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Perception of Teacher and Students toward Whatsapp Use for English as Foreign Language Distance Learning

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ABSTRACT

The difficulty that students faced right now is students cannot adapt to Distance Learning and started the network that they used. WhatsApp is only a communication application, that is not learning media, but they are used for the learning process. Based on the problem above the researcher want to know teachers' and students' perception about the use of WhatsApp as a media in English subject in teaching-learning. The method that was used in this research is the Qualitative Descriptive approach, the respondents of the study were 1 teacher and 21 students as an informant. The data was collected by using an observation guide, interview guide, and documentation. The researcher found the data conducted from the data that Perception of Teachers by using WhatsApp in the learning process more efficient and make students easily receive the material and apply their assignment but is not effective. There are pros and contras to the use of WhatsApp in students, points that students' pro such as helping students communicate with their teacher, the contra points such as the internet connection is unstable. Also, the advantages of WhatsApp such as there are no time and place restrictions and the disadvantages such as preparing funds for purchasing quotas.

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1. Introduction

1.1 Background of Study

As educational institutions, education is a learning process that we are doing in the school. Education is all influences that are strived to have perfect cognitive and mental abilities and are helpful for them to go into society to build social relationships and assume their responsibilities as individuals and as social beings. (BUŠELIĆ, 2015) stated that Distance Learning is a field of education that focuses on teaching methods and technology to deliver teaching, often on an individual basis, to students who are not physically present in a traditional educational setting such as a classroom. It has described "a process to provide access in learning source of information, and the learners are separated by time and distance, or both.

The situation in 2020 suddenly changed because of the Pandemic Covid-19. It started in March, the Virus spreads so fast especially in Indonesia, to anticipate the virus spreads widely all of the government system especially education units in Indonesia implemented Work from Home or Home Study. So, all of the activities that happened in the classroom changed into Online learning or we can say distance learning. The student and the teacher must adapt to this situation because there are several items that we have to fit with distance learning such as how the teacher delivers the material, the platform that they use, and many more.

Media plays an important role in Distance Learning because, without media, the learning process in Distance Learning cannot go well. After all, media make us connected or communicate even via text or video call in the

learning process. Teacher and students also have their perception or opinion in using WhatsApp as learning media, especially in English subjects.

The problem that student faced right now is student cannot adapt to Distance Learning started from the method, the network that they used, their comprehension of the material, also the application did not suitable with their phone, a lot of assignment, and also the media that students used in Distance Learning. In Senior High School (SMAN) 2 Parepare especially at X grade, students use WhatsApp as media in the learning process especially English Subject. Also, the media that students and teacher use in distance learning at X grade Senior High School (SMAN) 2 Parepare is WhatsApp, but at the same time WhatsApp is only communication application, that is not learning media but in there, they used it for the learning process especially in distance learning.

1.2 Research Objective

Basically, this research deserves to be a new research because the researcher wants to see the opinions of the teachers and students in the tenth grade at SMAN 2 Parepare. What is their perception regarding the learning process using whatsapp in distance learning, is it effective or not in their implementation?

1.3 Research Questions

Based on problem, the researcher wants to know teachers and students' perception, is this WhatsApp as a media in English subject effective to use in the learning process at X grade at Senior High School (SMAN) 2 Parepare. Regarding on background of the study stated above, the research questions are:

- 1) What is the teacher perception in using WhatsApp as Media in English Subject of Distance Learning at X grade Senior High School (SMAN) 2 Parepare?
- 2) What is the students' perception in using as Media in English Subject of Distance Learning at X grade Senior High School (SMAN) 2 Parepare?
- 3) What are the advantages and disadvantages in using WhatsApp as media in English Subject of Distance Learning at X grade Senior High School (SMAN) 2 Parepare?

2. Literature Review

2.1 Concept of Teaching English as Foreign Language (TEFL)

2.1.1 Teaching of language skills and language components.

According to (Rohmah, 2013), 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.

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

2.1.2 Language-centered, learning-centered, and learner-centered methods

(Nurhayati et al., 2008) stated that Language-centered approaches are concerned with what is being taught. These are some examples of these methods: Grammar Translation Methods (GTM), Reading Methods (RM), Audio-lingual Methods (ALM), The structural view of language is the view behind this method.

Learning-centered approaches concentrate on how to teach L2. Silent Way, Total Physical Response, Natural Approach, and Community Language Learning are some of these techniques.,

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).

2.1.3 Teaching english skills

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 several of techniques of teaching listening available for the teachers such as: Reactive, Intensive, Responsive, Selective, Extensive.

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.

Speaking, there are several techniques of speaking as follow: Imitative, Intensive, Responsive, Transactional, Interpersonal, Extensive.

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.

2.1.4 Teachers' and students' role in EFL

1 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: Planner, Diagnostician, Informer, Resource, Parent/Friend, Manager, Involver, Monitor.

In addition to the many roles that teachers must play, students must also play various parts during their learning sessions. The students' roles are as follows: Participant, Discoverer, Questioner, Recorder of Information.

2.1.5 Effective EFL teacher viewed by students.

Ulfah Alifiyyah stated several point that teacher must have in EFL learning process: Pedagogical Competence (Understanding students well, Teaching strategies related to the students' need, Preparing the suitable syllabus for students, Learning by experience and instructional media, Using information and communication technology, Actualizing the students' skill, Assessing and evaluating students), Personal Competence, Social Competence, Professional Competence, Physical appearance related to the students' motivation in learning, Age related to the teachers' characteristics.

2.1.6 Teaching learning assessment.

According to Pratt (in (Alberta, 2007), there are three common assessment procedures that have been widely applied in schools across the world: 1) Formative assessment, 2) Summative assessment, and 3) Reporting, which includes report cards and conferences..

2.2 Media in English Language Teaching

2.2.1 Definition of Media

According to (Mudlofir & Rosyidah, 2017) the definition of media includes two parts: narrow meaning and wide meaning. For the narrow meaning, there are three types of media: graphic, picture, and electronic, which are used to capture, process, and convey information. For the broad meaning is activity can create a condition so, can make student get knowledge, skill, and new attitude.

2.2.2 Classification of Media

There are several classifications of media (Priyadi, 2017). The classification and description as on the following table.

Table 1. Media Classification

| No. | Type of Media | Description |
|-----|-----------------|---|
| 1 | Print Media | One of kind media which has been a long time that used as tool in learning process |
| 2 | Graphic 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 | 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 | One of media can show a moving image which consist sound, the example of this media is film and video |
| 5 | 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. |

2.2.3 The Function and Benefit of Media in Learning

(Ramli, 2012) stated several function and benefit of media in learning process, here as follows:

Table 2. Function and Benefit of Media

| No. | Function & Benefit | Explanation |
|-----|---|--|
| 1 | Helping Teachers in Their Field of Duty | According to the analysis of learning technology that the use of media in learning can: Increase the productivity of learning messages presented, helping learners develop abilities mental activity, helping learners to be creative planning educational program, Help integrate learning messages with assistive science material, helping learners convey messages learning according to principles or consistently. |

| | | |
|---|--|--|
| 2 | Helping the Learners | 1 By using a variety of learning media chosen appropriately and efficiently can help learners in the following matters: Further improve understanding of the material learning. Can further accelerate the digestibility of learners against material presented. Stimulate students' thinking. Generating their cognitive, affective, and psychomotor powers profound learning messages be delivered. Helping the strength of the learner's memory. Helping learners to understand the material integrally learning is presented, Helps clarify ever direct experience experienced them in life, can help stimulate students' mental activities to understand the learning material. |
| 3 | Improving Learning (Teaching and Learning Process) | Use of various selected learning media appropriately and efficiently can assist in improve learning, including the following: 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 fact, the use of one media is not yet available satisfy the teacher in learning. |

2.2.4 WhatsApp

(Alaby, 2020) stated that WhatsApp is an instant messaging program for smartphones. In terms of operation, WhatsApp is nearly identical to the texting app that we used to use on old mobile phones, but WhatsApp is not using credit, but internet data, therefore its use requires internet connection to connect online.

1) WhatsApp as Communication Tools in Learning Process

(Alghamdi, 2019) stated there are few differences in applying WhatsApp as a learning communication tool in formal and informal learning setting. Formal learning Uses of WhatsApp: In-depth lecture/teacher related discussion Prepare for the test., Exchange course materials. Informal Learning uses of WhatsApp; Learning Games, ensure access to learning content, Practicing language skills via audio messages.

2) The Use of WhatsApp as Collaborative Tool

According to Aburezeq, the following collaboration capabilities are available in WhatsApp Messenger: Multimedia, Group Chat, Unlimited Messaging, Cross-Platform Engagements, Offline Messaging, No Fees, Pins, and Username.

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

4) The Contribution of WhatsApp in EFL Classroom Activities

(La Hanisi et al., 2018) stated several contributions of WhatsApp in EFL Classroom Activities.

Table 3. *WatssApp in EFL Classroom*

| No. | Language Skill | Activities |
|-----|----------------|--|
| 1 | Listening | 1 The teacher sends an audio tape to the pupils and instructs them to listen to it and take notes while looking. The instructor shows an English conversation video to the students and asks them to watch and listen to it. The teacher then offers a pre-listening assignment relating to the tale that will be played. |
| 2 | Speaking | The WhatsApp application is available with tools for learning how to talk. Students in the speaking class can discuss the chat room on the WhatsApp group. Students can choose the topic of a discussion on their own, or the instructor might suggest an appropriate theme for learning activities. The teacher continues to instruct students to record their voices before uploading them to the WhatsApp group |
| 3 | Reading | in order to improve pupils' reading abilities, the instructor transmits a simple reading material, such as a short tale, to the WhatsApp group. The short tale is useful for giving pupils activities to help them improve their vocabulary and reading skills. |
| 4 | Writing | the instructor might invite students to make comments on the topic of discussion or more difficult writing assignments while teaching writing via WhatsApp. Students might also be invited to submit any replies prompted by the teacher in |

the WhatsApp group conversation to assist them develop their writing skills. The instructor can send a photo of a location to the pupils over WhatsApp and ask them to respond, "Where is it?" or ask them to write and explain the circumstance.

5) *The Advantages and Disadvantages from WhatsApp*

(Mawadah, 2017) mention the advantages and disadvantages of WhatsApp; 1) advantages, the use of this application might boost students' confidence in using the language, get them involved in language activities, and actually help them learn English easier, 2) disadvantages, If the signal network is poor, it will impede the transmission of educational materials. The meetings are extremely restricted in video conferencing, and the response time might be a little slow when there are a lot of incoming messages.

2.3 Distance Learning.

2.3.1 Definition of Distance Learning

According to (Munir, 2009) Distance learning, often known as distance education, is a branch of education that focuses on the pedagogy/andragogy, technology, and instructional system design that are effectively used in providing education to students..

2.3.2 The Characteristics of Distance Education Model

(Kholifah & Akhlak, 2020) stated that Characteristics of distance learning such as, provide pupils with a learning environment that allows them to learn without feeling overwhelmed. Concerning the Covid-19 epidemic, among other things, the focus is on life skills education. Provide a variety of activities and learning assignments from home for students based on their interests and circumstances, providing access / learning facilities from home. Provide qualitative and relevant feedback to the instructor on evidence or products learnt at home, without the need to provide a qualitative score or value.

2.3.3 Variety of Distance Education Learning Process

Independent learning, Guided / structured learning, Face-to-face tutorial, electronic tutorials, Other assistance (correspondent, telephone and facsimile).

2.3.4 Characteristic of Distance Learning

According to (Keegan, 1980), the Distance Learning System includes the following characteristics: 1) Separation between instructor and learner, 2) The impact of educational institutions/organizations, 3) Using media to link instructors and students, 4) There is two-way communication, and 5) Pay attention to learners as persons who are learning, as well as to education as a business.

2.3.5 Roles in Supporting Distance Learning

According to (Isman et al., 2004), the roles in supporting distance learning as follow:

Table 4. *Role of Students & Teachers*

| Students | Teachers |
|---|---|
| Being self-responsible on task. | Being self-responsible for the preparation of task. |
| Consulting to advisors through required access methods. | Immediately consult to the students on their problems on task. |
| Being in individualistic learning. | Being aware of students' needs and wishes. |
| Catching same effective interaction with counsellors like classical learning. | Making students motivated. |
| Evaluating and judging self-performance. | Getting rid of prejudice of communicational barriers mood. |
| Getting rid of prejudice of communicational barriers mood. | Establishing effective student-teacher interaction environment. |

1 2.4. Conceptual Framework

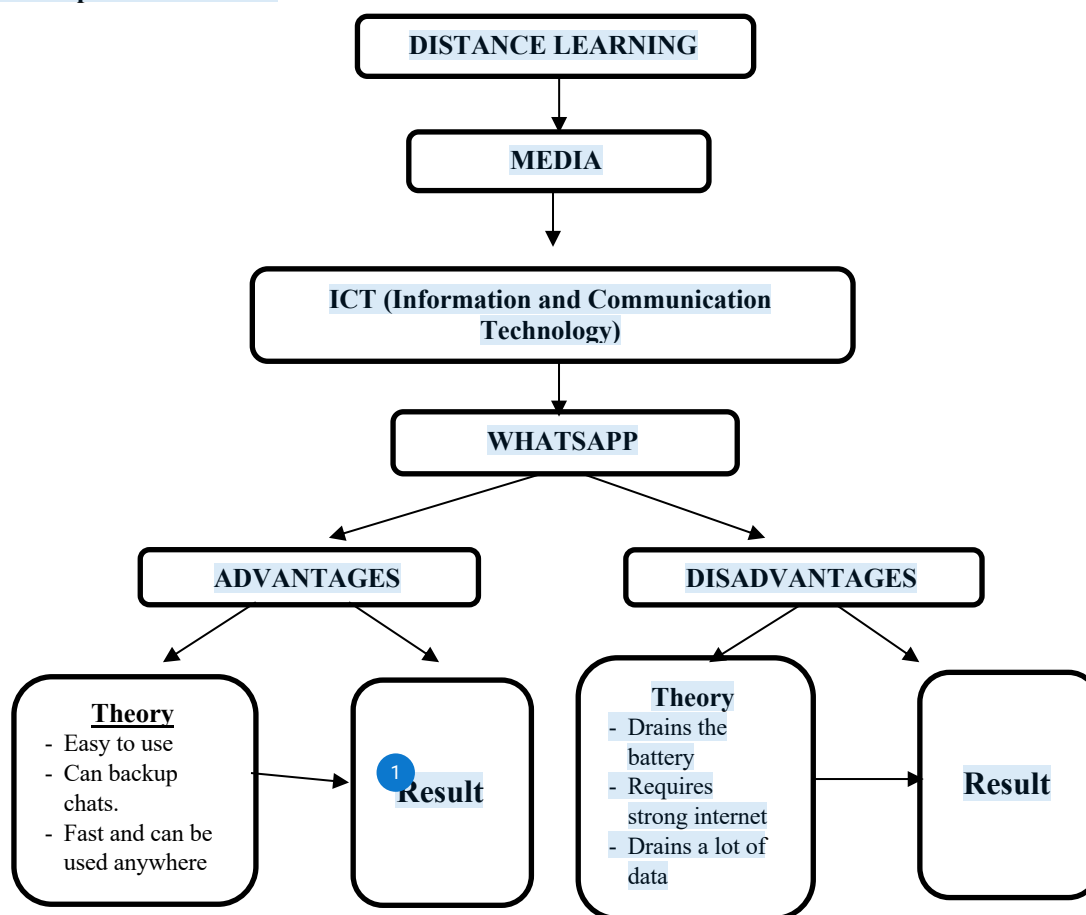


Figure 1. Conceptual Framework

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.

2.5 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

1 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.

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. Method

3.1 Research Design

The method that researcher used in this research is Qualitative with descriptive approach, Descriptive research is research that is directed to provide symptoms, facts or events in a systematic and accurate manner, regarding the characteristics of a particular population or area.

3.2 Subject of Research

The research focus is about Using WhatsApp as Media in English Subject of Distance Learning at X grade SMAN 2 Parepare, therefore the main data source of this study is teacher and students because the research wants to know their perception about using WhatsApp in distance learning, especially for English subject. The researcher interviewed the English teacher at X grade SMAN 2 Parepare and the researcher took 21 informants from students at X grade SMAN 2 Parepare. The researcher conducted an online interview because the pandemic covid 19 via whatsapp.

3.3 Types and Sources of Data

Types and sources of data used in this research; 1) primary data is data information from the person will researched, that is the English teacher in X grade and also students in x grade SMAN 2 Parepare, 2) secondary data is the data from various source such as documentation and related elements in this research.

3.4 Technique of Collecting Data

| | |
|---------------|--|
| Observation | The researcher used observation in collecting data because observation is a data collection method in which the researcher or collaborator records information as they witnessed it during the study. The researcher used non-participant observation. Non-participant observation is an observation that makes the researcher as an audience or witness to the symptoms or events that are the topic of research. |
| Interview | The interview was conducted online using WhatsApp. The researcher gave the interviewee several questions about the learning process in SMAN 2 Parepare. In this research, the interview conducted with the teacher, and students. The focus of the interview is using WhatsApp as media in English subject of distance learning. |
| Documentation | The researcher used documentation as one of collecting data in this research. In this case, the documentation is how to collect data by recording and utilizing data in the field such as documenting events and activities related to the problems studied using a camera or screenshots and documenting all documents about learning such as lesson plans, annual programs and semester programs. |

3.5 Technique of Data Analysis

| | |
|---------------------|---|
| Data Reduction | Data reduction refers to the process of selecting the simplification of the focus of the abstraction and the transformation of the raw data that occurs in written field notes. |
| Data Display | Data display in this study presents data from student-teacher interviews where the data presented by the researcher intends to get answers to the problems in the first chapter, it's about the use of WhatsApp as a media in distance learning. |
| Drawing Conclusions | In this study, the researcher in terms of concluding, the researcher presents data both from the results of interviews from teacher & students where the data concluded by the researcher intends to get answers and an overview of the problems in chapter one, both research question and objectives of research regarding the use of WhatsApp as a media in English subject of distance learning at X grade SMAN 2 Parepare. |

1. Results and Discussion

4.1 Results

Table 5. *The Teacher's Perception in Using WhatsApp as Media in English Subject of Distance Learning*

| Teacher Opinion about the Use of WhatsApp | Teacher Opinion about The Learning Process in English Subject by Using WhatsApp |
|---|--|
| <i>The Use the WhatsApp Application more efficiently.</i> | <i>Teacher Prepare Learning Media.</i> |
| <i>Teachers are Free to Choose Media in the Distance Learning Process.</i> | <i>The Teacher Gives a Video of Learning Material in The Group.</i> |
| <i>Make It Easier for Teachers in the Learning Process.</i> | <i>Teacher Giving Quiz.</i> |
| <i>Students' Enthusiasm in Using WhatsApp is Around 70% and Less Effective.</i> | <i>The Teacher only Sees Absenteeism and Assignments in The Learning Assessment.</i> |
| | <i>Can See Students Understand the Material When Giving Assignments and Tests.</i> |
| | <i>The Teachers Use Other Media and Learning Method such as Zoom, Google Classroom, YouTube and Daring Method.</i> |

Table 5. *The Student's Perception in Using as Media in English Subject of Distance Learning*

| The Students Opinion about the Use of WhatsApp | The Learning Process by Using WhatsApp |
|--|---|
| <i>Difficult.</i> | <i>The teacher sends assignments in the form of text/files or videos.</i> |
| <i>WhatsApp is still not enough for distance learning.</i> | <i>Students do not understand learning in Distance Learning.</i> |
| <i>Less effective.</i> | <i>Students use several media other than WhatsApp.</i> |
| <i>Less in the Delivery of Material and do not understand the material.</i> | |
| <i>Reduce the spread of the covid-19 virus.</i> | |
| <i>Effective.</i> | |
| <i>The benefits obtained are simpler learning, sending assignments is faster and makes it easier for students.</i> | |
| <i>Suitable and not suitable.</i> | |

Table 6. *The Advantages and Disadvantages of Using WhatsApp as Media for English Language Teaching*

| Teacher | | Student | |
|--|--------------|--|--|
| Advantage | Disadvantage | Advantage | Disadvantage |
| The Advantage is that it only makes it easier for teachers in the learning process | - | a) Higher parental involvement in assisting distance learning. | a) Most students are not able to catch the material given and increase laziness. |
| | | b) Tasks are neater and more structured. | b) The duration of the video is only up to 3 minutes. |
| | | c) WhatsApp makes it easy to communicate with the teacher. | c) WhatsApp must be connected to the Internet. |
| | | d) Understand technological developments. | d) Lack of understanding of the material given by the teacher. |

- | | |
|---|---|
| e) Students can repeat and review the material. | 2) Lack of practice so that sometimes students know the material but cannot implement it. |
| 1) Sending of tasks that do not require large internet data | |
| g) Easily accessible and flexible study time. | |
| h) Learning is simpler and on target. | |

4.2 Discussion

1 4.2.1 The teacher's perception in using whatsapp as media in English subject of distance learning

This research aimed to determine the teacher's perception of using WhatsApp as media in English distance learning at X grade SMAN 2 Parepare. Therefore, the researcher analyzes several sources such as interviews, documentation, and observation.

Regarding the interview result, the researcher found that WhatsApp in the learning process is more efficient and makes students quickly receive the material and apply their assignments. This is reinforced by the researcher's finding in the results of observations in 3 classes in class X SMAN 2 Parepare, including XMIPA 2 XMIPA 4 XIPS 4. Here, the researcher found that students were enthusiastic about participating in the learning process because they were active in applying or doing the assignment that the teacher gave them. According to the researcher opinion based on the observation, the reason why the teacher uses WhatsApp is that it is straightforward to use, and also WhatsApp is a common application that people always use every day and the feature in WhatsApp is quite good.

According to the teacher, the researcher found from the interview, using WhatsApp as media is not effective because the teacher cannot face to face with their students, they only use WhatsApp via text and then they cannot use video call feature in WhatsApp because the participant in using video call limited and also the member of students up to 10 people so that is why they cannot use it.

Based on the interview, assessment, and evaluation, the teacher uses only the attendance list, daily tasks, and the quiz. Also, the teacher monitors the dexterity of students in doing assignments.

4.2.2 The student's perception in using as media in English subject of distance learning

The students have two opinions about this, there are pros and contra to the use of WhatsApp. The point that contra said is that the network or quota constrains them. Sometimes, the data they use is unstable, hindering the learning process, especially in sending assignments.

The researcher found that some students stated that point because they cannot use applications that they can face to face, such as zoom, so sometimes students are lazy or not interested in the learning process. Based on the observation, it also found that not all of them participated in the learning process. When they applied their assignment in the group, only more than ten people sent it to group WhatsApp. That point also has a different opinion from the teacher in English subject. But there are 11 student pros in using WhatsApp as media, here the points, helping students communicate with their teacher in distance learning, so they still connected via online, it is help student to send task because the feature quite well such as video, photo, file, etc., this application does not drain too much quota, one of alternative application to use in distance learning.

The benefit of WhatsApp in distance learning, especially for English subjects such as learning, feels simpler so that the material can be adequately understood. It is easier to send and receive assignments, does not take up much data, helps practice pronunciation, and makes learning English easier. However, at the same time, there is also student who think that WhatsApp has no benefit. So, there is a common opinion between teachers and students in using WhatsApp, especially in learning English, here they think WhatsApp is easy to use and helps the learning process.

According to the interviewed result, the researcher found the comprehension of students when they used WhatsApp as media in distance learning and the result such as, sometimes there is material that easy to understand but there is a difficult to understand, so not all of the material they can understand, but to solve the problem the students reread the material, ask a friend or ask the teacher about the material, they also usually used another platform to help them in the learning process such as Google or YouTube.

1 About the students, based on my observation in three-class, the way students respond to the material is quite good because they can understand the material even though they did not study in real class but only online class, they still can get what the things in their material.

4.2.3 The advantages and disadvantages in using whatsapp as media in English subject of distance learning

Regarding the result of the interview, the researcher found the disadvantages and advantages from the use of WhatsApp as media in English subject of Distance Learning such as, from the teacher, the advantages such as make it easier for teachers in the learning process such as presenting material or assignments at Senior High School 2 Parepare.

Here students point from the interview about the advantages of WhatsApp, the involvement of parents is higher in accompanying student learning, there is no time and place restrictions, the assignments given by the teacher are more structured and tidier, more understanding of technological developments, students can see and repeat learning material younger, teachers and students can communicate in anywhere, easily accessible, flexible study time, more affordable costs. The point above also has similarities with the opinion of Suryani Djamjuri's research. As the result of her research, the researcher stated. It is efficient 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 much quota data.

About the disadvantages, the teacher stated that WhatsApp has no weakness. That statement also has similarities with students saying there is no weakness from WhatsApp. However, several students have their opinion, here the statement, most students have not been able to capture the material given, also increase laziness, prepare funds for purchasing quotas because there are many uses of quota by studying online, the duration of the video that can send is only up to 3 minutes. So videos that are more than 3 minutes long want to be sent to be divided into networks because if the network is insufficient or does not have a quota, students will have difficulty receiving the material.

Based on the interview, students have obstacles during distance learning, especially in English subject by using WhatsApp, the statement such as, Sometimes it is just a network for slow sending & making Full Mobile Memory, The difficulty is that sometimes there is a foreign language (English) which is complicated/unknown how to pronounce it, The difficulty is that it takes longer to understand the material provided by the teacher, the explanation is lacking, Sometimes our chat is illegible by the teacher and also if we ask it in the group sometimes it is not answered. but with these problems, students can overcome them with these few points, waiting for the network to stabilize again, by watching videos or reading books related to the English material studied, sending messages to the teacher that there is difficulty using WhatsApp.

5. Conclusuion

Perception of Teacher's by using WhatsApp in the learning process more efficient and make students efficiently receive the material and apply their assignment but is not adequate because the teacher cannot face to face to their students, they only use WhatsApp via text, and then they cannot use video call feature in WhatsApp. The assessment and evaluation that teacher use only attendance list, daily task, and the quiz also, the teacher monitors the dexterity of students in doing assignments.

The students have two opinions about this, and there are pros and contra about the use of WhatsApp, points that student's pro such as helping students communicate with their teacher in distance learning, so they still connect online, it helps students to send tasks because the feature quite well such as video, photo, file, etc., this application does not drain too much quota and the contra points such as the network or quota constrains them, sometimes the data they use is unstable so that it hinders the learning process. Also, it is hard to understand the material when using WhatsApp, and it is only a chatting application, not an education application, laziness in doing tasks.

The advantages of WhatsApp such as, the involvement of parents is higher in accompanying student learning, there is no time and place restrictions, the assignments given by the teacher are more structured and tidier, more understanding of technological developments, students can see and repeat learning material younger, teachers and students can communicate in anywhere, easily accessible, flexible study time, more affordable costs. Some students and teachers said there is no weakness in WhatsApp, but also there are several students talked about the weakness such as most students have not been able to capture the material given, also increased laziness, prepare funds for purchasing quotas because there are many uses of quota by studying online, the duration of the video that can be sent is only up to 3 minutes.

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