



EFL STUDENTS' PERSPECTIVE ON WHATSAPP AS MEDIA OF ONLINE TEACHING AND LEARNING IN COVID-19 PANDEMIC

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Abstract

The COVID-19 Pandemic indicated a unique challenge to the educational system. The Centers for Disease Control and Prevention recently advised doing social distancing. Many applications were developed and web-based. One of them was developed and become famous was WhatsApp. WhatsApp is one of the mobile phone applications and web-based social network that integrates with various features used to communicate with other users, ranging from education, business, and entertainment developed this social networking site. This study aimed to explore the EFL student's perspective on WhatsApp as media on teaching and learning during this Pandemic. This paper used a qualitative descriptive method. The data was collected through questionnaire and call interview. After the research is conducted, we will find out how EFL students perspective WhatsApp as an online teaching-learning media during a pandemic.

Keywords: COVID-19, Online Learning, WhatsApp, EFL Students

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INTRODUCTION

COVID-19 has become a global phenomenon because it is overgrowing. The first case identified and announced is on December 1, 2019. As stated by Huang et al. (2020), a novel coronavirus, known as COVID-19, was discovered in the last month of 2019 in Wuhan's seafood market. Followed on December 30, 2019, a new cluster of pneumonia patients was reported to WHO (Guarner, 2020). After the research was conducted, the result showed that the virus has the same strain as the pneumonia virus strain, then called 2019-nCoV or the 2019 coronavirus novel (Huang et al., 2020). March 2020 (WHO, 2020), the Director-General of WHO declared COVID-19 as a pandemic after assessing the quick spread and seriousness of the dangerous virus worldwide with the additional declaration of social distancing to stop the spread of the widespread. The COVID-19 health emergency has constrained millions of schools and colleges worldwide to be closed temporarily to moderate the dangerous virus's spread. Many countries decided to close schools, colleges and universities, including Indonesia. On March 2, 2020, Indonesia has reported two confirmed cases of COVID-19. On March 29, 2020, the cases have increased to 1285 cases in 30 provinces. There are five highest provinces in the COVID-19 cases. They are Jakarta (675), West Java (149), Banten (106), East Java (90), and Central Java (63) (Kementerian Kesehatan Republik Indonesia, 2020). The number of cases has increased quite quickly. There has been a spread between countries; in response to that, WHO set COVID-19 as a pandemic (Cucinotta and Vanelli, 2020). All sections of human life on earth are disturbed, including education. The online system is expected to be a solution for the education system to survive during the Pandemic.

The Indonesian government followed suit by changing the teaching and learning process from face to face to online learning. There are two impacts of education caused by the COVID-19 Pandemic. The first is a short-term impact. It felt by many families in Indonesia both in the city and in the village. In Indonesia, many families are less familiar with online school. Online school for Indonesian families is a big surprise, especially for the productivity of parents who are usually busy with their work outdoors—similarly, the psychological problems of students who are accustomed to learning face-to-face with their teachers. The online learning process runs on an unprecedented and untested scale for unprecedented reasons. The second is the long-term impact. Many community groups in Indonesia will be exposed to the long-term impact of COVID-19. The impact of long-term education is fairness and increasing inequality between community groups and between regions in Indonesia.

Unexpected changes in online learning are a measure of organizational agility to make new changes so that education can adapt to a pandemic (Wu, 2020).

Hrastinski (2008) points out that the two types of online learning, namely asynchronous and synchronous online learning, are majorly compared. The instructors, organizations, and institutions must understand the benefits and limitations so that online learning can run effectively and efficiently. Online teaching and learning can be fully-online or mixed with face-to-face interactions (Bakia, 2012; Nguyen, 2015). Fully online learning is a distance education form in which all instructions and assessments are implemented using online, internet-based delivery (Picciano and Seaman: 2009). In contrast, blended learning (also known as hybrid learning) lets the students receive essential instruction portions by face-to-face and online means (Graham, Allen, and Ure, 2005; Watson et al.: 2010). Recent studies on distance education form have shifted from focusing on the technology itself to its effects on learners (Hiltz 1997, Sherman 1998, Wegner et al. 1999, Loomis 2000, Shapley 2000, Bangert 2006, Dziuban et al. 2006, Otte et al. 2006; Wahyudin & Rido, 2020).

Additionally, Gilbert (2015) explained more types of online learning besides those former two, which are traditional courses using web-based supplements that use online technology as a medium for presenting supplemental material for traditional classroom study. Moreover, several researchers have attempted to prove mobile learning's applicability as modern teaching and learning (Naismith, 2004). James M. Marshal (2002) stipulates that people are only able to remember 10% of what they read, 20% of what they heard, 30% of what they had seen and only 50% of what they had heard and seen. The advent of such technologies, which combine images, texts, and audio, can make the percentage even higher than 50%. Going in the 21st century, technology has attacked our lives and we find that education gets its impact and is developed quickly (Oktaviani & Desiarti, 2017). Teachers also began to pay attention to new technology and explore its influence on students' behaviour and performance as they are digital native (Oktaviani & Mandasari, 2020). Lam and Lawrence (2002) argue that technology provides learners with the regulation of their learning process and easy access to additional information the teacher may not provide. Technology even also stimulate students' autonomous learning (Aminatun & Oktaviani, 2019). Numerous applications were developed and web-based. Most people also use WhatsApp, Facebook, Twitter, Instagram, and Telegram. Mobile devices offer educational prospects by enabling students to access course-related content and communicate with course instructors and their peers (Shih & Mills, 2007; Kukulka Hulme & Shield, 2008; Richardson & Lenarcic, 2008; Cavus & Ibrahim, 2008, 2009; Nihalani & Mayrath, 2010; Sari & Wahyudin, 2019a; Sari & Wahyudin, 2019b). Social media is highlighted as a media of social interaction among students, supervisors, and lecturers (Habibi et al., 2018).

One of the applications that are created and gotten to be prevalent presently is WhatsApp. WhatsApp is a mobile phone application and web-based social network that integrates different features to communicate with other clients. Extending from education, trade, and excitement, numerous created this social organizing location. The applications being created nowadays are expected to operate from social networking destinations like chatting or broadcasting messages, collaboration applications (collaboration applications), and data sharing (data sharing) will discover that the purpose of e-learning can be reached. According to (Bere, 2012), WhatsApp has collaborative features as follows:

- a) Multimedia: It allows the user to transfer videos, files, text messages, pictures and VN or voice notes.
- b) Group Chat: It encourages the communication of up to 250 group members.
- c) Unlimited Messaging: The number of messages that can be shared on WhatsApp is infinite. The application uses a 4G/3G/EDGE internet data plan or Wi-Fi to ensure continuous data synchronesh across platforms.
- d) Cross-Platform Engagements: Interaction with different devices (personal digital assistants, Smartphones, Galaxy tablets) can message one another through various media (text messages, files, pictures, videos, voice notes).
- e) Offline Message: Messages are stored automatically when the device is off or outside the coverage field.
- f) No Charges required: there are no charges required for using WhatsApp as it uses the same internet data system, which is used for email or website browsing.
- g) Pins and Users Name: WhatsApp users do not need to remember passwords or usernames as they manage via phone numbers and integrate with users' address books.

Riyanto (2013) claims that WhatsApp can socialize with friends and study and even learn a new language. Special features available in WhatsApp can boost students' active participation in EFL classrooms and inspire them to get involved in purposeful activities with a particular emphasis on practical learning outcomes (Beetham & Sharpe, 2013). WhatsApp as an English language learning tool has been studied in various contexts (Çam & Can, 2019; Hashemifardnia, Namaziandost, & Esfahani, 2018; La Hanisi, Risdiyany, Utami, & Sulisworo, 2018). WhatsApp's effects on students' enhancement of English language learning have been explored by several studies (Ahmed, 2019; Andujar, 2016; Alsaleem, 2013; Asif, 2018; Nasr & Mustafa, 2018; Sari & Wahyudin, 2019).

Thus, this article discussed EFL students' perspectives on Whatsapp as media of online teaching and learning in the COVID-19 Pandemic.

RESEARCH METHOD

The study analyzed in this paper used a case study research using a closed-ended questionnaire and call interview as its primary data collection methods. The purpose of this research was to indicate and describe the EFL student's perception of the strength and challenges of learning via social media, mostly using WhatsApp. The participants of this research were 40 English Department students in Universitas Tidar. They have done teaching and learning activities through Whatsapp for approximately two semesters, starting from the beginning of the Pandemic until now. During the Pandemic, they engage in learning ranging from material giving, explanations, and assignments to collecting tasks done through Whatsapp. The instrument of the questionnaire consists of eight statements adapted from (Yunus & Salehi, 2012). The first up to fifth statements were used to describe the EFL students' perceptions of the strengths of online teaching and learning via WhatsApp. In contrast, the rests statement were the challenges of implementing certain social media platform, WhatsApp, on online teaching and learning process. The detail statements in the questionnaire are presented as follows:

1. I feel comfortable doing online teaching and learning via WhatsApp coded by ST1
2. I prefer discussing topic/material using WhatsApp instead of other social media coded by ST2
3. The discussions via WhatsApp helped me to understand the material effectively coded by ST3
4. During online teaching and learning, I join the discussion on WhatsApp actively coded by ST4
5. I understand the material easily coded by ST5
6. During teaching and learning online, I utilize all of WhatsApp features coded by ST6
7. I always check online teaching and learning notifications regularly coded by ST7
8. While doing online teaching and learning, I tend to be distracted by other notification that it is not related to the material coded by ST8
9. My Internet connection supports online teaching and learning through WhatsApp coded by ST9

In completing the questionnaires, the participants are expected to choose the option that most appropriate of 4-level Likert Scale, labelled by strongly disagree, disagree, agree, and strongly agree. Different from other questionnaires that usually comprised of five options, the neutral option was omitted in order to know the participants' perspective.

The data collected through questionnaires were triangulated with the data taken from the call interview. In order to get detailed information, the interview was recorded and transcribed in the form of conversations. Detailed evidence-related strengths and challenges of implementing online teaching and learning via WhatsApp were noted and coded by CI. After the data collection, the further step done was data analysis. The data obtained from the questionnaire were observed by using descriptive statistics and presented in percentages. In comparison, the data obtained from the call interview were observed qualitatively. Finally, the results were presented and arranged in nine sections, referring to the questionnaire's total.

FINDINGS AND DISCUSSION

WhatsApp is a chat-based social media. WhatsApp can instantly exchange messages and information and make it possible to upload images, videos, status, location, and voice mail. WhatsApp is also supported by a group chat feature that can be used to communicate with many people to share information and discussions. According to (Mahesh & Meerasa, 2016), WhatsApp has been instrumental in e-learning education for the last ten years.

Furthermore, this research focused on the EFL Students' perspective on WhatsApp as Media of Online Teaching and Learning in COVID-19 Pandemic. The data obtained from the result of the questionnaire and call interview. The findings of this research are divided into nine sub-sections based on the students' statements to answer the questionnaire. The results of the questionnaire in total can be seen in Table 1 below.

Table 1. Results of the Questionnaire Responses

No.	Statement	Strongly Disagree	Disagree	Agree	Strongly Agree
1.	I feel comfortable doing online teaching and learning via WhatsApp	2.5%	17.5%	50%	30%
2.	I prefer discussing topic/material using WhatsApp instead of other social media	5%	27.5%	42.5%	25%
3.	The discussions via WhatsApp helped me to understand the material effectively	7.5%	35%	45%	12.5%
4.	During online teaching and learning, I join the discussion on WhatsApp actively	5%	35%	45%	15%

5.	I understand the material easily	10%	42.5%	45%	2.5%
6.	During teaching and learning online, I utilize all of WhatsApp features	5%	15%	52.5%	27.5%
7.	I always check online teaching and learning notifications regularly	2.5%	10%	35%	52.5%
8.	While doing online teaching and learning, I tend to be distracted by other notification that it is not related to the material	2.5%	12.5%	55%	30%
9.	My Internet connection supports online teaching and learning through WhatsApp	5%	5%	30%	60%

I feel comfortable doing online teaching and learning via WhatsApp (ST1)

In response to ST1, 50% of students agreed with the statement. On the contrary, several students represented by 17.5% of the respondents believed that they did not feel comfortable doing online teaching and learning via WhatsApp. Slightly different from the previous percentage, 30% of students strongly agreed with the statement, and only 2.5% of student chose strongly disagree. Cumulatively, 80% of students agreed that they felt comfortable doing online teaching and learning via WhatsApp, while the other 20% have different opinions. To supporting data, the evidence is taken from interviews. Based on the interview, students feel comfortable undergoing online teaching-learning via WhatsApp because some of its features support it to be used. Students A viewed that learning through WhatsApp because the material being taught can be relearned anytime and anywhere. The extract of the interview of Student A was as followed.

Extract CII. Student A

“I feel more comfortable using this WA as an online learning platform because I can read or listening again the explanation of material from the lectures. I can read the material anytime and anywhere even it does not have a good connection.”

Besides, Student B stated that apart from having supportive features, it gives many opportunities to be active without being judged. The extract of Student B’s statement could be seen as followed.

Extract CII. Student B

“So far, during online teaching and learning through WhatsApp, I have been obtaining much insightful knowledge from my lecturer and friends. Since through WhatsApp, we can share many sources or materials with others in any form or file, for instance, picture, link. , document, video etc. My lecturers mostly utilize those features to support online teaching-learning. Besides, online learning via WhatsApp gives me many opportunities to be active in the classroom, without worrying to be judged by others or feeling nervous. For that, I feel comfortable with WhatsApp, especially in online learning.”

From CII, it can be seen that comfort is very important when doing online teaching-learning. (Prensky, 2007) stated that the only way our schools will adopt and benefit from the new technology students wants and need if everyone, students and teachers, remains comfortable (or at least comfortable enough) in the process.

I prefer discussing topic/material using WhatsApp instead of other social media (ST2)

In response to ST2, the option “agree” to be the dominant choice was selected by 42.5% of students. Although 20% chose strongly agree, 27.5% of students decided to disagree with the statement in the second percentage. Moreover, 5% strongly disagreed with the statement. Cumulatively, the total of students who agree with the statement ST2 is more than students who disagree with the statement ST2. Also, the above data validation, interviews were conducted. Based on interviews, students are more familiar with WhatsApp on other social media. For them, WhatsApp’s features are sufficient to support online discussion activities, so they do not need to use other social media. Student A stated that the material presented in the discussion via WhatsApp could be reviewed at any time. The extract of the interview of Student A was as followed.

Extract CI2. Student A

“I have a poor connection here. I prefer using WhatsApp because the lectures will give the material and explain the material using the VN (Voice Note), they also doing QnA, which we can listen to it anytime, even when we have a bad connection. That is the system of forum discussion on WhatsApp Group. I do not have other social media, such as Line, Telegram, etc., and the lectures also never ask us to use those social media.”

Furthermore, Student B added that WhatsApp’s features support online discussions, both for lecturers and students. In line with the statement (Boyd, 2005), WhatsApp allows the creation of closed groups, provides a safe environment, where academic discussions, as well as social dialogue, can take place with lecturers as participants and safety facilitators/moderators. The extract of Student B’s statement could be seen as followed.

Extract CI2. Student B

“I prefer discussing topic/material using WhatsApp to any other platform or social media since I can deliver my idea freely. Also, I notice that my friends, those who seem not too active in offline learning, become more active to express their ideas on online learning during WhatsApp. For that, the class will not be passive anymore, and I can bounce off my ideas together. Moreover, the lecturer can control her students as well because WhatsApp provides special features that can detect those who have already read messages, a record for those who were paying attention to the discussion or not. It will be different from any other social media since the lecturer cannot see who follow the class from the beginning to the ending. I have been using WhatsApp for six years, and I do not know much about any other social media which has the same qualification as WhatsApp.”

The discussions via WhatsApp helped me to understand the material effectively (ST3)

Reacting to ST3, 7.5% of students were firmly disagreed with the statement. Although 35% of students chose disagreed, the total number of participants who chose to agree was more, accurately, 45%. Additionally, 12.5% chose "strongly agree" option. The additional evidence related to the statement was found in the interview. Based on the interview, discussion through WhatsApp can understand the material effectively. As said (Lestari & Wahyudin, 2020), when students find difficulties in learning, they without hesitation share their problems with others and let their friends help them learn more about the target language. Although, each student has a different understanding of the material. Student A, who uses discussions on WhatsApp to understand the material. The extract of the interview of Student A was as followed.

Extract CI3. Student A

“As I have said before, if I use zoom/google meet the explanation depends on how good my connection is. As long as I have good connection, I do not have to worry about losing my connection. It is different from the discussion via WhatsApp; the material that can be review and discussion via WhatsApp is very helpful to understand the material effectively.”

Unlike Student B, who has a different way of understanding the discussion material, Student B is accustomed to reading material first before the discussion. The extract of Student B’s statement could be seen as followed.

Extract CI3. Student B

“I try to read the material given via WA first as well to make sure that I can follow the discussion well. Besides, I try to check the message, which is linked to the previous message by using the reply to the button and try to connect it. So I can understand the core of the discussion.”

During online teaching and learning, I join the discussion on WhatsApp actively (ST4)

In responding to ST4, 45% of respondents chose to agree with the statement. Another 35% chose not to agree with the statement. Different from the option ‘strongly agree,’ which only got 15% votes. Moreover, the rest stated that they strongly disagreed with the statement. Thus, the number of students who agreed with the statement was more than those who disagreed with the statement. To verify the above results, an interview with students has been conducted. Based on interviews, students took part in online discussions during online teaching-learning for various reasons. As was done by Student A, he actively participated in discussions via WhatsApp, triggered by the others. The extract of the interview of Student A was as followed.

Extract CI4. Student A

“At the beginning of the learning contract, the lectures told us about the new result system, the resulting system that took 50% from our assignment. They told us to be active in class, and it will affect our assignment result, so I followed the discussion via WhatsApp actively. Besides, actively discussing in class is a form of appreciation for the lecturer who teaches and explains the material. “

Furthermore, in addition to having the same will to get the additional score, Student B has other reasons to participate in discussions via WhatsApp actively. The extract of Student B’s statement could be seen as followed.

Extract CI4. Student B

“I choose to join the discussion actively for some reason, such as I want to share my perspective on a particular material which I have learned. Therefore, it can help my friends to understand the material in case some of them may do not know about it. Second, because the discussion is done one, for that the only thing that I can do to get a remark on that course is to get involved in the discussion actively.”

The interview results above are in line with the statement (Aicha Blehch, 2014) that the learning situation becomes more personal and effective through online social interaction. This situation allows students to work in a collaborative and portable process. Learning is always present, durable and different from formal education.

I understand the material easily (ST5)

It is undeniable that more than 50% of students disagreed with the statement on ST5. More precisely, 52.5% of students disagreed that they could understand the material conveyed easily through WhatsApp media. 42% of students chose the 'disagree' option, and another 10% chose the "disagree" option. Even though the 'agree' option was chosen the most, 45%, the total could not compensate for the total students who disagreed with the statement because only 2.5% chose the "strongly agree" option. It was supporting the data, evidence taken from the interview. While connecting with the interview results, several things support students in understanding the material easily during online teaching-learning. Student A and Student B agreed; aside from the WhatsApp features, that does help it, other factors also affect it. The extract of the interview of Student A and Student B was as followed.

Extract CI5. Student A

"Apart from the supporting features, there are other factors that make me understand the material easily, namely mood. To improve my mood, before the online class begin, I always do a push up maybe 30-40 times. It can refresh my mind then makes me more focus while studying the material. So that the material being taught can be understood easily."

Extract CI5. Student B

"I can understand all the material easily on online learning since I can comprehend my knowledge with others and share my ideas without worrying about losing my notes. In this case, this platform can keep up the track of what quite material that has been learned. However, in general, I can understand the material during online learning since I have much time to study the material first, and the atmosphere of the classroom interaction seems not too nerve-racking."

During teaching and learning online, I utilize all of WhatsApp features (ST6)

Responding to ST6, "agree" was the most dominant choice chosen by 52.5% of students. The second percentage was the "strongly agree" option, where 27.5% of students chose it. Different from the "disagree" option, which 15% of students chose, and the "strongly disagree" option, which was only chosen by 5%. Therefore, the total number of students who chose to agree with ST6 was more than those who disagreed. It is in line with the results of the interviews that have been conducted. During online teaching-learning, students and lecturers take advantage of the features on WhatsApp. It is conveyed because these features can support their learning. The students' viewpoints were as followed.

Extract CI6. Student A

"During online learning, we always use the features in WhatsApp such as voice notes, media files like pdf ppt documents etc., also the WhatsApp group. It helped me in this online learning using WhatsApp."

Extract CI6. Student B

"I utilize WA features such as 'make it as favorite', all kinds of buttons to share a link, document files, pics, video, so on and so forth easily. I realize that those features especially "make it as a favorite," truly help me because sometimes I forgot my homework or what I have to do."

I always check online teaching and learning notifications regularly (ST7)

In responding to ST7, 52.5% of students chose the "strongly agree" option, followed by the number of students who chose the "match" option, 35%. Inversely comparable to the number of students who disagreed with ST7, 10% of students chose "disagree," and the remaining 2.5% chose the "strongly disagree" option. This result shows that students' dominant choosing to agree with ST7 with an interval of 75%. This result was proven through the interviews conducted. Based on the interview, the students agreed that they always check online teaching and learning notifications regularly, so they do not miss any information. Student A stated that he/she should always check online teaching and learning notifications regularly for good grades. The extract of the interview of Student A was as followed.

Extract CI7. Student A

"Of course I have to check the notification regularly because I do not want to absent in my online class because it can impact for my result later. Besides that, I am trying to be an ambitious person who wants to be done my assignment quickly so I can have my free time or doing another task, besides I want to get a better result. That is why I always check online teaching and learning notification regularly."

Almost the same as what Student A said, Student B always checked online teaching and learning notifications regularly because he had missed online classes. The extract of Student B's statement could be seen as followed.

Extract CI7. Student B

"I always check the notification regularly, especially in weekdays, since I am afraid that I will miss my project or lecturer's instructions during online learning. I had ever experienced a moment when I missed my online class so that I try to check my notification regularly."

While doing online teaching and learning, I tend to be distracted by other notification that it is not related to the material (ST8)

The reaction on ST8 shows that the “agree” option is still the most preferred, as many as 55% of students. Besides, another 30% of students chose the “strongly agree” option. Thus, the total number of students who agreed on the ST8 statement was as much as 85%. On the other hand, in total, only 15% of students disagreed with the ST8 statement, with details, 12.5% of students chose the “disagree” option, and 2.5% of the other students chose “strongly disagree.” To verify the above results, the following interviews were conducted.

Extract CI8. Student A

“I often tend to be distracted by other notifications that are momentarily unrelated to the material. However, it is not a big problem for me as long as I can focus on the discussion, and I can handle it.”

Extract CI8. Student B

“I tend to be distracted by others notification that is not related to the material because I tend to read those messages and leave the discussion room. So once, I read other messages, no matter what I have to reply as soon as possible. , I am afraid if I did not reply to the messages, I would hurt others’ ego since they could notice that I am online at the moment. after I reply to others message, I try to go back to the main room discussion, and I have to adjust to the discussion for a moment, however.”

The students’ responses showed that even though they were distracted by notifications that were not related to the material during online teaching and learning, they could compensate and stay focused on the discussions via WhatsApp media.

My Internet connection supports online teaching and learning through WhatsApp (ST9)

Unlike the eight previous statements, in response to this ST9, 90% of students agreed with the statements on ST9. With details, 60% of students chose the option “strongly agree,” which made a choice dominating. Additionally, 30% of students agreed to choose the “agree” option. On the other hand, only 10% of the total students disagreed with the statement. “Disagree” and “strongly disagree” choice was agreed to be chosen by 5% of the students, respectively. To supporting data, the evidence is taken from interviews. Based on the interview, students have an internet connection that supports online teaching-learning. According to them, WhatsApp does not need a strong signal. So that online learning via WhatsApp continues even though the signal is not very good. The extract of the interview of Student A was as followed.

Extract CI9. Student A

“My internet connection supports online teaching-learning via WhatsApp. Because I think, when I use WhatsApp, I do not need a very good signal. So it is not a big deal for me if I do not have a good signal because I am still can take part in online teaching-learning.”

Unlike Student A, Student B always has a stable internet connection. Even though he had lost his signal, he was still able to follow online teaching-learning via WhatsApp. The extract of Student B’s statement could be seen as followed.

Extract CI9. Student B

“Internet connection is everything on online learning. Mostly I have a stable connection. However, I had ever faced a moment when I lost my signal during online classroom using WA. I got panic attacked then, and when I got back my stable signal, I had to adjust to the discussion for a while.”

Discussion plays an important part in a scientific article. This part answers the problems, interprets the research results and the findings into the already known knowledge, confirms and contrasts with the research of other researchers, constructs the new theory, and modifies the previous theory. Discussion may also contain the implications of both theoretical and implementation results. Results and discussion should answer what, why and what else questions. The research findings must be stated explicitly. After stating the research findings, the research findings and the relevant theory or hypothesis must be discussed comprehensively. The discussion section also must explain the comparison of the research findings with the relevant results. Therefore, a notable citation must be found in the discussion section. In the last part, the implication of the research finding to sciences should be stated clearly.

CONCLUSION

The spread of the Covid 19 virus which has become a global phenomenon has greatly affected the education system. many countries have decided to do online learning at the primary, secondary, and tertiary levels, including in Indonesia. Besides, in the industrial era 4.0, social media has become a part of social life today. So, educators take advantage of the use of social media for online EFL learning, one of which is the WhatsApp application.

Based on the discussion above, it could be decided that two main points relate to student perceptions and the challenges of implementing online learning through WhatsApp for EFL students.

First, the students' perception of the strengths of Instagram-enhanced writing class was confirmed. Most students believed that WhatsApp social media helped them in online teaching and learning. They feel comfortable and actively participate in the discussion of the materials during online teaching-learning and can understand the material easily and effectively. This condition, of course, can be achieved with social interaction assistance that is fostered by students and the teacher's role to administer and control the classroom activity.

Second, another finding mention that most students take advantage of all the features on WhatsApp to support online teaching-learning. Besides, because learning is carried out online, it requires students always to check notifications so that they do not miss any information. Additionally, most students tend to be distracted by other notification that it is not related to the material. Even so, they remained focused and able to keep up with online teaching-learning. Another challenge students face internet connection. In this study, the problem can be overcome because WhatsApp does not require a stable network to keep it running.

Finally, the use of WhatsApp as an online media for solving learning during this Pandemic in the EFL class is strongly recommended even though there are still challenges that must be addressed properly. In order to maximize its strength, student interaction, student knowledge of technology, the role of teachers, and the accessible internet provided by the institution must be enhanced. The teaching of English in higher education is characterized by its close association with specific academic and professional settings.

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