggunakan group WhatsApp?	Tidak ada.
7.	Apakah anda mudah mengakses aplikasi WhatsApp?	Mudah.
8.	Apakah kamu merasa terbantu dalam belajar secara daring dengan menggunakan aplikasi WhatsApp?	Saya terbantu.
9.	Fitur apa saja yang anda gunakan dalam proses pembelajaran menggunakan WhatsApp?	Mengirim file, foto, video.
10	Setelah menggunakan WhatsApp, apakah Anda lebih memahami pelajaran?	Sedikit faham saja.

LAMPIRAN 14 Hasil Wawancara Peserta Didik (10)

Nama Informan		Mutmainnah Putri
Kelas		X1 IPA 2
Tanggal Pelaksanaan		11 June 2021
No	Pertanyaan	Keterangan
1.	Media aplikasi apa saja yang anda gunakan dalam proses pembelajaran?	Saya biasa menggunakan WhatsApp, Teams, google meet dan zoom tapi yang lebih seri dipakai adalah WhatsApp karena setiap mata pelajaran pasti punya group WhatsApp masing-masing.
2.	Seperti apa proses pembelajaran di kelas anda selama pembelajaran daring menggunakan group WhatsApp?	Biasanya guru tentu memberi salam dulu sambil bertanya kabar setelah itu absen lalu kirim materi. Setelah guru kirim materi selanjutnya kami diberi tugas dan hasilnya langsung dikirim kedalam group WhatsApp dengan batas waktu tertentu Sebelum kelas ditutup guru mengucapkan “Tetap semangat” sebagai motivasi untuk kami, setelah itu baru ditutup dengan salam.
3.	Bagaimana pendapat anda tentang penggunaan group WhatsApp dalam proses pembelajaran?	Penggunaan WhatsApp ini jauh lebih cepat dan enak dipakai karena tidak sulit digunakan. Materi juga bisa diakses lebih cepat seperti saat guru mengirim materi berupa foto, video atau file kami tinggal mendownloadnya.
4.	Bagaimana perasaan anda selama belajar daring	Terkadang saya senang karena mudah digunakan tapi kadang saya juga tidak

	menggunakan group WhatsApp?	suka jika jaringan internet jelek atau atau memori Hp sy penuh.
5.	Apa keunggulan dan kekurangan dari media WhatsApp yang kamu rasakan selama proses belajar daring?	Kelebihannya saya bisa belajar lebih santai, sambil baring. Kekurangannya saya sering telat absen didalam group WhatsApp karena biasanya berbarengan dengan kesibukan saya dirumah, memori penuh, kadang Hp saja juga ngelag.
6.	Apakah ada kesulitan yang kamu dapatkan dalam proses belajar menggunakan group WhatsApp?	Saya sendiri tidak begitu merasa kesulitan.
7.	Apakah anda mudah mengakses aplikasi WhatsApp?	Saya sangat mudah mengaksesnya.
8.	Apakah kamu merasa terbantu dalam belajar secara daring dengan menggunakan aplikasi WhatsApp?	Kalau saya pribadi lumayan terbantu belajar menggunakan WhatsApp.
9.	Fitur apa saja yang anda gunakan dalam proses pembelajaran menggunakan WhatsApp?	Kadang fitur yang dipakai itu mengirim file, foto, pesan chat bahkan juga video.
10	Setelah menggunakan WhatsApp, apakah Anda lebih memahami pelajaran?	Saya merasa faham namun lebih baik kalau pembelajaran dilakukan secara luring.

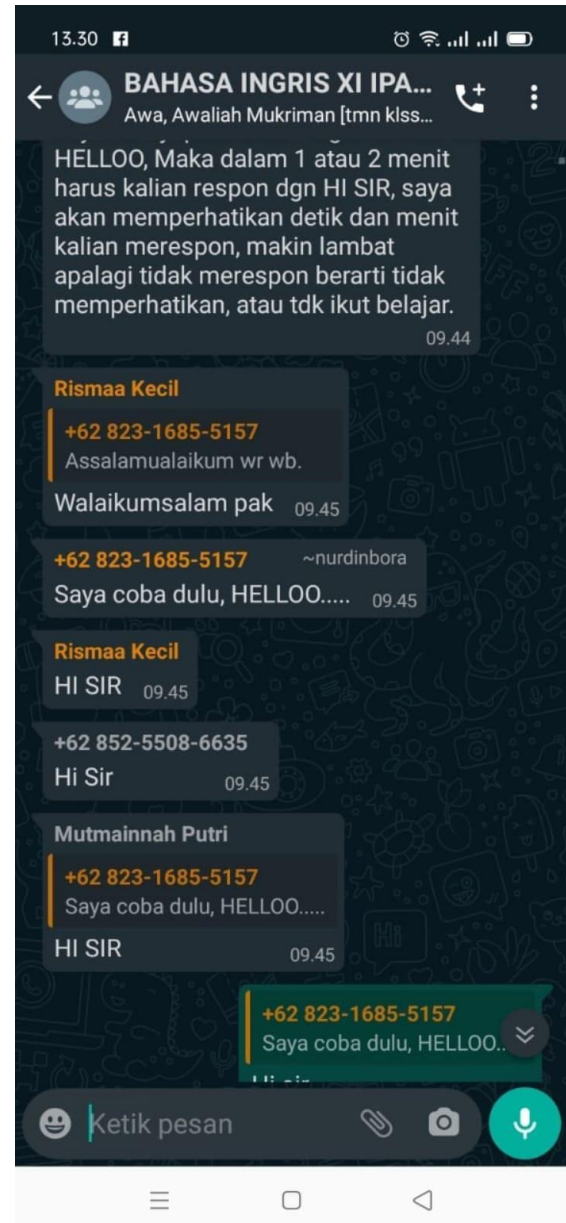
LAMPIRAN 15 Bukti Hasil Penemuan

1. Absen Kelas Online

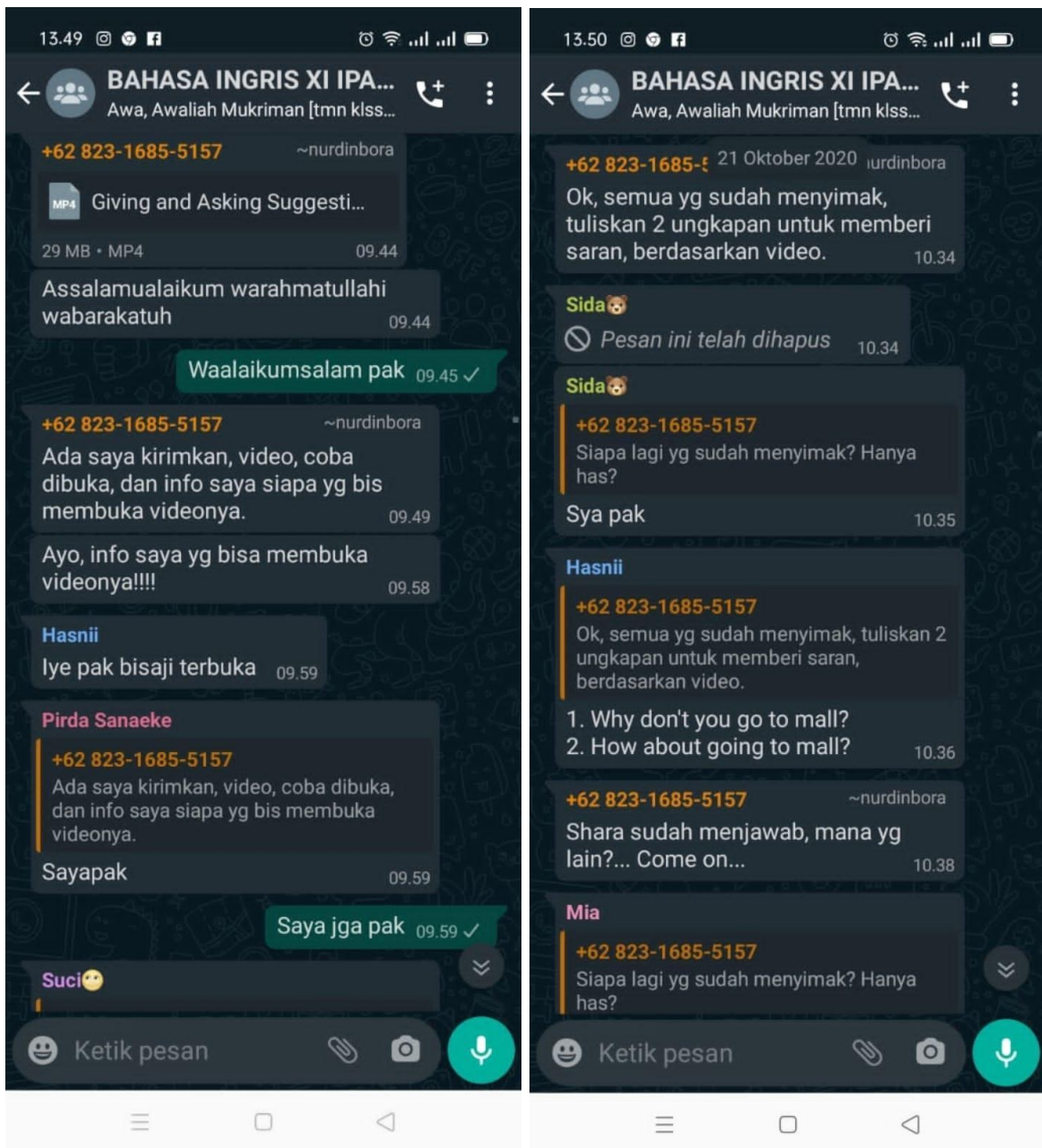


Student Attendance Class XI IPA 2

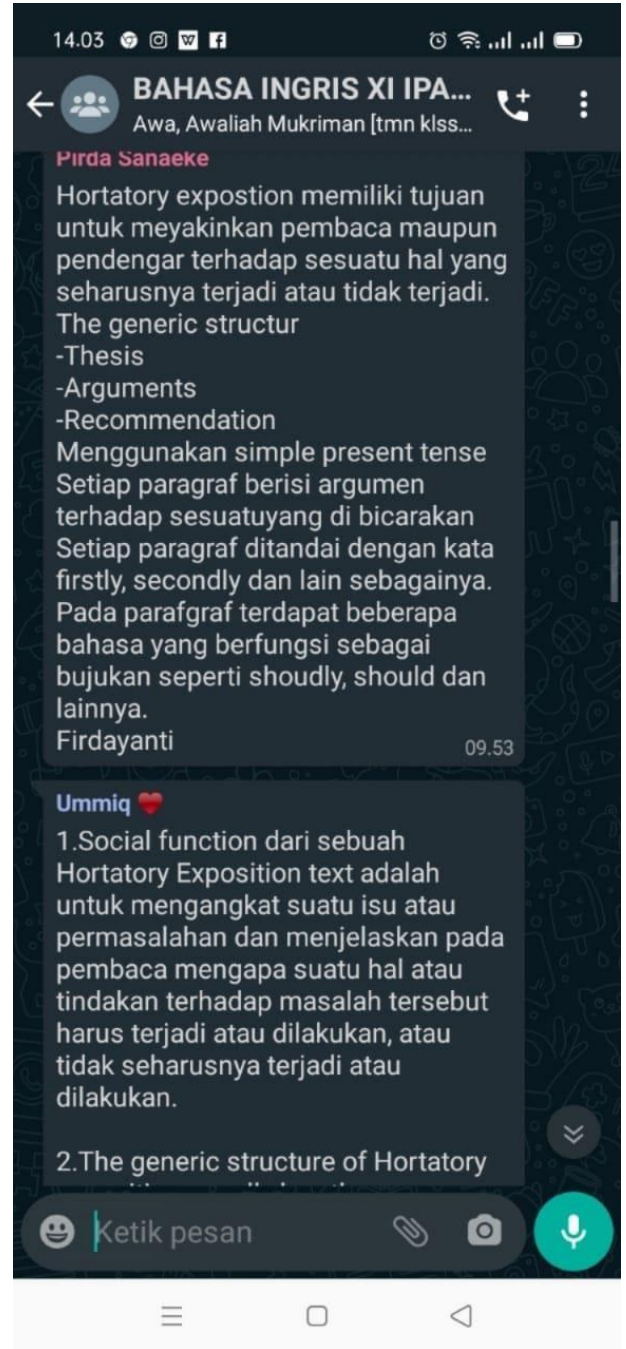
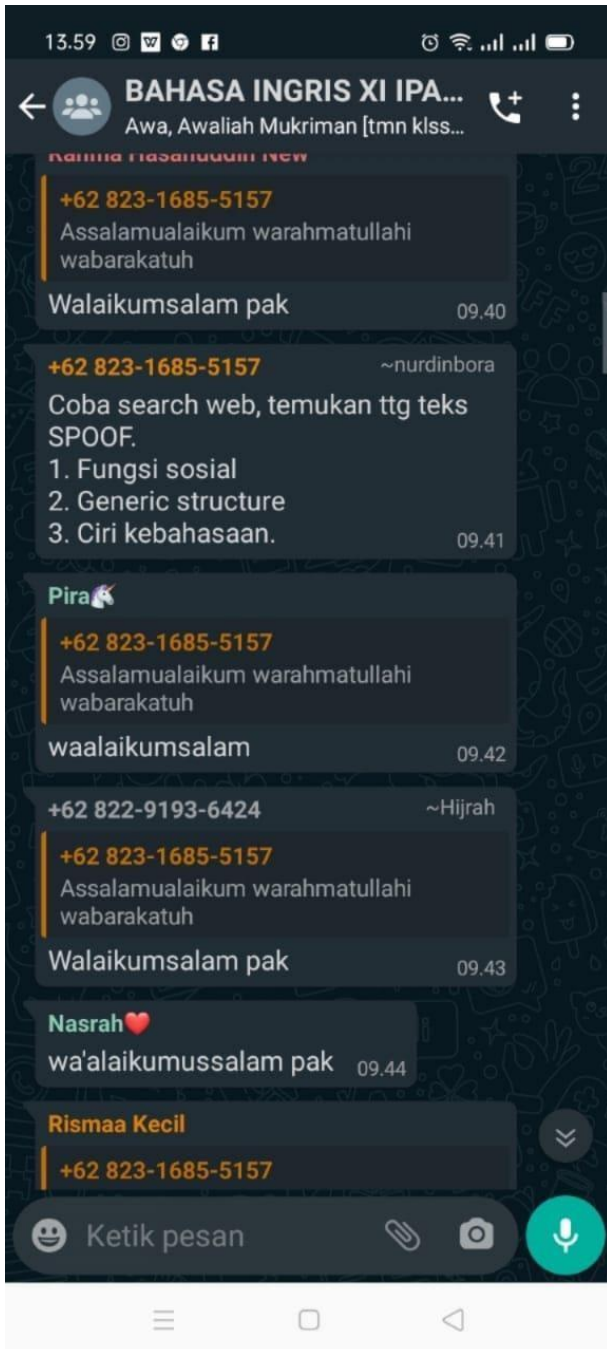
2. Bukti Pelaksanaan Pembelajaran Pengimplementasian WhatsApp



Bukti pelaksanaan *Planning Aspect* pada pembelajaran melalui WhatsApp



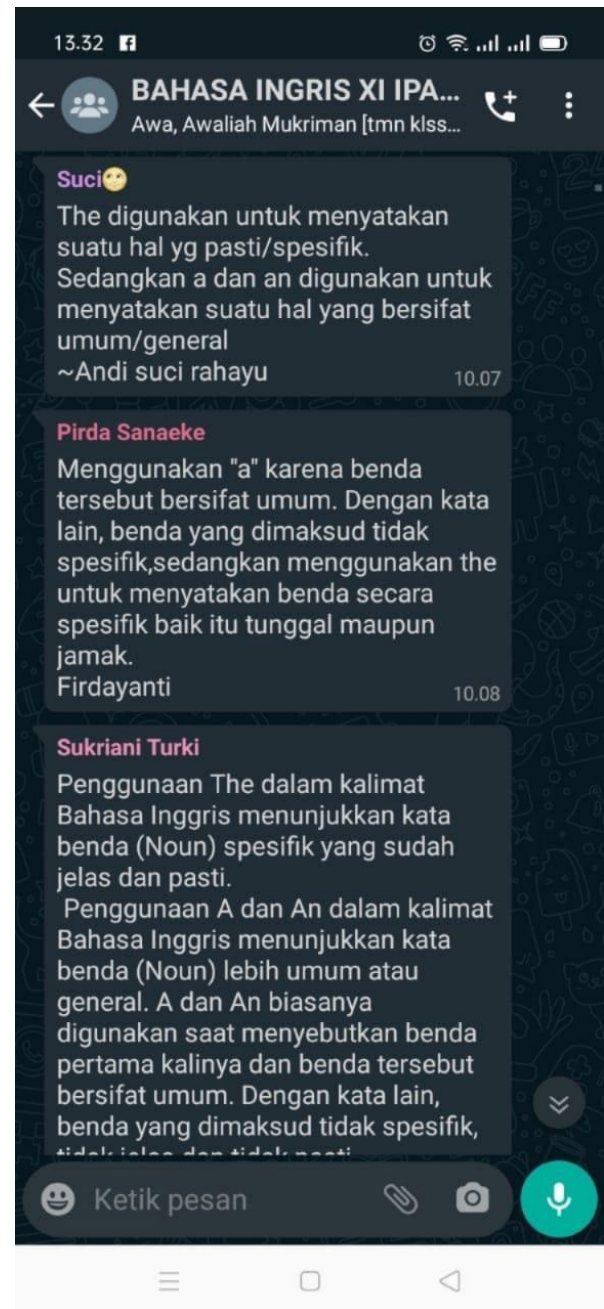
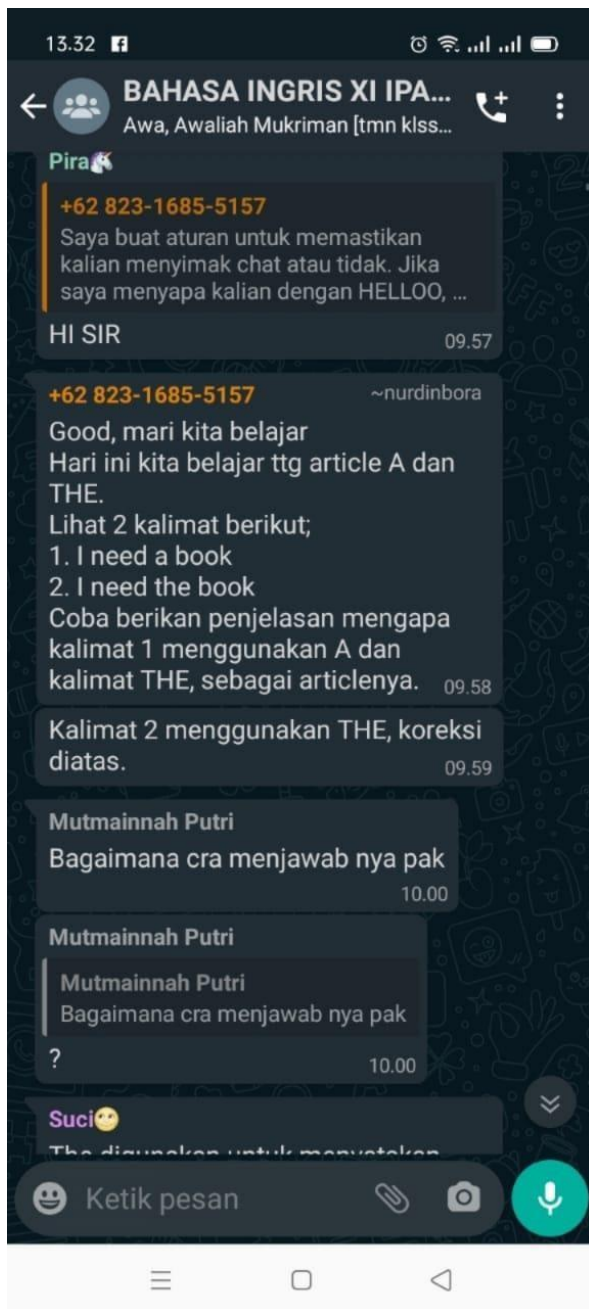
Theme of the Expression of Giving Suggestions based on Video



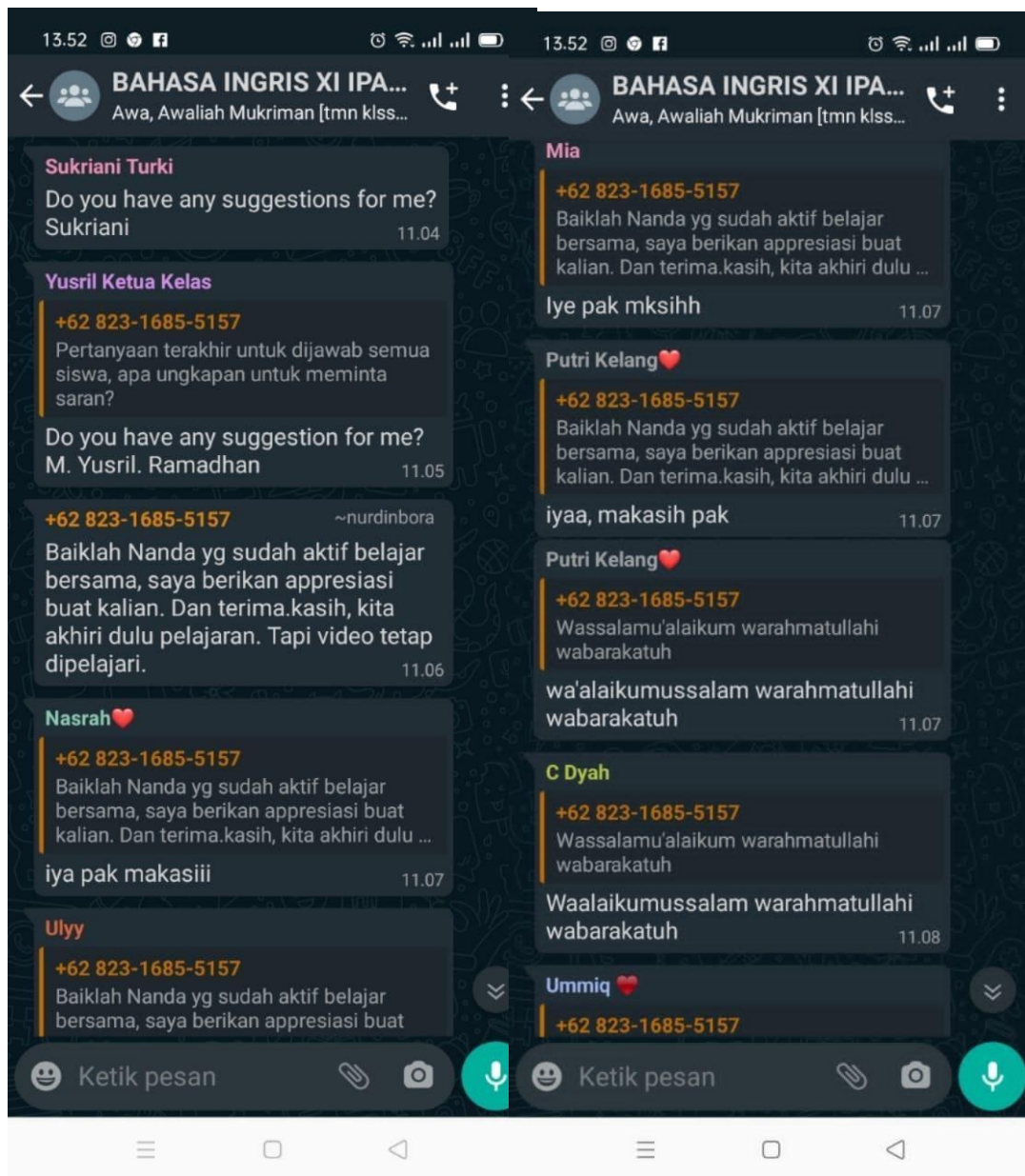
Themes about SPOOF text



Themes on Official Invitation Letters

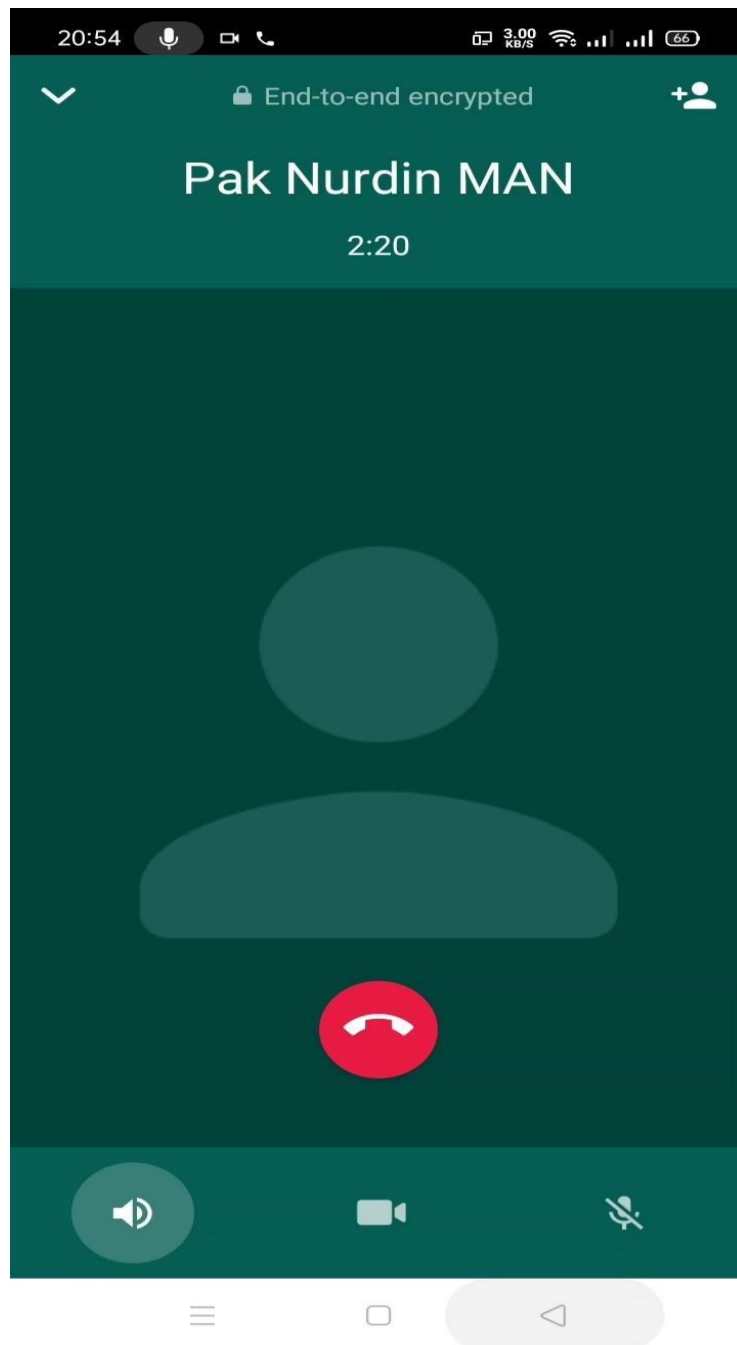


Themes regarding the use of "The" and "A" in sentences



Evidence of the implementation of Closing Aspect in learning via WhatsApp

3. Evidence of Interview with English Teacher



4. Bukti Wawancara Bersama Peserta Didik



Interview with Mutmainnah Putri



Interview with Nasrah



Interview with Almayani Said



Interview with Fitri Azis



Interview with Mursida



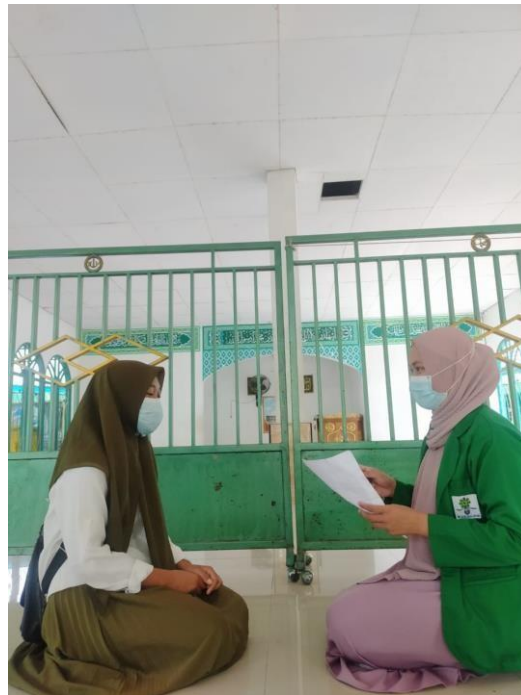
Interview with Dyah Fitriani



Interview with Andi Suci Rahayu



Interview with Nasyrah Nur Athifah



Interview with Hasni Shara



Interview with Firdayanti

CURRICULUM VITAE



Selvianah was born in Mapilli, Polewali Mandar Regency, Mapilli District, on March 26, 1998. She is the third child of four children, the spouse of Mr. M Darwis Thalib and Mrs. Hajrah. The author studied elementary school at SDN 051 Lampa, Mapilli Village, Mapilli District and graduated in 2010. Then she took her junior high school at SMP Negeri 1 Mapilli and graduated in 2013. The Senior High School was obtained at MAN 1 Polewali Mandar, majoring in Religion until its completion in 2016.

In 2017 the researcher took part in the selection to enter college through the UMM route and was later declared to have passed at STAIN Majene, Department of Tarbiyah and Teacher Training, English Program of Education. During her time as a student at TBI 2017, the researcher was active in campus activities and has succeeded in writing a book entitled "Media Pembelajaran Kosakata". The researcher is also active in collaborating with lecturers in journal writing including "Activating Students to Speak English by Using ELTIS Resource Pack", "Pelatihan Media Pembelajaran Hot Potatoes bagi Guru di Madrasah Aliyah DDI Ihyaul Ulum Baruga Majene", and "An Error Analysis: Interference in Mandarese EFL Student's Writing" and was as a presenter at "The 4th Annual Seminar on English Language Studies ASELS 2019". In addition, the researcher has also received an Islamic scholarship in 2019.