# CHAPTER I

# INTRODUCTION

This chapter elaborates on the whole research. Specifically, explain the study's background, research questions, research purposes, research significance, Research framework, Research Methodology, and previous studies.

## A. Background of The Study

This study intends to investigate students' experiences in using WhatsApp as an online learning medium. This study is essential to explore, considering this is a transitional period of changing or shifting from offline to online learning due to Covid-19. In Indonesia itself, many teachers and students still need to be used to transfer this learning method. They still need to get used to it, and it takes time to adapt to this online learning.

According to Brem (2021) during the COVID-19 pandemic, switching from a conventional to an e-learning system presents numerous challenges. Many students live in areas without reliable internet access and/or struggle to get internet signals, such as those studying in hilly areas or mountainous areas; internet quota limitations for students and teachers; the gap is seen across the country, as well as in Indonesia, in which only 34% of students use e-learning. Governments, stakeholders, educational institutions, teachers, and students must cooperate to choose the best method to use in the changing learning process spurred on by the COVID-19 pandemic Daniel (2020).

Over 200 countries around the world are dealing with the COVID-19 pandemic. COVID-19 has had a significant impact on Indonesia, with the death rate reaching 8.9% at the end of March 2020 Fansury et al., (2020). The use of technology in the learning process has the potential to alter the way people work, learn, interact, and spend their free time. It can also help in the COVID-19 pandemic, where technology plays a significant role in home-based teaching and learning. Despite the lack of in-person

contact, many schools have been using technology as a medium of learning in the COVID-19 pandemic to adapt the learning process Fansury et al., (2020)

Due to students' ability to routinely study English as they once did, the situation may get worse when the Covid-19 pandemic comes. Most conventional schools were converted into online ones globally in 2020. Then, in this situation, teachers, educators, and tutors pay close attention to the technique or program they plan to employ to succeed the online learning to obtain better quality education by using social media such as WhatsApp, Zoom, Google Meet, and Instagram.

Social media is one of the most proliferating communication media and is widely used by everyone. Young people and parents, of them, can easily use and access social media anywhere and anytime. Social media that is often used to communicate by everyone is WhatsApp. According to Hanisi (2018a) WhatsApp messenger has the following collaborative features. First, multimedia: It enables the user to send and receive videos, text messages, photos, and voice notes with other users. Second, group chat: It allows for the engagement of up to 50 group members at a time. Third, unlimited messaging: the number of messages people can send on WhatsApp is completely limitless. To ensure continuous data transmission across platforms, the application makes use of a 3G/EDGE internet data plan or Wi-Fi connection. Fourth, cross-platform engagements: devices such as personal digital assistants, smartphones, and Galaxy tablets can communicate with one another through a variety of mediums (text messages, pictures, videos, voice notes). Fifth, offline messaging: when the device is turned off or when it is outside of the coverage area, messages are automatically saved. The next, no charges involved: because WhatsApp makes use of the same internet data plan that is used for email and web browsing, there are no additional fees associated with utilizing the service. And the last, pins and user's name: because

WhatsApp operates with phone numbers and integrates with users' address books, the user does not have to remember any passwords or usernames when using the service.

Therefore, it is very beneficial to students that the students gave positive feedback and claimed that it was an easier way to communicate with their teachers and the rest of the class and that it was also fun. According to Susilawati & Supriyatno (n.d.) social media is an internet-based app that enables each user to share a variety of different types of content based on the features that are available to them. Among the most popular technologies today is WhatsApp Messenger, which has the potential to be used as a learning tool. Within WhatsApp Messenger, there is a WhatsApp Group, which can be used to facilitate the development of a fun learning environment around various discussion topics provided by the teacher. In the digital age, the presence of WhatsApp messenger cannot be divorced from the existence of Net Gen, also known as the digital generation, which is constantly looking for new developments in various internet-based technologies. While researchers looked at the use of WhatsApp in a South African university class, they discovered that students felt it was a more convenient way to communicate with their teachers and the rest of the class, that it obtained fruitful discourse on relevant issues in an informal environment where students could learn intimately and authentically, that it was also enjoyable, and that it was also useful Bere (2013) in Bouhnik & Deshen (2014a)

According to Suadi (2021), the use of WhatsApp is affordable. Therefore, in several countries especially in Indonesia, WhatsApp is one application that is easily operated by everyone. Many students use this instant messaging application in learning because WhatsApp is very simple, efficient, inexpensive, and can be used by all people from different economic, social, and regional groups. Therefore, most important is WhatsApp can make students interested in using it. WhatsApp interventions persuade students to make inquiries that can be immediately addressed while taking an interest in a helpful, intuitive, and collective group Rovai (2000).

According to Rasmitadila et al., (2020a), various problems have included the provision of school infrastructure. Learning to use social media is still a problem for some parties because it is constrained by several things including the lack of relevance of the media used or there are difficulties that students experience when using this application so it inhibits the learning process. The majority of teachers in Indonesia are still grappling with the challenges of facilitating learning for their students at home Rasmitadila et al., (2020a) Therefore, there are some students who cannot follow this virtual class well and there are also students who are dissatisfied when learning virtual class because they are constrained by weak signals. Bakalar (2018) in Rasmitadila et al., (2020b)

There are several previous studies regarding the use of WhatsApp as learning media at the university level. First, a study conducted by Salem, Alqahtani, Bhaskar, Elumalai, and Abumelha (2018) An in-depth discussed of the opinions expressed by university students about the use of WhatsApp as a crucial learning platform that may help them develop and support their language learning skills. The study also focuses on the routine practices or the usage of WhatsApp by students, which is a new development. The next study was conducted by Gon and Alka Rawekar (2017) that assessed the effectiveness of social media apps such as WhatsApp in delivering knowledge to 4th-semester MBBS students and compared the improvement in knowledge gained through e-learning and didactic lecture methods. Utilizing WhatsApp, people were able to gain data about learners' views of e-learning at the same time. The last study was conducted by Baishya. D (2019) This study focuses on exploring the uses of WhatsApp groups in the education context. It examines utilities and burdens associated with educational WhatsApp groups. The study also explores how the presence of teachers in the groups can influence group functioning.

However, this research is different from previous studies. This study examines students' experiences and the challenges faced by students when WhatsApp is used as a learning media for EFL students learning TEYL in the virtual classroom.

## B. Research Questions

The researcher has a research question regarding the problem in the background:

1. What is the students' experience when learning TEYL online using WhatsApp during The Covid-19 pandemic as a media?
2. What are the challenges faced by students when learning TEYL by using WhatsApp during The Covid-19 pandemic as an application learning media?

## C. Research Purposes

From the research question above, the purposes of this research are:

1. To describe students' experience when learning TEYL online using WhatsApp during The Covid-19 pandemic as an application.
2. To identify any challenges faced by students when learning TEYL by using WhatsApp during The Covid-19 pandemic as an application learning media.

## D. Research Significances

From this research the researcher expects that there are outputs that make a significant contribution:

1. Theoretical Significance

    The researcher expects that this research can be a source of information about students' experiences with using WhatsApp as a virtual TEYL classroom virtual learning media. In addition, this research is also expected to be learning about the use of social media as a communication tool in student learning in class.

2. Practical Significance

    Research supported by this research can be something that can help teachers and students become better at utilizing learning media in class and help with

research developed that hopefully can improve students' abilities in utilizing online learning media and can increase student interest in learning TEFL virtual classes.

## E. Research Framework

According to Bouhnik & Deshen (2014) in Kumar & Funmilayo Mefolere (n.d.) WhatsApp is also considered to be a relatively new educational tool with positive characteristics that are similar to those of previous technological tools that have been implemented. However, it appears that WhatsApp has some up-to-date features that encourage teachers and students to use it in order to improve understanding of the subject matter. WhatsApp also contains a number of features, such as text messages with attachments, photos, audio files, video files, and connections to site addresses, among other things. It has gained widespread popularity in just two years, acquiring more than 350 million users worldwide and being ranked as the top downloaded program in 127 countries Cohavi (2013) in Kumar & Funmilayo Mefolere (n.d.).WhatsApp is an application that is often used today in education. Both teachers and students all use the WhatsApp application to connect. WhatsApp makes it easy for everyone to communicate with both teachers and students, students and students. The students gave positive feedback and claimed that it was an easier way to share with their teachers and the rest of the class and that it was also fun Bare (2013). With this application, teachers and students can connect from close to close, even close to far. With this application, it is easier for teachers to carry out online learning, either to form a group or face to face virtually by utilizing the features in the WhatsApp application.

WhatsApp is also widely used by students. To use this instant messaging application in learning because WhatsApp is very simple, efficient, inexpensive, and can be used by all people from different economic, social, and regional groups because WhatsApp is an application that is very easy to use. In addition, the important is that WhatsApp can make students interested in using it. The content application is

straightforward to use by students and teachers so that online learning goes well. Teachers can use some features. For example, the teacher can give a question in text and send it. The teacher can also send a question using a voice note or a question in the form of an image Motiwalla (2007).

According to Pratama & Yusro (2016) in Susilawati & Supriyatno (n.d.) stated that online learning is an alternative that may be used in the current era of technology and communication, which is growing at a rate. The COVID-19 pandemic, in addition, emphasizes the importance of utilizing online models and applications to fulfill learning objectives Amal (2019) in Susilawati & Supriyatno (n.d.). Because of this, learning innovations are required to keep the development of world education moving forward Hadi (2015) in Susilawati & Supriyatno (n.d.).

According to Ngaleka and Uys (2013) in Al-Mothana Gasaymeh & Gasaymeh, (2017) It has been reported that WhatsApp can be used to facilitate mobile learning opportunities. Students used WhatsApp as a communication tool outside the classroom to exchange information about meetings and projects, according to the results of their study. WhatsApp is also widely used by students. to use this instant messaging application in learning because WhatsApp is very simple, efficient, inexpensive, and can be used by all people from different economic, social, and regional groups. And most important is WhatsApp can make students interested in using it. Motiwalla (2007) His research related to the use of instant messaging for educational purposes, suggests that the popularity and support for mobile devices within the student population are great and that the majority of students at universities benefit from texting through mobile learning devices. When the researcher looks at the use of WhatsApp in a South African university class, we discovered overwhelmingly positive responses from students who claimed that it was a more useful way for them to communicate with their instructors and the other students in the class. They stated that it was beneficial in an educational environment. An informal environment where students could learn intimately and authentically, and

therefore it was free of rules and regulations it was also entertaining. The students gave positive feedback and claimed that it was an easier way to communicate with their teachers and the rest of the class and that it was also fun Rambe and Bare (2013) in Soria et al., (2020)

Teaching English to Young Learners (TEYL) is designed to introduce the theory and practice of teaching English as a foreign language (EFL) to young students aged 3-10 years. Young learners have some unique characteristics of their own. one of them is that they are very interested in learning which is combined with the game. with instructions from the teacher, students are directed to open a learning video containing a game and animation sent via WhatsApp. Besides teachers can also communicate face to face with young learners by using the video call feature with students. and can send each other voice messages, text messages, and even pictures. Through a variety of media including interesting videos and practical readings, you will find approaches to teaching English to children that are not effective but also fun and interesting. The teacher will learn techniques for teaching new vocabulary and grammar that encourage participation. In addition, the teacher will gain new ideas for teaching listening, speaking, reading, and writing in a meaningful context. Through student-centered activities and group discussions, the teacher will have many opportunities to share ideas with peers and apply course content to your learning environment.

For teachers, TEYL is a major factor in deciding how and what to teach. Every age people have different cognitive needs, competencies, and skills". Age is very influential in this method because there will be grouping and grouping. of course, this will make it easier for teachers and students to group by age Harmer (2001). The categorization of students is categorized into three groups children, adolescents, and adult students. and There are several characteristics of young children Harmer (2001) Furthermore, according to Pinter (2006) Points out, all children are unique. And two children of the same chronological age can exhibit markedly different characteristics:

1. They really like to be noticed
2. They don't understand individual words, they still respond to their meanings.
3. They prefer to learn indirectly rather than directly
4. Their understanding comes from what they see, hear, and most importantly, have the opportunity to interact with it.
5. They are very curious about the world around them.
6. They need personal approval and individual attention from their teacher.
7. They like to talk about themselves and involve all new knowledge in their lives.
8. They have a limited attention span.

Every child must have a different background and of course, it will be a challenge when the teacher teaches English to children. Every child must have a different level of English proficiency and that is due to their previous grade level. The teacher must be able to adjust and classify the student and measure the extent of students' English proficiency so that students will find a suitable place for them to learn and develop. research conducted by Widodo & Dewi (2014) stated that students need direct activities, and they must be supported by teachers to correct the problems they face while learning English. the role of a teacher is controller, organizer, assessor, prompter, participant, resource, teacher. According to Harmer (2001) The EYL teacher has some problems controlling the class. Therefore, the teacher must choose what role he will play in the class, and he must decide on the best method to be applied in the class. therefore, the teacher's role is very large in teaching his students. And when the student experiences difficulty or obstacle while studying, the teacher must be prepared to be able to help his student who is struggling with the lesson.

## F. Previous Study

Many studies have been conducted by researchers related to EFL Students' Experience of Using WhatsApp as a Media for Learning English. Some of them will discuss below:

The first study was conducted by Salem, Alqahtani, Bhaskar, Elumalai, and Abumelha (2018) This study focuses on understanding if university-level students consider WhatsApp as a significant learning platform with the quantitative method. The participants of this study are randomly chosen 300 students studying at King Saud University to take part in the present survey through convenience sampling. The process of collecting data use a questionnaire. The aim of this study is to focus on the routine practices or use of WhatsApp as a medium for learning English. there are facts when students learn English using WhatsApp as a learning medium, including the function of WhatsApp as an online platform that helps students to learn English, namely, whether WhatsApp has a positive effect on improving students' language skills and self-confidence, and motivation about English. This study has the same topic about the use of WhatsApp as a medium of learning in English but with a different focus. The current study focuses on the experience of learning English, while the research above focuses on routine habits or the use of WhatsApp as a medium for learning English.

The next study was conducted by Gon and Alka Rawekar (2017) This study focuses to assess the effectiveness of social media like WhatsApp in delivering knowledge to 4th-semester MBBS students and comparing the improvement of knowledge gained through e-learning and didactic lecture. Simultaneously, perception of learners about e-learning via WhatsApp with a quantitative method. The participants of this study are 4th-semester MBBS students. After obtaining ethical approval from the ethical committee, the students are divided into two groups i.e., Group A and Group B. Each group comprised 40 students The Students were randomly selected by the lottery system to participate in either group after obtaining written informed consent. The process of collecting data use a questionnaire. The constant availability of

facilitators and learning anytime anywhere has made WhatsApp a new and convenient tool for teaching-learning activities. Though there is no significant difference between the gain of knowledge from WhatsApp or didactic lectures, advantages (technical, educational, or instructional) out par. This study has the same topic about the use of WhatsApp as a medium of learning in English but with a different focus. The current study focuses on the experience of learning English while the research above focuses on Effectivity of E-Learning through WhatsApp as a Teaching-Learning Tool.

The last study was conducted by Baishya. D (2019) This study focuses on exploring the uses of WhatsApp groups in the education context. It examines utilities and burdens associated with educational WhatsApp groups. The study also explores how the presence of teachers in the groups can influence group functioning. This study uses the quantitative method. The participants of this study consist of 4 groups. where two groups were included teachers and two groups were without teachers. The process of collecting data use an interview. The results of the studies show that the major functions these groups serve are mostly education-related. However, apart from academic uses, students do use this platform for wishing/congratulations, for extra curriculum activities as well as for entertainment purposes. In addition, the results show that the presence of the teacher influences the group conversation significantly. This study has the same topic about the use of WhatsApp as a medium of learning in English but with a different focus. The current study focuses on the experience of learning English while the research above focuses on Exploring the Academic Uses of WhatsApp Groups among the Student.