

# EXPLORING TEACHERS' PERSPECTIVE IN USING WHATSAPP APPLICATION IN ENGLISH LANGUAGE TEACHING

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## Abstract

This research aims to report the teachers' perspectives in using WhatsApp application in English language Teaching. This qualitative research employed case study by distributing the questionnaire and interview to five participants who used the WhatsApp Application in online English teaching and learning. This study reported that the comfortable, the reasonable cost of internet data, and the ease of communicating with the students were the importance of use of WhatsApp. The strengths of this application covered on the easy and practical application to share the information (schedule and time flexibility), the practical medium to explain the material and set the instruction before, during and post activity of teaching and learning English. The limitation of the WhatsApp covered in term of incomplete features in the WhatsApp application that the students have in their phone, some language skills that are not maximally practiced by the students, the rules that cannot be covered by the teachers and students in learning assessment and incautious checking of the students when the rules is missing. Thus, this study implied the cautious attention from the teachers on the planning, implementing and evaluation for the online teaching and learning of English.

**Keywords:** *WhatsApp Application, Online Learning, Teachers' Perspectives*

## Introduction

Pandemic COVID-19 has changed the education system all around the world. The convention learning activity that has been run

over the years should be changed to adjust to the situation. Teachers and students should set their position to walk in line with the changes. It is online learning. Educators in all educational institutions, schools, colleges, and universities should run their learning activity virtually. Teachers shift their method of teaching to allow their students to access the learning activity during the situation. They start having blended learning in their learning activity (Dhawan, 2020) or holding online learning with their students. Online learning changes the system of teaching and learning in higher education (Kebritchi et al., 2016). Online learning is regarded as critical for the future of higher education, not only during the pandemic but also lasts for the next generation. Kebritchi et al. (2016) elaborated the accessibility of the internet and flexibility of online courses led to an unseparated part of higher education. Bassoppo-Moyo (2006), Conaway & Schmidt (2005), Ko & Rossen (2010), Limperos, Kaufman & Frisby (2015) in Kibritchi et al. (2016) identified some points as critical components in affecting the quality of online education; they are communication, technology, time management, pedagogy, and assessment. Online learning should be as qualified as face-to-face learning. It is believed that online learning will be critical for higher education Allen & Seaman (2014) in Kibritchi et al. (2016); thus, teachers can find a suitable online learning method by utilizing some learning platforms.

Many online learning platforms allow teachers and students to have online learning activities. Anggrarini & Yulianawati (2019) reported some mobile applications used in online learning platforms such as Schoology, Kahoot, quizzes, WhatsApp, google classroom, discord, and electronic dictionary. Those platforms are learning-based platforms exclude WhatsApp. WhatsApp is a message-sharing application in social media that people around the world widely use. This instant messaging application allows people to exchange images, videos, and audio or written messages using an internet connection (Dahdal, 2020). The use of the WhatsApp application is then used as a medium of online learning.

Some researchers have investigated the use of WhatsApp in learning, especially learning English. Guler (2016) reported that WhatsApp is a valuable tool for peer assessment. Awada (2016) and Bensalem (2018) found that WhatsApp effectively mediates in the learning activity and shows outperformed function compared to

traditional media. Dahdal (2020) and Bensalem (2018) reported that WhatsApp is helpful to send and receive material and activity. It also engaged more in assignments and motivation during the activity. Motteram et al. (2020) and Sandoval et al. found three main uses of WhatsApp: interpersonal interaction, professional development, and organizational purposes. The experiential category concept from the research goes through on content, expanding knowledge, and negotiating knowledge. The gap arises from the teachers' perspectives on utilizing WhatsApp to teach and learn English to higher students covering WhatsApp's strengths and weaknesses in online learning.

## **Literature Review**

### **1. WhatsApp Application in online learning**

WhatsApp is first introduced as an instant messaging application. It is famous as a social media platform that allows users to post pictures, short videos, and text. WhatsApp is also used to exchange messages in all kinds of forms. Dahdal (2020) and Awada (2016) define WhatsApp as one of the most powerful applications almost used by people (all ages). He also explains the original words. WhatsApp is from the English phrase "what is up?" which means "what is new?". It is an instant messaging that is installed in smartphones. It allows the user to exchange images, videos, and audio or written messages using an internet connection. WhatsApp functions not only in social media communication but also in the educational field. It provides the students an opportunity to express themselves freely in a non-limited environment (Awada, 2016). The students can develop technical skills in WhatsApp by taking and utilizing such a technology (Rambe & Chipunza, 2013 in Awada, 2016).

In the EFL context, the need for media in learning arising moreover during the pandemic COVID-19. Teachers utilize any platform to help their students keep learning during a critical situation. For WhatsApp's opportunities, the teachers consider using WhatsApp to have an online meeting or online class. This opportunity is based on some functions of WhatsApp itself. WhatsApp is believed to motivate the students. It also helps the students communicate with others, send information, manage class, enable the students to be up to date, save much time, and increase efficiency by reminding them what they must do and what they have to prepare during the online class. By

affordability, WhatsApp plays a great alternative to messaging media that ease the teacher or teacher with their students. WhatsApp also enables the teachers or teacher to have blended learning when it is possible to have face-to-face class.

## 2. WhatsApp as Media in English Language Teaching

WhatsApp is the most typical application for people to have communication. Kheryadi (2017) supported that WhatsApp is the most familiar tool as all the subjects had used the application for communication. WhatsApp serves as a communication environment where the teachers and students can build communications within the application in an educational context. The interaction between teachers and students, students and students within the WhatsApp application, can be meaningful to the learning activity. Guler (2016) asserted that interaction and sharing could be done using some specific applications in mobile phones, in this case, WhatsApp. WhatsApp provides an instant messaging function that potentially becomes an interactive educational environment. The interactive educational environment allows the students to have interaction activities. Thus, WhatsApp supports English language learning. Kheryadi (2017) reported that students practice their English in WhatsApp group, share information, and discuss the topics they are interested in. He added that WhatsApp makes the students brave and confident to communicate with teachers and among themselves. It also reduced barriers in learning, such as anxiety and reluctance. WhatsApp also believed in building better relationships and communication to show their expression and experience by writing.

In English language teaching, WhatsApp roles as a media to support, strengthen, or perform online instruction. Teachers easily instruct students as a whole class in the WhatsApp group. This condition also allows the widespread of information to all students. Kheryadi (2017) asserted that WhatsApp is one alternative mobile technology that can be applied to support, strengthen, or even perform primary online instruction. The online instructions, especially in English language teaching, subconsciously show them the correct form of instructing written text. Teachers can perform a model of written expression so that the students can learn from that. Siemens (2006) in Kheryadi (2017) asserted that when students use digital tools to

connect, they can reflect on dialogue about and internalize content to learn. With the interaction built in WhatsApp, students might regularly notice the messages sent by others, comprehend the information, and subsequently join the written chats. This process provides opportunities for the students to learn and practice using the language, in this case, English.

## **Method**

This research aims to investigate teachers' perspectives on WhatsApp's use in teaching and learning as well as the strengths and weaknesses in English Language Learning. This research used a qualitative approach by conducting descriptive qualitative analysis. Qualitative research explores and describes the phenomenon in a particular setting (Creswell, 1998 in Marshal & Rossman, 2006). It allows the individual to share their stories, concepts, and thoughts regarding the research topic.

The research context is information, communication, and technology (ICT) in language learning, specifically online learning. The phenomenon taken in this study is the Pandemic COVID-19, where the educational field is directed to have online learning to hold education activity. Marshall & Rossman (1998) explains a case study to meet this situation. He explains that a case study investigates a contemporary phenomenon within the real context. The case here is the use of WhatsApp applications in language learning. The researchers focused on finding out the teachers' perspectives on WhatsApp application in online learning, including its strengths and weaknesses.

### **Research Participants**

Five senior high school teachers participated in this research voluntarily. They are experienced in using the WhatsApp Application in their online learning. The data collection in qualitative research can be done in several ways; asking questions, observing directly, interviewing in-depth, and analyzing the documents and material culture (Marshall & Rossman, 2006). Thus, a questionnaire and interview will be conducted to collect the data to meet the research aims. The questionnaire investigated the use of WhatsApp and its strength and weakness that were categorized into five points, the importance of WhatsApp, information exchange, language support, language practice and

teaching instruction. At the same time, the interview questions confirmed the questionnaire.

In organizing and interpreting data, the researcher used the steps from Marshall & Rossman (2006). They elaborated the steps such as collecting the data, reducing the data related to the research, categorizing the data, reflecting on the data, and organizing the data in different ways to see the patterns and connections. He also elaborated the steps in organizing and interpreting the data. The researcher should connect the emerging issues and themes to concepts and theories that help explain the relation and collect more data based on the direction.

## Finding

Table 1. The Item of Questionnaires

No	Category	Statement	Response		
			Yes (%)	Not sure (%)	No (%)
1	The Importance of WhatsApp	WhatsApp is useful in English Language Teaching	100	0	0
2	The Information Exchange	WhatsApp allows the teacher to share information about teaching and learning activity	100	0	0
3		WhatsApp allows the teacher to share course-related documents, provide various media, and share teaching sources for the students to learn English	80	20	0
4	Language Learning Support	WhatsApp allows the teacher to explain the material	100	0	0
5	Language Practice	WhatsApp allows the students to discuss the material with their classmates and teacher (interaction in the WhatsApp)	80	20	0
6		WhatsApp supports the teacher to teach language skills; Listening, Speaking, Reading, and Writing.	100	0	0
7		WhatsApp allows the teacher to	80	20	0

		provide assessment, evaluation, and feedback			
8	Teaching Instruction	WhatsApp supports the students to practice language skills; Listening, Speaking, Reading, and Writing.	60	40	0
9		WhatsApp helps the teacher to set the rules of online learning.	80	20	0
10		WhatsApp helps the teacher to give instruction before, during and after the learning.	100	0	0

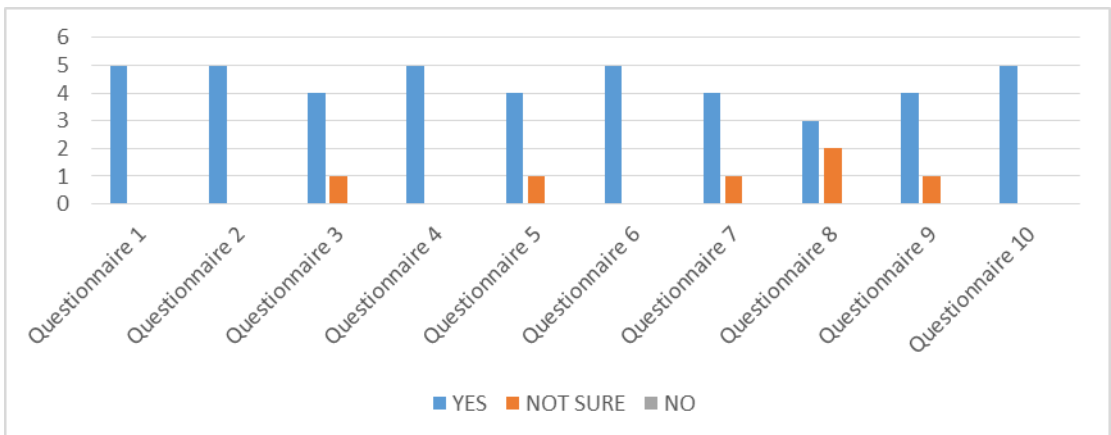


Chart 1. The Result of Questionnaire

The questionnaires aimed to find the use of WhatsApp and its strength and weakness during online learning in the classrooms. The questionnaire has five categories which are divided into ten statements. These questions build on how the teachers utilize WhatsApp in teaching English at the senior high school level. Each questionnaire has three provided answers, which involve yes, not sure, and no. Teachers' responses are then explored through the interview, which is explained in the discussion field.

The first statement of the interview, WhatsApp is useful in English Language Teaching, gains positive response from all the teachers. They agreed that the distance of the online learning classroom could be overcome by using WhatsApp's features. In this matter,

teachers and students are not able to conduct direct meetings at the school.

The data from the interview support this statement:

*T1: In my opinion, **WhatsApp is useful for teaching** because in a Pandemic situation, ...with this situation, WhatsApp can help the students and teacher to do learning every day.*

*T2: ... **students are more comfortable learning to use WhatsApp** than using e-learning*

*T3: the school has developed a separate website to facilitate comfortable, effective, and friendly learning. However, **WhatsApp remains the most important medium for teachers and students to communicate and teach.***

*T4: The use of WhatsApp **is very helpful** from the beginning of the teaching.*

*T5: In my opinion, **learning through WhatsApp is helpful** in teaching and learning English...Because it is **practical and it does not cost a large quota**, WhatsApp could be an alternative for teaching*

The second and third interview statements belong to the information exchange, which deals with how the teachers and students build their communication through online learning. Regarding the second statement, WhatsApp allows the teacher to share information about teaching and learning activity has 100% voices from the teachers. It means that WhatsApp helps teachers and students share knowledge acquired through study, experience, or instruction. However, 20% of the opinions of the third statement, which refers to WhatsApp, allows the teacher to share course-related documents, provide various media, and share teaching sources to learn English. It relates to the application of WhatsApp features in sharing material. This one voice of not sure came from the teacher who believes that WhatsApp supports the online classroom providing the learning materials. However, she thinks that it is tricky for students to involve in online communication easily. They should adapt to the online learning environment that is different from face-to-face meetings, especially communication.

The data from the interview support this statement:



T1, T2, T3, T5 have the same point about this statement. *WhatsApp is easy to share information*

*T4: It is possible to use WhatsApp because it functions as a medium for sending messages.*

*T2: With the WhatsApp feature, **the teacher can share material** with students in the form of files, power points, or plain text because **WhatsApp itself is directly connected to WPS** so that when students have downloaded the material, they will automatically be able to open the file.*

*T3: **Teachers rarely provide material in the form of documents.** Frequently, teachers provide **material that comes from LKS** (Students' Worksheet) provided by the school.*

Regarding to the material, WhatsApp also provides features to help teachers explaining it to students. The fourth statement is regarding language learning support. All the teachers agree that WhatsApp helps the teacher in explaining the material. In this matter, the teachers utilized text chat, voice notes, and video calls to build communication interactively with students. The teachers also benefited from WhatsApp since they can share material in various formats such as files, images, audio, and even video.

The data from the interview support this statement:

*T4: Yes, that's right. In teaching, **teachers can easily provide material** in files, images, audio, and even video. **The teacher explains the material** that has been distributed in advance, either **through text chat, voice notes, or video call groups on WhatsApp.** So, teachers can easily get responses directly from their students.*

The other categories of questionnaires refer to language practice presented on fifth, sixth, seventh, and eighth statements. The fifth statement reveals that WhatsApp allows teachers and students to develop interaction in online learning since all the teachers agree with this statement.

The data from the interview support this statement:

*T5: Although not as intensive as face-to-face learning, **WhatsApp also allows the students to discuss** questions and answers between students and teachers or their classmates. Such as discussions about learning, asking for assignments, or asking about teaching schedules.*

The sixth statement also has a 100% yes from teachers who recognize that WhatsApp supports teaching English skills. Meanwhile, the implementation finds different conditions. It is shown from the eighth statement, which has 40% not sure and 60% yes answer. Some teachers find the students have difficulty in practicing English skills through WhatsApp.

The data from the interview support this statement:

*T1: yes, all the skills in English can be taught using WhatsApp. For example: Listening: monolog, speaking, song or conversation; Speaking: Dialogue, video, song; Reading: Reading text and questions; Question, Writing: Make a text, make a sentence etc.*

*T5: **Although it does not seem consistently smooth for teaching all English language skills**, WhatsApp also supports us in teaching reading, writing, and speaking. It's kind of a little bit difficult for teaching listening. Maybe I have to find a good way to teach listening.*

*T2: **not sure**, the students feel difficulties practicing the English language skills like speaking, listening with WhatsApp*

Following that, a seventh statement shows that teachers could actualize their role in giving assessment, evaluation, and feedback. It gets 80% for yes and 20% for not sure.

The data from the interview support this statement:

*T1: **WhatsApp help the teacher to provide the assessment, evaluation, and feedback**, but many students have some **problems** related to their mobile phone like they use the same phone with their sister or brother, and they don't have the voucher for the internet data, they have to help their parents*

*work every day, lazy, and less information because they are too busy doing their homework*

The last category is teaching instruction. It reveals how the teachers organize the online classroom environment by creating a rule and giving instruction. All the teachers agree with this statement. It indicates that the teachers acknowledge that instructing students before, during, and after the learning could be conducted through WhatsApp. Based on the ninth statement, most teachers admitted that WhatsApp helps them set rules such as a rule during the online classroom, attendance, and assignment submission time. On the other side, a teacher feels unsure about this condition since teachers and students have extensive homework to construct an active atmosphere even in online learning. It means that adequate media is not enough to conduct the online classroom without the active contribution from teachers and students.

The data from the interview support this statement:

*T1: **the rule** for the teacher to the students using WhatsApp, it is doing by the teacher **when giving the material and the assessment** to the students or every class have a group.*

*T2: I feel helped by the features provided by the WhatsApp application. **When I will give rules to students regarding the online learning process or rules about submitting assignments.***

*T3: teachers are **less helpful in designing rules and regulations in online learning.** As a small example, suppose that the teacher will apply **the rules for the time of absence** in an online class. Those who are absent after half an hour are considered to be absent. Well, it will be very applied. There will be many reasons for students, such as not filling their quota, waking up late, helping their parents, and so on. So, we can say that this online class is really very flexible.*

*T5: WhatsApp can **help teachers provide instruction before the learning**, for example, the teacher can give a message to the warning that on that day will be held online classes. **At the time of learning, teachers can also provide instruction like to read materials, listen to the material or***

*the other. And after learning, the teacher can provide instructions such as notifying that learning is over, giving assignments and giving instructions on the deadline for submitting assignments*

From the data above it can be seen that, WhatsApp helps the teacher to set the rules that prefer to the procedure of assignment submission. WhatsApp also help the teacher to give instruction before learning, during learning and after learning. Before learning, the instruction is about students' readiness, during the learning is about the online classroom instruction like, instructing to read, listen or pay attention on the material. While post activity, the instruction is about the submission of assignment.

## **Discussion**

This research reports the teachers' perspective on utilizing WhatsApp in teaching and learning English and its strengths and weaknesses in online learning. This is to uncover that WhatsApp is beneficial in teaching and learning especially English. From the finding, all the teachers realize the importance of WhatsApp. They perceived WhatsApp as useful regarding to the daily use of WhatsApp and its practicality. The teachers consider WhatsApp as the application that closely related to the students' daily life. This perspective aligns with Kheryadi (2017), WhatsApp was closely related to the students' time and need daily; hence, and it interests students in learning. The role in online teaching learning of English is guiding the students to practice language in a group chat regardless to the constriction of time and classroom meeting.

The other perspectives that captured in the finding covers three main scopes. The first is the information exchange, language learning support, and language practice.

## **The Information Exchange**

Due to the Pandemic COVID 19, online learning, gives different experience for the students from face-to-face conditions. The main difference points to the communication process built by teachers and students. Then the challenge appears on how teachers make the interactive classroom environment for students. As mentioned by

Kebtichi et al. (2016) communication barrier was one of the challenges found in online learning. Keeton (2004) asserted that the teachers could take cues from students' verbal and non-verbal interactions in the face-to-face classroom, which are used to decide what they should do in teaching. In addition, Crawley, Fewell & Sugar (2009) supported this by stating that it was difficult to catch these affective cues when the teachers could not see their students' faces. Both teachers and students cannot communicate directly, which means they must find the media to deliver the information, especially related to the learning activity.

The finding reported that WhatsApp is practical, and it does not cost large internet data. WhatsApp is perceived as an easy, practical, and quick medium to share information with students. WhatsApp is also perceived as an accessible media anytime and anywhere because it is often used in everyday life. It reveals that the teachers and students do not face the difficulty of learning from the basic how-to operate this application, which means their focus during the learning activity is the material, not technical matters. This condition ensures the teachers that the information could be shared effectively to the students. Therefore, it can be said that the teachers and students have recognized how to communicate via WhatsApp. Related to access, WhatsApp is perceived as more affordable than the other applications for students since they are still hampered by the internet data quota they have. In line with Dweikat (2018) WhatsApp was perceived as an application that saved time, effort, and money. Hence WhatsApp could be an alternative for delivering information in teaching.

WhatsApp's easy and quick access is indicated by various features that help the teachers share information with students. The information here belongs to the learning material and learning instruction prepared by the teachers. From the finding, WhatsApp facilitates the teachers to share material with students in files, power points, or plain text because WhatsApp itself is directly connected to WPS. When students have downloaded the material, they will automatically be able to open the file. WhatsApp is also perceived as an efficient medium for the teacher to distribute the materials. The teachers can forward the information in picture screenshots or website links from the internet and directly share it with the students in the WhatsApp group. This finding means that the students have free access to the sources of material shared by the teachers directly from their

hands. This finding confirms Susilo (2014), who stated that WhatsApp has advantages as a mobile learning medium that gives the students free access to the learning sources. It also interpreted that WhatsApp supports the teaching and learning activity with its' function as a medium to share information. This interpretation confirms the finding from Motteram (2020), who stated that WhatsApp has an original function as a social media tool to share information. In accordance, WhatsApp also functions as the necessary socialization recommended in online group learning activities. This condition proves that WhatsApp is beneficial to exchange information for teachers and students.

The other information delivered via WhatsApp is the teachers' instruction. Since WhatsApp provided a group chat suitable to build interaction and share information, the teachers can carry out teaching and learning activities and stay connected with students. This study finds that the teachers can give instructions, assess students through activities and responses, and give feedback in the chat group. Furthermore, the teachers actualize these matters in various ways, such as sending voice notes or video recordings as information. The information here is not limited only between teachers and students but also between students to students. It occurs when students send their answers or information related to learning material on a group chat. In this case, the other students can put their response or opinion, which means the students can discuss sharing information. It was mentioned previously by Dahdal (2020) that the use of WhatsApp groups in class environments was shown to promote dialogue between students, whether spontaneous or directed by the teachers. Therefore, it creates an atmosphere of cooperation, solidarity, and coming together to solve problems and deal with challenges during the learning activity. In other words, WhatsApp can engage the teachers' and students' participation in the learning activity while they exchange the information.

### **Language Learning Support**

In the situation of COVID-19, Online learning is the only way to held teaching and learning activity. Teachers need learning media that facilitates online learning. This study finds that the teachers and students utilize WhatsApp to keep their learning during a critical situation. In this case, WhatsApp is considered as media that supports the learning process. It motivates the students, helps the students to

communicate with others. It also allows the teachers to send information, manages class, enables them to get up-to-date information, saves time, and increases efficiency by reminding them what they have to do and preparing during the online class.

The finding reported that WhatsApp in learning activities is running very well since it provides the features that support both teachers and students. This study points that voice notes, video calls, and text messages become the WhatsApp features often used. It means that the teachers can easily provide material in files, images, audio, and even video. Since the material is obvious to access, it allows the teacher to get responses from their students easily. WhatsApp also perceived as a media to supports learning because it encourages students to ask the material directly when they still don't understand the material being taught that day without feeling hesitant. Bensalem supports it (2018), WhatsApp has somehow liberated students who lack the confidence to participate in class. In this matter, WhatsApp in group chat supported by the features guides teachers and students to establish discussion forums that improve learning motivation. It reveals that each student has an opportunity to participate in a discussion forum. Therefore, it increases the students' sense of belonging, supporting reducing anxiety in the learning process.

The support provided by WhatsApp in the online learning classroom also accomplishes the teaching instruction. This study finds that WhatsApp contributes to teachers set the rules of online learning. As mentioned by T2, she gives students rules such as filling the attendance list, informing the schedule for the learning activity, and checking students' participation in online learning (discussion). In this case, the students are asked to confirm their attendance before the class begins. It indicates that even though the learning activity is conducted online, students' participation in face-to-face classrooms is also promoted well on WhatsApp. Following that, constructing the rule related to the schedule encourages students to be aware of learning activities. Thus, they realize the time and activity that should be prepared and done during the online classroom. In term of checking students' participation, the teachers deal with assignment instruction and feedback. This study finds that the teachers encourage students to review material that has been explained before coming to the assignments. They give a positive response when students make a

mistake during the learning process, which also involves providing enthusiasm for the assignment as practiced by T4. It aligns with Kebritchi et al. (2016) clarity of instructions necessary for improved students' understanding of online collaborative learning activity. The instruction becomes important because it is a way to support learning and keep students engaged in the online environment.

### **Language Practice**

In English language teaching, WhatsApp roles as a medium to support, strengthen, or perform online instruction. The realization of these roles is described through the process when students practice their English skills. This process occurs since WhatsApp has various features to help teachers providing students opportunities to engage in the online classroom. This study finds that the teachers have no significant obstacle to teach English skills by utilizing WhatsApp as T2 mentioned that she integrates speaking and listening skills by working on voice notes. The teachers share the audio in the form of a familiar song and let them listen to it first. Then, the teacher shares the students' exercise, which guides them to complete the missing information and answer the question related to the song. After that, the teacher asks students to send a voice note containing the song and answer the activity. Here, the students consider one of the speaking aspects, pronunciation. In this case, the practice of speaking and listening are related because the pronunciation, which associates with producing the words clearly is important to influence the listeners' understanding in case of achieving the meaning of messages as asserted by Anggrarini & Yulianawati (2019). Relevant to Phrashant (2018), pronunciation plays an important role in English speaking to express ideas. It means that the teachers and students negotiate the meaning of what they utter by expressing it verbally. Thus, the sense of listening and speaking is getting the understanding of others to build communication. As a result, it reveals that WhatsApp, specifically the voice note feature offers more opportunities for the students to be engaged and participated more actively in listening and speaking.

In the case of reading, this study finds that teachers often send the text in the form of a document from students' worksheets or other internet sources. T2 mentions that she usually gives a text and a problem related to it, which goals to make them understand what they



have read. T3 then explains that the students are asked to look for words they do not understand and find the meaning of those vocabularies. Bensalem (2018) asserts that the students have positive attitudes toward WhatsApp in learning new vocabulary. He further utters that almost all students acknowledged that WhatsApp enhanced their motivation to read. The students have background experience in using WhatsApp to complete classroom assignments which gets them more involved in the learning process. They particularly liked the sense of immediacy as they were able to send and receive messages instantly.

Furthermore, the students also practice their reading when they read and respond to the messages of others. In this matter, the students practice their reading skills by comprehending the content of the text in the form of answering the related questions. This condition guides them to discover new knowledge, as supported by Sandoval et al. It shows that the students can learn from the other students' examples or ideas which means they do not depend on what the teacher had presented in class. The students here support each other by answering the questions and share their findings that can increase the accessibility of learning materials and the completion of learning activities.

Since WhatsApp is performed in a group message, it guides the students to recognize their friends' answers and responses, grabbing more information during the learning process. It means that they have more opportunities to practice English. As supported by Kheryadi (2017), students practice their English in the WhatsApp group by discussing the topics they are interested in. He added that WhatsApp makes the students brave and confident to communicate with teachers and among themselves. However, this study finds that the teachers should encourage students first to guide them to join in a discussion. As stated by T2, she invites students to ask what parts they had not understood or given their opinion about the material. Initially, none of them answered, but after she stimulated, usually one answered. Then it is continued by the other students; hence a discussion starts.

In term of discussion as language practice for students, it is also related to the instruction given by teachers. Teachers easily instruct students as a whole class in the WhatsApp group. This condition also allows the widespread of information to all students. Kheryadi (2017) asserted that WhatsApp is one alternative mobile technology that can support, strengthen, or even perform primary online instruction. The

online instructions, especially in English language teaching, subconsciously show them the correct form of instructing written text. Teachers can perform a model of written expression so that the students can learn from that. With the interaction built-in WhatsApp, students might regularly notice the messages sent by others, comprehend the information, and subsequently join the written chats. This process provides opportunities for the students to learn and practice using the language, in this case, English.

### **The Strength and Weakness of Utilizing WhatsApp**

Nowadays, the education system requires the media to facilitate teachers and students conducting online classes effectively. In this matter, a phenomenon reveals WhatsApp as a media often used in a classroom activity. As acknowledged by Kheryadi (2017), WhatsApp became the most familiar application. It provides easy access to communication for the learning process. This circumstance then reveals the strength and weaknesses among teachers and students who chose WhatsApp as their learning media. Following that, this study finds that the teachers and students had their own experiences in utilizing WhatsApp. Since this study focuses on the teachers' perception, both strengths and weaknesses are mainly viewed from teachers' sides.

The strength of WhatsApp found in this study dealt with two matters, including accessibility and feature. Accessibility here refers to the teachers and students who had background information related to WhatsApp. Thus, they get the same opportunity and do not find any difficult to use it. T3 asserted that WhatsApp was popular media accessed by today's society that involved teachers and students. It was supported by Dahdal (2020) and Awada (2016) who underlined that almost all people in all ages utilized WhatsApp. This concludes WhatsApp as an easy application to access and use. Then, related to WhatsApp as learning media, this study indicates teachers and students had used it often in their daily lives before online learning was implemented, as stated by T4. It means that they used to utilize WhatsApp as a communication tool in exchanging information.

Moreover, it is also associated with T2, which said that teachers prefer to use WhatsApp because it was perceived as more familiar and casual than the other media such as email and google classroom. It is in line with Dahdal (2020) that the teachers and students felt more

comfortable building communication using social media platforms than emails. It shows the teachers and students are naturally social media users, which refers to WhatsApp; hence, they can engage in learning activity within the application.

The next strength found in this study features as WhatsApp's important services, including sending voice notes and sharing a document in various formats. Utilizing these features helped teachers to conduct online learning effectively. As stated by T3, WhatsApp effectively builds communication needed in the learning process because it facilitates the teachers to share document, picture, audio, and other data related to the material during the class. T2 further specifies that the video call feature supports her in explaining the material in detail for students. Then, the feature of voice notes is helpful to check the students' speaking skills. T4 continues the notification feature of WhatsApp facilitates both teachers and students to stay connected during the learning process as the reminder appears. These conditions show that online teaching and learning have different challenges with face-to-face meetings that point to the distance. In this matter, the teachers must ensure the students are successful in understanding learning, even if they are not involved in direct meetings. Thus, the features within WhatsApp support both teachers and students to conduct the online classroom. It is encouraged by Bensalem (2018) that online education needs technical support for the content development and delivery of online courses, which guides the effectiveness of teaching and learning.

However, the strength provided by WhatsApp does not define that the classroom has been appropriately conducted. It is because the teachers acknowledge the weakness of WhatsApp during the learning process that needs to be overcome. In this matter, the weakness related to the low interaction between teachers and students. The interaction here refers explicitly to the students' response to the instruction given by the teacher. T3 further explains that the accommodated media has not enough contribution to reach the learning goal when the teachers and students cannot build the active relation one to another. T3 commented that the teachers often find it difficult to realize classroom rules during online learning because students have their own reason to avoid it. For instance, the attendance rule's implementation requires the students to join the classroom via WhatsApp by mentioning their

name in the first thirty minutes of learning period. But some students missed it by reasoning that they should help their parents, they have not bought the pulse, or even gotten up to prepare the classroom. It reduces the quality of the learning process. Unfortunately, the teachers experience the struggle to decide the other steps since they have a responsibility to continue the classroom even in a limited time. In line with Anderson, Imdieke & Stenderford (2011), the students' responses seldom helped the teachers adjust what they should do further during the online class as they would in a face-to-face class.

The related condition is not restricted only to attendance. The other matters of learning were not delivered successfully once students do not pay their attention or give low participation. The low participation is mentioned by Kebtrichi et al (2016) as why not all students can successfully participate in online learning. Mayes, Luebeck, Yu ku, Akarasriworn & korkmaz (2011) further explained that students encounter a particular challenge to identify and adopt learning styles in online learning, which is different from face-to-face learning. Considering this circumstance, this study finds a gap between teachers and students to achieve the learning goal through WhatsApp effectively. Both teachers and students should have communicated to build an effective classroom environment in WhatsApp. Teachers can decide a specific time for the WhatsApp group discussions and provide students with incentives in the form of bonus grades to feel engaged and motivated to participate in the process. Then, students should be guided to share their opinions on how the class will be held, creating their responsibility to the class, and increasing their engagement. As supported by Kebtrichi et al. (2016), the online classroom requires professional development for teachers and students to address the challenges in online education and enhance online teaching and learning effectiveness.

## **Conclusion**

The discussion of the data finding in this study reported that the perspectives of the teacher in term of using WhatsApp in teaching and learning English during the Pandemics COVID 19 covers several points. The comfortable, the reasonable cost of internet data, and the ease of communicating with the students were the reason on the importance of the WhatsApp. The strengths of this application covered on the easy

and practical application to share the information (schedule and time flexibility). The teachers also considered WhatsApp as the practical medium to explain the material and set the instruction before, during and post activity of teaching and learning English. Although WhatsApp connect the teachers directly to the students, it also has limitation such as unsupported techniques in downloading the material, incomplete features in the WhatsApp application that the students have in their phone, some language skills that is not maximally practiced by the students, the rules that couldn't be covered by the teachers and students in assessing and incautious checking of the students when the rules is missing. Thus, this study implied the cautious attention from the teachers on the planning, implementing and evaluation for the online teaching and learning of English.

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