

**WHATSAPP AND GOOGLE FORM AS MEDIA FOR TEACHING
ENGLISH DURING PANDEMIC ERA AT THE SOCIAL TENTH GRADE
OF SMAN 1 JETIS PONOROGO**

THESIS



By

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ABSTRACT

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Keywords: *WhatsApp, Google Form, Media*

The aim of this study is to describe the implementation of WhatsApp and Google Form as media in teaching English and the problems faced by the teacher and students in implement them. This research employed descriptive qualitative approach. In this research, the researcher analyzed the data through data reduction, data display, and drawing conclusions. It is a methodology on data analysis that involved an observation during online learning activities an interview with both the English teacher and the students, and documentation that supported valid data. The English teacher and social tenth grade students of SMAN 1 Jetis Ponorogo were chosen to be the object in this research.

The results of this study were: the English teacher implemented WhatsApp and Google Form step by step: 1) the teacher opens the class by greeting, invites the students to pray by themselves, gives motivation for the students. 2) the teacher gives the material in the form of video or pdf file in the WhatsApp group, and share daily task in Google Form. 3) the teacher closes the lesson by giving the link of the attendance list at the end of the lesson, because students are absent via google form. The problems that often arise during online learning are: the students don't have an internet quota, they only have a chatting quota for WhatsApp, the students have limited signal in their home so they are late to fill attendance list or sometimes can't fill it, the students don't understand about the material presented by the teacher so, they tend to be passive during the learning process carried out in the WhatsApp group, limited and fast learning time and some students phone's lack of support to access the link provided by the teacher. In addition, based on the interview the majority of students prefer face-to-face or offline learning because it is easier to understand the material, assignment, and saves quotas.

This study is expected to give scientific information for the teacher and the readers about the problems that arise when implementing WhatsApp and Google Form, so that information can be used as an evaluation and showed the students difficulties when using WhatsApp and Google Form as media for learning English so that problems that arise can be resolved immediately.

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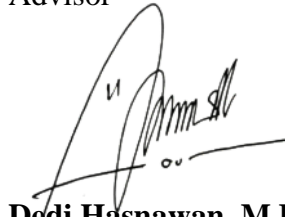
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CHAPTER I

INTRODUCTION

This chapter presented the background of the study, the focus of the study, statements of the problems, objectives of the study, significances of the study, and organization of the thesis.

A. Background of the Study

Since 2020 the world has been shocked by a virus that causes a pandemic. Almost all countries in the world were affected and feel pandemic for a long time. World Health Organization (WHO) gave name that the virus as SARS-CoV-2, which is the seventh virus of the CoV group that attacks humans and it strains from SARS-CoV. The disease is caused by that virus is called as Coronavirus Disease 2019 (Covid-19).

All of human aspects were affected because this pandemic, start from; social, economic, religious, and even education aspects. In Indonesia, the primary Covid-19 case was announced directly by President Joko Widodo.¹ The President's announcements were about asked the citizens to check, pray, and work from home, and also stay at home. Based on the president's announcement, all parts of the government suggested several policies. State

¹ Desca Lidya Natalia, "[Presiden: Ibu-anak warga Indonesia positif COVID-19.](#)" dalam *Antara News Agency* (in Indonesian), ed. Zita Meirina (2 March 2020), Retrieved November, 25 2020.

civilians are ordered to work from home. Also students and college students are ordered to study from home.

Nadiem Makariem, suggested for all the students from all levels; colleges, senior high school, junior high school, elementary school, childhood education, to Study From Home (SFH). As written in the circular of Republic Indonesia's education and culture minister number: 36962/MPK.A/HK/2020 regarding *Study and Work from Home in order to prevent the Spread of Covid-19* Minister of Education.² He took several policies, the form of policies are; Setting SFH for the students and college students, employees, teachers and lecturers do to work, teach, and lecture from home through video conference, digital documents, and other alternative online learning media.

Based on the situation and condition also those policies', learning from home is the choice, anybody called by online learning. It means that online learning is the alternative way to support those policies. Terry Anderson defines "online learning as the use of the Internet to access learning materials, to interact with the content, instructor, and other learners, and to obtain throughout the learning process, to accumulate information, to construct personal that means, and to grow from the learning experience".³

Online learning could not stand by itself. However, it should be supported by instructional media. The instructional media in online learning

² Kementerian Pendidikan dan Kebudayaan 17 Maret 2020, SE Mendikbud: Pembelajaran Secara Daring dan Bekerja dari Rumah Untuk Mencegah Penyebaran Covid-19, <https://www.kemdikbud.go.id/main/blog/2020/03/se-mendikbud-pembelajaran-secara-daring-dan-bekerja-dari-rumah-untuk-mencegah-penyebaran-covid19>

³ Terry Anderson, *The Theory and Practice of Online Learning* (Canada: AU Press, Athabasca University, 2008), 17.

can be a computer/laptop, smartphone, and tablet. Chen stated that smartphone is not only communication tools, but smartphone is a fantastic media to use for everyone from young to adult.⁴ Based on the statement, smartphone is a tool that can be used as a media in online learning because it will support and assist the teacher to convey learning material and the majority of students have smartphones or gadgets, and also it's simple to use and bring everywhere and every time.

There are several applications that can be accessed on smartphone using internet connection. An application on smartphone can be used for studying, teaching, or just for playing a game. The several applications on smartphone that can be used to support the teacher in online learning are WhatsApp, Google Classroom, Google Form, Zoom, Schoology, Telegram, Edmodo, etc. The results of the online survey were; WhatsApp and Google Form were application used in online learning during SFH.⁵

Both internationally and nationally, the use of WhatsApp has increased significantly.⁶ Learning in schools and colleges is one of the objects for the growing use of the WhatsApp Messenger application. The survey shows that 90% of students and teachers use the WhatsApp Messenger application in their daily life, as well as in learning activities, in the journal of Samsul

⁴ C. Irawan and Djatmika, "Developing Intructional Media Mobile Learning Based Android to Improve Learning Outcomes", *Jurnal Pendidikan Bisnis dan Menejemen* (Vol. 4, No. 3, 2018)

⁵ Nazliyatul Akhbaroh, "Using WhatsApp Group as an Interactive Learning Media in Teaching Syntax of English Students Department IAIN Tulungagung," (Thesis, IAIN Tulungagung, Tulungagung, 2020), 3.

⁶ Tavangarian, D., Leypold, M. E., Nölting, K., Röser, M., & Voigt, D., "Is e-Learning the Solution for Individual Learning?," *Electronic Journal of E-Learning* (Vol. 2 No. 2, 2004), 273–280.

Susilawati and Triyo Supriyatno.⁷ WhatsApp Messenger has various features that can be used to communicate with the help of internet services, features contained in whatsapp are Gallery for adding photos, Contacts for inserting contacts, A camera for taking pictures, Audio for sending voice messages, Maps for sending various maps coordinates, even Document to insert files in the form of documents. All these files can be instantly sent via the free application. These various features certainly make it easier to learn to communicate through online media. The service requires the users to own a standard cellular mobile number for registering with the service. In the education world, this application is used jointly by teachers and students by forming a group called the WhatsApp group.

While, Google Form is a free online tool Google which allows users to create forms, surveys, and quizzes as well as to collaboratively edit and share to assess with other people.⁸ Based on the survey, Google Form can be used in class to aid students' learning and to promote a more interactive classroom environment. It supports various types of questions: text, paragraph, and multiple choices choose from a list, checkboxes, scale, and grid. A text type is used for short text answer questions and a paragraph type for longer text answer (or essay) questions.

To be able to use Google Form, we are required to have a universal Google account by registering at <http://account.Google.com/login>. Google

⁷ Samsul Susilawati and Triyo Supriyatno, "Online Learning Through WhatsApp Group in Improving Learning Motivation in the Era in the Era and Post Pandemic COVID-19", *Jurnal Pendidikan: Teori, Penelitian, dan Pengembangan* (Vol. 5 No. 6, Juni 2020), 852.

⁸ Students in EDUC 3890D, 592A, 692D. Online Tools for Teaching and Learning. <https://blogs.umass.edu/onlinetools/assessment-centered-tools/google-forms/>. November, 22 2020.

form can be used by any people for free to create a questionnaire and online quizzes using a laptop or smartphone connected to the internet then share the address link form to target respondent or paste it on a website page. The respondent can provide feedback anywhere and anytime by clicking on the web address or the link shared by the questionnaire maker using a computer or smartphone connected to the internet.

Rizal Fauzi's research results showed that the use of Google Form as a learning evaluation tool in Indonesian language lessons start from the stage planning readiness of facilities and infrastructure, Google form development, till the implementation stage of using Google Form in learning evaluation activities provide good impact and benefit from aspects of effectiveness, efficiency, attractiveness, and design view. For teachers, it is very helpful the existence of Google Form both in terms of cost, time, and effort. For students to be more interested, enthusiastic, active, and less likely to be negative think to face the test on SMPN 1 Lembang.⁹

Based on that explanation the researcher will conduct the study in a different case. In this case, the researcher chooses the students of social tenth grade and English teacher of SMAN 1 Jetis Ponorogo. After conducting direct observation and interview at SMAN 1 Jetis, the researcher found that media are often used in online learning, namely: WhatsApp and Google Form. The data showed WhatsApp and Google Form was the application that dominated to be used. Then, the participants stated that WhatsApp was an

⁹ Muhammad Rizal Fauzi, "*The Use of as Learning Evaluation Tool in Indonesian Language Lessons,*" (Thesis, UPI, Bandung, 2014), [https:// repository.upi.edu](https://repository.upi.edu).

effective application used than the others because it was easier to be accessed, most of the students has the application, familiar application, economical quota, the students were more perceptive, has some features: uploading videos, pictures, and voices then it made the materials were easier to be understood, and the materials could be explained by a text, also oral using voice note features.

While Google Form was used by the teacher to make an assignment or evaluation test. The teacher stated that Google Form was easy to use and the students easy to understand what will they do, then the teacher can make an answer key and they can get the result automatic. So, the teacher's work is lighter and more efficient.

After the researcher conducted the second observation on the school, the result shows that the students had difficulties in the learning process, some students were late on fill the attendance list, they were passive in learning process, and some students were late in submitting the assignment on Google Form. Because of those, this study will conduct to investigate how the teacher implements WhatsApp and Google Form as media in teaching English and what are the problems that arise in the implementation of WhatsApp and Google Form as media in teaching English during pandemic era.

Dealing with the theories, the researcher is interested in conducting a study by the title “WhatsApp and Google Form as Media in Teaching English during Pandemic Era at the Social Tenth Grade of SMAN 1 Jetis Ponorogo”.

B. Research Focus

This research focuses on analyzing the implementation of WhatsApp and Google Form as media in teaching English and the problems that arise in the implementation of WhatsApp Group and Google Form in teaching English during pandemic era at the social tenth grade of SMAN 1 Jetis Ponorogo.

C. Statement of the Problems

Regarding the background and research focus, the statements of the problems are:

1. How does the teacher implement WhatsApp and Google Form as media in teaching English during pandemic era?
2. What are the problems faced by the teacher and the students in implementing WhatsApp and Google Form as media in teaching English?

D. Objectives of this Study

Based on the statement of the problem, there are the objectives of the research described by the researcher:

1. To find out how the teacher implementations WhatsApp and Google Form as media in teaching English during pandemic era.
2. To find out the problems that arise in the implementation of WhatsApp and Google Form in teaching English during pandemic era.

E. Significances of the Study

The findings of this research are expected to contribute both theoretically and practically:

1. Theoretical Significance

This study is expected to give scientific information for better education on online learning systems using interactive learning media. The results of this study are hoped to be able to give valuable information for the teacher who wants to conduct online learning using WhatsApp and Google Form.

2. Practical Significance

a. For the teacher

The teacher will know the problems that arise when implementing WhatsApp and Google Form, so that information can be used as an evaluation.

b. For the students

Students can share experiences of difficulties when using WhatsApp and Google Form as media in teaching English, so that problems that arise can be resolved immediately.

c. For the institution

To get data in relation to the problems that arise in the implementation of WhatsApp Group and Google Form in teaching English and the right solution of those problems.

d. For the researcher

Hopefully, the researcher will understand the problems in teaching English by using media and be experienced to prepare to be a teacher in the future.

F. Organization of the Thesis

To make it easier for the readers to understand the content and what is contained in this thesis, the researcher presents an overview of the systematics of the thesis in general as follows:

Chapter I consists of Introduction, confirms the background of the study, the research focus, the statement of the problem, the research objectives, the significance of the study and the organization of the thesis. Then, chapter II contains of Previous Related Study and Literature Review, Consist of several explanations based on the title and it includes the explanation of Mobile Assisted Language Learning (MALL), media learning, WhatsApp definition and WhatsApp features, and Google Form. Chapter III tells about Research Method, Includes; research approach and design, researcher's role, research setting, data source, data collection technique, data analysis technique, checking validity and findings. Next, chapter IV explains about Research Findings. It shows data presentation contains and research findings. Chapter V explains about Discussion. It shows the result of the study. The last chapter contains Conclusion. The conclusion and suggestion for the further study.

CHAPTER II

PREVIOUS RELATED STUDY AND LITERATURE REVIEW

This chapter presented the previous research, the theories of media learning, WhatsApp applications and Google Form.

A. Previous Research Findings

The first previous analysis from Irma Rasita Gloria Barus and Marudut Bernadtua Simanjutak on their journal with the title “WhatsApp Group and Google Classroom-Based Learning Material in English Classes: Students’ Perceptions” case study research design, the results of the study prove the English category students agree that this primarily learning is effective to applied and used. The students mean perceptions score is eighty nine that indicated six product elements (comfortability, content, economical use, language, clarity, and fun-use).¹⁰

The second previous research came from journal written by Mona M. Hamad titled “Using WhatsApp to Enhance Students’ Learning of English Language; Experience to Share”. The results were coded manually and analyzed using SPSS. Almost all study-findings supported using WhatsApp to enhance students learning and enthusiasm, using WhatsApp helped students to develop English skills, enriched their vocabulary and learn from their mates’ mistakes, although the study laid

¹⁰ Irma R. G. Barus, Marudut B. Simanjutak, “WhatsApp Group and Google Classroom-Based Learning Materials in English Classes; Students’ Perceptions,” *Scope of Language Teaching; Literature and Linguistics*, Vol. 3 No. 1 (June, 2020), 53, <https://ejournals.umma.ac.id/index.php/seltics>, retrieved November 22,2020.

out some disadvantages of the experience such as preparing the materials and having discipline in the group.¹¹

Next previous research from Sri Bulan and Husniyatus Salamah Zainiyati on their journal titled “Pembelajaran Online Berbasis Media Google Formulir dalam Tanggap *Work from Home* Masa Pandemi Covid-19 di Madrasah Ibtidaiyah Negeri (MIN) 1 Paser”. The result showed that MIN 1 Paser teachers during work from home are using Google Form as an education room and assignment bag during online learning activities. Teacher professionalism is built to always be creative and innovate in the Google Form space. Present meaningful teaching with learning videos and quizzes that motivate students. Create a new cultural tradition of teaching from paper to online form sheets.¹²

And the four previous came from Hamdan Husein Batubara with the titled “Penggunaan Google Form sebagai Alat Penilaian Kinerja Dosen di Prodi PGMI UNISKA Muhammad Arsyad Al Banjari”. The results of those study indicated procedure of development lecturer performance assessment questionnaire on the learning process using Google Form started from planning, creating, publishing and providing usage instructions. Students data showed that most students like to use an online questionnaire (53.3%), easily accessible (87.7%), time becomes

¹¹ Mona M. Hamad, “Using WhatsApp to Enhance Students’ Learning of English Language; Experience Share,” *Higher Education Studies* Vol.7 No.4 (November, 2017), <http://doi.org/10.5539/hes.v7n4p74>, retrieved November 24, 2020.

¹² Sri Bulan, Husniyatus Salamah Zainiyati, “Pembelajaran Online berbasis Media Google Formulir dalam Tanggap Work From Home Masa Pandemi Covid-19 di Madrasah Ibtidaiyah Negeri (MIN) 1 Paser” *Journal of Islamic Education*, Vol. 8, No. 1 (June, 2020), 31, <https://doi.org/10.21093/sy.v8i1.2300>.

more efficient (80%), save paper (93.3%), know how to use it (86.6%), the display is easily understandable (86.6%). So, Google form is very useful for teachers and students to collect data lecturer performance.¹³

From several previous studies above there are similarities and differences with this study. The similarity is the use of WhatsApp and Google Form as media in research. While, the differences all those previous research with this research is in an object of the research and focus of the research. Here the object of this research is the students of social tenth grades and the English teacher SMAN 1 Jetis Ponorogo, and then this research will focus to analyze how does the teacher implement WhatsApp and Google Form as media for online learning and problematic implementation off WhatsApp and Google Form as media in teaching English during pandemic era at the social tenth grade of SMAN 1 Jetis Ponorogo.

B. Review of Literature

1. Mobile Assisted Learning (MALL)

Technology plays important role in educational world these days especially in the pandemic era, it has changed teaching and learning languages. Implemented Mobile Assisted Language Learning (MALL) is one way to develop language teaching practices. Mobile Assisted Learning (MALL) is a burgeoning subdivision of computer

¹³ Hamdan Husein Batubara, "Penggunaan Google Form sebagai Alat Penilaian Kinerja Dosen di Prodi PGMI UNISKA Muhammad Arsyad Al Banjari" *Basic Islamic Education Journal*, (Vol. 8, No. 1, June, 2016),48-49, <https://jurnal.albidayah.id/index.php/home/article/view/91>.

assisted language learning in general.¹⁴ As mobile technologies has involved, so have their advanced applications developed for language education. Based on the survey results conducted by the Pew Research Center's Project for Excellence in Journalism in 2012, half of all American adults own their tablet or a smartphone, which indicates that the usage of smartphone and tablet has been skyrocketing for the last view years.¹⁵

The main characteristics of mobile learning are recognized as the potential for learning process to be personalized, spontaneous, informal and ubiquitous. Mobile learning is experiencing a drastic change. Whereas the initial period of mobile learning tend to propose carefully skilled activities by teachers and technology, including teaching and learning English. Through the process, the mobile learning use, particularly the Mobile Assisted Language Learning (MALL), have become essential tools in teaching and learning process.

2. Media Learning

Learning media is a tool used by teachers to help teaching and learning activities to be more effective. Sadiman defines media is everything that can be used to channels messages from senders to

¹⁴ Jaesok Yang, "Mobile Assisted Language Learning: Review of the Recent Applications of Emerging Mobile Technologies", *English Language Teaching Journal* (Vol. 6 No. 7, June, 2013), 19.

¹⁵ Fox S, & Duggan, M. *Mobile Health 2012*, (2012), Retrived from https://www.pewinternet.org/wpcontent/uploads/sites/9/media/Files/Reports/2012/PIP_MobileHealth2012_FINAL.pdf

recipients, so that they can stimulate students' thoughts, feelings, concerns, interests and attention of students.¹⁶

“Media is any physical tools that can be used to convey and present messages as well as stimulate students to learn”, stated by Briggs in Sadiman.¹⁷ While, Trianto defines “media as a component in learning strategy is a means of messages originating from the source or the distributor wants to be forwarded to the target or recipient of the messages and the material to be conveyed is a message of learning, and the goal to be achieved is the learning process”.¹⁸

Based on the opinion above, the researcher conclude that learning media is a tools that used by teachers to support the success of the learning process and stimulate students interest in learning.

Learning media can stimulate learners to critical thinking, use the imagination, ability and attitude further developed, this giving birth to the creativity and innovative work. Media also improve the efficiency of the learning process, because by use the media to reach learners in different places, and in the scope of the micro of the infinite at any given time. Media learning can solve the problem of education or teaching either scope of the micro as well as macro.

3. WhatsApp

a. WhatsApp Definitions

¹⁶ Arief S. Sadiman, dkk, Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya (Jakarta: Raja Grafindo, 1996),6.

¹⁷ Ibid, 6.

¹⁸ Trianto, Mengembangkan Model Pembelajaran Tematik (Jakarta: PT Prestasi Pustaka, 2009)

WhatsApp could be a smartphone application for instant messaging. It provides quicker and easier communication among the users.¹⁹ WhatsApp messenger is a freeware, cross-platform messaging, and voice over service owned by Facebook. It permits users to send text messages, build voice and video calls, and share pictures, documents, user locations, and different media.²⁰

From those, it can indicate that WhatsApp is an application that can make the users can be interacted with other users easier and faster in the form of instant messaging. Actually WhatsApp has some features that made the users easier to share their opinion or anything what they do.

WhatsApp permits the students to express thoughts and ideas via varied options of the WhatsApp application platform, like attaching pictures, sharing videos, web-links, recording videos and voices, etc. it will help the students to induce actively concerned in learning activities via varied options on this applications. It's all over that the WhatsApp options facilitate the students in learning method.

b. WhatsApp Features

¹⁹ Mistar, I., & Embi, M. A., "Students' Perception on the Use of Whatsapp as a Learning Tool in ESL Classroom," *Journal of Education and Social Sciences*, 4 (2016), 96-104. <https://www.semanticscholar.org/paper/STUDENTS-%E2%80%99-PERCEPTION-ON-THE-USE-OF-WHATSAPP-AS-A-Mistar/44a3fad24b1a64ceefb77462efbdc6c6d7205e68> .November, 21 2020.

²⁰ Irma R. G. Barus, Marudut B. Simanjutak, "WhatsApp Group and Google Classroom-Based Learning Materials in English Classes; Students' Perceptions," *Scope of Language Teaching; Literature and Linguistics*, Vol. 3 No. 1 (June, 2020), 48, <https://ejournals.umma.ac.id/index.php/seltics>, retrieved November 22,2020.

As cited on official WhatsApp web (www.whatsapp.com), there are eight main features of WhatsApp:

- i. Text or share messages; Reliable, simple message, can send message to friends or other people using an internet connection.
- ii. Group chat or WhatsApp group; can keep in touch to people in the community, family, or other people in the WhatsApp group; can share messages, photos, videos, voice messages, documents, etc. It can consist of 256 group members.
- iii. WhatsApp on web and desktop
- iv. WhatsApp voice and voice calls; can make voice or video calls.
- v. End-to End Encryption; security by default
- vi. Photos and videos; can send or share photos or videos directly or previously saved.
- vii. Voice messages (Voice note): record voice messages directly without hassle of having to write at length.
- viii. Docs: share documents easily in Word, PDF, PPT, Spreadsheet, etc. format up to 100mb.

Besides that, there was new features on WhatsApp;

- New storage management tool; the users can check all the forwarded photos, videos, files in the storage management section and delete them once for all. The users also allowed to separately deleting all media of an individual chat. Users will find the new storage management in Setting Section > Storage and data > Manage storage.
- Group voice/video call limit increased; WhatsApp extended the participant limit to eight users to help people connect better, it was made available to all Android and iOS users,
- WhatsApp dark mode; the dark theme is added in WhatsApp features. Those running Android 9 or below, the dark mode is available for both Android and iOS WhatsApp users.
- WhatsApp payment; the feature will only be visible to 20 million users as a 30% cap will be implemented on total payment volumes via third-party payments app starting 2021.
- WhatsApp advanced search; it allows all the users to filter the search with not only photos, texts,

audio, GIFs, and videos, but also documents as well as inks.²¹

4. Google Form

Google Forms is a web-based app used to create forms for data collection technique.²² Another statement, Google Form is a free online tool form Google which allows users to create forms, surveys, and quizzes as well as to collaboratively edit and share to assess with other people.²³

Google Forms can be used in class to aid students' learning and to push an additional interactive room atmosphere. Google Forms is a free service from Google that emulates an on-line survey system. It supports various styles of questions: text, paragraph, and multiple choices, choose from a list, checkboxes, scale, and grid. A text type is used for short text answer questions and a paragraph type for longer text answer (or essay) questions. In each varieties, respondents will can any text they require. Multiple choice and choose from a list are for questions in which respondents are allowed to choose only one item as their answer. A checkboxes type, on the other hand, allows respondents to choose more than one item. Scale and grid varieties are

²¹ “WhatsApp in 2020: Every new feature announced for the messaging service”, Tech Desk, <https://indianexpress.com/article/technology/techhook/whatsapp-in-2020-best-features-added-to-android-and-ios-7071717/>. Retrieved November 29, 2020.

²² Christa Love, “5 Reasons to Use Google Form with Your Students”, TechnoKids Blog, 2014. <https://www.technokids.com/blog/apps/reasons-to-use-google-forms-with-your-students/>. November, 22 2020.

²³ Students in EDUC 3890D, 592A, 692D. “Online Tools for Teaching and Learning”. <https://blogs.umass.edu/onlinetools/assessment-centered-tools/google-forms/>. November, 22 2020.

for Likert-scale queries. By using one or more question types, instructors can make a set of questions which are then posted on webpages. Students access these webpages mistreatment their laptop or computer workstations in a lab classroom. Then they select or short their answers employing a keyboard and mouse. This process is similar to that of filling out on-line questionnaires.



CHAPTER III

RESEARCH METHOD

This chapter discuss about the researcher method that used in this research. It consist of research approach and research design, the researcher roles, research setting, data and data source, data collection technique, data analysis technique, checking validity of findings, and the research procedures.

1. Research Approach and Design

To conduct this research, the researcher needs research design to help make a plan for detail method. A qualitative research design is “the logic that links to be collected (and the conclusion to be drawn) to the initial questions of the study”.²⁴ The research design in this study refers to strategy for analyzing WhatsApp and Google Form as media in teaching English during pandemic era. According to Creswell research design is plans and the procedures for the research to detailed methods of data collection and analysis.²⁵ Here this research focused in analyzing of the implementation and problems that arise in implementation of WhatsApp and Google Form as media in teaching English during pandemic era.

Conducting the topic, the researcher used descriptive method to describe an interpreted the data and qualitative approach by direct

²⁴ Yin, R.K, *Case Study Research: Design and methods* (4th edition) (Thousand Oaks, CA:Sage, 2009), 24.

²⁵ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches* (United States of America: SAGE Publications, Inc, 2009), 3.

observing in location, observing teacher and students in the teaching online learning process, catching information from interview to collect the data. According to Shank, that qualitative is form of systematic empirical inquiry into meaning.²⁶ Inquiry into meaning says that the researcher tries to understand how others make sense of their experience.²⁷

Qualitative research is a means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. In this situation, the researcher seeks to establish the meaning of phenomenon from the views of participants.²⁸ While, descriptive method is implementation of the data in the form of descriptive, it was presented descriptively, as stated by Ahsan on his thesis.²⁹

2. Researcher Roles

In this part explaining the instrument used in this research, here the researcher as an instrument. Being an instrument, the researcher has to be:

- a. An observer; conduct observation to the condition that happen during online learning activity. The researcher takes field notes on the behavior and activities of participants at the research site.³⁰

²⁶ Shank, *Qualitative Research*, 2002, 5.

²⁷ Sonia Ospina, *Qualitative Research*, (New York, 2004), 2.

²⁸ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Method Approaches*, 4.

²⁹ Ahsan Wahdatul, "An Analysis of Cohesive Devices Used in Selected Short Stories Retold by Slamet Risyanto," (Thesis, IAIN Tulungagung, 2015).

³⁰ John W. Creswell, *Research Design; Qualitative, Quantitative and Mixed Methods Approaches*, 181

- b. An interviewer; the researcher interview the English teacher and the social tenth grade students of SMAN 1 Jetis Ponorogo by giving several questions that related with this research.
- c. Documenter. The researcher documenting the data that related to this research to show the conclusive evidence.

3. Research Setting

This research conducted in SMAN 1 Jetis Ponorogo located at Jl. Sukowati, Kutuwetan, Jetis, Ponorogo, the subject of this research are the English teacher and social tenth grade students of SMAN 1 Jetis Ponorogo. Sugiyono stated that research subject in qualitative research is not population, but Spardley called by social situation that consist of e elements, that are place, actor, and activity that interacts continuity. That situation can called as research subject.³¹ The researcher concludes that qualitative research subject is the sources that can give information choose by purposive and have specific purpose.

The researcher chooses this school because based on the observation, since the start pandemic SMAN 1 Jetis Ponorogo conducted online learning used WhatsApp as the main media and Google Form as supporting platform. During the implementation of online learning activities using those media, everything went smoothly, especially in the social tenth grades. So, this is in accordance with the current phenomenon

³¹ Akbar Jamaludin, "Implementasi Kompetensi Profesional dalam Meningkatkan Berpikir Kritis Siswa pada Pembelajaran PKn (Studi Deskriptif Siswa Kelas VII SMP Negeri 15 Bandung)," (Thesis, UPI, Bandung, 2013), 74.

and this research. Then the researcher interested in doing research how does the teacher implementation WhatsApp and Google Form as media in teaching English during pandemic era.

But, as we know, running smoothly does not mean that they never had problems before. Therefore in this study the researcher want to find out if there are problems that arise when implementing WhatsApp and Google Form as media in teaching English during pandemic era.

4. Data and Data Source

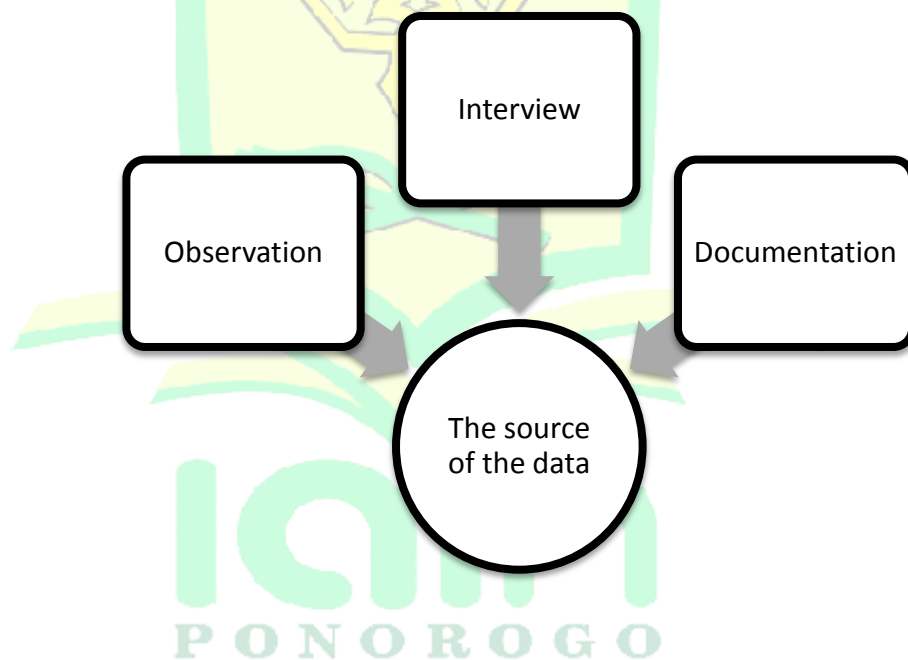
The data source can be got from a person, something, a place that can provide the information for a piece of research. In this research, the researcher gets data from several sources from individuals like the English teacher and several students of social tenth grades, documentations at the WhatsApp group class during online learning English activity. So, the researcher can get much information from those data which related to getting the results of this research.

The researcher chooses the English teacher and students of social tenth grade of SMAN 1 Jetis Ponorogo to collect the data. The teacher is Mrs. Sulikah, S.Pd, and then the students are Fadhil Musyaffa, Dea Ayu Pratiwi, Alfina Naufa Asyfani, Dinda Desta Pratama, and Alvin Nur Rahmad.

5. Data Collection Technique

Data collecting is identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their activities.³² There are many kinds of technique collection data; in this research the researcher collected the data in form of data observation, interview, and documentation or called triangulation method. Triangulation technique means that the researcher uses different data collection technique to obtain data from the same source.³³ Look at the diagram bellow:

Figure 3.1.
Diagram of Data Collection Technique



The aim is not to determine the truth about social phenomenon, rather the purpose of triangulation method is to increase one's

³² John W. Creswell, Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research, (University of Nebraska-Lincoln,2012),9.

³³ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: ALFABETA, 2019), 315.

understanding of whatever is being investigated.³⁴ So, the purpose of triangulation is not only to search the truth from several phenomenon's, but also to increase the researcher understanding about the research finding.

a. Observation

Observations are particularly useful to gain insight into a certain setting and actual behavior-as opposed to reported behavior or opinions.³⁵ Observations can be planned (e.g. for 3 h during the day or night shift) or ad hoc (e.g. as soon as a store patient arrives at the emergency room). During the observations, the observer takes notes on everything or certain pre-determined parts of what is happening around them. Written notes can be taken during or after the observations, depending on feasibility and acceptability. Afterwards, these field notes are transcribed into observation protocols.

The researcher observed the condition in the online learning process on WhatsApp Group by join in the social tenth grade WhatsApp group class, then the researcher observed the learning activities process start from how the way the teacher opened the class, how the teacher shared the material, given assignment, and closed the class. Then the researcher made note, wrote everything that happened during online teaching-learning process. Moreover, the researcher also

³⁴ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D*, 316.

³⁵ Loraine Busetto, Wolfgang Wick & Cristoph Gumbinger, "How to Use and Assess Qualitative research method," *Neurological Research and Practice*, 14 (2020), Retrieved from <http://neurorespract.biomedcentral.com/articles/10.1186/s42466-020-00059-z>.

focused on observing the problem that arises during learning activity in social tenth grade of SMAN 1 Jetis Ponorogo.

b. Interview

The researcher conducted interview the students of social tenth grade and the English teacher of SMAN 1 Jetis Ponorogo, by given several questions:

Table 3.1
Interview questions for the English teacher

No	Questions
1	Why does the teacher choose WhatsApp and Google Form as media for learning English during pandemic era? <i>(Kenapa guru memilih WhatsApp dan Google Form sebagai media belajar bahasa Inggris selama masa pandemic?)</i>
2	How is the implementation of WhatsApp and Google Form as media for online learning? <i>(bagaimana penerapan WhatsApp and Google Form sebagai media pembelajaran online?)</i>
3	Are there any problems that arise during the implementation WhatsApp and Google Form as media for learning English? <i>(Apakah ada masalah yang muncul selama penerapan WhatsApp and Google Form sebagai media belajar bahasa Inggris?)</i>
4	What's the solution? <i>(Bagaimana solusinya?)</i>
5	What is the form of feedback from students? <i>(Bagaimana bentuk feedback dari siswa?)</i>

Table 3.2
Questions interview for the students

No	Questions
1	Is it true that your teacher uses WhatsApp and Google Form as media for learning English during pandemic era? <i>(Benarkah gurumu menggunakan WhatApp dan Google Form sebagai media belajar bahasa Inggris selama masa pandemic?)</i>
2	Are there any problems that arise during online learning process by using those media? <i>(Apakah ada masalah yang muncul selama proses belajar online dengan menggunakan media tersebut?)</i>
3	What do you do when you have problem during online learning? Or what is the solution? <i>(Apa yang kamu lakukan ketika kamu mendapat masalah selama belajar online? Atau bagaimana solusinya?)</i>
4	Which one do you prefer, online learning or offline? Why? <i>(Mana yang lebih kamu suka, belajar online atau offline? Kenapa?)</i>

The interview in this study conducted on Wednesday January 20, 2021 until Friday January 22, 2021 and Thursday January 28, 2021. The respondents consist of 5 students and the English teacher. It was conducted by using WhatsApp chatting with the students because now it is in pandemic era and direct meeting with the teacher at the teacher room terrace of SMA 1 Jetis Ponorogo.

c. Documentation

The documentation technique is the process to obtain the data on reporting activities by using evidence list. In this study, the documentation used to give the evidence of the online class process

using WhatsApp and Google Form as media for learning English during pandemic era.

6. Data Analysis Technique

After collecting the data, the researcher will analyze the data to clarify validity data finding before presented in the description form which is the researcher's observation, interview, and documentation. Bodgan stated (as cited at Sugiyono) that Data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you can accumulate to increase your own understanding of them and to enable you to present what you have discovered to others.³⁶ In qualitative research, data analysis technique is inductive and the research results emphasize meaning rather than generalization. Sugiyono stated that data analysis in qualitative research conducted since before entering the field, while in the field, and after its completion in the field.³⁷ So, data analysis here means that the process to answer the research question into conclusion that was done before entering, while in the field, and after its completion in the field. According to Creswell, the data analysis process was carried out through three components; those are data reduction, data presentation or data display, and data conclusion or verification.³⁸

a. Data Reduction

³⁶ Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif dan R&D* (Bandung: ALFABETA, 2019), 319.

³⁷ Ibid.

³⁸ Creswell, *Research Design; Qualitative, Quantitative and Mixed Methods Approaches*,

Data reduction means the process of selecting, classifying, focusing, and coding on the data that related to the study which derives from the field. Reducing the data in this research was chosen by identifying the data from observation and data interview that related to the research question. The duty of the researcher selected the data that would give the valuable information.

In this research, the selected data are data related to the statement of WhatsApp and Google Form as media for learning English during pandemic era, the process of online learning, and the problems that arise during online learning. It means that the data was selected. Meanwhile, the data unselected was living out process.

b. Data Display or Data Presentation

The presentation of the data here is limited to a compiled collection of information that given the possibility drawing conclusion and taking action. Data display is an organized, composed assembly of information which concludes conclusions written. In this study the data displayed in form of narrative text and combined with the table, to make the reader easier to understand.

c. Conclusion and Verifications Data

Here the researcher draws activities that are whole of the object of research. The process of drawing conclusions is based on a combination of information arranged in a form in the presentation of the data. Through this information, the researcher can see what is

researching and find correct conclusions about the object of the research.

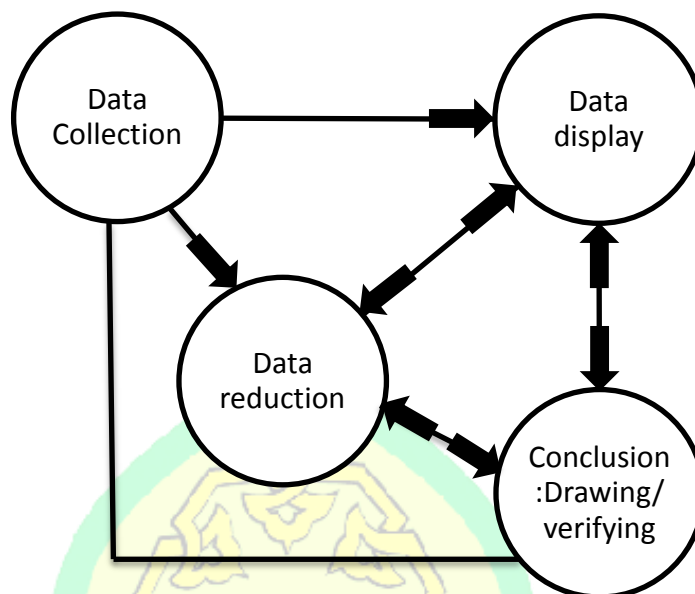
7. Checking Validity of Findings

The data validity test is a series of data analysis processes; it is to determine the validity and reliability of data. The information of the data validity test required several techniques with certain criteria. The data validity test technique used in this research is *Data Triangulation* method. Data triangulation method is done by comparing the data obtained in different ways, such as from observation, interview, and documentation.

In this part of checking validity, the researcher applied triangulation method which involves an observation within activity during online learning English in the WhatsApp group, interview both of teacher and students by giving several question related to the WhatsApp and Google Form as media in teaching English during pandemic era and also documents in the form of WhatsApp group activity screen shoot, researcher's field note to be more valid data in this research. This time the researcher conducts this way to investigate data of WhatsApp and Google Form as media in teaching English during pandemic era at the social tenth grade of SMAN 1 Jetis Ponorogo.

Look at the table below:

Figure 3.2.
Data analysis component



8. Research Procedure

a. Planning

This procedure included arranging the research plan, choose the institution; class and teacher which applied the model learning as an object, preparing instruments that support the researcher's valid the data and other procedures that related in this research. Here the researcher chosen students of social tenth grade and the English teacher of SMAN 1 Jetis Ponorogo as an object of this research, and then the researcher as an instrument, so the researcher to be an observer, interviewer, and documenter to collect the data.

b. Data analysis procedure

The researcher observe the online learning process in the WhatsApp Group, the researcher interviewed the English teacher and five students of social tenth grade of SMAN 1 Jetis Ponorogo, and then

the researcher analyzed the data as the result from observation and interview.

c. Research report

The researcher wrote in the form of thesis about the descriptive of WhatsApp and Google Form as media for learning during pandemic era as the result of this research.



CHAPTER IV

RESEARCH FINDINGS

This chapter explains the research findings and answers the problem statement. The researcher divided the data based on the interview results. Then, the researcher analyzed the teacher implementation WhatsApp and Google Form as media in teaching English and the problems faced by the teacher and the students in implementing WhatsApp and Google Form as media in teaching English.

A. General Data Descriptions

1. Profile of the school

School name : SMAN 1 Jetis Ponorogo

NPSN : 20510156

School statue : Negeri

Address : Jl. Sukowati, RT/RW 03/02, Kutuwetan

Sub-districts : Jetis

Regency : Ponorogo

Province : Jawa Timur

Postal Code : smansatujetisponorogo@gmail.com

Website : <http://www.sman1jetis-ponorogo.sch.id>

2. Geographical Location of SMAN 1 Jetis Ponorogo

SMAN 1 Jetis Ponorogo is located at Sukowati Street, Kutuwetan, Ponorogo postal code 63473 and the telephone number is (0352) 313142. It is east south side from Ponorogo City. Located at -7,94664 latitude and 111,4872367 longitude. For more information visit the website at <http://www.sman1jetis-ponorogo.sch.id>.

3. Visions and mission of the school

a. Vision:

Pious graduate, have a good character, cultured, knowledgeable, independent, and have a global perspective

b. Mission:

1. Manifesting faith and piety to Almighty God
2. Manifesting mutual respect and courtesy to parents, teachers and society
3. Realizing the ability to develop a learning culture for self-empowerment
4. Realizing the ability to think logically, critically, and innovatively and develop science and technology

4. Teachers and Students Data SMAN 1 Jetis Ponorogo

- a. The number of teacher, staff and employees are thirty-two. There are twenty-two teachers, one of that is the English Teacher Mrs. Sulikah, S.Pd and the rest are staff and employees. They have their own skills and expertise in their respective fields. The personal

data of the teacher and staff of SMAN 1 Jetis Ponorogo can be seen in this following:

Table 4.1
Table of the Teacher and Staff SMAN 1 Jetis Ponorogo

No	Name	Position
1	Drs. Mukh. Aslam Ashuri, M.M.	Headmaster/Principal
2	Heru Budi Cahyono	Head of Administration
3	Siti Rohmatin, S.Pd.	Assistant Principal of Students Affairs
4	Sri Murdiati, S.Pd.	Assistant Principal of Academic Affairs and Curriculum
5	Maryadi, S.Pd.	Assistant Principal of Public Relations and Partnerships
6	Drs. Zaenal Fanani, S.Pd.	Assistant Principal of Schools Finance and operations
7	Achmad Mashuri, S.Pd.	Arts and Cultural teacher
8	Agung Samudra, S.Pd, S.Kom, S.E.	Technology and Communication teacher
9	Dwi Utami Nurwatin, S.Pd.i	Histories teacher
10	Dra. Edy Nurhayati, S.Pd.	Geography teacher
11	Farida Widiyanti, S.Pd.	The Indonesian Language teacher
12	Lucia Dyah Adrijati S.Pd.	Craft and Entrepreneur teachers, Biology teacher

13	Lucia Risa Nugrahaeni, M.Si.	Chemistry teacher
14	Maryani, S.Pd, M.Pd.	Islamic Education teacher
15	Muhamad Arif, S.Pd.	Counseling Guidance
16	Iskandar, S.Pd, M.Pd.	Counseling Guidance
17	Onroufiq, S.Pd, M.Pd.	Economics teacher, Craft and Entrepreneur teachers
18	Ratna Kusumawati, S.Pd.	Craft and Entrepreneur teachers, Biology teacher
19	Slamet Triyono, S.Pd.	The Javanese Language teacher
20	Sri Subekti, S.Pd.	The Indonesian Language teacher
21	Sri Subekti Dwi Anjarwati, S.Pd.	Counseling Guidance
22	Sulikah, S.Pd.	The English teacher
23	Sumarni, S.Pd.	Citizenship and Pancasila Education teacher
24	Suyatmi, S.Pd.	Physics teacher
25	Tjahyo Nugroho, S.Pd, M.M	Mathematics teacher
26	Ulfa Ni'matil Hasanah, S.Pd	Mathematics teacher
27	Abdul Latif	Office Boy
28	Benny Fernando	Librarian
29	Nurhayati, S.Kom.	Administration staff
30	Sumarno	Administration staff
31	Wahyu Budiono	Administration staff
32	Yudi Erwanto, S.Kom.	Administration staff

b. The total off all students in SMAN 1 Jetis Ponorogo are 194 students, consist of 50 male students and 144 female students. It is divided into several classes, there are 76 students of tenth grades, 54 students of eleventh grades, and 64 students of twelfth grades, that are consist of social and science major. Look at the table below:

Table 4.2
Table the Number of Students of SMAN 1 Jetis Ponorogo
Grouped into several Class

No	Class	Total Students		
		Male	Female	Total
1	X IPS	6	19	25
2	X MIPA 1	7	20	27
3	X MIPA 2	4	20	24
4	XI IPS	12	16	28
5	XI MIPA	9	17	26
6	XII IPS	1	17	18
7	XII MIPA 1	6	17	23
8	XII MIPA 2	5	18	23

5. Facilities of SMAN 1 Jetis Ponorogo

Facilities used to support the learning activities and to provide for the needs of teachers and students. All facilities in SMAN 1 Jetis Ponorogo are presented in the form of table below:

Table 4.3
Facilities in SMAN 1 Jetis Ponorogo

No	Room Names	Total
1	Principle's room	1
2	Teacher's office	1
3	Staff office	1
4	Classroom	8
5	Library	1
6	Mosque	1
7	Hall room/multipurpose room	1
8	School Health Unit	1
9	Student Council room/OSIS room	1
10	Canteen	1
11	Toilet	5
12	Bio Laboratory	1
13	Physics Laboratory	1
14	Chemistry Laboratory	1
15	Hall room	1
16	Art hall	1
17	Computer Lab	1
18	Sport	1
19	Living room	1
20	Store room	1
21	Parking lot	1

6. School Organizational Structure of SMAN 1 Jetis Ponorogo

The school organization structure of SMAN 1 Jetis Ponorogo can be seen in the following:

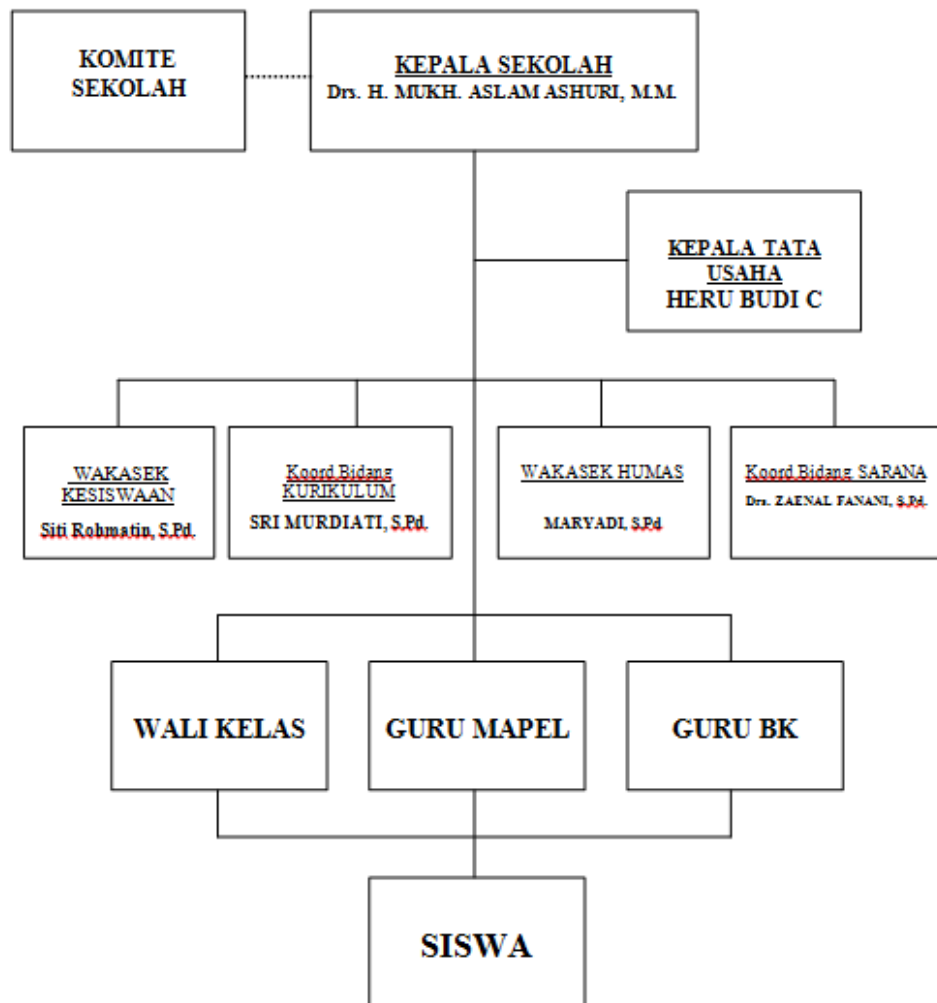


Figure 4.1
School Organization Structure of SMAN 1 Jetis Ponorogo

B. Research Finding

After conducting interviews and observations, the researcher found how the teacher implements WhatsApp and Google Form as media in teaching English during pandemic era and the problems that arise during implement those media at the SMAN 1 Jetis Ponorogo. This part also showed the data presentation based on the documentation; it was to give the real evidences and supported the interview and observation results.

1. The implementation of WhatsApp and Google Form as media in teaching English during pandemic era

In this part the researcher explains about step by step the teacher teaching English in WhatsApp chatting group.

- The first step or pre activities is that the teacher opens the class by greeting, invites the students to pray by themselves, sometimes gives motivation to the students. Look at the WhatsApp screenshot below:

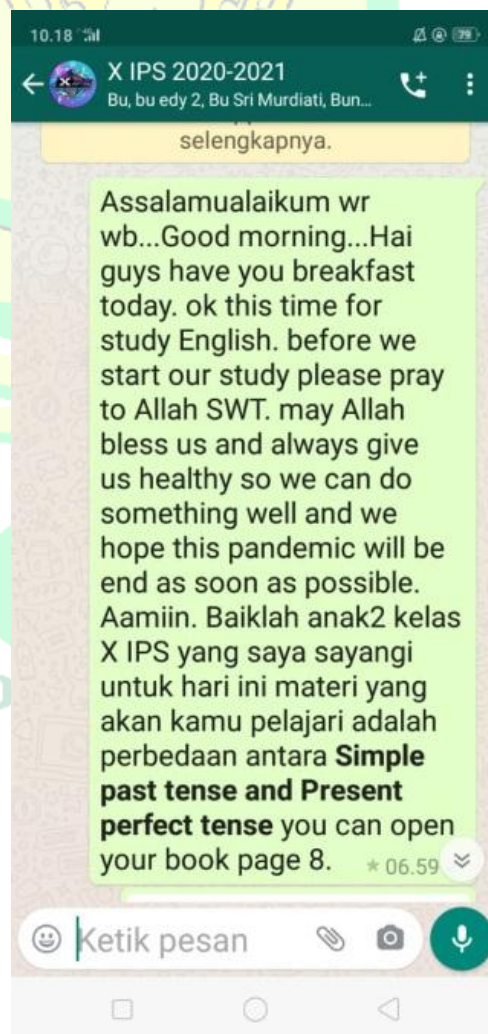


Figure 4.2
Opening Class in WhatsApp Group

- Then the next step or main activities, the teacher gives the material in the form of video or pdf file, it can be seen in this following picture:

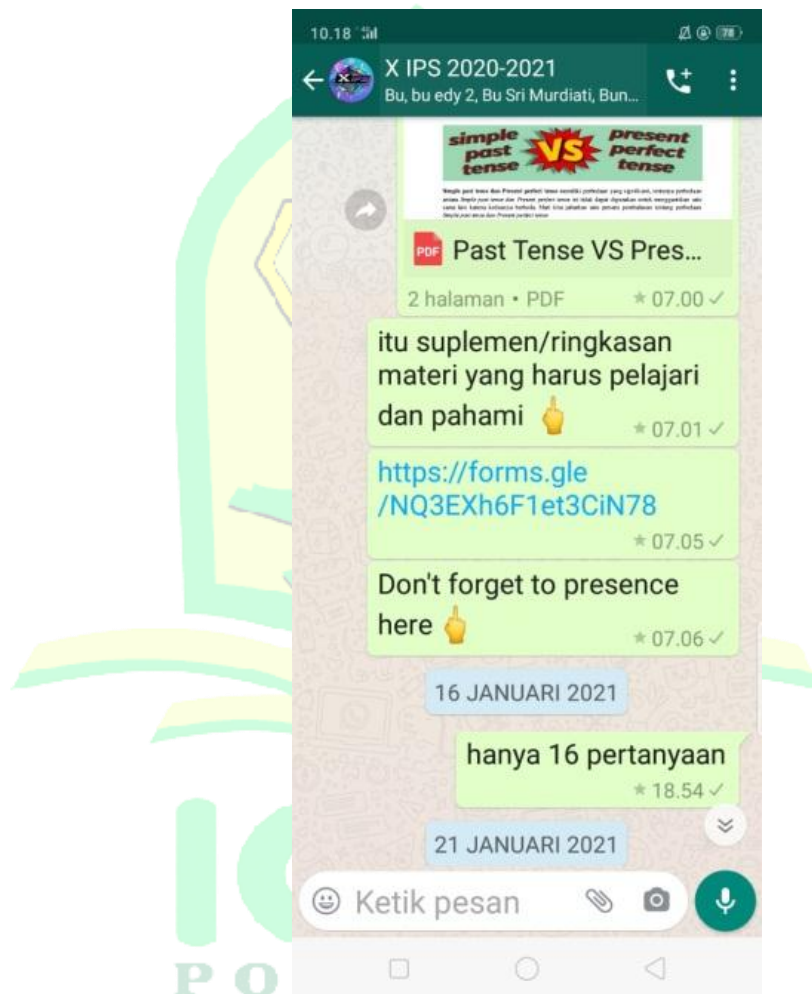


Figure 4.3
Main Activity in WhatsApp Group

- In the end of the lesson, the teacher gives the link of attendance list because the students' attendance list is via google form. Look at the picture bellow:

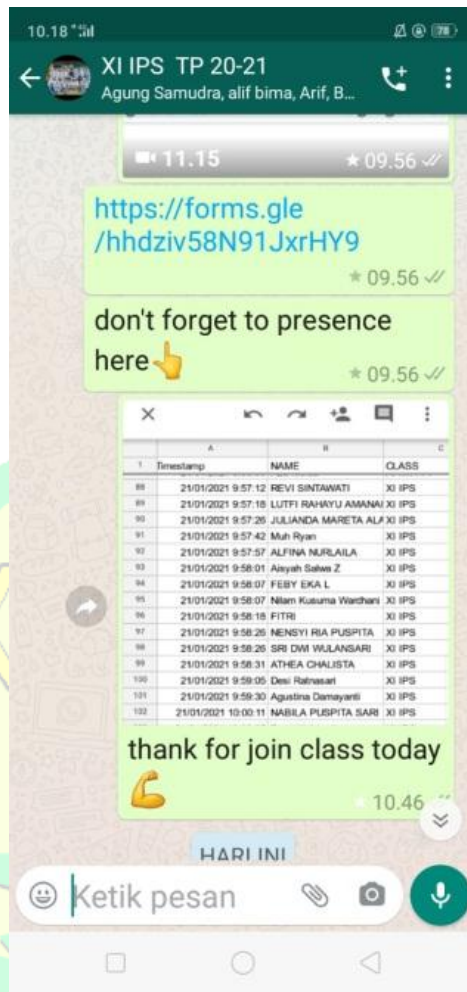


Figure 4.4
Closing Class in WhatsApp Group

The implementation of WhatsApp and Google Form as media for teaching English in SMAN 1 jetis Ponorgo is done step by step, as the English teacher statements below:

We start the class by giving greetings, inviting the students to pray, sometimes I give them brief motivation but sometimes not, and then provide material like video or pdf file, and then give the attendance list at the end of the lesson. I have never taught in live, there are plan to teach live but it has not been implemented because most students only have chat quota.

2. Problems faced by the teacher and the students during online learning process

In this part, we will discuss about the teacher and students problems that arise during online learning process by using WhatsApp and Google Form.

a. Problems faced by the teacher during online learning process

Here, the researcher explains the problems faced by the teacher in implementing WhatsApp and Google Form as media in teaching English based on the interview. The problems are first the students don't have internet quota, they only have chatting quota for WhatsApp, the students are late to fill attendance list, other students can't fill the attendance list, so they send personal chat to the teacher.

Look at the teacher's statements:

I have problems, mainly students don't have internet quota in general, students quota is only for WhatsApp chat, absences are often late on Google, sometimes they can't fill the attendance so they send private chat to me, usually like that.

Other problems that arise during online learning process are, the students tend to be passive during the learning process carried out in the WhatsApp group, the students have limited and fast learning time, so the students are not ready to take a lesson, the students have not finished their assignments because the time is running out and the

teacher continues to the next lesson. It looks like the the teacher's statement:

The form of feedback from students is that after learning process is done they fill attendance list, other than students only answer "yes" or "iya", that's rarely. Answer greeting sometimes do not want. In addition, because of limited time only 50 minutes for 2 hours of a lesson, sometimes the students are not really ready to take a lesson, have not finished working on the assignment, the time is up and it is continued to the next lesson. The weakness is that the timing is continuous and very fast.

b. Problems faced by the students during online learning process

In this part, the researcher explains the problems faced by the teacher during online learning process based on interview with several students of social tenth grade SMAN 1 Jetis Ponorogo using WhatsApp media. From the interview, the researcher finds the students' problem during online learning such as they have limited signal in their home, they don't understand about the material presented by the teacher, and some students' phones are lack of support to acces the link provided by the teacher. Look at the table below:

Table 4.4
Table of Students Problem

Question	Answer
	Students A: <i>"Ofcourse, sometimes if the</i>

<p>Do you ever have problems during the English online learning process by using WhatsApp and Google Form?</p>	<p><i>signal is bad the learning link opened slowly and the screen goes blank white.”</i></p>
	<p>Students B: <i>“Yes, I didn’t understand with the material, especially English and sometimes bad signal”</i></p>
	<p>Student C: <i>“Yes, the problems are bad signal and I often late in the morning class”</i> <i>“I woke up late, there wa a problem I didn’t understand the learning materia, especially Englishl”</i></p>
	<p>Student D: <i>“There was bad singal”</i> <i>“I didn’t understand the material”</i></p>
	<p>Student E: <i>“Yes, bad signal and didn’t understand the material because English lesson”</i></p>

c. Solution of the problems by the teacher and the students

Solution of the problems by the teacher

Here the researcher shows what the teacher does when she gets the problems in English online learning class by using WhatsApp and Google Form. Usually the English teacher sends personal chatting to

the the students to make sure what happen. But she states for the evaluation test, the students must follow google form. While for daily tasks, the teacher still uses google form but if some students can't acces they can replace it by take a task photo then send to the teacher by personal chat in WhatsApp. Like the teacher statements bellow:

I send personal message. But for evaluation students must join in Google Form, want it or not it's mandatory. They must have an internet quota not only for WhatsApp chatting. Beside that, for daily task I give consession, I share the task on Google Form, if possible do it directly there, but if not via WhatsApp chat. They take their task in a picture then sent to me. Because there is student who don't have her own phone, so she is in turn with her brother.

Solution of the problems by the students

The students' statement about what they do when they get the trouble during English online learning will be explained in this part.

The students usually ask their friends if they have problems on English online learning, but some students don't do their task when the signal is bad.

d. Students' preferences for learnin

In this part, the researcher explains the students' preferences for learning. The majority of the stundents prefer face-to-face or offline learning because it is easier to understand the material, assignment, and it can save the students' internet quotas.

CHAPTER V

DISCUSSION

This chapter discusses about the research results. The researcher divided the data based on the results of observation, interview, and documentation. Then, the researcher analyzed the implementation of WhatsApp and Google Form as media in teaching English during pandemic era and the problems faced by the teacher and the students in impeneting WhatsApp and Google Form as media in teaching English.

A. The Implementation of WhatsApp and Google Form as Media in Teaching English during Pandemic Era

We know that since 2020 the world is in the pandemic era caused by covid-19. All human activities in the world and also Indonesia must do at home, include learning and teaching activities. Based on the situation and condition online learning is the alternative choice. According to Terry Anderson defines “online learning as the use of the Internet to access learning materials, to interact with the content, instructor, and other learners, and to obtain throughout the learning process, so as to accumulate information, to construct personal that means, and to grow from the learning experience”.³⁹

However online learning can't stand by itself, it should be supported by the media. Learning media is a tool used by teachers to help teaching and

³⁹ Terry Anderson, *The Theory and Practice of Online Learning* (Canada: AU Press, Athabasca University, 2008), 17.

learning activities to be more effective. Sadiman defines media is everything that can be used to channels messages from senders to recipients, so that they can stimulate students' thoughts, feelings, concerns, interests and attention of students.⁴⁰

Learning media is a tool used by teachers to support the success of the learning process and stimulate students interest in learning. Media also improve the efficiency of the learning process, because by using the media to reach learners in different places, and in the scope of the micro of the infinite at any given time. Media learning can solve the problem of education or teaching either scope of the micro as well as macro.

The instructional media in online learning can be a computer/laptop, smartphone, and tablet. According to the statement, a smartphone is a tool that can be used as media in online learning because it will support and assist the teacher to convey learning material and the majority of students have smartphones or gadgets, and also it's simple to use and bring everywhere and every time. There are several applications that can be accessed on smartphones using an internet connection. WhatsApp and Google Form are media that often used in online learning.

WhatsApp is an application that can make the users can interact with other users easier and faster in the form of instant messaging. WhatsApp permits the students to express thoughts and ideas via varied options of the WhatsApp application platform, like attaching pictures, sharing videos, web-

⁴⁰ Arief S. Sadiman, dkk, Media Pendidikan: Pengertian, Pengembangan, dan Pemanfaatannya (Jakarta: Raja Grafindo, 1996),6.

links, recording videos, and voices, etc. It will help the students to induce actively concerned in learning activities via varied options on these applications.

The survey shows that 90% of students and teachers use the WhatsApp Messenger application in their daily life, as well as in learning activities. WhatsApp Messenger has various features that can be used to communicate with the help of internet services, features contained in whatsapp are Gallery for adding photos, Contacts for inserting contacts, Camera for taking pictures, Audio for sending voice messages, Maps for sending various map coordinates, even Document to insert files in the form of documents.⁴¹ All these files can be instantly sent via the free application. These various features certainly make it easier to learn to communicate through online media. The service requires the users to own a standard cellular mobile number for registering with the service. In the education world, this application is used jointly by teachers and students by forming a group called the WhatsApp group.

Teacher used WhatsApp because it was easier to be accessed, most of the students have the application, familiar application, economical quota, and the students were more perceptive. Irma and Marudut write a journal about students' perceptions WhatsApp Group and Google Classroom-based learning material in English classes. In their study the students mean

⁴¹ Samsul Susilawati and Triyo Supriyatno, "Online Learning Trough WhatsApp Group in Improving Learning Motivation in the Era and Post Pandemic Covid-19". *Jurnal Pendidikan: Teori, Penelitian dan Pengembangan*, (Vol. 5 No. 6, June, 2020). 853. Retrieved form <http://repository.uin-malang.ac.id/6923/1/6923%20jurnal%20UM%202020%2013670-20567-1-SM.pdf>

perception is eighty nine that indicated six product elements: comfortability, content, economical use, language, clarity, and fun-use.⁴²

While Google Forms is a free service from Google that emulates an on-line survey system. It supports various styles of questions: text, paragraph, and multiple choices, choose from a list, checkboxes, scale, and grid. Teacher used Google form because it is the simple web page, then the students easy to access, also it is suitable for assessment or evaluation. Sri Bulan and Husniyatus write a journal about pembelajaran online berbasis media Google Formulir dalam tanggap Work From Home masa pandemic covid-19 di MIN 1 Paser. In their journal present meaningful teaching with learning videos and quizzes that motivate students. Create a new cultural tradition of teaching from paper to online form sheets.⁴³

Therefore, the researcher wants to know how the teacher implementation WhatsApp and Google Form as media in teaching English during pandemic era. So, this study focuses in how the teacher implementation WhatsApp and Google Form as media in teaching English during pandemic era at SMAN 1 Jetis Ponorogo. The researcher interviewed 6 (six) subjects to explore data more conclusive. They are the English teacher at SMAN 1 Jetis Ponorogo who has experience in education and teaching by

⁴² Irma R. G. Barus, Marudut B. Simanjutak, "WhatsApp Group and Google Classroom-Based Learning Materials in English Classes; Students' Perceptions," *Scope of Language Teaching: Literature and Linguistics*, Vol. 3 No. 1 (June, 2020), 53, <https://ejournals.umma.ac.id/index.php/seltics>, retrieved November 22,2020.

⁴³ Sri Bulan, Husniyatus Salamah Zainiyati, "Pembelajaran Online berbasis Media Google Formulir dalam Tanggap Work From Home Masa Pandemi Covid-19 di Madrasah Ibtidaiyah Negeri (MIN) 1 Paser" *Journal of Islamic Education*, Vol. 8, No. 1 (June, 2020), 31, <https://doi.org/10.21093/sy.v8i1.2300>.

Using WhatsApp and Google Form as media in teaching English and several students of social tenth grades at SMAN 1 Jetis Ponorogo. There are 5 (five) questions that are expanded from the two main research questions: how did teacher implement WhatsApp and Google Form as media in teaching English during pandemic era, what are the problems faced by the teacher and the students in implementing WhatsApp and Google Form as media for online learning.

Related to how the teacher implements WhatsApp and Google Form as media in teaching English during pandemic era, the respondents shared their personal experiences to the researcher in form of answer the interview questions given by the researcher. As stated by the interviewer that is the English teacher the first step in teaching by using WhatsApp are:

- Pre-activity: The teacher opens the class by greeting, then invited the students to pray by themselves, gives motivation for the students.
- Main activity: The teacher gives the material in the form of video or pdf file in the WhatsApp group, and shares daily task in Google Form
- Closing: The teacher closes the lesson by giving the link of the attendance list in the end of the lesson, because the student's attendance list is via google form. And then the teacher usually uses Google form for evaluation because it is easy to access and it

is suitable for assessment or evaluations. The results of the assignment appear automatically that it helps the teacher's duty.

B. The Problems Faced by the Teacher and the Students in Implementing WhatsApp and Google Form as Media in Teaching English

In the implementation of online learning using WhatsApp and Google Form, it doesn't always work well. There are always obstacles in it. Problem is a thing that is difficult to deal with or to understand. Based on the results of interviews with the English teacher and several students of social tenth grade SMAN 1 Jetis Ponorogo, the researcher concluded several problems that often arise during the online learning process, especially in teaching English.

There the problems faced by teacher:

- The students don't have internet quota,
- They only have chatting quota for WhatsApp,
- The students late to fill attendance list,
- The students can't fill the attendance list, so they send personal chats to the teacher.

While the problems faced by the students are:

- The students have limited signal in their home,
- They don't understand about the material presented by the teacher, and
- Some students phone's lack of support to acces the link provided by the teacher.

The other problems that arise during online learning process are:

- The students tend to be passive during the learning process carried out in the WhatsApp group,
- Limited and fast learning time, so the students are not ready to take a lesson, have not finished their assignments because the time is running out.

Related to the problems that often occur in the online learning process, The teacher and the students together provide solutions to make sure that the learning process can run properly. For example, if the students can't fill attendance list on google form or get problems when access the material or do the daily assignment on google form, the teacher sends a personal message to the student to make sure what happens or vice versa. For daily tasks, if some students can't acces they can replace it by taking a photo then send it to the teacher by personal chat on whatsapp. Then, if the students get the trouble during English online learning, usually they ask their friends about the material and daily task, but some students don't do their tasks when the signal is bad. In addition, based on the interview the majority of the stundents prefer face-to-face or offline learning because it is easier to understand the material, assignment, and it can save the internet quotas.

CHAPTER VI

CLOSING

This chapter discusses the conclusion and recommendation. The conclusion was drawn after getting research findings and analyzing the data. Then, suggestions lead to further researchers who are interested to do similar research.

A. Conclusion

Based on the research findings that are discussed, the researcher concludes that:

1. The steps conducted by the teacher in implementing WhatsApp and Google Form in teaching English are: the teacher opens the class by greeting, the invites the students to pray by themselves, give motivation for the students, gives the material in the form of video or pdf file, and the last gives the link of attendance list in the end of the lesson, because the students' attendance list is via google form. And then the teacher usually uses Google form for evaluation because it is easy to access and very suitable for assessment or evaluations.
2. The problems faced by the teacher in implementing WhatsApp and Google Form as media in teaching English are the students don't have internet quota, they only have chatting quota for WhatsApp, the students often late to fill attendance list and sometimes can't fill the attendance list. While, the problems faced by the students are the students have limited

signal in their home, they don't understand about the material presented by the teacher so they tend to be passive during the learning process carried out in the WhatsApp group, they have limited time for learning, and some students' phone's lack of support to access the link provided by the teacher.

B. Suggestion

1. For the English teacher

This research explains about the problems that arise during online learning process. So the teacher can use this research as a reference to know the students' problems and to make another alternative learning such as; the teacher makes a video teaching to explain the material, so it will help the students understand it. Then the teacher can use another application for learning to make the learning process more fun.

2. For the students

For the students, the researcher suggests to tell your teacher about your learning difficulties not only for English lessons but also for all lessons if you don't understand the material, so the teacher will know your difficulties.

3. For the readers

The researcher hopes to give a contribution to readers, college students, students, and teachers of SMAN 1 Jetis Ponorogo to know how to teach by using media and the problem in implementing it, so this research can be benchmarks for further learning.

4. For the future researcher

Hopefully, this research is able to give inspiration and guidance for further researchers to be more careful while doing similar research, especially while analyzing the data. Therefore, the further research will perform a better comprehension than this research.



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