

WHATSAPP APPLICATION AS A DIGITAL COMMUNICATION TOOL IN TEACHING AND LEARNING ENGLISH IN AN INDONESIAN JUNIOR HIGH SCHOOL

Sitti Rahmawati Rau¹, Baso Jabu², Munir^{3*}

^{1,2,3}English Department, Universitas Negeri Makassar, Indonesia

E-mail: sittirahmawatirau2610@gmail.com, basojabu@unm.ac.id, munir@unm.ac.id

*corresponding author

Abstract

The purpose of this study was to find out how the teacher implement the WhatsApp application as a digital communication tool for learning English in junior high school and its impact on students. This study used a qualitative descriptive method and was conducted in Pangkep Junior High School, South Sulawesi, as many as 21 students from class VIII C and 1 English teacher were selected as research subjects through random sampling techniques. Data was obtained from Observation, Interview and Documentation. The results obtained from the data analysis are 1) The implementation of the teacher when using the WhatsApp application with 3 indicators as preparation for the creation of a WhatsApp group, implementation, namely sending file materials, and evaluation, namely providing evaluations and assignments to students. 2) the impact on students by learning to use the WhatsApp application, namely the positive impact: which is being able to do assignments anywhere, easy to understand the material given, the negative impact: which is unable to ask questions directly, interaction with students is less established.

Keywords — *WhatsApp application, implementation, impact, teaching and learning English.*

INTRODUCTION

Education is the most important thing to give birth to quality and dignified generations for the Indonesian state. Likewise, without education, a country will not progress if its citizens are not educated. Therefore, taking education to the highest level is an obligation for today's youth. According to Law No. 20 2003 article 51 (Citizens with the potential for intelligence and unique talents have a right to special education. Every citizen has a right to opportunities to advance their education throughout their lives). As the meaning stated in Law no. 20 of 2003 concerning the National Education System is "a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have

religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, and society."

The law above states that every citizen has the right to get an education, there is no limit to that as long as they are alive and have a sound mind. "Education is an effort to help the souls of students both physically and mentally, from their characteristics towards a better human civilization, as examples can be given; recommendations or directives for children are better, do not contain so as not to disturb others, know what a clean body looks like, care for older people and care for young people, care for each other, those are part of the process to humanize humans." Another understanding is that education is a continuous process that never stops (the process never ends), so that it can produce results, which are shown to future humans, guided by cultural and Pancasila values (Sujana., 2019, p. 29). "Education, especially formal education, is an important process in social and national life. Educated human resources as a result of education will have a great influence on the development of community and national life" (Soeprapto., 2013, p. 266).

Education is access to intelligent and dignified national life. So that "Educating the life of the nation" was initiated as stated in the Preamble to the 1945 Constitution of the Republic of Indonesia. But in reality, life and improvement of education in Indonesia are still very lacking and not evenly distributed as is the case in remote villages in Indonesia where most residents cannot afford to send their children to school. It can be concluded that education is very important for the progress of a nation. Therefore, parents and the government play an important role in supporting and encouraging the education of children in Indonesia.

LITERATURE REVIEW

1. Understanding Whatsapp Application

WhatsApp is one of the communication tools that are currently trending, not only can send messages, the Whatsapp application can also send videos, photos, document files, calls and also video calls with a capacity of 2-8 people, can send locations and has the feature of making broadcasts and broadcasts. WhatsApp group so that it is very easy for teachers to send information to WhatsApp groups, as well as students, can see the information. According to Wahyuni (2021), WhatsApp also includes the shape of a sight that tells teachers if a student has opened, read or not at all and it serves the same purpose.

2. The Effectiveness of the Whatsapp Application

In Learning English This WhatsApp application is an application that is used to send files, videos, photos and various supporting features to find out news around the world. In addition, the WhatsApp application also plays an important role in learning when students feel bored and make them feel stressed. According to Ta'amneh (2017) that the use of the WhatsApp Messenger application can also compare the improvement of students using traditional methods and using technology, it is proven that students often feel bored and stressed when doing face-to-face while using the WhatsApp application students feel bored. enthusiastic and motivated to always learn. Army (2014) said that the use of the WhatsApp application was compared to traditional or face-to-face methods with an alpha level of 0,05 in the attitude and achievement of learning English to support the learning process using 13 WhatsApp application technology. Students at a higher-level spending long hour will feel bored and not interested in learning (Dong, 2004). Students need stimulation to learn and learn vocabulary and it can be strengthened by attaching its meaning (Miramontes, Nadeau, & Commins, 1997). According to research from Jafari & Chalak (2016) that the WhatsApp application is more effective than the use of traditional instructions in learning vocabulary for Iranian EFL students. WhatsApp application benefits at the educational level, WhatsApp facilitates all students around the world. In a study by Tragant (2021), it was stated that the WhatsApp application has been practised to extend the language of 23 students of English as a Foreign Language (EFL). As for the opinion of Klein (2018) researchers have surveyed that the WhatsApp application has 5 involvements in education for learning at the higher education level, namely: (1) Various knowledge, (2) The ability to facilitate interaction, (3) Collaboration, (4) Ubiquity, (5) As well as a sense of involvement or presence of students in the learning process. The opinion of Mulyono, (2021) is that the WhatsApp application has a high WhatsApp acceptance rate and is connected with online lessons such as:

- a. Availability of support in learning,
- b. High student motivation
- c. Student connection with other students
- d. The use of the WhatsApp application has been felt by students.

3. Implementing WhatsApp Application as a Digital Communication Tool in Teaching English
3 steps need to be looked at when the teacher uses the WhatsApp Application.
 - a. Preparation The opinion of Mardiah, (2020) research is the application of the WhatsApp application in teaching English at Madrasah Tsanawiyah Jambi as follows:
 - 1) Set up mobile data and find a place with a stable network
 - 2) Prepare teaching tools such as textbooks, pens, laptops and other tools
 - 3) Install the WhatsApp Messenger application first on the Google Play Store.
 - 4) Then the teacher makes a study group which is a feature provided by the WhatsApp Messenger application. The making of this WhatsApp study group is used as an online class, both in providing material, training and giving assignments from teachers to students.
 - 5) After that the teacher invites students to enter the WhatsApp study group that has been created, students can enter by using the link provided by the teacher or by adding the student number to the study group that has been created.
 - 6) The teacher makes a schedule and lesson plan.
 - 7) With the formation of study groups in this WhatsApp application, students and teachers are involved in online learning.
 - 8) The teacher assesses student learning outcomes.

b. Implementation

According to Kheryadi (2017) that the application of the use of the WhatsApp application is a tool that can be useful in helping students in student learning 15 because it can increase students' motivation and confidence in learning. And students also said that they were enthusiastic, confident and motivated to learn to use the application so using WhatsApp application was the right digital communication tool for teaching English online. Meanwhile, Hamad (2017) also expressed his opinion that the WhatsApp application can increase student enthusiasm and student confidence in learning and help students develop language skills, enrich vocabulary, and study in groups. Meanwhile, according to Afsyah, (2019), there are 3 phases for teachers in implementing the WhatsApp application, namely:

- 1) In the first pre-activity, in this case, the teacher must prepare mentally and physically and start the lesson by greeting, giving motivation, asking conditions, attending to students, and providing warmth to students so that they pay attention to the lessons to be given.

- 2) The teacher attends to students by writing the names of students in the form of messages in WhatsApp study groups or can also use Google Forms.
- 3) In the core activity where the teacher asks about the previous material and asks students about the material to be given, the teacher gives an explanation of the material and starts implementing the WhatsApp application in the learning process.
- 4) After the teacher provides learning materials, assignments and teachers measure the extent to which students understand the lesson by making the concept of this study group.

c. Evaluation

- 1) Teachers and students conduct discussions through WhatsApp groups and evaluate learning outcomes from class discussions to find out how far 16 students understand the material that has been given.
- 2) The teacher gives some assignments, tests, and corrections so that students are more enthusiastic and active in class.
- 3) The teacher provides expansion before closing the lesson and giving homework to students related to the material that has been given.
- 4) The teacher gives a conclusion about the material presented.

4. Understanding English Learning

Language is a communication tool used to interact with one human to another WhatsApp Application 18 to understand each other. According to the National Standards in Foreign Language Education Project (NSFLEP) (2014) that learning a language can acquire and impart linguistic and social knowledge and can know when, how and with whom we say. As the opinion of Julie & Deborah (2019) language is the main communication tool, and communication always occurs in everyday life, therefore effective communication requires understanding language for its users. Language is a combination of several words into sentences. Language is the exclusive property of humans. According to Keraf in Smarapradhipa (2015), there are 2 meanings of language, namely (1) language as a communication tool in the form of sound symbols produced by humans through the vocal cords (2) language is a communication system that uses vocal symbols (arbitrary speech sounds). Meanwhile, according to Hakim (2018) language is a complex human phenomenon, because all efforts to define it are inadequate, it

can be said that language is the original sound produced by humans to communicate with other humans.

5. Understanding English Language

The word "English" originates from Angelisc, one of the three Germanic tribes that invaded England in the fifth century. The angles spoke Anglisc. According to Richard Nordquist (2020), English is the language of various countries including New Zealand, England, Australia, Canada and the United States as well as 2 multilingual countries, including the Philippines, Singapore and India. Currently English is one of the most important requirements to achieve academic, social and economic progress throughout the world (Fandino, FGE., 2019). English is the international control language that dominates the world, the language used as the main language of world publishing, science and technology. Meanwhile, according to Geoffrey Broughton (2003), English is the official 19 language as the first language of the international sports and pop scene. English today is a language that must be mastered seeing the civilization of the times which is increasingly demanding us to learn and speak English. English is generally only used to communicate between people whose backgrounds come from different countries and languages but over time English is also used for social and political purposes (Ronald & David, 2001). The demand for the use of English in various countries is one of the triggers for English to be made an international language and spread so quickly (Carlo, 2012). That is why the mastery of English for today's youth especially if you want to apply and work in a multinational or national company because one of the main requirements is to be able to speak English (Murray & Christison, 2010).

6. English Learning Function

According to Agustin, (2011) that there are 3 functions of the English 22 language to be studied, namely (a) a tool for developing the Indonesian language into a modern language (b) a tool for using science and technology now (c) a means of connecting between nations. Meanwhile, according to Friedrich, (2000) that mastery of English is very good for the future seeing that English is an international communication language such: 1) Good command of English has the opportunity to get a good job, 2) Have an advantage compared to someone who does not have basic English, 3) Have a high status, 4) Having a high level of intelligence is related to knowledge of English, 5) Able to communicate with other people between countries,

and 6) English is a broad language that has become the language of international communication.

METHODS

This study examines the use of the WhatsApp application as a digital communication tool for learning English. The researchers used a qualitative descriptive design because this research involved a qualitative case study. According to various expert comments based on Vibha Pathak's (2013) qualitative research, which focuses on comprehending a research question as a humanistic or idealistic approach. Qualitative approaches are used to comprehend attitudes, behaviors, interactions and beliefs. Akhtar's (2016) research design can be considered as the "glue" that binds all elements in a joint research project, in short, it is the proposed work plan. Descriptive research is research that aims to collect information about the status of an existing symptom, namely the symptoms that exist in a study conducted (Arikunto, 2005). This type of descriptive research is exposure research about certain social phenomena, both singular and plural. Characteristically, the data is taken from single or multiple sources with direct observation or survey methods. According to Mayer & Greenwood (1993), descriptive research only focuses on identifying the distinctive qualities or traits of a set of individuals, things, or events. This study is included in the descriptive qualitative design because its goal is to ascertain how the junior high school population uses the WhatsApp application as a digital communication tool for English language acquisition.

There are 3 data collection procedures were carried out by the researchers in this study as follows:

1. An observation checklist is a method of collecting data by observing, direct sensing, an object, condition, situation, process or behavior, or recording matters related to research. So, observation is a tool to collect data which is done by observing and recording the symptoms or signs that will be investigated.
2. Interview protocol is a research tool by conducting interviews or question and answer orally to (respondents) or people who can provide information or information to those who want to be studied, either personally or in groups.
3. Documentation is a method of gathering data using objects or factors, such as notes, transcripts, books, newspapers, magazines, inscriptions, agendas, and so forth (Arikunto, 2002).

In analyzing the data, the researchers use the theory of Miles, Huberman & Saldana (2014) suggests that the activities in data analysis are divided into 3 procedures, the procedures are as follows:

1. Data Reduction Data reduction is the process of selecting, focusing, simplifying, searching for themes and patterns and neglecting needs. (Miles, Huberman & Saldana: 2014). In this step, the researchers focused on 1 teacher and 32 students using WhatsApp Application as a digital communication tool in teaching and learning English in an Indonesian Junior High School.
2. Display of data the data display stage is carried out as a brief description utilizing original text, which may also take the shape of graphs, matrices, and charts (Miles, Huberman & Saldana, 2014). The researchers offer the facts more simply in the subsequent stage by using original content in the form of descriptive text. The information was gathered by activity observation, interviewing, and documentation.
3. Conclusion/Verification the conclusion comes after the final step of data analysis. According to Miles, Huberman, and Saldana (2014), the final step is the conclusion. From all the information gathered, the researchers came to a key conclusion, which will now be made explicit. The conclusion will provide a solution to the initial phrasing of the problem.

RESULTS

It is important to carry out this research to obtain the findings about the implementation of the WhatsApp application as a digital communication tool for teaching and learning English in Indonesian junior high schools. The data used are collected by using observation, interviews and documentation, all of which are included in the appendix.

1. Teacher Observation Checklists

Based on observations made by the researchers at SMP Negeri 3 Labakkang, Pangkep Regency regarding the implementation of the WhatsApp application as a digital communication tool for teaching and learning English in junior high schools by an English teacher class VIII C which was held on the first Sunday on April 18, April 19, 2022. , the second week on April 25, April 26 2022, and the third week May 9, and May 10 2022, it appears that teachers and students are implementing the WhatsApp application as a digital communication tool for teaching and learning English in class VIII C such as providing learning materials in the form of videos and files in word form, the collection of assignments can be in the form of photos or by

sending links to pdf and word documents. All the main learning activities are carried out by utilizing the WhatsApp application media.

In this checklist observation, there are several questions from the researchers who observed how the condition of the learning process in class VIII C when using the WhatsApp application as a learning medium, while the checklist observation questions for teachers below are based on the observations of the researchers as follows:

a. Preparation Before Starting the Classroom Learning Process Using the Whatsapp Application.

1) The teacher made a WhatsApp group for study groups

On April 15, 2022, the English teacher Sir Riyanto put me as the researchers into the WhatsApp group for class VIII C, this WhatsApp group was created during the COVID-19 pandemic to learn English from home until now. At that time, the researchers introduced themselves to research VIII C students using the WhatsApp application and the researchers also greeted students and students were very enthusiastic about accepting researchers to research in the WhatsApp group.

2) The teacher sent attendance online to students in a WhatsApp group

On April 18, 2022 - May 10, 2022, the researchers saw that the teacher attended to students by sending attendance online to students in the WhatsApp group.

b. Implementation during the learning process using the WhatsApp application.

1) The teacher sent material in the form of:

a) Files: pdf, word

On April 18, 2022, at 11.20 WITA the teacher sent the material in the form of a word file with past tense material and gave an explanation to the students and allowed the students to take notes on the word material so that students do not need to record the material again. On April 19, 2022, at 10.20 WITA, the teacher sent a file in word form by sending past tense material by adding material from the previous material. On April 25, 2022, the teacher sent a pdf file to provide material to students regarding past progressive material which is part of the past tense material. On April 26, 2022, at 10.20 WITA, the teacher sent material in the form of pdf and word files to start the learning process by sending exercise files and materials in pdf form.

b) Photo

On April 18 – May 10, 2022, at 6 meetings the teacher never sent photos to students in the learning process using the WhatsApp application.

c) Voice notes

On May 9, 2022, at 11.20 WITA the teacher sent voice messages to students to improve vocabulary pronunciation, especially vowels. On May 10, 2022, at 10.20 WITA the teacher sends a voice message so that students can hear the pronunciation and pronunciation of vocabulary correctly from the teacher.

d) Videos/YouTube Links

On 09 May, 2022, at 11.20 WITA the teacher sent material in the form of a YouTube video and sent a YouTube video link to the WhatsApp group to see and hear how to pronounce vocabulary correctly. On May 10, 2022, at 10.20 WITA the teacher sent a YouTube video link to learn pronunciation and pronunciation vocabulary correctly.

e) Message/chat

At the 6 meetings, the teacher always sends a chat to students in the WhatsApp group by sending information every time they send a material file.

2) The teacher gives a conclusion to the students about the material given today

On May 9, 2022, at 11.20 WITA, the teacher gives a conclusion in the material for pronouncing vocabulary correctly, such as vocabulary: honor uniform, and union. On May 10, 2022, at 10.20 WITA, the teacher gave a conclusion giving the material for pronunciation by pronouncing vowel vocabulary.

c. Evaluation of learning using the WhatsApp application

1) The teacher gave exercises to students to do in class

On April 19, 2022, at 10.20 WITA the teacher as usual started the lesson, providing material and explaining the material through voice notes and providing opportunities for students to ask questions. After that, at the time of completion of the material, the teacher gives practice to students regarding the PAST TENSE material, namely the Simple past tense by combining yesterday's material that has been given with today's material. On April 26, 2022, at 10.20 WITA the teacher gave an exercise on Past Progressive in giving the exercise the teacher sent a word file with practice answering multiple choice questions about the past tense, namely past

progressive. On May 10, 2022, at 10.20 WITA, the teacher starts the lesson by providing material on pronunciation and pronunciation of vocabulary correctly. The teacher sends a youtube video link and asks students to watch the video after that the teacher sends a voice note with the correct pronunciation and the teacher gives practice to students to follow the pronunciation of the vocabulary by sending voice notes to the WhatsApp group.

2) The teacher gives an evaluation to the students before closing the lesson

On April 18, 2022, at 11.20 WITA the teacher started English lessons in the WhatsApp group by giving directions to open the material file that had been sent, providing explanations and providing opportunities for students to ask questions about the material provided. After that, the teacher gives an evaluation to the students and concludes to the students so that the material provided is not only studied but also able to improve students' ability in learning English even though they only use the WhatsApp group application. On April 26, 2022, at 10.20 WITA the teacher gave an evaluation of past progressive material by forming a study group in the classroom by giving material assignments and answering these assignments by discussing with other friends. On May 10, 2022, at 10.20 WITA, the teacher gave an evaluation of the material regarding the pronunciation of certain vocabulary, especially vowels.

2. Interview Result with teacher

a. Implementing the Whatsapp Application as A Digital Communication Tool for Teaching English In Junior High School

Based on the results of the interview, the English teacher of class VIII at SMPN 3 Labakkang especially those who teach class VIII, as for the implementation carried out by the teacher in teaching the WhatsApp application, namely as follows:

1) Preparations made by the teacher in teaching English using the WhatsApp application

In teaching English using the WhatsApp application, it is very important to make preparations in advance to facilitate the online learning process in class. Teaching preparation must be done by the teacher so that in the teaching process students do not wait and feel unhappy due to the absence of teacher readiness in teaching so that students are not happy if doing online learning. The preparations made by the teacher include:

- a) Make lesson plans for teaching (RPP) English online
- b) Prepare the package book

- c) Informing students that today is learning English using the WhatsApp application
- d) Prepare your phone and charge it
- e) Explain and explain the material that has been given previously.

Based on the preparation above It can be seen from the teacher's answer below:

Teacher: Yes, before starting the learning process, sir always prepares everything needed to teach online using the WhatsApp application such as preparing a package book, after that sir inform the students that today use the WhatsApp application to learn English so students are allowed to bring cellphones to school, prepare a cellphone too, prepare an internet package because sometimes the school's Wifi network is very slow in sending files, and sir also explains and re-explains the previous material and the material to be presented. *(iya nak, sebelum memang memulai proses pembelajaran itu, sir memang selalu menyiapkan segala hal yang dibutuhkan untuk mengajar online dengan menggunakan aplikasi WhatsApp seperti mempersiapkan Buku paket, setelah itu sir informasikan ke siswa bahwa hari ini menggunakan aplikasi WhatsApp untuk belajar bahasa inggris sehingga siswa diminta untuk membawa handphone, mempersiapkan handphone juga, persiapkan kuota internet karena terkadang Wifi sekolah sangat lambat dalam mengirim file, dan sir juga menerangkan dan menjelaskan ulang materi sebelumnya dan mengenai materi yang akan dibawakan.).*

2) Implementation of the WhatsApp application in the learning process

The implementation of this WhatsApp application is an integral part of the learning process where the teacher starts learning by using the WhatsApp application so that students can follow online learning, the need for this implementation so that teachers can teach students according to the material to be given, including:

- a) Sending audio for reading and listening lessons
- b) Sending files in word and pdf format
- c) Sending the youtube link
- d) Sending voice messages to explain the material
- e) Make group calls for students who do not understand the material given. It can be seen

from the teacher's answer below:

Teacher: Well, the implementation is when using the WhatsApp application, what sir can do is send audio for reading and listening lessons, send material files, send youtube links even though sir see the condition of students with their limited internet packages, so sir send video links with explanations, and sometimes I also explain material feature voice note so that students are able to understand the material clearly and I give students the opportunity to ask question in WhatsApp group or personal chats if there is material that has not been understood. *(nah, kalau pelaksanaannya itu saat menggunakan aplikasi WhatsApp toh nak, yang sir lakukan itu yah. mengirimkan audio untuk pelajaran reading, mengirim file, mengirim link youtube walaupun melihat kondisi siswa dengan kuota internet yang terbatas jadi sir mengirim link video dengan penjelasannya, dan terkadang saya juga menjelaskan materi melalui pesan suara agar*

siswa mampu memahami materi dengan jelas serta saya memberikan mereka kesempatan bertanya di dalam group maupun personal chat jika materi ada yang belum dipahami.)

3) The evaluation is given by the English teacher in using the WhatsApp application

Giving evaluations to students regarding the lessons that have been given will increase students' memory of the material. The importance of the teacher conducting an evaluation is also to see to what extent and how high the level of students' understanding of the material that has been presented so that the teacher can also assess that the material presented can be mastered by students, as for presenting evaluations to students, among others:

- a) Give assignments based on the material that has been given and provide an assessment of the results of the work assignments
- b) Provide a discussion room in the class
- c) Give practice questions as an evaluation of the material given. Based on the answers above, it can be seen the teacher's explanation below:

Teacher: I usually give assignments regarding the material that I have given and give assessments to measure students' improvement in their understanding and provide time to discuss in class about the lessons that have been given afterwards. *(saya biasanya memberikan tugas mengenai materi yang telah dibawakan dan memberikan penilaian untuk mengukur peningkatan siswa terhadap pemahaman mereka dan memberikan waktu untuk berdiskusi dikelas mengenai pelajaran yang telah diberikan setelahnya.)*

3. Student Test Scores and Student Report Cards

The data from student test scores and grade VIII C student report cards are supporting data to analyze the impact experienced by students in using the WhatsApp application as a digital communication tool for learning English starting from April 18, 2022 – May 17, 2022, are as follows:

The KKM Standards for each subject are: 72

Table 1. Students' Scores

No.	Name	Test Scores	Report Test Cards
1.	Afdal		
2.	Afdalia Mutmainna	74	84
3.	Andika		
4.	Astika Rini		
5.	Aulia Nur Azizah Azis	70	83
6.	Bella Saphira	88	90

7.	Dika Syaputra	74	80
8.	Hajratul Aswad	92	85
9.	Hildamayanti	74	87
10.	Husni Mubarak	73	91
11.	Ikram Sufi Albanjari	79	87
12.	Indra	74	81
13.	Jamila	79	83
14.	Muh. Aril	69	83
15.	Muh. Jefri	57	85
16.	Muh. Syah Reza Idris		
17.	Muh. Wahyu Ramadan	74	86
18.	Muh. Awal	70	85
19.	Muh. Fajar	74	83
20.	Muh. Taufik	74	85
21.	Natasya	88	84
22.	Naura Febiana	74	90
23.	Nukraeni		
24.	Nur Andini	74	83
25.	Rezki	84	85
26.	Rezky Novianti	57	88
27.	Tiara		

From the results of the data on student values, namely test scores and grade VIII C report cards while using the WhatsApp application above, there was a significant increase. As the data obtained, the Minimum Completeness Criteria (KKM) for each lesson is 72, with 27 students and only 21 active students. Based on report cards, there are no student scores that are below the KKM score, while based on the student test scores above, there are 3 students who get a fairly low test score, namely 2 students getting a score of 57 and 1 student getting a score of 69 test scores and as many as 18 students who get a repeat score of 70 and above, Therefore, the implementation of the WhatsApp application as a digital communication tool for teaching and learning English in junior high schools, especially in SMP Negeri 3 Labakkang in class VIII C, has a very high impact on student learning scores, namely the test scores and report cards have increased quite high.

DISCUSSIONS

Based on the results of research conducted from April to May 2022 in class VIII C of SMPN 3 Labakkang, Pangkep Regency, by conducting observations, and interviews that researchers have described, and supported by documentation, it can be seen that teachers use WhatsApp application as a digital communication tool for teaching and learning English online. The implementation of this WhatsApp application is an effective way to carry out the online learning process, which from 2020 to 2021 the world of education is not doing well due to the COVID-19 pandemic. Until now, English teacher class VIII is still using the application to teach students, especially VIII C due to the lack of an English teacher in this school.

1. Preparation

The teacher needs to make preparations before using the WhatsApp application as an online learning medium in the classroom. The preparations made by the teacher such as creating a WhatsApp group class for class VIII C, in particular, who will carry out the online learning process in class, then the teacher prepares the lesson plans that will be used for teaching, the teacher prepares schedules, time and plans for online learning. Then the teacher prepares the material in the form of pdf and word files to be sent to the WhatsApp group and then charges the cellphone. The teacher informed us that today students brought cellphones to study online in class because the lesson schedule was always the same, checking the readiness of students to take lessons from the beginning to the end of the lesson.

- a. The teacher prepares the online lesson plans (RPP) that will be used.
- b. The teacher makes a WhatsApp group for class VIII C.
- c. The teacher prepares a schedule, time and plan for online learning.
- d. Prepare the package book
- e. Informing students that today is learning to use the WhatsApp application.
- f. The teacher prepares the material in the form of pdf and word files to be sent to the WhatsApp group.
- g. The teacher prepares online and offline absent in the class VIII C student attendance book.
- h. Teacher charging cell phone
- i. The teacher informs that today students bring cell phones to study online in class because the lesson schedules are always the same.
- j. The teacher prepares the readiness of students in following the lesson from the beginning to the end of the lesson.

2. Implementation

Implementation is the realization of the plans that have been made by the teacher. The implementation of the learning process carried out in class VIII C of SMPN 3 Labakkang Pangkep Regency, the researchers describe as follows:

- a. Sending audio for reading and listening lessons
- b. Sending files in word and pdf format
- c. Sending the youtube link
- d. Sending voice messages to explain the material
- e. Give conclusions in class before the learning time runs out.

3. Evaluation

The evaluations that teachers give to students include the following:

- a. Sending practice questions files in the WhatsApp group
- b. Provide an evaluation of the material that has been delivered
- c. Divide into groups and ask students to discuss the material given

CONCLUSIONS

The implementation of the WhatsApp application as a digital communication tool for teaching and learning English at junior high school SMPN 3 Labakkang Kab. Pangkep. The first is the implementation of the WhatsApp application which includes 3 indicators, namely the preparation, implementation and evaluation of a teacher to students in using the WhatsApp application. Then the features in the WhatsApp application that are often used are message features, video calls, calls, voice notes and WhatsApp groups, the availability of these features makes it very easy for teachers and students to use.

REFERENCES

- Agustin, Y. (2011). Kedudukan Bahasa Inggris Sebagai Bahasa Pengantar Dalam Dunia Pendidikan. Universitas Indraprasta PGRI.
- Amry, A. (2014). The Impact of Using Whatsapp Mobile Learning Activities on The Achievement and Attitudes of Online Students Using Mobile Devices at The University. *Europanscientific Journal* August., p.10-22.
- Astini, S. (2020). Pemanfaatan Teknologi Informasi Dalam Pembelajaran Tingkat Sekolah Dasar Pada Masa Pandemi Covid-19. *Jurnal Lampung yang*. Vol.11(2). 13-25.
- Friedrich, P. (2000). English in Brazil: Functions and Attitudes. *World English*. Vol. 19, No. 2, p. 215-223.

- Jafari, S. & Chalak, A. (2016). The Role of WhatsApp in Teaching Vocabulary to Iranian EFL Learners at Junior High School. *English Language Teaching*.
- Johnson, Y., & George, D. C. (2014). The impact of WhatsApp Messenger Usage on Students Performance in Tertiary Institutions in Ghana, Ghana. (online)
- Jumiatmoko. (2016). WhatsApp Messenger Dalam Tinjauan Manfaat Dan Adab. *Wahana Akademika*. Vol 3 (1). p.52-66
- Lestari, W. (2021). Pemanfaatan Whatsapp Sebagai Media Pembelajaran Dalam Jaringan Masa Pandemi Covid-19 Di Kelas VI Sekolah Dasar. Universitas Jambi.
- Mardiah, S. (2020). Students' Perception on The Use of Whatsapp Application in Teaching of English At Eight Grade Students' of Madrasah Tsanawiyah Nurul Hidayah Bhakti Idaman Tanjab Timur Jambi. State Islamic University Sulthan Thaha Saifuddin.
- Soeprapto, S. (2013). Landasan aksiologis sistem pendidikan nasional Indonesia dalam perspektif filsafat pendidikan. *J Cakrawala Pendidikan* (2), 87792.
- Sujana, I. W. C. (2019). Fungsi Dan Tujuan Pendidikan Indonesia. *J Adi Widya: Jurnal Pendidikan Dasar*, 4(1), 29-39.
- Ta'amneh, M.A.A (2017). The Effect of Using Whatsapp Application in Learning English Language Among University Students. *International Research in Education*. Vol. 5. No. 1
- Tragant, E. et al. (2021). Extending Language Learning Beyond the EFL Classroom Through WhatsApp. *Computer Assistant Language Learning*. p.1-30.
- Wahyuni, L. (2021) Penggunaan Aplikasi WhatsApp Dalam Pembelajaran Daring di Kelas IV A SDN 61 Bengkulu Selatan. Institut Agama Islam Negeri (IAIN) Bengkulu.