

CHAPTER II

REVIEWED OF LITERATURE

This section presents the theories that are related to the study, there are some pertinent ideas that explain the concept of the variable of the research

A. Previous Related Findings.

Muhammad Awin Alaby conducted study to describe WhatsApp social media as a Distance Learning Media for Basic Socio-Cultural Studies (ISBD), this study aims to work out the role of WhatsApp social media in Distance Learning additionally to communicating and delivering messages in lecture material. WhatsApp also provides information services associated with lecture learning programs that are connected during a WhatsApp group between Lecturers and Students. This paper also aims to ascertain the way to use WhatsApp as a Distance learning media. The research method used is descriptive qualitative, interactive data analysis techniques through observation and interviews. supported the results of the study it is often concluded that WhatsApp social media as a learning media is extremely instrumental within the lecture process that is a way of education, an evaluation tool, a way of connecting information, and a way of consulting services.¹

Afnibar & Dyla Fajhriani. N. conducted study to describe the use of WhatsApp as A Media of Communication Between Lecturers and Students in Supporting Learning Activities (Study of UIN Imam Bonjol Padang Students) This research aims to work out the use of WhatsApp as a medium of communication between lecturers and students in supporting learning activities. The research method used is quantitative research. the info source is 53 students from Imam Bonjol Padang. This research is a survey, through the Google form media. The results revealed that, students feel that what makes it easier to speak and support learning activities compared to other online media was obtained by 23 people (43.40%)

¹ Muhammad Awin Alaby, *Media Sosial Whatsapp Sebagai Media Pembelajaran Jarak Jauh Mata Kuliah Ilmu Sosial Budaya Dasar (ISBD)*, (Ganaya Jurnal Ilmu Sosial dan Humaniora: Press ISSN 2615-0913 (E) Vol. 3 No. 2, 2020)

choosing statements often, and as many as 16 people (30.20%) stated always. It is often interpreted that the majority of the



scholars (73.60%) felt that it had been easier for them to speak and support learning activities compared to other online media. Furthermore, quite 70% of scholars stated that the application of WhatsApp had a positive impact on their learning activities and supported the development of their communication with lecturers. So, WhatsApp is one among the media that has benefits including facilitating communication and supporting learning activities. the convenience in using WhatsApp makes students feel helped by this application and becomes one among the important and preferred means of communication for students.²

La Hanisi, Ajid conducted study to describe the use of WhatsApp in collaborative learning to improve English teaching and learning process. This Study attempts to study the use of WhatsApp in English language classroom to optimize the function of the mobile phone for students' learning process. Supported activities in four language skills are presented to give teacher choice of English teaching. It can be said that the integration of WhatsApp into their education will be easy, fun, and useful. Students get positive feelings and intentions regarding the possible use of WhatsApp in their formal learning.³

Izyani binti Mistar conducted study to describe students' perception on the use of whatsapp as a learning tool in esl classroom. this research is aimed to examine the use of WhatsApp as a learning tool and how it could help the students to enhance their language learning. Besides, it also investigates the significance of using the tool and defines its use based on students' perceptions as it suits with recent young generations' lifestyle. Data were gathered from a survey conducted on 20 respondents from Kuala Pilah Pre-University students via a set of questionnaires distributed for them to answer within 15 to 20 minutes. A pilot study was also been

² Afniabar & Dyla Fajhriani N, *Pemanfaatan Whatsapp sebagai Media Komunikasi Antara Dosen dan Mahasiswa Dalam Menunjang Kegiatan Belajar*, (Al Munir: Jurnal Komunikasi dan Penyiaran Islam, Volume 11 Nomor 1, 2020), p. 70-83.

³ LA HANISI, Ajid, et al. The use of WhatsApp in collaborative learning to improve English teaching and learning process. *International Journal of Research Studies in Educational Technology*, 2018,

conducted on 30 respondents in order to know the reliability of the instruments in this research. A quantitative data was collected and the result accumulates the total size of the sample together with the percentages of returns. The data is summarized to identify the usefulness of the learning tool to the students. The findings of the study suggested that the use of WhatsApp is significant in helping the students learning the language better and enhancing their proficiency in using the English language. This study implies that the usage of WhatsApp should be encouraged to the students and institutions should provide internet facilities as a top priority in today's education.⁴

Dewi Suriyani Djamdjuri conducted study to describe whatsapp media in online learning during covid-19 pandemic, this study uses a qualitative method to determine which platforms / media are easily accessible for online learning. The result shows that WhatsApp media is very easy to use in online learning during the pandemic-19. There is 75 % of the respondents use WhatsApp as learning media and only 25 % use LMS. In otherwise, some teachers also stated that online learning felt less effective because of internet signals and data.⁵

O. Faoziah et al, conducted study to describe the use of ict n efl classroom the aim of this paper was to explore the types of ict that teacher implemented in efl classroom at senior high school in majalengka regency. besides, the problem might arise on the use of ict in elt. in addition, the researcher investigated the trouble towards the use of ict in efl classroom. this study used the descriptive method to reveal the research problems. the interview and observation are used to collect the data. the study showed that (1) the types of icts those teachers use in efl classroom are set of computers (language lab), powerpoint (ppt), and some applications such as edmodo, the group of wa (whatsapp), youtube apps, padlet and kahoot; (2) the obstacles that teachers faced in using icts is less participation - not all students have

⁴ Binti Mistar, Izyani; EMBI, Mohamed Amin. Students 'perception on the use of WhatsApp as a learning tool in ESL classroom. *Journal of Education and Social Sciences*, 2016,

⁵ Suriyani Djamdjuri, Dewi; KAMILAH, Atiyatul. Whatsapp Media In Online Learning During Covid-19 Pandemic. *English Journal*, 2020

the smartphone, technical-based problem had biggest obstacle which lack of facilities from the school.⁶

Marleen Mustika conducted study to determine the extent of the effectiveness of the use of Whatsapp applications in editorial decision making. The purpose of this research is to find out and analyze the utilization of whatsapp applications in newspapers, especially the People's Daily Editor of Maluku. This research uses a qualitative approach with the type of research used is a descriptive approach. The use of whatsapp is very effective in editorial decision making in the Maluku People's Daily print media because many journalists are chasing deadlines so that they do not have much time to conduct editorial meetings face-to-face, and are done through the whatsapp group. The use of whatsapp is very effective for the acquisition of information and the division of reporting and evaluation tasks in the Maluku People's Daily.⁷

Based on several study above that conducted WhatsApp as their discussion, in here the researcher want to explain that, in this research has difference from previous research. This research aims or focus in teachers and students' perception in using whatsapp as learning media for English foreign language distance learning at X grade SMAN 2 Parepare.

B. Pertinent Ideas.

1. Teaching English as Foreign Language (TEFL).

In the Holy Qur'an said, QS al-Nahl (16): 125 obligations regarding learning,

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحَكْمَةِ وَالْفُوعَظَةِ الْخَسْنَةِ وَجَادِلْهُمْ بِالْتِي هِيَ أَخْسَنُ إِنْ رَبُّكَ هُوَ أَعْلَمُ
بِمَنْ ضَلَّ عَنْ سَبِيلِهِ وَهُوَ أَعْلَمُ بِالْمُهَذِّبِينَ - ١٢٥ -

⁶ Faoziah, O., Siti Jubaedah, I., Kodir, A., & Syarifah, E. F, *The Use of Ict N Efl Classroom*, (Journal of English Language Learning, 2019).

⁷ Marlen Muskita, *Efektivitas Pemanfaatan Aplikasi Whatsapp Dalam Pengambilan Keputusan Redaksi*" (Studi: Redaksional Harian Rakyat Maluku), (Universitas Kristen Indonesia Maluku: Jurnal Badati Fakultas Ilmu Sosial dan Ilmu Politik, 2020),

Translate:

“Invite to the way of your lord with wisdom and fair preaching, and argue with them in a way that is better. Truly, your lord knows best who has gone astray from His path and He is the Best Aware of those who are guided.”⁸

Especially for QS an-Nahl (16): 125 above, is about the obligation to study and study and its methods. In this verse, Allah SWT. ordered in the sense of obliging the Prophet Muhammad. and people to learn and teach using good learning methods.⁹ Based on the statement above the researcher can conclude that teaching is a way to give someone instruction such as knowledge, information, and many more, so the person who receives the information or knowledge can understand or get something new.

Teaching English as a Foreign Language (TEFL) is the activity of teaching students in English who may not speak it as their first language. TEFL is normally done in the students' home world, either in a public school or in a private institution. TEFL instructors may be native or non-native English speakers. TEFL may also refer to a way of teaching English to people whose first language is not English but who need or want to learn it for work or pleasure.¹⁰ Based on several statement above the researcher can conclude that TEFL is one of activity or learning process in English which their learner not using English as first language or mother tongue in their communication.

a. Teaching of Language skills and Language Components.

People are familiar with the terms "language skills" and "language components" when it comes to language teaching. Listening, speaking, reading, and writing is examples of language skills.

⁸ Muhammad Taqi-ud-Din and Muhammad Muhsin Khan, *Translation of the meanings of The Noble Quran in the English Language*,

⁹ Munirah, M, *Petunjuk Alquran Tentang Belajar Dan Pembelajaran*. Lentera Pendidikan: Jurnal Ilmu Tarbiyah dan Keguruan, (2016), p. 47.

¹⁰Zuliaty, Rohmah. *Teaching English as a Foreign Language: a Handbook for English Department Undergraduate Students Faculty of Letters and Humanities UIN Sunan Ampel Surabaya*. 2013. p.9

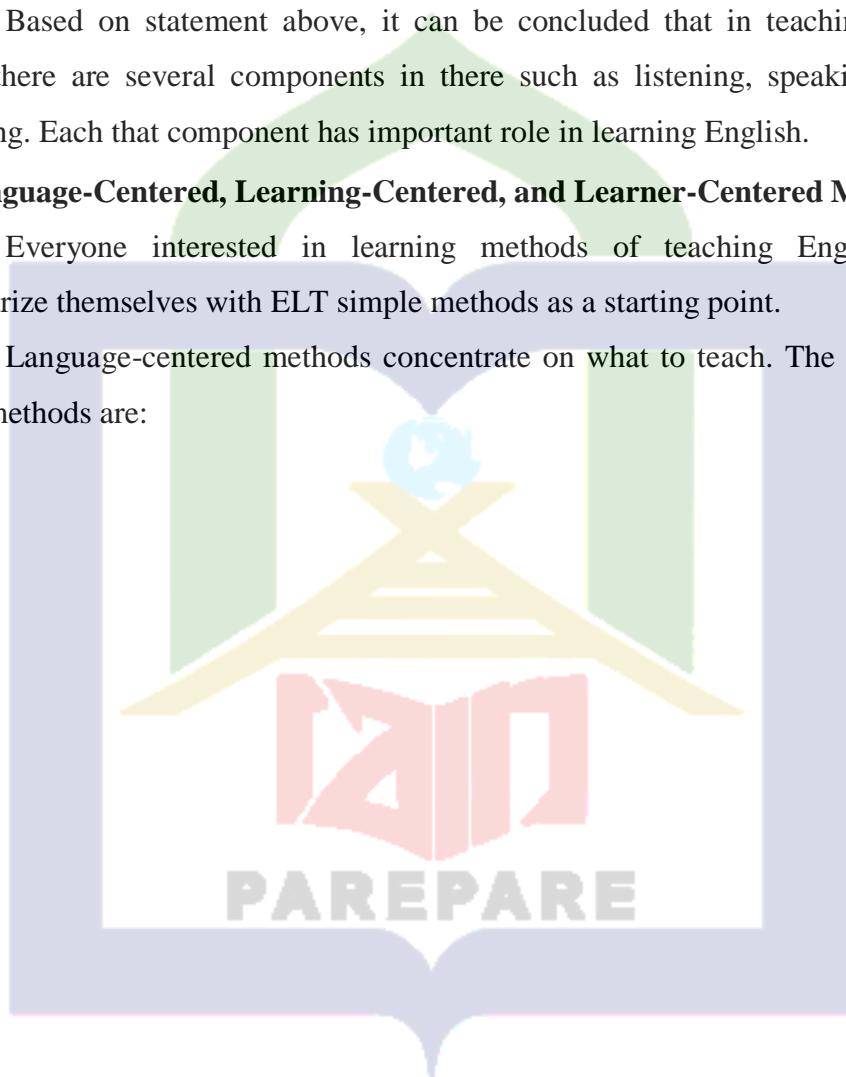
Speaking and writing are considered effective skills, while listening and reading are considered responsive skills. Pronunciation, which contains stress, rhythm, and intonation, is one of the language's components.¹¹

Based on statement above, it can be concluded that in teaching language skills there are several components in there such as listening, speaking, writing, speaking. Each that component has important role in learning English.

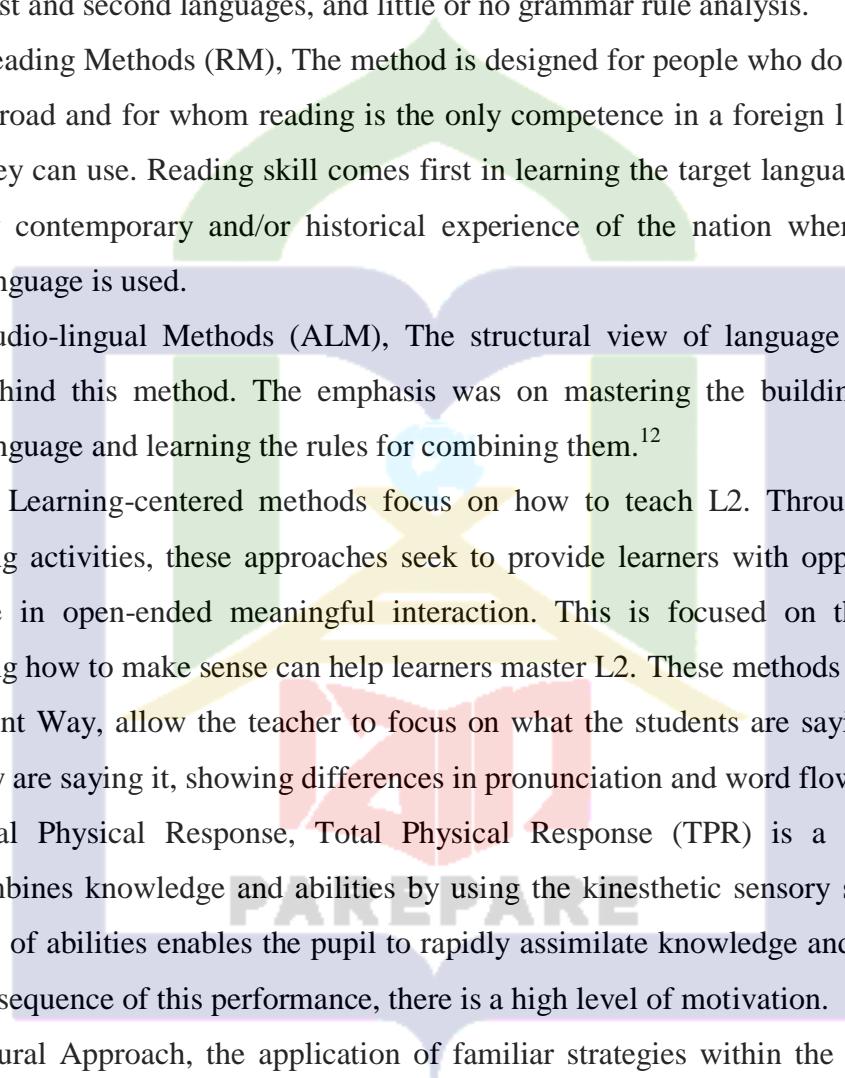
b. Language-Centered, Learning-Centered, and Learner-Centered Methods.

Everyone interested in learning methods of teaching English should familiarize themselves with ELT simple methods as a starting point.

Language-centered methods concentrate on what to teach. The examples of these methods are:



¹¹ Zuliati, Rohmah. Teaching English as a Foreign Language.p.10

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- 1) Grammar Translation Methods (GTM), The aim of GTM was on grammatical rules, vocabulary memorization, multiple declensions and conjugations, text translations, and written exercises. Direct Methods (DM), The method will include a lot of oral contacts, random language usage, no translation between the first and second languages, and little or no grammar rule analysis.
 - 2) Reading Methods (RM), The method is designed for people who do not frequent abroad and for whom reading is the only competence in a foreign language that they can use. Reading skill comes first in learning the target language, followed by contemporary and/or historical experience of the nation where the target language is used.
 - 3) Audio-lingual Methods (ALM), The structural view of language is the view behind this method. The emphasis was on mastering the building blocks of language and learning the rules for combining them.¹²

Learning-centered methods focus on how to teach L2. Through language learning activities, these approaches seek to provide learners with opportunities to engage in open-ended meaningful interaction. This is focused on the idea that learning how to make sense can help learners master L2. These methods include:

- 1) Silent Way, allow the teacher to focus on what the students are saying and how they are saying it, showing differences in pronunciation and word flow.
- 2) Total Physical Response, Total Physical Response (TPR) is a method that combines knowledge and abilities by using the kinesthetic sensory system. This mix of abilities enables the pupil to rapidly assimilate knowledge and skills. As a consequence of this performance, there is a high level of motivation.
- 3) Natural Approach, the application of familiar strategies within the context of a system that focuses on delivering comprehensible feedback and a classroom atmosphere that cues input comprehension, reduces learner anxiety, and increases learner self-confidence.

¹² Nurhayati et.al. TEFL Methodology (Teaching English as Foreign Language Methodology). Yogyakarta: Universitas Yogyakarta, 2008.p.26-27.

4) Community Language Learning, the approach is based on counseling techniques and is adapted to the particular anxiety and threat, as well as the personal and language issues that arise when studying a foreign language.¹³

Learner-centered methods focus on the people who are studying L2. Learners may exercise pre-selected linguistic constructs and communicative ideas by function-focused exercises using these methods. An example of the methods is communicative language teaching (CLT).¹⁴

Through form-focused activities, these methods aim to make it easier for learners to perform preselected, sequenced linguistic frameworks. This is based on the basis that becoming familiar with the form can automatically lead to the acquisition of the foreign language.

c. Teaching English Skills.

- 1) In Listening, students should understand that there are different forms of spoken texts, such as conversations, announcements, songs, instructions, tales, and so on, each with its meaning, form, and language features. Students must understand the speaker's speed as well as his or her accent. There are several techniques of teaching listening available for the teachers such as:
 - a) Reactive, the learner only listens to the surface form of an utterance in order to repeat it.
 - b) Intensive, this technique focuses on discourse components such as phonemes, sentences, intonation, discourse markers, and so on.
 - c) Responsive, this technique allows students to rapidly process the teacher's words and react in an acceptable manner.
 - d) Selective, the purpose of this technique is to look for the important information.

¹³ Zuliaty Rohmah. *Teaching English as a Foreign Language: a Handbook for English Department Undergraduate Students Faculty of Letters and Humanities UIN Sunan Ampel Surabaya*. 2013. p.20-25.

¹⁴ NURHAYATI et.al. *TEFL Methodology (Teaching English as Foreign Language Methodology)* p.28.

- e) Extensive, this performance's aim is to create a top-down, global comprehension of spoken language.
- f) Interactive, this performance integrates all five of the above forms.¹⁵
- 2) Reading, there are at least two types of teaching reading that must be noticed. The first is whether or not the learners are learning to read for the first time, and the second is whether or not they already have literacy experience in their first language, here some of the principles in reading as follow:
- a) Use the reader's previous experience to your advantage.
 - b) Develop a solid vocabulary base.
 - c) Teach for comprehension.
 - d) Work on increasing reading rate.
 - e) Teach reading methods.
 - f) Encourage readers to turn strategies into abilities.
 - g) Incorporate assessment and appraisal into the instruction.
 - h) As a reading teacher, strive for quality development.¹⁶
- 3) Speaking, Brown stated that there are several techniques of speaking as follow:
- a) Imitative, this method concentrates on a few specific aspects of language structure.
 - b) Intensive, this output aims to explore certain phonological and grammatical aspects of language.
 - c) Responsive, the example of this is a short reply to the teacher or student-initiated question.
 - d) Transactional, transactional dialogue is used to communicate or share specific information.
 - e) Interpersonal, the purpose of this performance is to maintain social relationships.

¹⁵ Nurhayati, Lusi; Supiyati, Nuri; Triastuti, Anita. TEFL Methodology (Teaching English as Foreign Language Methodology). *Yogyakarta: Universitas Yogyakarta*, 2008. p.40-41

¹⁶ NURHAYATI, Lusi; SUPIYATI, Nuri; TRIASTUTI, Anita. TEFL Methodology (Teaching English as Foreign Language Methodology). p.42

- f) Extensive, monologue can be planned or impromptu.¹⁷
- 4) Writing, writing is both a method and a finished product. It takes a lot of effort to write a text in English as a foreign language. The principles of teaching writing proposed below should be taken into consideration by teachers when they prepare the lesson:
- Recognize your students' motivations for writing.
 - Give students plenty of chances to write.
 - Make reviews useful and positive.
 - Make it clear to yourself and your students how their writing will be assessed.¹⁸

Based on the statement above speaking, writing, listening, and reading have their focus in teaching English, every skill has its method and technique in learning it. Each technique has an important role to reach the goals in the learning English process.

d. Teachers' and Students' Role in EFL.

Teachers should play their various positions at the appropriate times to support enjoyable learning. The following are some of the roles that teachers can carry:

- 1) Planner, prepares and thinks about the lesson in depth before teaching it to ensure variety and suitable activities for the various learners in the class.
- 2) Diagnostician, identifies the source of a learner's difficulties.
- 3) Informer, provides learners with accurate knowledge about the language or an activity.
- 4) Resource, provides the learners with help and advice.
- 5) Parent/Friend, when students are angry or sad, he or she is consoled.

¹⁷ NURHAYATI, Lusi; SUPIYATI, Nuri; TRIASTUTI, Anita. TEFL Methodology (Teaching English as Foreign Language Methodology). Yogyakarta: Universitas Yogyakarta, 2008. p.43

¹⁸ NURHAYATI, Lusi; SUPIYATI, Nuri; TRIASTUTI, Anita. TEFL Methodology (Teaching English as Foreign Language Methodology). p.44

- 6) Manager, organizes the learning rooms, ensures that everything in the classroom is going smoothly, and establishes behavioral rules and routines.
- 7) Involver, makes sure all the learners are taking part in the activities.
- 8) Monitor, goes around the classroom testing learning during individual, pair, and group work practices.

In line with the different roles' teachers need to perform, students also have different roles during their learning sessions. The roles of the students are as follow:

- 1) Participant, students receive practice by actively engaging in the class.
- 2) Discoverer, students can play this position by seizing chances to figure out trends and laws for themselves; learners can gain in the manner outlined in that section.
- 3) Questioner, learners may take the responsibility for their own learning by answering questions.
- 4) Recorder of Information, students can also write down relevant facts so that they can go back to it as appropriate.¹⁹

Based on statement above teacher and students has role in English foreign language, each role that teacher and student has will make the learning process can go well and structured.

e. Effective EFL Teacher viewed by Students

Ulfah and Abdul Halim stated that students also have their perspective in the effectiveness of teacher in delivering material especially English Foreign language, so here several point that teacher must have in EFL learning process:

- 1) Pedagogical Competence
 - a) Understanding students well, the teacher should be aware of the students' ability for the subject. According to the students, their teachers must review the students' comprehension to see whether they can complete the assignment or whether they need additional clarification. If additional explanation is

¹⁹ ROHMAH, Zuliaty. Teaching English as a Foreign Language: a Handbook for English Department Undergraduate Students Faculty of Letters and Humanities UIN Sunan Ampel Surabaya. 2013 p. 34-37.

- required, it is best to provide it to each student individually rather than to the whole class.
- b) Teaching strategies related to the students' need, the teacher's innovative need for different tactics, strategies, processes, and teaching techniques sparked the students' interest in learning English. Being a teacher who is well-liked by students is one indicator that the teacher is successful.
 - c) Preparing the suitable syllabus for students, Teachers must prepare a syllabus before starting to teach. The teachers organized the learning resources on the syllabus based on the required methodology and the needs of the students.
 - d) Learning by experience and instructional media, It is also recommended that the teacher use educational media and learning materials that are important to the subject matter, such as a slideshow, playing music, or showing a video, and then students learn from those media.
 - e) Using information and communication technology, using information and communication technology (ICT) is one aspect that makes the students more interested in the teaching and learning process.
 - f) Actualizing the students' skill, according to the students, ideal teachers should inspire students to develop their abilities. The example is presented by the students, and the teachers encouraged all of the students to talk.
 - g) Assessing and evaluating students, the students' final score is not only come from the last final but also considered that assignment is the best choice to determine students' achievement.
- 2) Personal Competence, this paragraph focuses on students' perceptions of their linguistic self-confidence in using English, as well as their good nature, honesty, friendliness, kindness, patience, maturity, wisdom, and discipline.
 - 3) Social Competence, the teacher also should communicate effectively, emphatically, and politely to the students. As the student mentioned teachers have to be polite and treat students objectively and indiscriminative.
 - 4) Professional Competence

- a) Mastering the materials of the subject taught, the teacher has to be well in all aspects of English and be able to communicate effectively in both spoken and written English.
 - b) Creative learning materials, Teachers should select teaching and learning materials in accordance with the level of students.
 - c) Academic qualification related to the teachers' teaching, an Effective EFL teacher should be had a minimal learning experience for three years. Different responses from some students, they said it is important for the teacher having a standard qualification.
- 5) Physical appearance related to the students' motivation in learning, If there is something wrong with the teacher's appearance, it could be interested the student's attention to their teacher appearance not with the material as mentioned by the student.
- 6) Age related to the teachers' characteristics; the students argued that younger teachers understand the students more than the older teachers.²⁰

The researcher can conclude that every teacher must have competence, because how can student understand the material and also the learning process can reach the goals if the teacher doesn't have a good competence.

f. Teaching Learning Assessment.

Evaluation is described as an attempt to analyse the learning process, degree student's achievement over a period of time as a result of educating learning.

Pratt states that there are some popular methods of assessments which have been widely implemented at schools in the world, namely 1) Formative assessment, 2) Summative assessment, and 3) Reporting which covers report card, and conferences. Pratt stated that that Formative assessment is ongoing assessment that monitors student strengths, weaknesses, attitudes, interests and ability to work independently. It provides feedback to students and teachers about student growth and the next steps in learning. Summative evaluation encourages teacher reflection

²⁰ Abu, Ulfah Alfiyyah; Halim, Abdul. Effective EFL Teachers as Viewed by Senior High School. *ELT Worldwide: Journal of English Language Teaching*, 2017, 4.2. P. 182-186

and program evaluation. It is used with formative assessment to determine students' achievement and forms part of the evaluation that is used for reporting. Summative evaluation takes place at the end of a period of time, unit or project.²¹

Informal assessment is involved in all incidental, unplanned, evaluative coaching and feedback on task designed to elicit performance but nor for the purpose of recording results and making fixed judgements about a students' competence.

Informal assessment includes formative and process, and formal assessment include summative and product. Teacher should consider that assessment must practically (it is within the means of financial limitations, time constrains, ease administration, scoring and interpretation), reliability (consistent and dependable), and validity.²²

Based on several theory above the researcher can conclude that teaching learning assessment is one of role in English Learning Teaching to measure or analyse the learning process, the student's achievement in learning process or we can say as evaluation. Beside of that there are several kinds of method of assessment that schools always use such as formative assessment, summative assessment and reporting. Another method of assessment based on expert said that is formal assessment and informal assessment. Basically, formal assessment is a measurement of language to measure students in their competence, informal assessment is unplanned because informal assessment includes formative and process, and formal assessment include summative and product.

2. Media.

a. Definition of Media

According to AECT (Association for Educational Communications and Technology) Media is software that contain message or education information which

²¹ PADMADEWI, N., & SUARNAJAYA, W. *The Practice of English Language Teaching and Learning in Sekolah Buin Batu PT. Newmont Nusa Tenggara, West Sumbawa, NTB Province.* p.6.

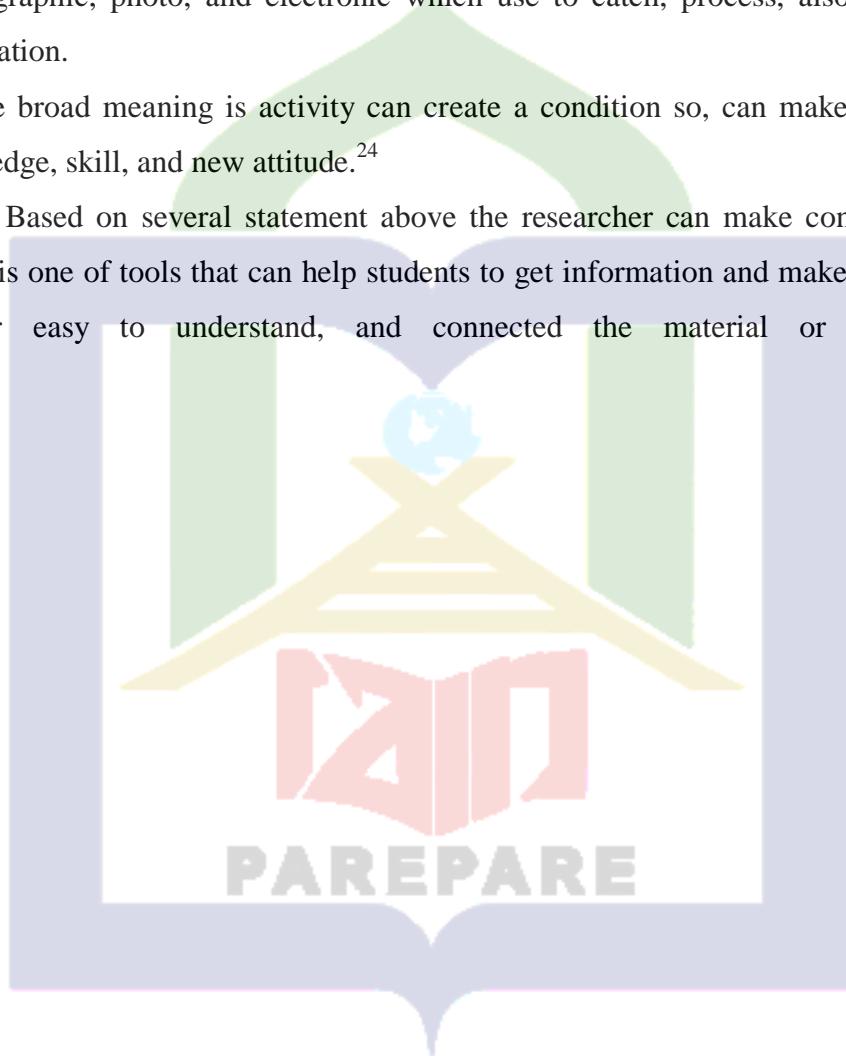
²² Rismawati, *English Language Teaching Learning In Parakan, Ngargogondo International Community Village Borobudur Magelang*, 2018.

usually presented by using tools, the tools or hardware is facilities that provide to show the message on that media.²³

Donald P. Ely & Vernon S. Gerlach stated that the definition of media has two part, that is narrow meaning and broad meaning, for the narrow meaning media exist: graphic, photo, and electronic which use to catch, process, also deliver the information.

For the broad meaning is activity can create a condition so, can make student get knowledge, skill, and new attitude.²⁴

Based on several statement above the researcher can make conclusion that media is one of tools that can help students to get information and make student and teacher easy to understand, and connected the material or knowledge.



²³ Arief S, Sadiman dkk, *Media Pendidikan*, (Jakarta: PT:RajaGrafindo Persada, 2005), p.19.

²⁴ Ali Mudlofir, *Desain Pembelajaran Inovatif: Dari Teori ke Praktik*, (Jakarta: Rajawali Pers, 2017) p.122-123.

b. Classification of Media.

There are several classifications of media such as:

- 1) Print Media, is one of kind media which has been a long time that used as tool in learning process. Print media contain text that diverse and varied within book, brochure, leaflet, and handout.
- 2) Graphic Media or display media. The use of graphic media is done by showing it in a certain place so that the messages and information contained in the media can be observed and studied by students.
- 3) Audio Media, this is one of effective and efficient to use in learning purpose that is practice the student in listen the information and knowledge comprehensively.
- 4) Motion Pictures is one of media can show a moving image which consist sound, the example of this media is film and video. Those media have amazing features because these media can show information and knowledge within impressions also can show phenomena and object that record for real\
- 5) Multimedia. Multimedia can display messages and knowledge in the form of a combination or a combination of several display formats such as text, audio graphics, video and animation simultaneously with this ability multimedia programs can ask for information and comprehensive knowledge that can be learned by students.²⁵

Based on the statement above the researcher can conclude that there are four classification of media such as Print Media, for the example book, brochure, etc. Graphic Media, it looks like chart that contain information. Motion Pictures such as Video and Movie and the last Multimedia, such as computer, e-learning, application etc.

c. The Function and Benefit of Media in Learning.

Broadly speaking, the function of learning media can be grouped into three, namely:

²⁵ Benny A. Pribadi, *Media dan Teknologi dalam Pembelajaran*, (Jakarta: KENCANA, 2017), p.18-20.

1) Helping Teachers in Their Field of Duty

Learning media when used appropriately can help overcome the weaknesses and shortages of teachers in learning, both mastery of material and methodology learning. According to the analysis of learning technology that the use of media in learning can:

- a) Increase the productivity of learning messages presented, because it can speed up understanding learners of the material concerned, so that directly helps use time effectively, and lighten the burden on the teacher concerned.
- b) Helping learners develop abilities mental activity of students to understand the message according to analytical power. The development of this power of analysis and reasoning is one of the learning functions.
- c) Helping learners to be creative planning educational program, thereby developing messages learning can be well designed
- d) Help integrate learning messages with assistive science material that is closely related to the material learning presented. For example, how to have morals which is good for the community, for the environment and so.
- e) Helping learners convey messages learning according to principles or consistently, because the main thing the discussion does not deviate from that which has been programmed and can be repeated in its entirety. This would be different if the learning material messages are conveyed through the lecture method.

2) Helping the Learners.

By using a variety of learning media chosen appropriately and efficiently can help learners in the following matters:

- a) Further improve understanding of the material learning.
- b) Can further accelerate the digestibility of learners against material presented.
- c) Stimulate students' thinking.
- d) Generating their cognitive, affective, and psychomotor powers profound learning messages be delivered.

- e) Helping the strength of the learner's memory, because of nature learning media has more stimulus power strong.
- f) Helping learners to understand the material integrally learning is presented, so understanding towards the subject matter which is presented intact and meaningful.
- g) Helps clarify ever direct experience experienced them in life.
- h) Can help stimulate students' mental activities to understand the learning material. Aspect's psychology such as observation, response, memory power, emotion, thinking, fantasy, intelligence and so on can awakened by the right deep learning media choose it.

3) Improving Learning (Teaching and Learning Process)

Use of various selected learning media appropriately and efficiently can assist in improve learning, including the following:

- a) If the implementation of learning does not get the desired result conforms to the minimum standards, then the teacher's obligation to repeat the learning. In here the media can help in heightening the results will be achieved, the media used is further enhanced quantity and quality.
- b) In fact, the use of one media is not yet available satisfy the teacher in learning, then on the next lesson the teacher can use the media others, in order to achieve maximum results.²⁶

Levi & Lentz suggests four functions of teaching media, especially visual media, namely:

- c) Attention function, visual media is the core, which is to attract and direct student attention to concentrate on the content of the lesson that is related with a visual meaning that is displayed or accompanies the text of the subject matter.
- d) Affective function, visual media can be seen from the level of enjoyment of students when studying (or reading) pictorial text. Image or symbol visuals can evoke emotions and attitudes of students.

²⁶ Muhammad Ramli, Media dan Teknologi Pembelajaran, (Banjarmasin: Antasari Press, 2012), p.2-3.

- e) Cognitive function, visual media can be seen from the research findings which reveals that the visual symbol or image is smooth attainment of objectives to understand and remember information or messages contained in the image.
- f) The compensatory function, the teaching media, can be seen from the research results that Visual media that provide context for understanding text helps students who are weak in reading to organize inside information text and recall it.²⁷

In addition, the functions of learning media for teachers are:

- a) Provide guidelines, directions to achieve goals.
- b) Explain the structure and sequence of teaching properly.
- c) Provide a systematic framework for teaching well.
- d) Make it easy for teachers to control the subject matter.
- e) Helping accuracy, accuracy in presenting subject matter.
- f) Generating a teacher's confidence.
- g) Improve the quality of lessons.

The functions of learning media for students are to:

- a) Increase learner motivation to learn.
- b) Provide and increase the variety of learners learning.
- c) Provide a structure of subject matter and make it easier for learners to study
- d) Provide core information, the main points systematically so make it easier for learners to learn.
- e) Stimulate learners to focus and analyse.
- f) Creating learning conditions and conditions without pressure
- g) Learners can understand the subject matter systematically presented teaching through learning media.²⁸

Based on the statement above, the researcher can conclude, there are several functions of Media in the Learning Process such as, Helping Teacher in Their Field of Duty, Helping the students, improving the learning process, also Levi & Lents

²⁷ Rohani, *Media Pembelajaran*, (Medan: UIN SUMATERA UTARA, 2019),,p. 22.

²⁸ Rohani, *Media Pembelajaran*. p. 23.

said that there are four functions in teaching media that are attention function, affective function, cognitive function, and compensatory function.

3. WhatsApp.

Social media in this case can be defined as a form of electronic communication where users interact as they wish, and the freedom to share or exchange and discuss information, ideas, personal messages, and other content about each other and their lives using multimedia tools. a variety of whether it's personal sentences, pictures, videos, or audio that use the online platform when they can connect to the internet. WhatsApp user indicators are divided into 6, namely:

- a. WhatsApp Group for Reunion.
- b. WhatsApp Group for Discussion.
- c. Sending Event Invitations.
- d. Make a call.
- e. Location Sharing
- f. WhatsApp Web.²⁹

Definition WhatsApp is an instant messaging application for smartphones, when viewed from its function WhatsApp is almost the same as the texting application, we usually use on old cell phones, but WhatsApp does not use credit, but internet data so its use requires an internet connection to connect online. This application has no limitation on the length of characters used as long as the internet quota is adequate.

Using WhatsApp as a media in distance learning, lecturers and students can upload lecture materials, present and discuss them. then students can share course material (using the Forward feature) WhatsApp has a feature that can save documents in the form of pdf, Microsoft word, excel, and PowerPoint. Therefore,

²⁹ Marlen Muskita, *Efektivitas Pemanfaatan Aplikasi Whatsapp Dalam Pengambilan Keputusan Redaksi*” (Studi: Redaksional Harian Rakyat Maluku), (Universitas Kristen Indonesia Maluku: Jurnal Badati Fakultas Ilmu Sosial dan Ilmu Politik, 2020), p.89.

using WhatsApp to share documents in the format above is much easier. Apart from being able to save documents in the form or format above, WhatsApp can also forward messages, making it easier for students to share with other friends.³⁰

a. WhatsApp as Communication Tools in Learning Process.

Nowadays, WhatsApp is one of the social media that commonly people use to communicate, the features that WhatsApp has can make the user easily to use, over time, the pandemic covid 19 suddenly attack the world so all of the learning process and the activity in classroom move into distance learning. Several people use WhatsApp as a tool/media in the learning process.

This is reinforced from the statement from Fawzeya Alghamdi, the essential use of WhatsApp, according to all members, was for conducting moment and open interaction with the community members. In any case, there are a few differences in applying WhatsApp as a learning communication tool in formal and informal learning settings.³¹

- 1) Formal learning Uses of WhatsApp.
 - a) In-depth lecture/teacher related discussion. The formal learning group mainly used WhatsApp to complete their in-depth talks related to the lecture/teacher.
 - b) Prepare for the test. The second important use of WhatsApp in the formal learning group was for studying together in order to prepare for the test.
 - c) Exchange course materials. Another important use of WhatsApp in the formal learning group was exchanging course materials. The teacher and students perceived that using WhatsApp in this module was very important and useful to exchange course resources and lectures notes.³²
- 2) Informal Learning uses of WhatsApp.

³⁰ Muhammad Awin Alaby, *Media Sosial Whatsapp Sebagai Media Pembelajaran Jarak Jauh Mata Kuliah Ilmu Sosial Budaya Dasar (ISBD)*, (Ganaya Jurnal Ilmu Sosial dan Humaniora: Press Vol. 3 No. 2, 2020), p. 280-281

³¹ ALGHAMDI, Fawzeya. The role of social media in developing online learning communities. 2019. Thesis p.199

³² 199-202

- a) Learning Games. One of the main perceived use by the informal learners is using WhatsApp to conduct and engage in educational games.
- b) Ensure access to learning content. The second use of WhatsApp as an informal learning tool was to ensure that the learning content had been delivered to the whole online learning group.
- c) Practicing language skills via audio messages. The third use of WhatsApp by the informal learning group is practicing listening and speaking English through recording and receiving audio messages.³³

b. The Use of WhatsApp as Collaborative Tool.

Collaborative learning is an instruction given to the students' different capacity to work together within the gather to reach goals. The students are mindful of one another's learning as well as their own.³⁴

According to Aburezeq, WhatsApp messenger has the following collaborative features:

- 1) Multimedia: It allows the user to exchange videos, text messages, images, and voice notes.
- 2) Group Chat: It supports the interaction of up to 50 group members.
- 3) Unlimited Messaging: The number of messages you can share on WhatsApp is unlimited. The application uses 3G/EDGE internet data plan or Wi-Fi to ensure continuous data transmission across platforms.
- 4) Cross-Platform Engagements: Interactions with different devices (personal digital assistants, Smartphones, Galaxy tablets) can message one another through various media (text messages, pictures, videos, voice notes).
- 5) Offline Messaging: Messages are saved automatically when the device is off or outside the coverage area.

³³ 203-208

³⁴ LA HANISI, Ajid, et al. The use of WhatsApp in collaborative learning to improve English teaching and learning process. *International Journal of Research Studies in Educational Technology*, 2018, 7.1: p.31.

- 6) No Charges involved: there are no charges involved in using WhatsApp as it uses same internet data plan which is used for email or web browsing.
- 7) Pins and Users Name: WhatsApp, the user, need not remember passwords or username as it works via phone numbers and integrates with users address books.³⁵

Andika stated that there are several contents of WhatsApp that use in learning process such as:

- 1) Group Chat, this content is used for integration between lecturers/teacher and students that takes place in real time.
- 2) Sharing facilities, documents used to help study groups send documents in the form of files.
- 3) Camera, this content is used to share some activities to require pictures taken in a Gallery activity. This content is used to share or send images / videos that have been previously saved.
- 4) Audio, this content is used to share sound files.
- 5) YouTube Video Box, an application used to share collections and share videos on WhatsApp.
- 6) The Dropbox application used is to share lecture/teacher files.

Based on the statement above the researcher can conclude that WhatsApp plays an important role as a collaborative tool. Because the purpose of collaborative to make the people work together to reach the goals and the are several features in WhatsApp as collaborative such as group chat, multimedia, unlimited message etc.

c. WhatsApp as ICT in Learning Process.

WhatsApp is one of the ICT that teachers use in English subjects especially in EFL. The use of ICT has an important role in education to make the teaching and learning process more effective. The use of ICT in EFL is crucial since the

³⁵ LA HANISI, Ajid, et al. The use of WhatsApp in collaborative learning to improve English teaching and learning process. *International Journal of Research Studies in Educational Technology*, 2018, 7.1: p.31.

government policy has decided to put ICT as the one of high priority in teaching and learning activities.

It is supported by PERMENDIKNAS No. 16 in 2007 that “one of the competencies must be owned of the teachers is utilizing ICT for the importance of learning”. Therefore, the ICT-based method is not easy for some teachers but there must have competencies in it. Mastering technologies in ELT is needed by teacher especially EFL teachers.³⁶

ICTs here mean including computers and some applications may use in the classroom as well, which generally teachers must believe that ICT is fostered cooperative learning and provide more information related to the newer material nowadays. It can be said that ICT makes easier teaching and learning process. ICT can be a media in ELT which supports the reading, speaking, writing, and listening skills.

d. The Contribution of WhatsApp in EFL Classroom Activities.

1) Listening.

Technology offers a number of electronic tools in and outside the classroom that can help in the teaching and learning process. In developing listening skill by the use of WhatsApp application, the teacher can do the following actions:

- a) The teacher sends an audio recording and asks the students to listen to it, and ask them to take a note while looking.
- b) The teacher shares an English conversation video and asks the students to watch and listen to the video. After that, he asks them to give the comment or discuss the question based on the video.
- c) The teacher gives pre-listening activity related to the story which is going to play. The questions focus on the structure of the story, characters, such as: Who is the

³⁶ Faoziah, O., Siti Jubaedah, I., Kodir, A., & Syarifah, E. F, *The Use of Ict N Efl Classroom*, (Journal of English Language Learning, 2019) p. 2.

main character of the story?, Where/when does the story take place?, What do you think of the ending of the story will be? etc.³⁷

2) Speaking

WhatsApp Application is available with its features for learning speaking. In speaking class, students can discuss the chat room on the WhatsApp group. The students can find the topic of a debate themselves or the teacher can also give a suitable theme for learning activities. The teacher continues asking them to record the voice, before sending to WhatsApp group. The operation can be conducted such as:

- a) The students register their oral reading of a story and then throw them in the team.
- b) For improving students' speaking performance, the teacher tells them when they have to record their speaking; they can re-record it and repeat as they want until they are satisfied that their recording is the best they can produce.
- c) For higher classes, the students can retell the story and record it.³⁸

3) Reading.

In improving reading skills of students, the teacher sends a simple reading text, such as short story, in the WhatsApp group. The short story is beneficial to give students exercises for improving their vocabulary and reading. The activities which can be conducted to help students in acquiring more vocabulary are:

- a) Ask the students to read the story and understand it.
- b) Ask the students to find the definition of some words.
- c) Choose the word/phrase listed to fill the blanks of the text. In this activity, students then practice using the words they know. Intermediate and advanced students also profit from the literary book. What they read gives them the opportunity to come up with their insights and help them speak the language in

³⁷ LA HANISI, Ajid, et al. The use of WhatsApp in collaborative learning to improve English teaching and learning process. *International Journal of Research Studies in Educational Technology*, 2018, 7.1: p.32.

³⁸ LA HANISI, Ajid, et al. The use of WhatsApp in collaborative learning to improve English teaching and learning process. *International Journal of Research Studies in Educational Technology*, 2018, 7.1: p.32.

the more imaginative way. Students will be more creative since they are faced with their point of view.³⁹

4) Writing

WhatsApp technology can enhance students' active participation in the EFL classroom. It can provide students with an opportunity for practicing the language for free, a more personal and comprehensive relationship between students and teachers, a chance for students not to be more sociable only, but also to learn better, and an opportunity for students to synchronize their opinions with others.

In teaching writing via WhatsApp, the teacher can ask students to write comments on the topic of discussion or more complex writing activities. Students can also be asked to write any responses raised by the teacher in the group discussion of WhatsApp which can help them to improve their writing skill. The teacher can send the picture of a place in WhatsApp and ask the students to answer "Where is it?" or ask them to write and describe the situation.⁴⁰

e. The Advantages and Disadvantages from WhatsApp.

Indeed, in several things must have advantage and disadvantage because everything is not perfect, especially the use of WhatsApp as media in learning process, here as follows:

1) Advantages, the usefulness of this application could improve students' confidence in using the language, active in the language activities and really help them in learning the language better. WhatsApp today is highly helping the students especially at the university and school in order to deliver and receive any information quickly and effectively.⁴¹

Other advantages are Helping the learning process, and helping students who do not understand LMS (Learning management system), It is more efficient

³⁹ LA HANISI, Ajid, et al. The use of WhatsApp in collaborative learning to improve English teaching and learning process.

⁴⁰ La Hanisi, Ajid, et al. The use of WhatsApp in collaborative learning to improve English teaching and learning process. *International Journal of Research Studies in Educational Technology*, 2018, 7.1: p.33.

⁴¹ Binti Mistar, Izayani; EMBI, Mohamed Amin. Students 'perception on the use of WhatsApp as a learning tool in ESL classroom. *Journal of Education and Social Sciences*, 2016, 4: p. 102.

because almost all students have and understand the use of social media, It is easier for the teacher or student to understand and does not take up a lot of quota data.⁴²

WhatsApp advantages: Easy to use, Fast and can be used anywhere., The phone number used is synchronized automatically, can backup chats, Personal information can be hidden.⁴³

- 2) Disadvantages, If the signal network is bad, it will hinder the process of sending teaching materials, In video conference the meetings is very limited, Sometimes the response is a bit slow when there are many incoming messages⁴⁴, also Weaknesses of WhatsApp, Drains a lot of internet data packages, Requires a strong enough internet connection, Can only be used when the smartphone is on, Drains the battery.

4. Distance Learning.

a. Definition of Distance Learning.

Distance learning has just been implemented at this time due to COVID-19. This can be implemented at this time because teachers and students do not need to be in the same place and at the same time, but they can be anywhere and are not limited by time.

Moore proposes the limitations of distance learning as a learning method that provides opportunities for learners to learn separately from teaching activities, so that communication between learners and teachers must be carried out with the help of media, such as print, electronic, mechanical, and other equipment.⁴⁵

Briefly, the term distance learning represents approaches that focus on opening access to education and training, freeing learners from the constraints of

⁴² Suriyani Djamdjuri, Dewi; KAMILAH, Atiyatul. Whatsapp Media In Online Learning During Covid-19 Pandemic. *English Journal*, 2020, 14.2: p.72.

⁴³ Dinda Indah Mawaddah, Skripsi: *Efektivitas Model Pembelajaran Daring Pada Masa Pandemic Covid-19 Terhadap Hasil Belajar Matematika*, Tegal, (Universitas Pancasakti, 2020), p.11.

⁴⁴ Dinda Indah Mawaddah, Skripsi: *Efektivitas Model Pembelajaran Daring Pada Masa Pandemic Covid-19 Terhadap Hasil Belajar Matematika*, Tegal, (Universitas Pancasakti, 2020), p.11

⁴⁵ Munir, *Pembelajaran Jarak Jauh Berbasis Teknologi Informasi dan Komunikasi*, (Bandung: Penerbit Alfabeta, 2009), p. 21.

time and place. It offers flexible learning opportunities to individual and group learners.

According to Amani Mubarak, Distance learning is Distance learning or distance education is a field of education that focuses on the pedagogy/andragogy, technology, and instructional system design that are effectively incorporated in delivering education to student teacher and student may communicate asynchronously and synchronously.⁴⁶

Based on several statements above, the researcher may conclude that distance learning is one of the learning methods provided by the learners and the teacher connected by using media online, so the learning process can be asynchronous learning or synchronous learning.

b. The Characteristics of Distance Education Model.

In Law number 24 of 2012, regarding the implementation of distance education in higher education article 6 which reads, the PJJ learning process is organized by:

- 1) Take advantage of learning resources that do not have to be in the same place as students.
- 2) Using the learning mode that learners and educators separately.
- 3) Emphasizes independent, structured and guided learning using a variety of learning resources.
- 4) Utilizing learning media based on information and communication technology as a learning resource that can be accessed at any time, and,
- 5) Emphasizes the interaction of learning based on information and communication technology, although it still supports limited face-to-face learning.

Learning from home through distance learning, Minister of Education and Culture circular number 4 of 2020:

⁴⁶ Al-Arimi, A. M. A. K. *Distance learning. Procedia-Social and Behavioral Sciences*, 2014, 152, 82-88.

- 1) Provide a learning experience that is learning for students, without being overwhelmed.
- 2) Focusing on life skills education, among others, regarding the Covid-19 pandemic.
- 3) Provide a variety of activities and learning assignments from home between students, according to their interests and conditions, including access / learning facilities from home.
- 4) Provide feedback on evidence or products learned from home that is qualitative and useful to the teacher, without having to give a qualitative score / value.⁴⁷

Based on the statement above the researcher can conclude that source of learning cannot in the same place as the students, also we need to utilize technology and give a variety of activities and assignments from home, and the last, giving feedback in the learning process.

c. Variety of Distance Education Learning Process

- 1) Independent learning: a learning process initiated by learners in a certain period. The lecturer is ready a variety of tasks and triggers that can help participants students learn independently.
- 2) Guided / structured learning: the learning process provided by the college to assist with the process learners in the form of face-to-face tutorials and electronic tutorials. By relying on direct or virtual guidance of lecturers / tutors, both residential and non-residential.
- 3) Face-to-face tutorial: remote learning process implemented by requiring existence face-to-face tutorial / tutoring (or mediated synchronous) to learners to vary courses.
- 4) Electronic tutorials: a remote learning process implemented by requiring interaction students with lecturers / tutors, or students with students who are mediated by the media ICT-based.

⁴⁷ Kholifah, N., & Akhlak, F. K. *Pengaruh Pembelajaran Jarak Jauh Terhadap Semangat Belajar Mahasiswa Semester III Program Studi Pendidikan Agama Islam (PAI) Fakultas Tarbiyah Institut Ilmu Al-Qur'an (IIQ) Jakarta.* (Jurnal Qiroah, 10(2), 2020), p.82-97.

5) Other assistance (correspondent, telephone and facsimile).⁴⁸

According to the statement above, the researcher concludes that there is five variety of Distance Education Learning Process. The first one is independent learning which learning initiated by learners several times, guided learning is one of a variety of remote learning which process can be face-to-face or virtual. Face to face tutorials is process those students and teacher meet directly. The electronic tutorial is using media to connect each other.

d. Characteristic of Distance Learning.

According to Keegan, the Distance learning system has characteristics, namely:

- 1) Separation between teacher and learner.
- 2) The influence of educational institutions / organizations.
- 3) Using media that connects teachers and learners.
- 4) Two-way communication takes place.
- 5) Pay attention to learners as individuals who learn and,
- 6) Education as an industry.⁴⁹

Another characteristic of distance learning is asynchronous learning. Asynchronous Learning is learning that can occur without requiring the presence of students at the same time.

There several things if the asynchronous learning going well such as Asynchronous learning environment, Activity: Read text learning resources, watch asynchronous videos, Discussion related to learning content, Exercise, and work on collaborative assignments. Learning Content: Asynchronous videos: YouTube, Edpuzzle, Digital text learning resources: Modules, worksheets, posters, Discussion forum, Assignments: Projects, question packages, social media.

⁴⁸ Muhamad Rozi Yerusalem et.al., *Desain dan Implementasi Sistem Pembelajaran Jarak Jauh Di Program Studi Sistem Komputer*, (Jurnal Teknologi dan Sistem Komputer, Vol.3, 2015), p. 484

⁴⁹ Munir, *Pembelajaran Jarak Jauh Berbasis Teknologi Informasi dan Komunikasi*, p.28.

Digital text learning resources. Types: Modules, worksheets, posters, Discussion forum, Principle: Communicative, online friendly, equipped with an illustration image, Able to study independently or self.

Asynchronous video. Principle: Short duration (maximum 8 minutes), The narrator is enthusiastic, Sound is clear and clean, Personal touch. Type: Screencast Talking head, Like conditions in class. Tool: Screencast-O-Matic, Camtasia, PowerPoint 2019, Filmora.⁵⁰

Another characteristic of distance learning is Synchronous learning, it refers to learning/teaching that takes place simultaneously via an electronic mode. Synchronous voice or text chat, provide an opportunity of teacher student and student-student interaction. Apart from chat, video-conferencing facilitates face-to-face communication. A synchronous virtual classroom is a place for instructors and students to interact and collaborate in real time. Using webcams and class discussion features, it resembles the traditional classroom, except that all participants access it Remotely via the Internet. Lessons can be recorded and added to an e-library. Using the archived e-library, students can access and replay teacher's lectures as many times as necessary to master the material. Direct interaction with teachers and students in real time is very much like a traditional face-to-face classroom, rather better, as distance is no more a barrier and by connectivity via the Internet no time is wasted in traveling. etc.⁵¹

Based on the statement above, the researcher may conclude that the characteristic of distance learning such as, in the learning process, there is no meeting directly or face to face, using media to do a learning process, and also pay attention to learners as individual who learn. The characteristic of distance learning also asynchronous learning because this learning can occur without requiring the presence of learners at the same time. There are several that we have to pay attention

⁵⁰Kristanto, Yosep Dwi, Pembelajaran Jarak Jauh Daring: Teori, Prinsip, dan Praktiknya. figshare. Presentation. (2020). <https://doi.org/10.6084/m9.figshare.12706811.v1>

⁵¹ Ayesha Perveen. *Synchronous and asynchronous e-language learning: A case study of virtual university of Pakistan*. (Open Praxis, 8(1), 21-39. 2016), p. 22-23.

to in asynchronous learning such as Asynchronous learning environment, Digital text learning resources, and Asynchronous video. Also, there is synchronous learning.

e. Roles in Supporting Distance Learning.

According to Aytekin Isman, the roles in supporting distance learning as follow:

Students,

- 1) Being self-responsible on task.
- 2) Consulting to advisors through required access methods.
- 3) Being in individualistic learning.
- 4) Catching same effective interaction with counsellors like classical learning.
- 5) Evaluating and judging self-performance.
- 6) Getting rid of prejudice of communicational barriers mood.

Teachers,

- 1) Being self-responsible for the preparation of task.
- 2) Immediately consult to the students on their problems on task.
- 3) Being aware of students' needs and wishes.
- 4) Making students motivated.
- 5) Getting rid of prejudice of communicational barriers mood.
- 6) Establishing effective student-teacher interaction environment.⁵²

The researcher can conclude that there are some roles in supporting distance learning, that is students, teachers, play an important role in distance learning, without them the distance learning cannot go well. They must prepare it well so the learning.

f. The Advantages and Disadvantages of Distance Learning.

The advantages of distance learning, there are several advantages of the learning program:

⁵² ISMAN, Aytekin; DABAJ, Fahme. Roles of the students and teachers in distance education. In: *Society for Information Technology & Teacher Education International Conference*. Association for the Advancement of Computing in Education (AACE), 2004. p. 497-502.

- 1) Distribution is possible education to all corners of the country with a carrying capacity unlimited, because it does not require classroom.
- 2) Not limited by time.
- 3) Learners can determine when course time to study, according to the availability of the respective time.
- 4) Learners can select a topic or teaching materials as desired and individual needs.
- 5) The length of study time also depends on their respective ability's learner.
- 6) Suitability of learning material with the times.
- 7) This distance learning can implement interactively, so that attract the attention of learners.

The disadvantage of distance learning as follows:

- 1) Power goes out when accessing the program online learning.
- 2) Bad internet network.
- 3) Commitment of parents and students uncertain.
- 4) Children are slow in learning.
- 5) Child who is inconsistent with study schedule.⁵³

According to the statement above about the advantages and disadvantages of distance learning, the researcher can conclude that a lot of benefits that the student can get from distance learning such as not limited by time, the length of study time also depends on their respective ability's learner, but also there is a disadvantage from remote learning such as, need a lot of data internet and sometimes bad internet network.

C. Conceptual Review

Based on the theories described above the researchers can conclude as follows:

1. The use of WhatsApp as media is one of the ICT that teachers use in English subjects especially in EFL. WhatsApp is one of the media that people use to communicate on a smartphone, but several people are using WhatsApp as media

⁵³ Anggy Giri Prawiyogi, *Efektifitas Pembelajaran Jarak Jauh Terhadap Pembelajaran Siswa Di Sdit Cendekia Purwakarta*, (JPD: Jurnal Pendidikan Dasar, 2020), p.96-97

in the learning process especially in this pandemic. The reason why people using it as media because it is easy to use and the facilities of WhatsApp quite good, but WhatsApp still has a weakness such as, drains a lot of internet data and battery, must have good internet, etc.

2. Media is one of the tools that can help students to get information and make it students and teachers easy to understand, and connected the material or knowledge. Media has a lot of kinds, such as print media, graphic media, audio media, motion pictures, and multimedia, and the functions of media in the learning process such as helping teachers in their field of duty, helping the students, improving the learning process.
3. Distance learning is one of the learning methods provides the learners and the teacher connected by using media online, the characteristic of distance learning such as, in learning process, there is no meeting directly or face to face, using media to do a learning process, and also pay attention to learners as individual who learn, so, the learning process can be as asynchronous learning or synchronous learning.

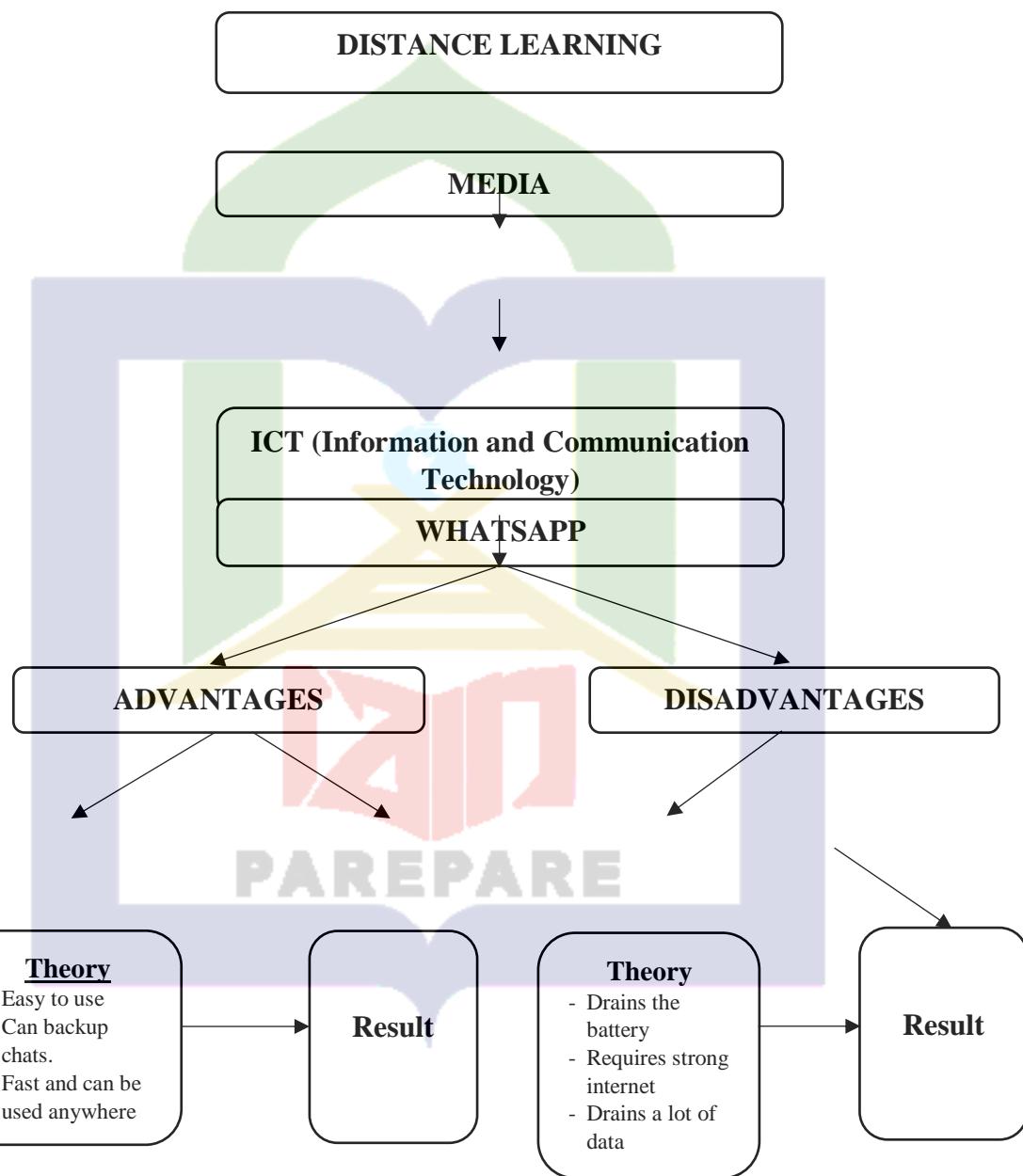
According to the statement above, the direction of this research is the researcher wants to know the use of WhatsApp also their support and obstacle factors in the learning process, especially in English Subject.

D. Conceptual Framework

The conceptual framework is a diagram that outlines the flow of the research flow. The framework is based on a research question and represents a set of several concepts and the relationship between them. The research process includes problems that will be researched, analysed, and concluded to become research findings.

Based on the statement the researcher can conclude that the conceptual framework is a logical guide that will be applied by researchers in the research process. Also, this part is so necessary to put in the research because the conceptual

framework is the underlying theory for solving problems. So, the researcher will show the conceptual framework in this research, here as follows:



Based on the Conceptual Framework above, Distance Learning is the learning process that teachers and students move a normally in-person class to a short-lived online space. Distance Learning may be quite eLearning (or ‘online learning’) but

isn't 'online learning' because it's not learning that's designed for purely digital spaces (whereas eLearning is). Surely, remote learning must use media, because without media the learning process is not going well. English Learning and Teaching must go on so that the learning process needed to be a plan, one of the things that we must focus on it is the media.

Media is one of the tools that can help teachers and students connected. A lot of media that teacher uses when the remote learning implemented. WhatsApp is one of the media that SMAN 2 Parepare used in the learning process especially in English Subject at X Grade. Using WhatsApp as a media in distance learning, lecturers and students can upload teacher materials, present, and discuss them. then students can share course material (using the Forward feature) WhatsApp has a feature that can save documents in the form of pdf, Microsoft word, excel, and PowerPoint. Therefore, using WhatsApp to share documents in the format above is much easier.

Here the researcher wants to know teacher's and students' perceptions in using WhatsApp as media in distance learning especially English language teaching, is this media effective to use or not. Also, the researcher wants to know the factors that support and obstacles the student and teacher in distance learning by using WhatsApp especially English Subject. The researcher will interview the student and teacher. From the interview have been shared, the researcher will see the result from data.

