

CHAPTER 1

INTRODUCTION

This chapter presents the background of the study, formulation of research question, objective of the study, significant of the study, scope and limitation of the study, and definition of key terms.

A. Background of The Research

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

All of aspects were affected because this pandemic; social, economic, religious, and even education aspect. In Indonesia, the first Covid-19 case was announced directly by President Joko Widodo on March 3th, 2020 (as cited in Kompas.com). The President's announcement were about asked the citizens to study, pray, and work from home, and also stay at home. Based on the president's announcement, all parts of government suggested several policies. State civilans are ordered to work from home. As well as students are ordered to study from home.

In accordance with circular of Republic Indonesia's education and culture minister number: 36962/MPK.A/HK/2020 about *Study and Work from Home in order to Prevent The Spread of Covid-19* Minister of Education, Nadiem Makariem, suggested for all the students from all levels; colleges, senior high school, junior high school, elementary school, childhood education, to Study From Home (SFH). He took several policies. Two kinds of several policies are: the first, setting SFH for the

students and college students; the second, employees, teachers, and lectures carry out to work, teach, or lecture from home through video conference, digital documents, and other online learning facilities/media. Directorate general of univesity also gave circular policy number: 302/E.E2/KR/2020 about learning period of Organizing Educational Program. Its content supported the Minister of Education's circular policy, gave direction of all universities in Indonesia related to SFH programme, and asked to take policies based on the condition of each region.

Based on those policies and this condition, study from home is the right policy. It indicated that online learning was the alternative way to support the policy. According to Anderson (2008:17) online learning as the use of the internet to access learning materials: to interact with the content, instructor, and other learners; and to obtain support during the learning process, in order to acquire knowledge, to construct personal meaning, and to grow from the learning experience. Carliner (2004:1) simply stated that online learning resources that are available through a computer. It can be concluded that online learning is the process learning to interact with the content, instructor, other learners through computer or smartphone, which uses internet to access learning materials.

Online learning could not stand by itself, but it should be supported by instructional media. Suryani and Agung (2012, as cited in Negara 2018) stated that the instructional media used in learning, namely includes tools to assist teachers in teaching and means of carrying messages from sources learning to the recipient of learning messages (the students). The use of instructional media should be adjusted with the needs and presented materials (Sangsawang, 2015 as cited in Irawan and RWW 2018). It was indicated that the instructional media is used to support and assist teacher to present the materials for the students. According to Anshey (2007, as cited

in Nurhayati 2014) there are some advantages of instructional media, those are: to support teaching and learning process, to gain attention, to provide feedback, to present new content.

In online learning, the instructional media can be a computer, smartphone, and tablet. According to Chen (2018, as cited in Irawan and RWW 2018), smartphone is not only as communication tools, but also a fantastic instructional media to use. Ozdamlia and Cavus (2011, as cited in Irawan and RWW 2018) stated that the instructional media is a medium to use gadget so that learning is able to do everywhere and everytime. Almost everyone in this century uses the cheap and easy to use smartphone, including the students (Nayak, 2018 as cited in Irawan and RWW 2018). Based on those statements, smartphone can be used as the instructional media in online learning because it can support and assist teacher to present the material and almost the students have it, and also it is easy to use everytime and everywhere.

Sarwar and Soomro (2013) stated that smartphone is a mobile phone with advanced features and functionality beyond traditional functionalities like making phone calls and sending text messages. They also added that the smartphone is equipped with the capabilities to display photos, play games, play videos, navigation, built-in camera, audio/video playback and recording, send/receive e-mail, built in apps for social websites and surf the web, wireless internet and much more. It indicated that there are several applications that can be accessed on smartphone using internet connection. An application on smartphone can be used for studying, teaching, or just for playing game. The several applications on smartphone that can be used to support the teacher in online learning are: WhatsApp, Google Classroom, Zoom, Schoology, Telegram, Edmodo, etc.

The several applications which were mentioned above dominated as an interactive learning media. Lati and Promarak (2012, as cited in Sahronih, Purwanto, and Sumantri 2019) stated that an interactive learning media can be interpreted as the process occurs two-way communication so that it can help the learning process easily. Arrosyid (2015, as cited in Dewi, Murtinugraha, and Arthur 2018) added that an interactive learning media was related to software and hardware that can be used as an intermediary to convey the contents of teaching materials from learning resources to the learners with learning methods that can provide a response. It could be concluded that WhatsApp, Google Classroom, Zoom, etc were included as an interactive learning media because those were software that can convey teaching materials and it could help the learning process easily, the learning process also occurs in two-way communication; there were interactive between the learners and the the teacher through software application on smartphone.

An interactive learning media above have been used by the colleges students during study from home policy, including English students of IAIN Tulungagung. It was proven by the first survey (survey before observation) that was conducted by the researcher on May, 3rd up to 7th 2020. The survey was online survey by using google form that can be accessed on link: https://bit.ly/KuliahDring_HowDoYouFeel. The researcher also conducted an interview of five participants by sending message on WhatsApp. It distributed for the fourth and the sixth English students of IAIN Tulungagung and the total participants were 46 students. It was dominated by fourth English students; the diagram showed 52.2%, and 47.8% were from the sixth semester. The online survey was about applications that have been used by the students during SFH.

The results of online survey were; the first, WhatsApp, Google Classroom, Schoology, Edmodo, Telegram, Zoom were application used in online learning during SFH. The data showed WhatsApp was application that dominated to be used. The second, the participants stated that WhatsApp was effective application used than the others because it was easier to be accessed, most of the students had, familiar application, economical quota, the students were more perceptive, had some features: uploading videos, pictures, and voices then it made the materials were easier to be understood, and the materials could be explained by a text, also oral using voice note features. Another result was using online learning the students were more active; there were questions and answer sections between the teacher and the students about the materials.

Meanwhile, the results from the interview about using WhatsApp as online learning were; the first, each subject, each lecturer had different ways to conduct online learning as like online discussion, and submitted task. The second, the subjects which were used WhatsApp as online learning application were: Tourism Management, English for Tourism, Business English Correspondence, English Language Assessment, and Seminar on Thesis Writing (conducted in Tourism Class of the sixth semester), English Assessment Development, Translation (conducted in Translation Class of the sixth semester), English Assessment Development, ELT Trend Asia (conducted in Edu-Preneur Class of the sixth semester), English Syntax, Speaking, English Grammar and Corpus (conducted in the fourth semester), Civic Education, and Extensive and Prosaic Reading Comprehension (conducted in the second semester). The third, most of subjects created WhatsApp group to control the online learning.

The result of an interview also showed that the WhatsApp group of English Syntax subject was the most active online class than other classes; there were questions and answer sections with the lecturer and the other students, the lecturer gave regularly assignment and feedback quickly; it was easy to be understood, the lecturer also (sometimes) gave video from YouTube for learning references. It showed that there was an interaction on WhatsApp group. It was indicated that WhatsApp could as called as an interactive learning media.

WhatsApp was called as an interactive learning media because a lot of features on WhatsApp which could support the lecturer to explain the material: voice note, reliable message, share link, documents, photos, videos features. Hofstetter (2001, as cited in Munir 2012) stated that interactive multimedia is the use of media (computer or others) to combine text, graphics, audio, video, or animation into a single unit with the right links and tools so that the users can interact, create, and communicate. According to Mistar and Embi (2016) WhatsApp is a popular smartphone application that the functions on various devices and gadgets. WhatsApp provides various functions, for instance text messages, audio files, attached images, link to any websites and video files which can be shared. It has the simple operation. It makes WhatsApp service available to all ages and backgrounds. On WhatsApp, the users also could make a group with friends to connect and communicate each other widely, as called as WhatsApp group. It was indicated that features which were provided in WhatsApp could support the online learning and it could be very easy on communication and interaction between the lecturer and the students. It was concluded that WhatsApp is as one of an interactive learning media.

Based on the first online survey and interview before, WhatsApp was indicated as an interactive learning media. WhatsApp group of English Syntax subject was the

most active online class than the other classes. It was not only that. English Syntax subject had complex material which should be explained directly, but in this situation it had to be conducted by online learning. Richard (2020) stated that syntax refers to the rules that govern the ways in which words combine to form phrase, clauses, and sentences. English Syntax subject is also the subject of English that learnt about rules in writing proper grammatical sentence. It indicated that its materials were also the complex one. The researcher was interested to know how the way of teaching English Syntax by using WhatsApp; in the case of the teacher creates an interactive learning Syntax through WhatsApp group, also wanted to make sure which part that made WhatsApp could as called as an interactive learning media, and how the students perceive about it.

In the case of students perceive about the teaching learning, it meant talking about the perception. Then, each person surely had distant perception because perception is like impression given by people from what they see, experience, and have about something (Soko, 2017 as cited in Muhassin 2019). Boore (2002, as cited in Muhassin 2019) also stated that after getting events or experience, people give what they got to be interpreted or presented, it is called as perception. It means that perception is about interpretation of what people see, experience, and have, which each one perception's can be different. It was concluded that the students perceive about the learning process and also the WhatsApp itself would be different. Those different perception were hoped make the teacher know well about the students' want about the learning process, especially in conducting online learning.

The researcher found several previous studies related to those cases. Most of previous studies had focused on the same topic like this study, about the interactive learning media, but the specific focused were different. Rachmadtullah, et al (2018)

focused on development of interactive learning media on Civic Education Subject. Vega, et al (2019) focused on the implementation of interactive learning media using Macromedia Flash. Munir, et al (2019) focused on development of interactive learning media based on Contextual Teaching Learning (CTL). Another previous study was conducted by Harno and Mulyani (2018) focused on interactive multimedia to learn reading *geguritan*. It showed several gaps with this study. The researcher interested to conduct the study focused on using WhatsApp group as interactive learning media.

The other differentiations were research design used. The most of previous studies used research and development research for their study, like in Rachmadtullah, et al (2018), Munir, et al (2019), and Harno and Mulyani (2018). Another previous study was conducted by Vega, et al. They used qualitative with complementary quantitative data. Meanwhile, this study used descriptive analysis with qualitative approach.

The ways to collect the data were also different between this study and other previous studies. The previous studies that was conducted by Rachmadtullah, et al (2018), Munir, et al (2019), and Harno and Mulyani (2018) used trial test. While Vega, et al (2019) used questionnaire, observation checklist, and also interview guide. Those were different with this study. This study used online interview through WhatsApp application, share questionnaire in the form of google form to collect the data, and documentation technique. The researcher chose online system because the pandemic outbreak has been happened; it made each people had been kept in distance. So, online system was the alternative way.

The objects of previous studies above were also different each other, and could be different with this study. Rachmadtullah, et al (2018) chose five graders of State Elementary School in Mempawah district of West Kalimantan Province. Then, Vega,

et al (2019) chose teacher and also the students of primary education in Tarakan. Munir, et al (2019) chose the lecturer and the students of Guidance and Counseling Department in University Negeri Medan. Meanwhile, another previous studies which was conducted for XI graders of three schools accredited A in Central Java region by Harno and Mulyani (2018) chose to be observed. In this case the researcher chose the college student. The researcher chose the lecturer of Syntax and the students who learnt Syntax, it was the fourth semester of English Department at IAIN Tulungagung. It was because English Syntax subject was learnt by them in the fourth semester, it also used WhatsApp group for online learning; in the case of an interactive learning media.

Several previous studies above made the researcher interested in conducting new analysis about interactive learning media. In this pandemic outbreak, online system suggested to conduct; it made this study was interested in conducting the research about online learning system, in the case of using WhatsApp as an interactive learning media. This study used descriptive analysis with qualitative approach because the data was in the form of large the utterance and written. The subject was the lecturer of Syntax and the fourth semester students of English Department who learnt English Syntax subject. Because of those, this study conducted to investigate: how the way of teaching English Syntax by using WhatsApp; in the case of the teacher creates an interactive learning Syntax through WhatsApp group, also wanted to make sure which part that made WhatsApp could as called as an interactive learning media, and how the students perceive about it.

Based on the background above, the researcher is interested in conducting a study by the title “Using WhatsApp Group as An Interactive Learning Media in Teaching Syntax of English Students Department IAIN Tulungagung”.

B. Formulation of Research Problem

Based on the title and the background of this study, the formulated problems are:

1. How does the teacher create an interactive teaching and learning Syntax through the use of WhatsApp group?
2. How do the students perceive the use of WhatsApp group during the process of teaching and learning Syntax?
3. Why is WhatsApp indicated as an interactive learning media?

C. Objective of The Study

Based on the research problem above, the objective of this study is to investigate:

1. The teacher strategy to create an interactive teaching and learning using WhatsApp group in teaching Syntax.
2. The English students perception on using WhatsApp group in teaching learning Syntax and WhatsApp itself.
3. WhatsApp as an interactive learning media.

D. Significance of The Study

This study is expected to give the scientific information for better education on online learning system using an interactive learning media. The results of this study are hoped to be able to give valuable information for lecturer who wants to conduct online learning using WhatsApp. Although WhatsApp is the application to communicate, but it can be as an interactive learning media; the features can support for online learning and interact each members of WhatsApp group easily, as like online learning on English Syntax subject. It needs specific explanation that could be supported by drawing tree diagram, or chinese boxes. By using WhatsApp, it could be explained clearly because there was a lot of features which could support English

Syntax material, and it is as an interactive learning media because between the lecturer and the students can interact each others.

The suggestion for the future researcher is trying to conduct the research about using WhatsApp, but another subject, for example Public Speaking subject.

E. Scope and Limitation of The Study

The scope in this study is the researcher wants to conduct the research which focuses on the implementation of WhatsApp group as an interactive learning media.

This research is limited to the implementation of WhatsApp group as an interactive learning media in teaching and learning Syntax, especially for the lecturer of Syntax and the fourth English students of IAIN Tulungagung.

F. Definition of Key Terms

Definition of key terms is necessary to be given in order to avoid misunderstanding. In order to avoid misunderstanding about the term used in this research, some related terms are needed to be defined.

1. WhatsApp Group

WhatsApp is an application on smartphone that provides various functions, for instance text messages, audio files, attached images, link to any websites and video files which can be shared, and the user could make a group to connect each other, it was called as WhatsApp Group. It is used by the fourth English students of IAIN Tulungagung.

2. An interactive learning media

An interactive learning media was related to software and hardware that can be used as an intermediary to convey the contents of teaching materials from

learning resources to the learners with learning methods that can provide a response.

3. English Syntax Subject

English Syntax subject is the subject of English that learnt about rules in writing proper grammatical sentence.