

# THE USE OF WHATSAPP AS TEACHING MEDIUM IN DISTANCE LEARNING (A Case of Students' Responses in Narrative Text Teaching)

Tri Rarasati\*, Sarlita D. Matra\*  
Universitas Pekalongan  
Pekalongan  
[rarassati21@gmail.com](mailto:rarassati21@gmail.com)

## Abstract

This research aims to find out the impact and influence of Whatsapp media during learning English narrative text while distance learning at N 1 Doro High School. This data is obtained from a google form that contains questions about students' experience learn narrative text using Whatsapp Group media during distance learning and is supported by english teacher interviews. Researchers use qualitative descriptive methods. The respondents used in the study were students of XI IPS from SMA 1 Doro. Based on the results, Learning English using Whatsapp media helps in distance learning because on the positive side of its use such as easy to use, supporting other media, easy to communicate, and all students have Whatsapp on their mobile phones. Although more obstacles such as poor networking, students' understanding of each other is different, continuous assignments, according to students the use of whatsapp group does not improve their skills and instead makes students' learning outcomes for one semester drop.

**Keywords : Teaching media, Whatsapp Group media, Narrative text**

## INTRODUCTION

One of the media that we can use is technology media or Information and Communication Technology (ICT) that is growing today is almost in every aspect of our lives including in the field of education. In the online learning process, various platforms can be used in online learning such as the learning management system (LMS) likes WhatsApp, Google Class, the Zoom application, YouTube, etc. According Arsyad (2017: 195) Internet media is where people communicate with each other in real time without knowing the distance. Where the concept of distance learning between teachers and students can still be carried out outside of school. In line with As Zaideh (2012) points out, "social networking has become very popular during the past few years, and it plays a significant role in people's lifestyles nowadays". In fact, it is beneficial and used in various sectors such as politic, economic, socio-cultural field and education field. Moreover, there is currently an outbreak of covid-19 disease

that requires all sectors to be limited in activities including in the education sector. Therefore the government has taken action to minimize the spread of the virus by issuing the "*Belajar dari rumah*" (Learning from Home or distance learning) rule contained in circular letter of the Indonesian Ministry of Education and Culture Number 701/LL7/AK/2020 to prevent the spread and spread of Covid-19.

This paper will focus on to find out the extent to which whatsapp group media helps in distance learning and What obstacles do students face in learning narrative text materials using Whatsapp Group during distance learning. Why the researcher chose the topic because researcher had internship at SMA 1 Doro and one of the schools affected by the regulations for students to learn from home, so there are limitations in education such as students are required to study at home as a form of minimizing the spread of the virus. During the two-month internship, the researcher saw and felt how

the teaching and learning process applied by English teachers to convey narrative text material using Whatsapp media. at SMA 1 Doro actually established distance learning using Google Classroom media, but the principal also gave every teacher the freedom to use any medium they mastered to support learning. Therefore English teachers choose google classroom for attendance and give materials, practice questions, and assignments, while Whatsapp Group media to explain the material that has been given. another reason why using Whatsapp Group media is because all grade XI IPS students have such applications, network access limitations because the Doro area includes areas that have difficulty in signal, there are some students who help parents at home, so they have difficulty in using other media besides Whatsapp Group. This research will also point to deeper problems when distance learning uses Whatsaap Groups. This research teachers can take the right decision when choosing what media is good to use.

### A. Teaching Media

According to Arsyad, A (2014: 3) media comes from the Latin, *medius* which literally means middle, intermediate or introduction. In Arabic, the media is an intermediary or an introductory message from the sender to the recipient of the message, So the message sent can be delivered. The development of media over time is very rapid, from whiteboards, images, graphics, cassette tapes, radio develops into learning management system (LMS) likes WhatsApp, Google Class, the Zoom application, YouTube, etc. Ristyani N. A, Nurhayati, and Husnussalam (2019) stated that the media is a tool used by teachers in learning and makes teaching and learning process effective.

### B. WhastApp

Whatsapp is software designed to share easy-to-use text, voice notes, and

images (Suryani, 2017). Whatsapp as one of the social media currently widely used for the importance of socializing remotely as well as delivery of messages by both individuals and group. According Miladiyah (2017:37) whatsapp has features likes photos, video, audio, share location, group chat (whatsapp group), call, video call, block, make status, etc. So, Whatsapp can help communication systems both remotely and closely with low cost and easy use, not just in social life only but also in learning activities using feature WharsApp Group. even though Whatsapp has some drawbacks, but Whatsapp remains a the most widely used applications today.

### C. Narrative Text

According to Anderson (1997: 8), narrative is a piece of text, tells a story and, in doing so, entertains or informs the reader or listener. Narrative text it can e a fairy story, fabel, science fiction story, romantic story, folktale story, or personal experience.

- a. The Generic Structure: Orientation, Complication, Sequence of events/ climax, Resolution, Re-orientation.
- b. The Language Feature:
  - 1.) Nouns that identify the spesific characters and places in the story.
  - 2.) Adjectives that provide accurate descriptions of the characters and settings Resolution Re-orientation.
  - 3.) Verbs that show the actions that occur in the story.
  - 4.) Time words that connect events to tell when they occur; the use of simple past tense and past continuous tense.

### RESEARCH METHOD

This study used qualitative research. According to Banister (1994) qualitative research is a method of discovering and given explained from the observed phenomena. This type of research that the researchers will use is a descriptive qualitative method. This research was conducted in SMA 1 Doro. The researcher

only focused on the eleventh grades in SMA 1 Doro in academic years of 2019/2020. The school is located on Sawangan Street, Sawangan Wetan, Dororejo, Doro, Pekalongan Regency. SMA 1 Doro consists of three classes; tenth grade, eleventh grade, and twelve grades. The researchers focused only on the eleventh class. Researcher chose SMA 1 Doro to be used as a place to research because it had been an internship for 2 months and happened to be placed in the eleventh grade of IPS. Therefore, researcher looked at various obstacles faced by students during distance learning. The objective of research is student's responses while using whatsapp group media to learn narrative text. Arikunto (2002, p. 127) mentions some techniques of collecting data, They are test, questionnaire, interview, observation, rating scale, and documentation. Data collection used is a Open questionnaire instrument using google form, then a link that has been created and sent to english teachers to help give to eleventh grade students. As for teachers using interview instruments conducted through personal chat due to time constraints. this study, the technique of data analysis, which is the writer use descriptive qualitative. According to John W. Creswell (2007) he states that data analysis in qualitative research consist of preparing and organizing the data (i.e., text data as in transcripts, or image data as in photographs) for analysis, then reducing the data into themes through a process of coding and condensing the codes, and finally represents the data in an image, table, or discussion. The author tried to analyze all the information from the data that would be collected to answer the object of the study. 1.) The author will examine the results of the questionnaire and interview. 2.)The author took the results of the student questionnaire, interview with English teacher and then analyze their answers by describing the

data. 3.)The author made conclusions based on data analysis.

## FINDING AND DISCUSSION

This chapter is divided into two part, which is a personal experience and the face of the problem.

### A. Personal Experience

#### a. The Teacher's experience in teaching learning using Whatsapp Group

##### 1. Easy to access

The firts reason that teaching using Whatsapp Group media is different with google classroom. Especially to convey narrative text material through features available in Whatsapp Group.

*“Karena sekolah tetap mewajibkan memakai classroom, materi tetap diupload disana. Ada power point yang dilengkapi voice note. Tapi itu formalitas aja, karena anak-anak banyak yng kesulitan mengakses. Jadi, tetap saya share di grup Whatsapp materinya, ditambah penjelasan dengan voice note, termasuk penjelasan tentang bagaimana pengerjaan tugas-tugas menggunakan voice note”. (from the English teacher instrument #1)*

From the above statement, teaching English using Whatsapp Group can be accessed anywhere and anytime without complicated, it makes it very easy for teachers and students in the learning process and also minimizes the spread of the Covid-19 virus.

##### 2. Support other media

In addition, Whatsapp Group can also be used to support other media that do not have features that provide material for teaching remotely.

*“Materinya menggunakan slide power point dan juga video. Voice note untuk memperjelas.”(from the English teacher instrument #3)*

As per the statement above, in the process of teaching and learning must be needed media profit supporting the learning process, because sma 1 Doro media early yng used googleclssrom, but teachers are free to choose the media they master. Be selected by an English teacher to use whatsapp group to support. In addition, Whatsapp Group is also assisted by media slide power points and voice notes to clarify the material delivered by teachers.

b. The Student's experience in teaching learning using Whatsapp Group.

Knowing the student learning experience is very important in measuring teacher success to better know how the next step that a teacher must take so that students are comfortable during the learning process, whether it is from the atmosphere of the forum, or the media used when learning.

1. Easy to communicate

In the current pandemic season, it is a tool or medium that can be used as a liaison between teachers and students and vice versa, therefore, according to students Whatsapp Group is very helpful for them to communicate. As the statement below:

*"Itu lebih baik, karena aplikasi yang sering di buka oleh kalangan pelajar adalah Whatsapp Group". (From Student's Questionnaire #1)*

*"Menurut saya itu adalah ide yang bagus, dikarenakan jika melalui WA lebih mudah untuk bertanya atau mudah untuk memahami karena langsung dibalas oleh pembina atau guru" (From Student's Questionnaire #1)*

*"Menurut saya termasuk ide bagus karena dengan menggunakan grup wa dapat dengan mudah memberi dan mendapatkan informasi mengenai*

*pembelajaran" (From Student's Questionnaire #1)*

From the above statement it can be seen that WhatsApp helps students to communicate using whatsapp groups to teachers if they experience difficulties during learning.

2. All students have a whatsapp

As a whatsapp social media that is trending for several years until now, making everyone want to download the application, especially during the covid-19 pandemic, Whatsapp helps the teaching and learning process with the features owned by it, namely Whatsapp Group. In addition to making it easier to communicate, Whatsapp Group is also one of the most widely owned media or social media by eleventh graders in High School 1 Doro. As the statement below:

*"Ya, karena dengan menggunakan grup WA lebih mudah dan terbuka juga semua siswa pasti punya WA." (From Student's Questionnaire #1)*

*"Iya, karena sebagian besar siswa lebih memantau wa dri pada classroom." (From Student's Questionnaire #1)*

*"iya, karena kita lebih sering membuka wa dan jika pjg di lakukan di grup wa akan lebih terpantau." (From Student's Questionnaire #1)*

**B. Constraints of using Whatsapp Group for narrative text material.**

1. Different Treatments and Evaluations

Treatment here is how the teacher to be able to help students in understanding the material delivered later after the treatment is done the next stage is an evaluation to find out where the "value" obtained after treatment. As the statement below:

*“Saat tatap muka, saya bisa tahu siapa yang belum paham dan menemui kesulitan dan bisa langsung mengatasi, kalau belajar jarak jauh wallohu'alam, tugas juga mungkin satu kerjaan disalin ramai-ramai. jadi bedanya pada treatmentnya. Kalau diberikan materi aslinya sama semua. Tapi pada evaluasi dan treatmentnya beda banget. Kalau tatap muka akan kelihatan yang benar-benar paham dan mengerjakan sendiri. Kalau pembelajaran jarak jauh tidak bisa.”*  
**(From English Teacher Interview #1)**

*“Pastilah, kembali ke poin tadi, tidak bisa evaluasi maksimal kalau tidak tatap muka. Nilai dan hasil kerja mereka tidak bisa jadi patokan.”*  
**(From English Teacher Interview #8)**

## 2. Unable to use large capacity media

The use of other media that have a large memory capacity is greatly avoided by teachers, because it eats too much memory and makes the phone slow.

*“....ingin menggunakan zoom dan sejenisnya kasihan anak-anak.”***(from interview with english teacher #3)**

As stated above, Teachers avoid using media that have a large capacity because most students do not want to and students do not have much storage space. It's very burden some for students.

## 3. Less speaking skills

According to english teachers it is very difficult to fulfill the skills of speaking to students for narrative text material.

*“...Kalo naratif text tidak ada praktek yang real praktek melibatkan speaking.”*

However, teachers can still involve

writing skills, listening skills, and reading skills. Like:

*“Tapi dengan nonton video, mereka praktek keterampilan listening. Kemudian diwujudkan dalam bentuk analisa dan membuat kesimpulan. jadi ada sedikit mengulang kembali teori tentang narrative text (generic structure dan moral value) sekaligus praktek listening dan writing. Dan juga analisa.”*

Although there are skills that can not be fulfilled for narrative text material, at least teachers have tried so that other skills can be obtained so that children can still think critically in the form of analysis despite distance learning.

## 4. Difference of understanding

In the process of teaching and learning it is expected that students can understand the material provided by the teacher, so that the message obtained is met, but during distance learning students and teachers agree that they experience the following obstacles:

*“Tidak bisa kalau enggak tatap muka, walaupun saya hafal antara Eva dan Andika itu lebih pandai Eva, tapi hasil tugasnya sama gimana. Itu level kognitif ya. Kalau level praktik speaking masih agak bisa. Bisa dilihat dan didengarkan mana yang pintar dan mana yang kurang. belajar jarak jauh sama sekali susah mengukur level kognitif anak. Walaupun ada UTS dan PAT/ujian. tanpa pengawasan, omong kosong.”* **( Interview with teacher #9)**

It can be seen that, English teachers have difficulty teaching narrative texts during distance learning, because teachers cannot clearly know students who understand who do not, if only seen from a cognitive level in the form of assignment results only. There must be a difference of understanding between students with each

other. Therefore, treatment and evaluation are needed to find out.

According to the students, they stated:

*“Terkadang masih bingung dengan materi yang diberikan oleh guru” (questionnaire with student’s #5)*

*“Iya karena penjelasan di wa grup tidak sedetail saat bertatap muka jadi agak kesulitan memahaminya.” (questionnaire with student’s #5)*

*“Penggunaan kata kata dalam materinya membingungkan” (questionnaire with student’s #5)*

*“Pada saat pemahaman materi karena harus memahami sendiri materi” (questionnaire with student’s #5)*

From the above statement, students have difficulty understanding narrative text material using Whatsapp Group during distance learning, because the material described by teachers is less detailed than when face-to-face, especially for students who do not have a lot of English vocabulary will be difficult to understand in just one meeting.

#### 5. Difficult signal

An internet connection or a smooth signal is very important for distance learning today, because if the internet connection is disrupted it will affect the student's learning process. As experienced by the eleventh graders in Doro 1st High School.

*“Kesulitan saya ketika tidak ada sinyal atau tidak punya kuota.” (questionnaire with student’s #5)*

*“Kesulitan pada sinyal saat bertanya ke guru/mencari tau lewat google” (questionnaire with student’s #5)*

*“Gangguan sinyal yg menghalangi kegiatan pembelajaran jarak jauh” (questionnaire with student’s #5)*

From the statement above, that many students complain when distance learning has difficulty signaling so they have to find a place that has a signal to stay in the lesson

#### 6. Assignment

Assignment is one of the learning process from teachers by giving assignments to students both individual and group, the goal is to stimulate students to actively learn. However, during distance learning students give a statement:

*“Penugasan yang saya sukai ketika diberi tugas terus dijawab dikertas dan dikumpulkan kesekolah dan penugasan yang kurang disukai ketika disuruh membuat vidio” (From Student’s Questionnaire #6 )*

*“Merangkum materi dan yang kurang saya sukai adalah mengerjakan tugas yang harus dibuat video” (From Student’s Questionnaire #6 )*

*“Saya menerima tugas apapun .namun saya kuarnng suka tugas yang berhubungan dengan vidio atau rekaman.” (From Student’s Questionnaire #6 )*

From the above statement, students prefer assignments in the form of summaries rather than having to make video assignments, due to memory limitations and must use a large quota when sending them.

#### 7. Not Improving Skills

Learning should benefit its students both in knowledge and skills, such as reading skills, speaking skills, writing skills. The skill here is a picture of a person towards the level of ability in various fields. According to Singer quoted by Amung (2000: 61), skill is a consistent degree of success in achieving a goal effectively.

*“Oh tentu saja tidak, karena belajar bahasa inggris tentu harus ada pengajar*

*yg mendampingi.” (From Student’s Questionnaire #8)*

*“Iya karena banyak istilah yang baru.” (From Student’s Questionnaire #8)*

*“Tidak, karena kurang mengerti .” (From Student’s Questionnaire #8)*

According to students learning narrative text material during distance learning is very ineffective because they feel they do not add to the skill. Remote mentoring does not help them, especially for students who do not understand the terms used.

#### 8. Learning outcomes are declining

According to Hamalik (2007: 30) learning outcomes are as the occurrence of behavioral changes in a person that can be observed and measured forms of knowledge, attitudes and skills. The increase in question is the development over time that is better than before. At the end of each semester there will be a test that becomes the final result during one semester of study there will be shown how the student develops.

*“Kurang memuaskan.” (From Student’s Questionnaire #9)*

*“Kurang maksimal.” (From Student’s Questionnaire #9)*

*“Alhmdulillah tp masih kurang.” (From Student’s Questionnaire #9)*

Learning outcomes indicate the actual ability of students who have undergone the process of transferring knowledge from someone who can be said to be mature or have less knowledge. So with the results of learning, one can find out how far students can capture, understand, have certain subject matter. From the above statement, students state that the learning outcomes they get during distance learning decreased either significantly or not.

## CONCLUSION

From the results of the above analysis it can be concluded that the use of whatsapp group media to learn to teach on narrative text material for distance learning, has a positive side and a negative side. The positive side of using whatsapp group for distance learning, among others: easily accessible anywhere and whenever, making it easier to communicate between teachers with students, students with friends if anyone wants to be asked, supporting other media that do not have the feature, then all students have whatsapp application. But more negative side during distance learning using whatsapp group for narrative material, teachers and students experience obstacles that begin to arise in the delivery of students difficult to understand the material provided, because only through social media without face-to-face apalgi if the assignment is given a lot to make students lazy to work like the experience of researchers while interning for 2 months, Students find it very difficult to collect assignments. Signal and quota are very difficult because the Doro area includes flat high and during the researcher's internship at Sma 1 Doro is indeed for signals is very difficult to obtain. From the data, it is expected that teachers can be more maximal to explore in choosing the media to be used according to conditions.

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