

Analyzing Students' EFL Class Learning Experiences during the Covid-19 Pandemic via WhatsApp and Google Classroom

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Analyzing Students' EFL Class Learning Experiences during the Covid-19 Pandemic via WhatsApp and Google Classroom

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ABSTRACT

This study intends to analyze students' experiences during the Covid-19 Pandemic and investigate variables that affect students' learning experiences when learning English at SMA Sumur Tengah. This study used Qualitative method through narrative inquiry. The subject of this study was students in grades 1, 2, and 3. The results of the narrative frame, narrative empty box, and interviews were used to determine the data collection methodology. 1) Google Classroom and WhatsApp groups are used for online student learning throughout the pandemic, according to research findings. 2) The learning process in a virtual class is affected by two elements, the first of which is the supporting component. whereas the second component acts as an inhibitor. Internet quota and supporting platforms are examples of supporting variables.

Keywords: *students' learning experience; Covid-19, narrative inquiry*

INTRODUCTION

Education is crucial for human development and embodiment, particularly for the development of a nation and a country, according to (Azhari, 2013), The development of intelligent, competent, creative, loyal, and noble human resources depends heavily on education. Additionally, high school education is the first education that kids receive in order to acquire knowledge (Muhroji, 2018). The process of developing human existences in countries and states through education. Through the transmission of his knowledge and experience, education is the development of a repaired awareness and personality. Additionally, education is essential to how people learn. A nation's life is brightened by education. Education is essential for the growth and harmony of the human race.

The goal of this learning exercise is simply to guide students through the learning process so that they can understand the intended outcomes of their learning. Therefore, learning experiences must be fun and fulfilling in order to enable students to meet their predetermined learning objectives. Giving instructions, assisting someone in their study of a subject, supplying them with knowledge, and causing them to know or understand are all examples of teaching. It is impossible to separate the definitions of teaching and learning. The success of language teaching and learning processes may be attributed to understanding of teaching and learning ideas. Furthermore, According to (Abuhassna & Yahaya, 2018), distance education is technique in teaching in which students and teachers physically separated and the materials used from various sources such as electronic media, meanwhile for the material and content is instructed by technology. Moreover, Setiyawan & Rizkiyanto (2022) mention that the challenge in implementing virtual learning are the teachers readiness in operating computer, platforms, and internet access.

Meanwhile, the whole world has suffered the Covid-19 pandemic. As is well known, the Covid-19 pandemic was a health emergency that affected people all over the world. According to

(PurwantoAgus, 2020), Education is one among the many fields that this pandemic has impacted. Several nations opt to temporarily close schools and campuses during the Covid-19 pandemic. Every the states makes policies to address the current issues. To cope with the are applying an act, one of them by performing a social distancing movement that is social distances designed to minimize insider interaction larger communities (Wilder-Smith & Freedman, 2020). With being social distancing then school studies are stunted and cannot be done this directly also affects carrying out the activities education.

Moreover, research has revealed that the covid-19 pandemic has caused a disaster, particularly in the realm of education, with school dropouts, diverted teaching activities, and in-person early learning. In order to minimize the spread of the Covid-19 virus, it is necessary to alter the model design for teaching and learning activities by avoiding face-to-face instruction. Learning from home with online or distant learning activities is one of the recommendations in the Indonesian Ministry of Education and Culture's Circular No. 4 of 2020 on the execution of educational policies in the event of the emergency spread of the corona virus disease (covid-19). Now that the pandemic is happening, online learning is practiced practically everywhere (Goldschmidt, 2020). Every school conducts instructional activities via distance learning during the Covid-19 epidemic.

Furthermore, the learning activities during the pandemic are new experience for most in Indonesia, including at Sumur Tengah High School, PalengaanPamekasan. There are many stories that can be used as new knowledge for researcher namely student stories to researcher about the process of their learning experiences during the covid-19 pandemic. Based on the results of the preliminary study, researcher found that the Sumur Tengah High School applied full online learning at the beginning of pandemic then applied blended learning. This learning activity was also the first time conducted in that school and it was not only for the teachers but also for the students. Related to the students, the experience of the students is the point of this research to be explained then it will be a new scientific knowledge for researcher.

From the explanation above, the researchers are considering performing a study titled "analyzing students' efl class learning experiences during the covid-19 pandemic via whatsapp and google classroom" in light of the aforementioned reality. Then, the researcher will conduct a research for revealing how the learning process conducted in Islamic school of SMA Sumur Tengah during the covid-19 pandemic and the researchers would also find out more deeply about students' experience in learning English during pandemic trough narrative inquiry.

METHODS

This material and method as much as possible to give an idea to the reader through the methods used (Sa'aati, 2003) (references on this template is just an example). Sub-subhead on this method comprising at least on type of research; location research; materials law source; data collection technique; and data analysis (Coulson, 1968) (Brenner, 1990). Utilizing a narrative inquiry research methodology, qualitative research is used. This research design was qualitatively trough narrative inquiry. The choice of this design is to unclose the participants teaching strategies through personal stories related to students' learning experience in EFL class during covid-19 pandemic situation. According to (Creswell, 2012), a narrative research as a term that representing a design focus on studying single person, collecting data from the stories collection, individual experiences report, and the discussion of those experiences for the individual. (Clandinin, 2006) adds that narrative provides the possibility to understand how the personal and social are intertwined in students' lives and how

these experiences are shaped by the larger social and institutional narratives in which they live. During the pandemic, the students discussed his experiences in EFL while concentrating on their own learning.

Research procedure

The procedure of this research was taken from (Creswell, 2012). The procedure represents clear and comprehensive stage in conducting narrative inquiry. Then it was operationalized into the research context. These procedures are for identifying the topic being investigated, gathering student data stories, reporting findings about student experiences, and verifying the accuracy of reports.

Three EFL students participated in the study; one of them had to carry out the learning process during the middle of the epidemic. In the meantime, the researcher employed research tools like narrative boxes, narrative frames, and interviewing drives to gather student accounts. The story is then narratively retold by the researcher, who goes on to categorize the narrative data into several themes. The restored version was given to the students by the researcher once the restorying procedure was complete so they could confirm whether the version she had created accurately represented the story of the students. Three students were additionally asked by the researcher to provide more details about their experiences. The researcher will next divide the narrative data into themes if all participants concur with the researcher's account, as stated by (Creswell, 2012), who noted that narrative researchers often offer the themes or categories after retelling the event.

Table 1. Code

Students' Experience	
Code	Meaning
S1	student1
S2	student 2
S3	Student 3
Sule	Students learning experience
Fitol	First impresion through online learning
Til	Tool in learning
P&c	Problem and challange
Slt	Solution
Hp	Hope

The Quality of the Study

The researcher should pay attention to the concerns raised by (Barkhuizen et al., 2014) regarding rigor and dependability in order to preserve the caliber of this research. To ensure rigor, the researcher will read and code the data frequently to identify themes, identify successful experiences that might serve as lessons for others, and share teachers' and students' narratives for others to hear.

Additionally, in order to strengthen the credibility of this narrative investigation, the researcher cited the hugely influential by (Loh, 2015). The four trustworthiness standards were applied. 1) Reputation 2) Transparency Three) Reliability; and Four) Conformability.

RESULTS AND DISCUSSION

Student Learning Experiences During the Covid-19 Pandemi

This section includes information and results from interviews and fieldwork that were conducted by the researcher. The epidemic provided pupils with a unique learning opportunity. The exercise was carried out through online learning, and students are urged to continue their education. Utilizing a technology that students are familiar with is one of the keys to the success of the online learning program at SMA Sumur Tengah. This comprises.

"I learned English in an X-Bclass during the pandemic, i studied using mobile phone and google workspace that was used during the pandemic of whatsapp group, and my learning experience during this pandemic was pretty good" (S1 Sule)

Student 1 learns English in class X-b and during the pandemic student 1 learns to use a handphone and google workspace which is used is WhatsApp while the learning experience is quite good for her.

"I learned english in an XI-A class during the pandemic i learned using mobile phone and google workspace that was used whatsapp group, and my learning experience during the pandemic was satisfactory to us as a student" (S2 Sule)

Student 2 learns English in class XI-A and during the covid-19 he learns to use a handphone and google workspase, one of the media used was Whatapps. While the lerning experience is satisfactory for him.

"I learned english subject. i studied in a XII-B class during the pandemic, i learned by using mobile phone and google workspace. During the pandemic is the whatsapp group's learning experience during the pandemic was quite complicated" (S3 Sule)

Student 3 learn English in class XII-B and during the covid-19 student learn to used a handphone and WhatsApp is media used, while the lerning experience is quite complicated.

Meanwhile, online learning is applied during pandemics give a new experience for students in terms of learning process. There area lot of experiences for students during this pandemic, one of them is online learning and this learning process is still carried out during the pandemic. At the same time researcher also asked students related to their learning experiences during the pandemic. Here is the expose.

"During the pandemic, I learned to use a mobile phone, only mobile phone. With the pandemic I lacked understanding of the material presented by teacher" (S2 Sule)

According to student 2, he learned to use his handphone during the pandemic. and can only use hp. even though with the handphone students 2 do not understand everything about the lesson. The similar to those delivered by S1 and S3 related to learning using mobile phone during the pandemic and learning carried out online.

"During online learning I feel happy and i am not happy with what is being studied and am not very enthusiastic about online learning and i cannot learn face to face because i do not understand what the teacher is saying" (S1 Sule)

Student 1 emphasized that during learning during the pandemic he felt happy but not happy with the material presented he did not understand and was also not enthusiastic about online learning because he could not meet face-to-face with teachers and friends.

"I learned online use handphone during the pandemic. During online learning, i think it's not comfortable because i don't understand what i'm learning. Unlike offline learning, online learning is quite boring because i can't meet friends and i don't have the flexibility to study." (S3 Sule)

Studying online made him less comfortable and did not understand what he was learning and not like before, namely offline learning. According to him, online learning is quite boring because he doesn't meet friends and is also less flexible in learning. Moreover, to find out the efforts made by students in implementing online learning experiences, researcher also succeeded in interviewing S1, S2, and S3 in school.

Tools in Learning and Assignment

Students are encouraged to attend class and study with peers in groups and at face-to-face learning sessions. However, since the epidemic, learning has changed; it is now done online, typically at home, and typically at school. Mobile phones, as well as the story presented, are among the resources employed during online learning.

"Whatsapp and google classroom are the application used" (S1 Til)

Applications used when learning online is WhatsApp and Google classroom. Similarly, S2 and S3 explained that the use of applications that are used online so that the learning process continues.

"The applications that are used while online are WhatsApp and Google classroom" (S2 Til)

The application used are WhatsApp application and Google classroom.

"Usually use whatsapp and google classroom" (S3 Til)

WhatsApp application and Google classroom usually used. S3 said. Using Google Classroom and the WhatsApp group application, online learning at school continues as a result of the outcomes of the aforementioned interview. The researchers also questioned subjects about the learning resources that teachers gave their pupils while they were enrolled in online courses during the Covid-19 pandemic.

Problem & Challenge

Students can experience the issues and difficulties associated with online learning because it is their first exposure to it, particularly in light of the Covid-19 pandemic. The difficulties S1, S2, and S3 students at Sumur Tengah High School face are apparent from their online learning activities. The problems and challenges of online learning can be felt by students because this learning is the first experience for students, especially during this Covid-19 pandemic. As for the problems experienced by S1, S2, and S3 at Sumur Tengah High School, it can be seen from the ongoing learning process while online.

"The problem I get is less effective because the internet network is slow" (S1 P&C)

The problem that my students get is the lack of effectiveness due to the slow internet network

"It's not fun because the teachings given by the teacher are not understood because all of them go through online media" (S2 P&C)

For students this is not fun because the teachings given by the teacher cannot be understood and everything has to go through online media

"The problems that I get, do not understand the explanations given by the teacher, sometimes they are not even explained and the teacher immediately gives assignments." (S3 P&C)

All questions and assignments as well as explanations given by the teacher are poorly understood and sometimes even must be collected directly. Based on the results of the interview above, the researcher can conclude that in online learning process can give that students get in addition to benefits, students also get complaints that the learning period is boring when internet quota is slow. Besides that, they rarely see friends.

"The challenge is to have internet quota and the network must be smooth." (S1 P&C)

T

He challenge that students have to face is that there is internet quota and the network must be smooth.

"The challenge is usually when the lights go out and the internet network suddenly crashes and slows down" (S2 P&C)

Another challenge for students is when usually when the lights go out and the internet network suddenly gets stuck and slows down.

"Internet network must be normal and internet quota" (S3 P&C)

Apart from that experienced by student 1, student 3 also experienced the challenge that the internet network must be normal and internet quota. Efforts the students are being made to keep learning online, namely having an internet quota and a smooth internet network, not slow and errors, especially when the lights go out and the quota suddenly runs out. The problems experienced by these students are none other than the problems of students throughout Indonesia during the pandemic. because during the pandemic, students throughout Indonesia also had the same experience.

However, for every problem there must be a solution. As for solutions to the problems and challenges experienced by students during the pandemic, at the same time the researcher also asked about solutions to students.

Solution

In learning, both online learning and offline learning, all students have a learning experience, especially studying at school in addition to meeting friends, students also meet face-to-face teachers. However, during the Covid-19 pandemic, the student learning experience turned into online learning, and it also makes students learn online via cellphone. from every experience experienced by students during online learning, students also have problems and challenges, but from every problem there must be a solution, the following solutions are presented by students to the researcher.

"The way to make online learning effective and fun is to communicate with friends and keep learning going" (S1 SIt)

After going through the problems and challenges above, students also have a way to keep online learning effective and fun, namely by communicating with friends and continuing to learn.

"By creating a whatsapp group and being able to communicate with friends" (S2 SIt)

This student also has another way, namely by creating a WhatsApp group and being able to communicate with friends.

"Discuss with my friends via WhatsApp group" (S3 S11)

Because by discussing with friends through WhatsApp can make learning effective and fun. Based on the results of the interviews above. The researcher can conclude that with online learning and through WhatsApp groups, which are also full of internet network challenges and student quotas, students also have ways to make learning effective and fun, namely by discussing, communicating with friends and especially learning to keep going.

Furthermore, seeing from the data obtained by the researchers through the narrative frame, narrative empty box and interview guide, researcher found two findings from Exploring Student Learning Experiences in EFL Classes during the Covid-19 Pandemic through WhatsApp group and Google classroom at SMA Sumur Tengah. There are three themes in this section, those are students experience, some factors and solution in teaching and learning process during pandemic.

13 The first theme is that the process of student learning experiences at SMA Sumur Tengah during the Covid-19 pandemic was carried out online, namely by using the Google Classroom and WhatsApp Group media.

The second theme is that there are two factors that influence the learning experience of students at SMA Sumur Tengah. the first factor is the supporting factor and the second factor is the inhibiting factor. Supporting factors consist of internet quota and supporting platforms. while the inhibiting factors consist of obstacles in understanding the material, laziness, difficulty adapting, networking, and minimal data packets.

The third factor is about the solution from the problem faced by the students and the future hope in conducting teaching and learning process.

Student Learning Experiences During the Covid-19 Pandemi

Students learning experience is a learning system that is carried out at school along with friends and teachers, students can freely give opinions and discuss directly. However, the learning experience of students during the covid-19 pandemic is very different from before the pandemic. This student experience is carried out online and using a mobile phone, the material delivered by the teacher is also sent via WhatsApp as a communication tool for online learning. In addition, students must make online learning effective and fun. Students must be able to carry out the learning process by communicating with friends, and discussed, so that learning objectives can be achieved. In other words, the pandemic situation is not a reason to stop learning. Related to the facilities in online learning, the internet connection plays important aspect.

Based on the finding, this happens because all learning experience activities can be done via handphone so that learning activities are easier to do anywhere. Learning materials, according to Prastowo (2015), are any materials (be they information, tools, or text) that are organized in a systematic way to display a full list of competencies that students will master and use during the learning process in order for students to be able to master fundamental competencies in order to achieve competence. The core of each subjects in a particular educational unit.

Furthermore, students' prior technological experiences are a factor that aids online learning. This motivates them to make the best use of their time and engage fully in English study.

They're also cognizant of their status as students. They are willing to participate in studying English in any scenario because of their awareness. This motivates them to make the best use of their time and engage fully in English study. They're also cognizant of their status as students. They are willing to participate in studying English in any scenario because of their awareness at kutipan langsung artikel. Direct Quotation.

Supporting factor in online learning

For the second theme Based on the student experience described above, the student experience is carried out online by using hapi, besides that there are also several factors that support the learning process so that it continues. These factors are supporting factors, these supporting factors are factors so that the online learning process continues during the pandemic. From the results of the data above, the factors that can support the online learning process are that students can still be active in learning and there is a mobile phone and internet quota. This factor makes students able to discuss with friends and can meet with teachers even if they just receive material via WhatsApp.

This learning continues as time passes. Every day students are required to be disciplined and still have to fill in absences as an assessment from the teacher as well as doing assignments as student activities every day.

Contributing faktor in online learning

Factors that hinder the student's learning process are two inhibiting factors. The first is the material understanding factor, this factor makes students feel lazy because the material presented by the teacher cannot be understood by students. And this is an inhibiting factor for students in the learning process during the pandemic. The material provided by the teacher is mostly presented in writing and is not presented directly.

The second inhibiting factor, based on research results there are other factors that hinder the online learning process during the covid-19 pandemic. These factors are network factors, electricity and data packets. This network factor is an inhibiting factor for students to carry out learning as well as electricity that suddenly goes out, this is an obstacle because students do not want to access some of the material that has been sent by the teacher. While the data package factor is an inhibiting factor that makes it difficult for students to receive material files from the teacher because most students do not have packages.

CONCLUSION

According to research findings, the students' pandemic-related learning experience will begin at the beginning of 2020. The learning experience during the Covid-19 pandemic is their first experience. Since the online learning process began, and was carried out online via mobile phones. The students experienced several complaints, and the complaint they felt was their displeasure at not meeting their friends and teachers. The next complaint was a complaint of not understanding the material conveyed by the teacher, besides that there were also several other complaints. Such as slow internet, data packages run out quickly, power failures, and so on. In addition to the complaints experienced by students, there are challenges that they must face, namely, when they do not have an internet package, the students miss the material.

However, from some of the complaints of the students there are benefits that can be taken, namely, they continue to do online learning and can understand the material presented by the

teacher even though there is only a little that the students can understand, as for other benefits. Namely, student activity by filling in absenteeism from the teacher as well is the benefit that students can attend and follow the learning process online. While their solution is to discuss with friends through WhatsApp groups so that learning becomes effective and fun. From some of these incidents, students can be responsible for their role as students, which is to keep learning even under any circumstance.

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