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A DEPTH INSPECTION ON INFORMAL SCHOOL STUDENTS' DILEMMA IN TRANSLATING ENGLISH ARGUMENTATIVE TEXT TO INDONESIA

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Abstract

This research aims to analyze students' difficulties in translating argumentative text. It was conducted at FLC Course. The participant of this research consisted of 15 students. The method of this research was descriptive qualitative. The instruments of this research were translation text and questionnaire sheets. The result of this study from translation text, students made a mistake which as ambiguity, sentence pattern, missing words, and non-linguistic factors. In the questionnaire sheet, the highest score of students' difficulties was in the linguistics factor which was about 55 score. It was difficult in translating words that had double meanings. In the non-linguistics factor, the highest score was 52 score. It was difficult in translating words that related to ideology values. Besides, there are internal and external factors from within students that affect their difficulties where the internal factor is the student's motivation and interest in learning is lacking. While external factors are a lack of attention from the teacher and parent, inexact methodologies in learning, and the lack of student facilities in learning. Based on the result above, it can be concluded that students' difficulties in translating argumentative text more dominant come more from linguistic factors than non-linguistic factors.

Keywords: Students' Difficulties, Translation, Argumentative Text, Informal School

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INTRODUCTION

The translation is an activity to transfer the meaning of a language to the closest natural equivalent from the source language to the target language whether in spoken or written form. It is the process of transferring a message or meaning from the source language to the target language (Simanjuntak et al., 2021). An activity of translating one language called the source language into the target language is the meaning of a translation. It is the act of transferring the linguistic entities from one language that is equivalent to the target language (Casanova & Brownlie, 2021). It is the comprehension of the meaning of a text and the subsequent production of an equivalent text, often known as a translation that communicates the same message in another language (Ducar & Schocket, 2018).

Being a master in translation is urgent because it is one way to understand communication and to earn a lot of information. Translation is used for knowledge and communication because it is the only way to communicate with people around the world (Ingold, 2020). It is used in human life because people change the source text into target text to show the purpose of communication (Colina et al., 2017). Translating can be given to adult learners since they have already the ability to work the concrete and abstract concepts. In this case, the adult learners refer to the high school level. Adults are an individual who is vested responsibilities towards their homes, family, friends, community, employment, and themselves. They develop motivation and interest in learning to meet their needs or achieve their desired goals (Kegan, 2018). They focus on breaks in schooling or responsibilities and function that adult is required to carry out in their lives (Chen, 2017).

High school students, can study translation as a strategy in ELT because it has many important roles. Translation becomes a primary necessity for students who learn English as a foreign language (Robinson, 2019). It plays a vital role in students' English learning (Liu, 2020). There are many roles of translation that they can earn especially in English language skills. According to Kaharuddin (2018), translation is used as a learning strategy to enhance English skills in terms of reading, writing, listening, and speaking. Translation as an EFL learning strategy is also frequently used to help them memorize the meaning of new English vocabulary words,

learn English grammatical rules, and learn English idioms and phrases. In addition, according to (Lee (2020), students believe that translation is a supporting method and they make use of translation as one of their learning strategies.

However, translation is not an easy thing to do. Not all people can translate a foreign language accurately. There are many problems why people are difficulty translating such as lack of vocabulary, less understanding of the context of the text, and lack of grammatical structure. According to Lefebure (2019), the difficulties in translating that are often faced by people can be caused by multiple causes. It can be grammatical, lexical, and cultural. Moreover, some learners said that translation is difficult since the materials of translation are not suitable for the need of language learners. Besides that, the activity of translating long text is boring and the learners also lack background knowledge about linguistics (Arono & Nadrah, 2019). In addition, they faced the complexity of work concerned with translation with lexical, grammatical structure, communication situations, and cultural (Malyuga et al., 2018).

On the other hand, in the translation process, many kinds of text are learned by students. They can learn about recount text, narrative text, argumentative text, etc. Particularly in argumentative text, it is a place for an author to support their view and try to refute counter-view about an issue including counter views (Kathpalia & See, 2016). Argumentative text is a text that contains the writer's opinion which is supported by another supporting argument to strengthen the opinion.

Based on the exposures above, the present researchers re-studied "A Depth Inspection on Informal School Students' Dilemma in Translating English Argumentative Text to Indonesia".

Literature Review

Furthermore, many previous studies research it. The first previous study is Melati (2020). The aim of this research was analyzing of students' difficulties in translating argumentative text from English to Indonesian. It used descriptive qualitative as the methodology. It used the data of this research were collected through the documentation of students' translation text and questionnaire. The result showed that students' difficulties are from a linguistic and non-linguistic factors and the linguistic factor is more dominant than the non-linguistic factor. The second previous study is Hariati (2018). This research aimed to show the analysis of students' difficulties in translating argumentative text from English to Indonesian. The methodology used was qualitative descriptive. The data were collected by using reading, analyzing, writing, and concluding the score of the students' translation product. The instrument of this research is the argumentative text, as a key instrument using the help sheet questions and answers and the table of translation quality assessment. The result found that students' difficulties were in understanding the meaning of the source language which is called a linguistic factor and students were difficulty in cultural value which is called a non-linguistic factor. The third previous study is Hadrus (2017). This study aimed to investigate the kind of students' difficulties between linguistic and non-linguistic factors. It used an argumentative text, questionnaire, and interview as the instrument to collect the data. The result showed that the students had difficulties with linguistic and non-linguistic factors and the linguistic factor was more prominent than the non-linguistic factor.

From these previous studies, there are similarities and differences with the present researchers. The similarities from its previous study are purpose and method. The differences are the object of study, the setting of the study, and data collection. Furthermore, these previous studies conduct the research in formal schools while the present researchers will take the research in informal schools. Informal learning has been defined simply as learning that occurs outside of school. It is embedded in meaningful activity, builds on the learner's initiative, interest, or choice, and does not involve assessment external to the activity (Rogoff et al., 2016, p. 358). It is more common and is more effective than formal learning. It is understood by the individuals in terms of certain traits, holistic, organic, contextual activity, and experienced-based (Kapur, 2019)

Based on the exposures above, the present researchers Will re-study "An Analysis of Students Difficulties in Translating Argumentative Text from English to Indonesia in Informal School". As known that research in informal schools is limited. Informal education has received far less attention from academic researchers than its formal counterpart (Trinder, 2017). The inputs and concerns to informal learning of people are less than 20% (Lu, et al., 2017). It has received much less attention from scholars and practitioners alike (Aufeser, 2014). The present researchers intended to know whether the difficulties faced by students in formal and informal schools are the same or different. It can help students and teachers to prevent this problem. The teacher can prepare suitable methods or strategies in the teaching and learning process, especially in translation.

RESEARCH METHOD

Participants of this study were high school students in Foreign Language Center (FLC) Course. It used purposive as a sampling technique. The purposive sampling technique also is called judgment sampling. (Etikan

et al., 2016). It is an intentional selection of information based on their ability to elucidate a specific theme, concept, or phenomenon (Kalu, 2019). The participants of this study are 15 students.

Furthermore, the data collection was from a translation test and questionnaire. In collecting the data, the researchers gave students a test to translate an argumentative text. The students did the test in class and were given 40 minutes to translate the text. Next, the researchers distributed the questionnaire. Finally, the researchers collected and analyzed the data.

Then, the data analysis of this study was descriptive and qualitative. Descriptive research is research that is more focused on existing facts (Sari & Putri, 2019). It may include interpretation or analysis (Rahadi et al., 2021). The form of data analysis of this research is described in the figure below.

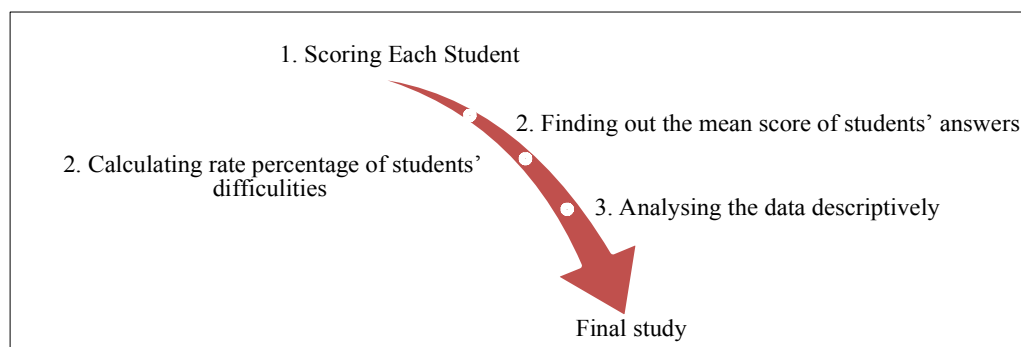


Figure 1. Data analysis cycle

In the first cycle, the final task of the students was scored by using the formula $\frac{\text{number of students score}}{\text{number of score maximal}} \times 10$.

However, the assessment rubric of the translation test was by Nababan et al (as cited in Hariati, 2018, p. 46-48).

Then the next cycle is finding out the mean score of students' answers by using the formula of $\bar{X} = \frac{\sum x}{N}$, and

the calculating rate percentage of students' difficulties by using the formula $P = \frac{F_q}{N} \times 10$.

FINDINGS AND DISCUSSION

The researchers present the findings of the research. It can be divided into two parts which are the analysis of data from the test and the questionnaire. The difficulties included the linguistics factor and non-linguistics factor. Moreover, the researchers described the items of the factors. The findings of this research were based on the result of data analysis.

1. The analysis of data collected from the object test

The data from the test was used to analyze the student's ability in translating argumentative text. The test was given to the students. There were many mistakes which did by the students. In lexical ambiguity, the students were difficult to determine the meaning of the words we, nonsmokers, and smoking. They were confused about words that have a double meaning. The words actually would be we becoming *Kita*, not *kami*, non-smokers becoming *tidak merokok*, not *bukan perokok*, and smoking becoming *merokok* not *perokok*. Next, in the sentence of pattern, It was many students made a similar mistake. They were difficulty arranging sentence patterns correctly sentence. In sentence "Smokers are two and half times more likely to die", it would be "*Bahkan para perokok dua setengah kali lebih cepat meninggal*". They translated those sentences into Bahasa Indonesia. Then, fill in the blank, it was about 7 students emptied the answer. The mistake happened because the students did not have treasury vocabulary to fill the text. The last, in non-linguistic factor, was about 9 students who made this mistake. They were difficult to translate heart diseases. It would be *penyakit jantung* not *penyakit hati*.

Based on the data result in the table above, it can be concluded that students have difficulties in translating argumentative text. Both factors affect students' difficulties.

2. The analysis of data collected from the questionnaire

The questionnaire is used to determine the students' difficulties in translating argumentative text. The questionnaires were given to FLC Course students. It consisted of 15 items which contained linguistics factors and non-linguistics factors.

Table. 1 The Number of Students' Difficulties in Linguistic Factor

No	Question	Option				The Total Score of Students' Difficulty
		4	3	2	1	
1	I have difficulty adjusting sentence patterns that have been translated from English into Indonesian sentence patterns.	2	12	1	0	45
2	Difficulty in finding words that are not listed in the dictionary	4	7	2	2	45
3	Difficulty in translating an idiom	6	5	4	0	47
4	Difficulty in translating the phrase	5	5	5	0	45
5	Difficulty in determining the exact meaning of words with multiple meanings	11	3	1	0	55
6	Difficulty in arranging words in the target language.	4	9	2	0	47
7	Convolutd English sentence pattern	5	8	1	1	47
8	Difficulty in translating long sentences	5	7	3	0	47
9	Difficulty in determining the differences in the structure of Indonesian and English	3	6	4	2	40
10	Difficulty in understanding the meaning of the source language (English)	1	9	5	0	41
11	Difficulty in interpreting whole sentences even though they know the meaning of the words	5	7	3	0	47

Based on the questionnaire that has been filled out by the students, the researchers found the result that there were many difficulties in translating argumentative text. There were two categories of students' difficulties which were the linguistics factor and the non-linguistics factor.

In the linguistics factor, the highest score in students' difficulties was about 55 score which was difficult to determine the right meaning of the double-meaning word. There were about five 5 difficulties that had a score of 47 in students' difficulty. They were difficulty in translating idioms, difficulty in arranging words to SL, difficulty in understanding the intricate sentence, difficulty in translating a long sentence, and difficulty in interpreting the whole sentence even knowing the meaning of words. There are 3 difficulties which had 45 scores in Students difficulty. They were difficulty in adjusting sentence patterns, difficulty looking for words not in the dictionary, and difficulty in translating a phrase. Then, there is one which had a 41 score. It was about the difficulty in understanding the meaning of the source language. For the last, the lowest score was about 40 score which was complicated to determine structure from English to Indonesia. While in non-linguistics factor is in the table below.

Table. 2 The Number of Students' Difficulties in Non-Linguistic Factor

No	Question	Option				The Total Score of Students' Difficulty
		4	3	2	1	
12	Difficulty in translating words related to cultural values from English to Indonesia	6	6	2	1	47
13	Difficulty in translating words related to history value from English to Indonesia	6	6	2	1	47
14	Difficulty in translating words related to ideology value from English to Indonesia	9	4	2	0	52
15	Difficulty in translating words related to economic value from English to Indonesia	8	5	1	1	50

In the non-linguistics factor, the highest score was about 52 score. It was difficult in translating words that related to ideology values. It was about a 50 score which was difficult in economic value. Then, it was about a 48 score which was difficult in cultural value. It was about a 47 score which was difficult in translating history value. It was the lowest score in the non-linguistics factor. Thus, based on the result above it can be concluded that students' difficulties in linguistics factor are more dominant than non-linguistics factors.

Furthermore, the researchers would like to present a discussion of the result of the data analysis that has been discussed in the focus of the research. This discussion was expected to find out the students' difficulties in

translating argumentative text. The researchers would like to represent the result of two kinds of the instrument of the research which are from translation test and a Questionnaire. It answered the research question.

1. What are the difficulties that were faced by the students in translating English to Bahasa Indonesia in the argumentative text?

Based on the data analysis in the translation test, students' score was still less which were 5,94. It can be seen in the table. There are many mistakes that students had like sentence patterns, lexical ambiguity, fill in a blank, and non-linguistic factors. Similarly, the study done by Rafsanjani (2019) related to this research. It found that there were some error sources in students' translations such as lexical, morphological, syntactic, incorrect writing, and missing word. While, Noviyana et al., (2018), On their research, found that the problems faced by students were lexical meaning, grammatical meaning, contextual meaning, and textual meaning.

In non-linguistics, the highest score of students' difficulties was translating words that related to ideology values. It was about 52 score of that difficulty. It was about 50 student scores which were difficult in translating economic value. While translating words that related to cultural value about 48 scores of students. the lowest score was in translating words that related to historical value. Thus, the point of students' difficulties in non-linguistics was in translating ideology value and economic value. This research is related to the previous study by Hariati (2018). It was found that the students had difficulties in translating words that related to ideology value, technical value, and economic value.

In the linguistics factor, the highest of students' difficulties was about 55 score. It was about the difficulty in translating words that had double meanings. It was the biggest problem that students faced. This problem relates to the research that was done by Hadrus (2017). It found that students had the biggest difficulties to determine the word that had a double meaning. the lowest score was about 40 score which was complicated to determine structure from English to Indonesia.

2. What are the factors that affect students' difficulties in translating English to Bahasa Indonesia?

In sentence pattern problems, the students still used Indonesian grammatical rules. They arranged the test based on the text or they translated the sentence using the word-by-word translation method. It made the result of the translation disorganized. Then, the problem in the lexical ambiguity, the students were confused to determine the right meaning of words that had double meanings. It referred to the lexical meaning problem. The most problem commonly is found on a lexical level (Ulanska, 2015). Next, a mistake was made by students which was missing words. It caused the reader confused about what the text was talking about. It happened because the students had less vocabulary.

In the non-linguistics problem, the student was less knowledgeable about English. In addition, in the non-linguistics factor, there are internal and external factors from within students that affect their difficulties, where the internal factor is the student's motivation and interest in learning is lacking. While external factors are caused outside of the students, for example in the learning process there is a lack of attention from the teacher, lack of attention from a parent, inexact methodologies in teaching, and the lack of student facilities in learning.

3. What are the solutions to being a good translator?

Good translators should read a lot of knowledge both linguistics and non-linguistics factors. Translation activities can not be separated from linguistic problems. According to Sriyono (2018), translation and linguistics are two things that cannot be separated. In learning English, it is crucial to learn linguistics (Jaelani et al., 2022). Understanding various elements and concepts in linguistics can describe how translation problems can be solved both for empirical studies and for practice. Adequate knowledge of linguistic aspects can understand translation with all its aspects, both at the micro-language level to the macro-linguistic level. In linguistics factor, students need to improve their reading skills. It can help them to enrich their ability in translation. According to Maximilian (2020), translation ability is considered to be one thing which had a relation to Students' reading skills. Being a master in reading skills can help them to improve their vocabulary, grammatical, etc. However, the foreign linguistic aspect is the only area that is directly related to translation, several other aspects also need good attention, including cultural issues that can be related to translation, source texts, and study texts on the study of translation culture.

In addition, besides linguistics and non-linguistics factor, they also need to know the technique in translation. Producing a result of a good and correct translation has the same principle as producing another written work. A translator will not produce a good translation if they do not understand the idea of the source language well. The translators are like a writer who will not produce a good essay without having an idea before writing. Thus, translation requires techniques to produce a good and correct translation.

Based on the discussion above, it can be concluded that student difficulties mostly come from linguistics. It is more dominant than the non-linguistics factor.

CONCLUSION

In this section, the present researchers would like to draw some conclusions. As it was mentioned previously the main specified object of this study is to find out the students' difficulties in translating argumentative text from English to Bahasa Indonesia in informal schools. Based on the result above, the researchers conclude that students' difficulties that are faced by the students come from linguistics and non-linguistics factor, but difficulties in linguistics are more dominant than non-linguistics factors. However, the difficulties that are faced by the students in formal school and informal schools are the same.

Finally, after knowing the students' difficulties, then the next researchers can investigate how those difficulties can appear and how to minimize the difficulties. On the other hand, the educator also can prepare himself to cope and deal with those difficulties if he finds them in the class.

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BIOGRAPHIES OF AUTHORS

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TEACHER PERCEPTIONS ON THE USE OF QUIPPER SCHOOL APPLICATION IN TEACHING READING

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Abstract

This study was focused on the teachers' perceptions of the use of quipper schools in teaching English reading. The study was conducted at SMA N 1 Kayu Agung. Two English teachers became the sample for this study. This study aimed to answer the following question; How were the teachers' perceptions of using the quipper school application in teaching reading at SMA N 1 Kayuagung? A qualitative study was used for this study. Based on the result of this study, the English teacher assumed that the Quipper School application is very helpful for teaching English reading. However, the researchers hope that the next study can conduct a deepened study on the student's perception of learning English reading using Quipper school.

Keywords: perception, quipper school, teaching reading

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INTRODUCTION

For various reasons, English has become one of the most important languages to learn. First, English serves as a global communication bridge and has a significant impact on social life. Almost every country, including Indonesia, has made English a compulsory subject to study in school and at the university level (Komaria, 1998). Moreover, according to Nishanthi (2018), the importance of learning English cannot be denied or ignored because English has become the most widely spoken language in the world. The goal of English as a foreign language (EFL) teaching and learning in Indonesia is for students to master the four language skills of listening, reading, speaking, and writing.

However, the current situation affected by the pandemic of COVID-19 virus has a global impact. The temporary closure of all educational institutions to prevent the spread of a Covid-19 outbreak around the world affects millions of students. Handover disturbances in the teaching and learning process directly between teacher and students, as well as the termination of the assessment of learning, have an impact on the psychological of students, causing a decrease in the quality of skills, according to Aji (2020). Accordingly, the Indonesian government implements an online learning system. So, teachers can communicate face-to-face with students to deliver lesson materials through the application.

Indonesia is one of the countries which suffers from the impact of the Covid-19 pandemic. Based on this condition, it is not possible if teaching and learning activities are carried out at school. So, the learning process should be done at home. Nagarajan and Jiji (2010), mention that E-learning is all forms of electronically supported learning and teaching, whether it is through video, voice recording, or platform. In conclusion, Online learning is very suitable to be applied in this pandemic situation because this is very suitable to be applied to all students. By using a full online method like this, the learning system delivered will continue and all students remain in their respective homes in a safe state.

The development of information and communication technology (ICT) has rapidly been influenced by the use of various types of media in the learning process. Direct method learning has been starting to change into Web-based learning because of the technology advancement. Alessi and Trollip (2001) state that web-based learning is learning that uses the internet to deliver learning materials. Web-based learning platforms such as Youtube, Blogs, Whatsapp, Facebook, and Instagram. The use of social media applications has gathered great interest among educators in the teaching and learning process (Cain & Policastri, 2011). Furthermore,

technology can help with teaching and learning activities at home online. According to AECT (2008), educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using and managing appropriate technological processes and resources. Technology itself has assisted teachers as a media in delivering material to the students, especially through online learning (e-learning).

One of the online learning media used by teachers for reading activities is Quipper School. Mulyono (2016) mentions that Quipper has been used by millions of teachers and students around the world, including in the Philippines, Indonesia, Thailand, Mexico, England, India, Russia, and Turkey. In addition, Manggiasih (2016) stated that Quipper School is a free online learning habit where teachers can manage online classes that allow teachers to track the progress of their students. The motivation of teachers to use Quipper School is because it is considered effective and efficient. Teachers simply create and distribute content, and students can access and answer questions directly based on the material provided by the teacher. Quipper School can also analyze the entire set of questions given to students. Then it can be determined which questions are the most difficult that the students cannot answer.

Concerning teaching reading in English class through online, Quipper School can be the choice of English teachers. Because, in Quipper School teachers can include materials that will be delivered to students in the form of modules, videos, textbooks, test questions, and all forms of knowledge. Teachers can also monitor the extent to which students develop by using Quipper School. Rachma (2021) suggests four Quipper School advantages in reading activities, namely: 1) Students can immediately obtain information about their mistakes and also their grades, 2) students are assisted with facilities provided by Quippers, such as videos, material summaries, and exercises, 3) Quipper is flexible and accessible everywhere, and 4) Quipper can increase student motivation. Despite its advantages, Quipper School has its limitations. Rachma (2001) proposes four limitations, namely: 1) There is no further explanation after completing the assignment, 2) both materials and assignments are in full English, 3) Quipper helps students in completing their assignments, not in learning English, and 4) Videos on Quipper cannot be accessed offline.

In this century, the use of the internet in the teaching and learning process of English is one way to take advantage of the internet which is infiltrating and developing rapidly in society. Using the internet in the teaching and learning process is known as online learning (E-Learning). One of the online platforms created for the educational purpose was Quipper School. According to Wahyuni (2016), Quipper School is online learning (e-learning) platform aimed at “revolutionizing the education by empowering teachers or educators and students with digital technologies”. The teachers usually have problems in teaching reading. Baradja (1984) stated five facts exist as problems in teaching reading (as cited in Iskandar, 2017), they are: The students’ lack of mastery of the basic, Basic reading knowledge includes mastering basic structural patterns and adequate vocabulary items. Basic knowledge is the key to reading. It means that the reading learners must acquire the basic knowledge at the required levels. The students’ habit of slow reading, Generally, slow readers have poor comprehension. In certain cases, thus, slow readers are at a disadvantage. In the Indonesian context, the students try to read very slowly, because they want to grasp a word of the passage. Then sometimes, when they do not understand a word or expression, they have no awareness of searching for word by word in a dictionary, so they read very slowly. The student’s inability to figure out inferences, implications and main ideas Students are concerned with two factors in reading English text, decoding the text as what the writer means and being familiar with the content schema, which involves culture and background knowledge. The mastery of these factors will provide accurate inferences for learners, assess the implications of what has been read, and classify the text’s key ideas accurately. Most students do not understand the text properly because they are unable to identify the main idea, make correct inferences, and understand precise implications. Text selection, Generally, teachers are not confident in choosing the reading materials in the text selection. Then the teachers depend on accessible English textbooks, which do not require modifications. Automatically, the teachers follow the book’s contents and exercise to use the textbooks. In this case, the teachers have a teaching target to select the text such as they have to elicit vocabulary terms to be designed in the text, the topic of the passage that has been outlined in the curriculum, and exercises that have been designed to provide grammar exercises. Exercise to include, The problem on this subject includes that generally, the teacher does the same approaches to discuss one passage to another so that the students face the same strategies repetitively. Modification of the exercises is hard to do since it wastes time and energy. As a result, a good exercise that includes items that ask for facts or information, inferences, implications, and implicit answers is not available.

In the online teaching and learning process, teachers and students will face some problems. Atmojo and Nugroho (2020), mentioned that some problems come from the teachers and students in online EFL learning. These are the problems that come from the students as follows: Poor internet access, For online teaching to be successful, communication between teachers and students needs good internet access. In this case, many students have problems with the internet connection and data packages, because they stay in rural and remote areas. The

students' low digital literacy, Many students have low digital literacy. They have difficulties operating the applications and platforms that are used in online learning. Therefore, the students often misunderstandings in the online process. The students' differences level of mastery on the subject, Students' different levels of mastery of the subject vary in the online class, even in face-to-face classes. So, teachers need lots of time to prepare various learning experiences based on student learning styles in online learning. The student's lack of awareness of online learning, This problem appears because the students have a misperception about online learning. They perceive that online learning is informal so they are lazy to do the task, then they submit their work after the deadline, and even they don't attend the online learning as scheduled.

Meanwhile, some problems come from the teachers in whose opinion online English language teaching is as follows: The teachers' difficulties in creating materials, In online teaching, many teachers have difficulties in creating material since the teachers only apply low technology applications. It happens because of the lack of facilities for the students, for example, the instability of internet connection and the inability to provide internet quota. So, the teachers have difficulties in creating materials that are easy to learn in online learning. The teachers' difficulties in giving personal feedback, Many teachers find difficulties in giving personal feedback in real-time to each student. This problem happens because the allotted time for online learning as scheduled by the school is not enough. Then, some students submit their work at different times, so the teacher can't give personal feedback on their work as soon as possible. Teachers' difficulties in teaching moral values, Some teachers have difficulties in teaching moral values through online learning. This problem happens when the teacher can not give an exemplary attitude directly and intensively.

Based on a preliminary study done by interviewing the headmaster at SMA N 1 Kayuagung on December 16, 2020, in this school many teachers used WhatsApp in the teaching-learning process. However, two teachers used Quipper School, especially in English subjects. Then, the teacher used Quipper School in reading activities. Having reading skills requires more effort such as reading interest and reading resources. The teacher assumed that using Quipper School was appropriate for the teaching and learning process. The teacher also assumed that Quipper School was easier than other applications.

Some previous studies investigated teachers' perceptions of the use of the Quipper School application in teaching reading. First, a study was conducted by Mardiah, et al. (2018). The result of the study showed that there was an improvement in students' reading comprehension as displayed in the increase of the gain score by deducting the mean score of the pre-test from the mean score of post-tests. Second, a study conducted by Sasmita (2020). The result of the study showed that most of the students were interested in Quipper School as a medium of learning in the class. Third, a study conducted by Aulyana (2017). The result of the study showed that most of the students agreed that Quipper School assisted them in learning English, especially reading and listening skills.

Based on the background, the research problem was formulated as "How are the teachers' perceptions of using the quipper school application in teaching reading at SMA N 1 Kayuagung?". In addition, the objective of the study is to find out how are the teacher's perceptions using the quipper school application in teaching reading at SMA N 1 Kayu Agung.

RESEARCH METHOD

The form of this research was qualitative with a case study design. According to Creswell (2012), the historic origin for qualitative research design came from anthropology, sociology, and the humanities, and evaluation case study is one of the qualitative research approaches that is used in which the researchers develop an in-depth analysis of a case, often a program, event, activity, process, or one or more individuals. Yin (2009) stated that a case study is but one of several ways of doing social science research, other ways include but are not limited to experiments, surveys, histories, and economic and epidemiologic research. Then, to establish a framework for discussion and debate among students. Therefore, qualitative research along with its case study design was a perfect form to find out the in-depth perspective of the students in using Quipper School for reading activities at SMA N 1 Kayuagung.

To avoid the possibility of misunderstanding some terms in this research, especially those used in the title, the definitions are provided, Teachers' perceptions refer to the opinions perceived by the teachers of English regarding teaching English by using Quipper School. Quipper School Application is an application used by teachers in teaching English at SMA N 1 Kayuagung. Teaching Reading refers to the teaching of English reading text at SMA NEGRi 1 Kayu Agung.

Participants of the study

The participants were all English teachers at SMA NEGRi 1 Kayu Agung using a purposeful sampling technique. There were two English teachers in this school. So, the researchers examined the English teachers in this school as a participant. According to Creswell (2012), in purposeful sampling, researchers intentionally

selected individuals and sites to learn or understand the central phenomenon. Moreover, total sampling was used in this research. Total variation is a purposeful sampling strategy in which the researchers' sample cases differ on some characteristic or trait, Creswell (2012). Well, two English teachers in this school were chosen as participants in this research.

Data Collection

The interview was one of the prominent instruments used in this research to collect data how the teachers' perceptions of the use of Quipper School for teaching reading classes. It was given to teachers of English in SMA N 1 Kayuagung. The interview was deep insight required from individual participants (Gill et al, 2008). Additionally, Creswell (2012) stated that the interview is a way to ask open-ended questions to participants and then record the answer. In addition, there were three components where the participants can address their perceptions on the use of Quipper School for reading class used by researchers.

Moreover, to obtain in-depth information from participants. A semi-structured interview was used in this research. A semi-structured interview is used to give more opportunities to develop participants' accounts of their teaching. According to Burns (2000), a semi-structured interview permits greater flexibility and permits a more valid response from the informant's perception of reality. The interview is based on a common set of questions with some follow-up questions as the issues are raised by the teacher (Bogdan, 2007). So that their knowledge and beliefs could be explored in detail. To sum up, a semi-structured interview was used to get information deeply about how the English teachers' perceptions of the use of Quipper School for teaching reading classes at SMA N 1 Kayu Agung.

FINDINGS AND DISCUSSION

There was one finding presented in this chapter related to teachers' perception of the use of Quipper in learning reading. The data obtained from the interview analyzed by using a thematic analysis were described as follows:

Teacher's perception of the use of Quipper in learning reading

After collecting the data from the interview with the participant, some teachers' perceptions on the use of Quipper in learning reading. The theme and code obtained from a thematic analysis were listed in table 1.

Table 1. Teacher's perception of the use of Quipper in learning reading

Theme	Codes
Helpful application	A. Teacher felt that using a quipper makes it teacher easy to prepare the material B. Teachers challenged themselves to create the material creatively
Accessible	A. Teacher felt the quipper is easy to be access B. Menu in the Quipper is understandable
Enhancing students' motivation	A. The students were fine about using Quipper as an online media for teaching and learning reading B. Student's reading ability was increased.
It is difficult n giving personal feedback	A. Teachers have difficulty giving the students personal feedback.

Based on the theme and code listed in table 1, there was teachers' perception of the use of Quipper in learning reading. Each theme was explained in detail as follows:

Helpful application

Based on the data obtained from the interview, Quipper was one of the online learning media that can help the teacher in the teaching and learning process. As a result, the teacher (A) explained, "*Yeah, Quipper is helpful for me in the teaching and learning process*" (Personal Communication, June 2022). Then, the teacher added that using a quipper was helpful because using a quipper it easy to prepare the material when the teaching and learning process. The teacher can prepare the material only by uploading the material or making an assignment in the Quipper application that can be accessed by the students. As a result (A) explained, "*I think using quipper is easy. I don't have to print some assignment on the piece of paper. I just write or uploaded the assignment in the application then the students will know*" (Personal Communication, June 2022).

Teacher (E) also adds, "*I think Quipper is helpful for me in teaching and learning reading because Quipper facilitates some features that can help both teacher and students in the teaching process*" (Personal Communication, June 2022).

Then, the teacher also felt challenged to make an assignment creatively. With the creative assignment, the students will be happy and enjoy learning reading. The teacher usually adds some song lyrics in the assignment, a video, or audio to make interesting material. As a result, the teacher claimed, *"We know that as a teacher, I have to make the assignment or tasks to make the students enjoy the material. Usually, I add a task about music such as song lyrics so that the students enjoy the material and the assignment"* (Personal Communication, June 2022).

Accessible

Based on the data gained from the interview the teacher was easy to use the quipper application. The teacher only used some gadgets such as a laptop or handphone to access the Quipper. The quipper was only downloaded in the *Play Store* on the handphone and the application was ready to use. It was because Quipper also did not use much storage on the phone. As a result, the teacher (E) explained, *"Quipper is easy. It is accessible because we can download it in the play store and the application will work. I mean, we don't need to open the browser or google chrome just to use the online media."* (Personal Communication, June 2022). Then, the teacher think that the menu in the Quipper was understandable. The teacher did not have to open youtube to know how the application works. The display and features of the quipper make the teacher interested to learn by themselves. As a result, teacher (A) added, *"I think the feature and menu in the quipper are not difficult to understand. The display is catchy, the features are understandable and they work."* (Personal Communication, June 2022). Therefore using ICT help the teacher in teaching and learning the reading process.

Enhancing students' motivation in learning reading

Based on the data obtained from the interview, the teacher claimed that the students were motivated in learning reading using the quipper application. Using quipper made the students enjoy the teaching and learning process. The students prefer using the quipper application in learning to read or do the assignment than using books. As a result (A) *"I am monitoring my students in every teaching and learning process. Then I think that my students were motivated to learn reading by using Quipper. They always ask me to give the assignment via Quipper application."* In addition, the interesting tasks make the students used to doing the assignment via the Quipper application. As a result (E), *"I always add some lyric song or some material about love by video or descriptive text that can make the students interested in learning reading. It makes them enjoy learning reading by using quipper on their gadgets. That is why the quipper was help me as a media online learner."* (Personal Communication, May 2022). Then, the teacher felt that the student's reading ability was increased. It was proved by the score and the assignment's result of the students were increased. As a result, the teacher (E) stated, *"I think they are enjoying the learning reading process and the result also was good. They do the assignment well and it can make their score high"* (Personal Communication, June 2022). Then, (A) also stated, *"Their motivation is good. They enjoy learning reading by using Quipper"* (Personal Communication, June 2022).

Difficult in giving personal feedback

Based on the data obtained from the interview, the teacher claimed that it is a bit difficult in giving personal feedback. Teachers difficult to explain feedback in the students' assignments. Finally, the teacher was giving general feedback to the students. The general feedback score such as 90,80,70. As a result (A) stated: *"I difficult to give personal feedback. I mean verbal feedback. I difficult to ask them what they feel, what is their progress, what is their difficulty."* (Personal Communication, June 2022). Then, (E) also stated *"I usually share the scores on the group WhatsApp as feedback. But sometimes I difficult give them personal feedback because I have to explain one by one to them on the WhatsApp group, not by Quipper"*

This discussion was presented as a way to discover the ideas related to the findings and previous studies. Based on the findings from the teacher's interview, it was found that there was a teacher's perception of the use of Quipper in learning reading. The teacher's perception was helpful application, accessible, enhancing students' motivation in learning reading, and difficult in giving personal feedback. Therefore, the explanation of the teacher's perception of the use of Quipper in teaching reading is described as follows to know further information about them.

The first was a helpful application. The emergence of this was due to the teacher felt easy to prepare the material via Quipper. As Haviva (2015), claimed that Quipper School is a medium of instruction for helping teachers to achieve their objective of teaching and learning. Based on that, teachers can provide online assignments for students through students' mobile devices (smartphones, tablets, and netbooks) and can also monitor the progress of their learning online. Students can learn wherever they want, as long as their devices are connected to the internet. Therefore, when the teacher uses a Quipper as a media online learning in teaching reading, it helps the teacher in process of teaching. The teacher only prepared the material by using gadgets such

as handphones and laptops. In addition, the teacher felt challenged in creating materials. In online teaching, many teachers have difficulties in creating material since the teachers only apply low-technology applications. However, based on the teacher's interview, the teacher did not feel difficult in creating material because the teacher knows the era of digital and technology.

The second was accessible. The emergence of this was due to teachers feeling easy to operate the Quipper as a media online learning. The features and menu in the Quipper are also easy to understand. As Mulyono (2016) stated unlike other web-based learning management systems, Quipper school is ready to use web-based learning that doesn't need installation on an existing hosting side (or a web server). It makes them more accessible to educators or educational institutions with limited knowledge of information technology.

The third was enhancing students' motivation in learning reading. The emergence of this was due to the teacher feeling that the students enjoy and are excited about learning reading by using Quipper. In line with Aulyana (2017) revealed that teachers' and student perception of using quipper school in English language teaching and learning in the second grade of a special class in SMA Budi Utomo Perak agreed that Quipper School assisted them in learning English, especially reading and listening skills. Rachma (2021) suggests four Quipper School advantages in reading activities, namely: 1) Students can immediately obtain information about their mistakes and also their grades, 2) students are assisted with facilities provided by Quippers, such as videos, material summaries, and exercises, 3) Quipper is flexible and accessible everywhere, and 4) Quipper can increase student motivation. The fourth was difficulty in giving personal feedback. The emergence of this was due to the teacher feeling difficulty giving feedback personally. The teacher felt difficult to ask them what their difficulties were in teaching reading by using Quipper. The teachers' difficulties in giving personal feedback. Many teachers find difficulties in giving personal feedback in real time to each student. This problem happens because the allotted time for online learning as scheduled by the school is not enough. Then, some students submit their work at different times, so the teacher can't give personal feedback on their work as soon as possible.

From the result, it could be concluded that the perception of the teacher in using Quipper in teaching reading was helpful, and accessible, enhancing the students' motivation and the teacher's difficulty in giving personal feedback. From the perception above there were many advantages and disadvantages of using Quipper in teaching and learning reading both for teachers and students.

CONCLUSION

Teachers' perceptions of the use of Quipper in learning reading were helpful application, accessible, enhancing students' motivation in learning reading, and difficult in giving personal feedback. A helpful application means an application gives more advantages to both teachers and students (Aminatun & Oktaviani, 2019). Accessible means that's application easier to be accessed by anyone and anywhere (Mulyah et al., 2020). Enhancing students' motivation means the students' motivation in learning reading increased because of using Quipper in the learning process. In addition, the teacher also has difficulties in giving personal feedback to the students which means that the teacher can not explain more about their learning results.

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THE IMPLEMENTATION OF EXTENSIVE READING TO FOSTER STUDENTS' READING SKILLS

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Abstract

This paper aims to review some previous studies and theories related to the effect of extensive reading to boost students' reading ability. Moreover, good reading ability is an important skill that should be mastered by students. It is used to enhance students' knowledge and reading ability. However, students face several difficulties in upgrading their reading skills, such as limited time to read, uninteresting reading materials given in the classroom, and an unsupportive reading environment. Thus, this condition made students have the low reading ability. Extensive reading is chosen as a method to overcome students' reading problems and difficulties. It is implemented by asking students to read as much as possible what they like outside the classroom. The purpose of this activity is to create a supportive reading atmosphere for students. Furthermore, this paper will describe students' difficulties in reading, the definition of extensive reading, and the advantages of implementing extensive reading in teaching reading. Extensive reading is also proven by some experts as an effective method to assist students with reading challenges.

Keywords: extensive reading, reading skill, students

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INTRODUCTION

Reading is one of the prominent skills that should be owned by learners since it contributes a lot of benefits for them. By reading they can expand their knowledge and open their mind toward many knowledge and information around the world. The position of English as a foreign language forces students to master English skills well. Loucky (1996:1) states that reading as one of the four language skills is a complex and multi-faceted activity in the English as a Foreign Language (EFL) context. Besides, reading itself is one of the English skills that is considered a difficult skill to be understood by students. They found difficulties in comprehending English words and sentences. Reading English is challenging, thus the students need more effort to understand the meaning. In the classroom reading context, the students usually deal with time allocation for reading subjects. As it is known that the time use for reading subject is very limited. In addition, students need extra time to comprehend the text or passage given by the teachers. It is in line with Ruzin (2019) that students reading a book or text in the classroom usually only have a short time, so it causes students not able to figure out what they read, such as the content or the information from the text. It is also supported by Pearson & Fielding (1991:816) that spending time on reading in class is important since readers—the students—can get a lot of advantages from the time to apply reading skills and strategies and acquire new knowledge. Thus, to overcome students' problems in reading, lecturers need to provide suitable teaching techniques to boost students' interest in reading. Hence, understanding all types of information in the whole text requires either reading activity or the ability to understand the content (Miftah, 2013). In teaching reading, many reading techniques can be implemented in classroom reading, such as extensive reading.

Reading can be defined as a process to understand the meaning of a written text (Richards and Schmidt, 2010). It needs a certain method to make students able to absorb the whole information of the text. As English is not our mother tongue, so it is difficult for students to get the meaning of the words or sentences directly. Bamford & Day (2000) claim that in general, EFL reading is a difficult process. As a result, it is also affecting students reading performance in the classroom setting. Then, building students' reading habits should be a

priority of every lecturer who teaches the class by asking the students to read as many as English books. The role of the teachers is very crucial in training the students to have good reading ability through various teaching methods, techniques, and activities.

The emergence of extensive reading is one of the reading activities that can be implemented in classroom teaching and learning to boost students' reading skills. It is because extensive reading provides longer time and various materials that suit the student's needs. The aim of extensive reading based on the Extensive Reading Foundation (2011) is to help the student become better at the skill of reading rather than reading to study the language itself. The goal of extensive reading is to assist them to expose their reading skill. Carrel & Carson (1997:49-50) state that extensive reading is a reading activity involving the rapid reading of large quantities of material or longer reading (e.g., the whole book, texts, etc) for general understanding generally focused on the meaning of what is being read rather than on the language. By implementing extensive reading, students are free to choose their reading materials. It is expected that extensive reading makes students enjoy the reading activity.

In extensive reading, besides students can choose their reading materials independently, they are also able to read outside the class hour. In other words, extensive reading is also known as reading for pleasure. Thus, it means that students can decide the genre of their books and also when they want to read their books. However, it should be under the lecturer's supervision and the content of the book should be screened by the lecturers to avoid misinterpretation and misunderstanding in reading. Another activity that can be implemented by the students in extensive reading activities is by discussing the text that they have read with their friends. They can share their experiences and ideas, and be personally taught about the texts or books they have read. It is supported by Sweet (2000) who suggests that students should be involved in a group discussion where critical readers and learners are more likely to happen; students engage in daily discussions about what they read.

RESEARCH METHOD

This library-based research reviewed some previous studies, research, or literature that discuss the definition of extensive reading, the benefits of implementing extensive reading in teaching reading, how extensive reading can boost students' reading skills, and reading techniques. The articles were analyzed and synthesized to obtain the relation among those theories.

FINDINGS AND DISCUSSION

Extensive Reading Definition

The term extensive reading refers to reading for pleasure. There are many different terms for extensive reading, including pleasure reading, self-selected reading, free voluntary reading, and wide reading (Ng, Renandya & Chong, 2019). Extensive reading is a technique in teaching reading which is defined as a situation where students read a lot of materials at their level in a new language; they read for general, overall meaning, and information at once with enjoyment (Day and Bamford, 2004). Furthermore, Richards and Schmidt (2002) state that extensive reading is intended to develop good reading habits, build up knowledge of vocabulary and structure and encourage a liking for reading. Besides improving students' knowledge, McLean et al (2017) also said that extensive reading is an effective and efficient method to improve students' reading rates. According to Nation (2005), during extensive reading, students should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning the language features of the text. In many cases, students tend to read what they like. Thus, it is very important to always motivate them to read more.

Extensive reading is projected to expose students to an input-rich and enjoyable environment, with the intention that their language knowledge will improve and their enthusiasm to learn will develop naturally (Hedge, 1985, cited in Sheu, 2003). Furthermore, Harmer (2002:210) asserts that extensive reading is an activity that can be applied by teachers to encourage students to choose what they read and to do so for pleasure and general language improvement. Thus, extensive reading activity should be supported by various reading materials for enjoyment, enrich their knowledge, and language development.

Students' Challenges in Reading

In teaching reading, students often found difficulties in comprehending reading text or books. It is because the position of English in Indonesia is served as a foreign language. Thus the students face several challenges in learning English, especially reading. Satriani (2018) states that there are 3 reasons why students are reluctant to read: low motivation in reading; do not have sufficient background knowledge; poor grammar and vocabulary. While according to Carvalho (2001), students have difficulties performing the tasks they are assigned. These difficulties concern mainly three aspects: reading and selecting suitable content, organizing and

synthesizing information obtained from various sources, and making use of conventional forms adopted by the academic community. Moreover, Joseph (2001) says that difficulties in understanding text can be derived from not knowing the meanings of words or concepts, not capturing factual information, not inferring about content, and not forming relationships among content presented in the text. In other words, students' difficulties in reading emerge from various factors.

Advantages of Implementing Extensive Reading

Extensive teaching is an activity or method that can overcome the above reading challenges faced by the students. There are several benefits while implementing extensive reading according to Levy, 2016, they are:

1. Broad content exposure

Extensive reading has several benefits both for teachers and students. As it is known, students' reading comprehension is consistently improved through extensive reading. Essentially, extensive reading provides wider reading materials for students. Extensive reading also does not give limitations on the volume of reading materials that students can read as long as it accommodates broad exposure. Besides, students also develop wider and deeper knowledge about the world, which is essential in relating and connecting with the text and other people (Renandya, 2016). It means that the more they read, the better comprehension they will have.

2. Improved Fluency with Vocabulary

Another benefit of extensive reading is it can improve students' vocabulary. Through extensive reading, learners can develop good reading habits, build up vocabulary knowledge and enhance positive reading attitudes (Liu and Zhang, 2018). By reading often, it is believed that students can enhance their vocabulary mastery. Related to the role of extensive reading in vocabulary growth, Grabe (2009) states that about 10% of all new vocabulary is learned via reading exposure. The reason why students gain new vocabulary from reading is that they read more English texts or books.

3. Enhanced Students' Reading Motivation

Besides improving students' reading comprehension and vocabulary, extensive reading is also able to motivate students to improve their reading skills. Learning a foreign language won't be successful without motivation. Brown (2007) states that motivation is a star player in the cast of characters assigned to second language learning scenarios around the world. In other words, motivation is an essential factor for students to be able to enhance their reading skills. Moreover, Takase (2009) points out that reading material works as a critical factor to motivate learners to read extensively.

4. Autonomous Learning

As extensive reading is an individual activity, the success of this project depends on students' willingness to read the books or texts. According to Bell (1998), the idea of giving students autonomy to choose the genre of material to read, as well as the pace at which to read, is in itself motivational because it addresses the needs and interests of individual learners. Since there is no restriction in reading the materials, students can adjust the reading sources to their needs. Besides, it also gives benefits for students to build their reading habits easily by choosing their reading materials. Although the teacher gives autonomy in selecting the reading materials, however, the teacher is responsible to monitor students' reading materials and also their progress.

The use of Extensive reading

According to Day and Bamford (2002), there are 10 principles of extensive reading that teachers should comprehend, they are:

1. The reading material is easy

Extensive reading provides easy reading materials to make the students enjoy the reading activity. By implementing easy reading materials, it is expected that students will always read and makes them enjoy the reading.

2. A variety of reading material on a wide range of topics is available

The advancement of technology makes them easy to access reading materials easily from various resources on the internet.

3. Students choose what they want to read

The reading materials used in extensive reading suits the students' need. They can choose their reading materials by themselves according to their interest. Since it is an independent reading activity, they are free to select their reading genres.

4. Students read as much as possible

Reading often will make students able to open their eyes wider and enlarge their knowledge. By reading the students are also able to know information from all around the world. As it is known, the more students read, the better they will be.

5. The purpose of reading is usually related to pleasure, information, and a general understanding

In the reading process, students should feel enjoy absorbing better knowledge. It also will cause students more motivated in reading because they feel that reading activity is an enjoyable activity for them.

6. Reading is its reward

After the students enjoy the reading activity, they will read more to make them become better students. They will always remember that reading is a must for them and it will give a positive impact and it will be beneficial for their self-improvement.

7. Reading speed is usually faster rather than slower

In extensive reading, usually students read the text as fast as possible. It will be easy for them to read because they choose the text by themselves.

8. Reading is individual and silent

Extensive reading is an individual project, so in this activity, they must read the text silently. They have to do this activity without any interference from the teacher or their friends.

9. Teachers orient and guide their students

Although teacher does not have intervention in students' activity in extensive reading, they are responsible for managing and controlling students' reading materials and their progress. A teacher, have to filter the students' reading materials.

10. The teacher is a role model for a reader

Before the teacher assign the students to do extensive reading, they have to give example to the students about how to do it. It is expected that by giving a reading example, both teacher and students can improve their reading skills together.

In conducting extensive reading, the teacher should consider those 10 principles above to reach the extensive reading goals. Moreover, this activity can be done inside or outside the classroom to provide various reading atmospheres for the students.

Previous Studies Related to Extensive Reading

Several studies were conducted by many experts related to extensive reading. The result of those studies showed that extensive reading can enhance students' reading ability. Thus, it can be concluded that extensive reading is one of the activities used in teaching reading. The data from several studies are explained below.

The first study is conducted by Ruzin (2019) entitled *Implementing Extensive Reading to Boost Students' Reading Ability*. The purpose is to review some theories and studies on the use of extensive reading in improving students' reading ability. This paper also discusses students' difficulties in reading, reading materials, extensive reading definition, and the implementation of extensive reading.

The second study under the title *Extensive Reading in English as a Foreign Language/English as a Second Language Contexts* carried out by Levy (2016). This article examines the role of extensive reading in the foreign language and second language context. It covers the usefulness of extensive reading in language acquisition, the effectiveness of extensive reading in language acquisition in specific contexts, and sustained silent reading.

The third study is conducted by Liu and Zhang (2018) entitled *The Effects of Extensive Reading on English Vocabulary Learning: A Meta-analysis*. This paper discussed the existence of extensive reading to upgrade students' language proficiency, including reading proficiency, vocabulary mastery, and grammar awareness. This study synthesized the data from 21 empirical studies. The results revealed that: (1) extensive reading has a significant effect on English vocabulary learning; (2) one semester (less than three months) is the most appropriate length of extensive reading instruction for vocabulary learning; (3) Graded Readers, comprehension questions and vocabulary exercise play significant roles as reading materials and education methods in promoting the vocabulary learning of EFL learners.

The fourth is carried out by Ng, Renandya, and Chong (2019) with the title *Extensive Reading: Theory, Research, and Implementation*. The purposes of this study are to discuss the theory and principles of extensive reading, a critical summary of research on extensive reading that has been published over the last five years will be presented, and provide directions for future research which believed could fill critical gaps in this study about extensive reading.

Several previous studies above show that extensive reading has a positive impact on students' reading ability. By implementing extensive reading, it is proven that students can enhance their reading ability, including

reading comprehension, reading fluency, reading habit, etc. It can be concluded that extensive reading is an appropriate activity that can improve students' reading ability.

CONCLUSION

This paper aims to review some previous studies of extensive reading that have been done by many researchers. It has been discussed in this article that extensive reading can boost students' reading comprehension, reading fluency, reading habit, etc. It can be summarized that extensive reading has an impact positively on the reading process for both students and lecturers. From the previous studies, students can broaden their knowledge through extensive reading since they can choose their reading materials. Applying extensive reading, makes students love to read English texts or books and accustomed to their reading habits.

Considering the above elucidation, the writers expected that the lecturer or teacher implement extensive reading to teach reading to their students. The writers expected that extensive reading can assist the lecturer or teacher to create an interesting atmosphere to read, so their students can comprehend the text better.

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PROMOTING DOCTOR-PATIENT COMMUNICATION IN MEDICAL ENGLISH CLASSROOMS THROUGH VIDEO AS PRE-ACTIVITY

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Abstract

The three learning stages in a Flipped classroom have allowed the teachers to provide videos by creating them themselves or downloading them from other resources. Through multimodality, the present study explores a video that is considered suitable to apply in the pre-class activity stage. The multi-track analysis was adapted to seek verbal and non-verbal elements of the video for flipped classroom process. The result indicated that the doctor's semantics and gestures depicted the patient-centered model. Although minor errors existed, they became an unseen flaw of the video. Furthermore, it is suggested that medical English teachers use the video as a pre-class activity to show the ideal model for teaching doctor-patient communication.

Keywords: *Flipped Classroom, Medical English, Multimodal, Pre-Activity, Video*

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INTRODUCTION

The advance of technology has a positive impact on teaching and learning. One of the methods that emerged and became a trend is flipped classrooms. Further, the flipped classroom has been adopted in various types of teaching learning levels, from varsites to schools and natural to social sciences. One of the branches getting advantages from the implementation of the flipped classroom is language teaching.

The flipped classroom is defined as shifting a large learning group to individual learning by utilizing some technologies (Hamdan, McKnight, McNight, & Arfstrom, 2013, p. 4). It means that the learning process is individually done outside the classroom with the help of technology. The technology, in this regard, is a facility that enables playing videos (Gojak, 2012; Tucker, 2012; and Unal & Unal, 2017) to shift learning of new content and concept before class. Afterward, discussion and practice regarding the topic are conducted in the classroom for further comprehension.

One of the factors that contribute to the success of flipped classroom learning in language teaching is the activity stages. Unal & Unal (2017) summarized three stages of the flipped classroom. They are pre-class, in-class, and after-class activities. Pre-class activities include watching an instructional video, completing an online exercise, reading additional material, and engaging in online discussion. The second stage encompasses activities such as brief content review, short lecture, question and answer, group activity, individual practice, student presentation, and quiz. The last stage, after-class activity, is conducted by having self-evaluation completion.

The pre-class activity is considered the most crucial stage in which teachers should prepare a video as the learning starter. The failure to provide appropriate instructional videos may cause ineffective learning, as reminded by Lafée (2013) in Aycicek & Yanpar Yelken (2018). He said that the teacher who did not prepare an instructional video in pre-class might ruin the flipped classroom process because learners will come to in-class activities with minimum input. Regarding video preparation, Zainudin (2017) demonstrates how a teacher can use online video and post it on blogger as an attempt to have pre-class activities due to some limitations in creating their video. The trailer video he used is effective in bringing online exercise for students.

Concerning ESP, providing videos at the pre-class activity is substantial. Bonsignori (2018) reveals that video can help law, political, tourism, and medical students to construct meaning through multimodal cues.

Particularly on EMP, Franceschi (2018) highlights multimodal aspects for medical students to build an image of a patient-centered doctor. He fosters patient-centered communication by implementing teaching techniques emphasizing verbal and non-verbal elements.

In selecting materials for doctor-patient communication, EMP teachers should be careful in determining videos from YouTube since the video should represent how an ideal doctor is. In this study, a video from Youtube is analyzed to be used as a pre-class activity in flipped EMP class. The result of the analysis can be a reference for ready-to-use sources. Regarding the material selection, the current study will seek answers to the following questions.

- a. What are the verbal and non-verbal elements of the video?
- b. How does the video bring patient-centered communication samples?

LITERATURE REVIEW

The multimodality, which is focused on in this study, consists of verbal and non-verbal elements. The verbal elements are the excerpt of dialogue between doctor and patient, while the non-verbal elements highlight the gesture functions. Brief information about the functions and relations of both elements is presented by adapting the taxonomy from Colletta et al. (2009).

Gesture Function

Seven function types can be identified when a speaker acts. The first is the Deictic function. It is annotated when the head or hand of the speaker points to an object, interlocutor, body, or part of the body. The second function is Representation. This type of function occurs when the pointing is to denote a virtual object or abstract concept. The third is the Performance function. It happens when a speaker does a non-assertive speech, for example, nodding his head as a *yes* answer or shaking his head as a *no*. The fourth is Framing. It arises when assertive speech acts are done during an explanation. It also indicates the emotional or mental state of the speaker. The fifth function is Discursion. It covers the body movement that highlights specific linguistic units, such as beat. Another function is usually accompanied by gazing toward the interlocutor to give or ask attention. Such a gesture is categorized as an Interactive function. The last function is known as Word Searching. This frowning-like function includes staring above and tapping fingers. After knowing the various functions of the gesture, the next step is to understand the relation between the semantics produced by the performer in the video and the gesture.

Gesture and Verbal Relation

Gestures and verbal are semantically related to each other. The semantic relationship between the two concepts is classified into six distinct appellations. The first is Reinforcement. It is a situation when the speaker says "I don't know," followed by a shaking head. Such a relation is known as reinforcement, as the information brought by the gesture is identical to the verbal information. The second is called Complement. This type of relation arises when the gesture aids incomplete verbal messages. The third semantic relation is known as Supplements. This relation eventuates when the gesture adds signification to the information stated by the speaker, for instance, a face showing amusement at a funny thing. Another relation is known as Integration. The gesture gives a precise impression of the information given by the speaker. As an example, drawing the shape of an object may, at the same time, provide information about the dimension. The following relation is a Contradiction. Such a relationship mainly emerges in ironic expression as the gesture contradicts what has been said. The last type of relation is Substitution. It occurs when a speaker nods in response to "yes" without giving verbal messages. In short, this type of relation is annotated.

RESEARCH METHOD

This study used a conversation analysis using a multimodal approach (Kress, 2010) to analyze a video for teaching-learning purposes. The material of the study was a video created by Edmonton Guide Channel on YouTube. The video was chosen purposively due to the clarity of information about the expert who performed as the doctor. The channel posted nine videos performed by the same expert as a doctor, dr. Vijay Daniels, MD, MHPE, FRCPC. He has expertise in internal medicine and OSCE at the University of Alberta, Canada. Set like the real OSCE, the video utilized a standardized patient (SP). The patients worked cooperatively based on the role shown in the thematic video. The video Communication Sleep Apnea OSCE was chosen because the focus was history-taking conversation. The SP in the sleep apnea video is a middle-aged man who acted as if he had faced the problem.

The analysis was executed through a multi-track framework (Colletta, Kunene, Venouil, Kaufmann & Simon, 2009) or quantitative and qualitative (Gerwing, Marie & Dalbie, 2014), focusing on both verbal and non-verbal elements. The verbal element was retrieved from the transcription, which is available on YouTube. The transcript was checked thoroughly to determine whether or not there were errors. Subsequently, the non-verbal analysis was focused on the gesture of the doctor. The gesture is identified based on the form, function, and relation with verbal element/semantic. Colletta et al. (2019) stated that a gesture form describes the gesture. The gesture function applies Kendon's analysis (2004), and the gesture relation with semantics refers to the gesture which comes with or without utterances.

An annotation software was used in the analysis, namely ELAN (http://tla.mpi.nl/tools/tla-tools/elan/). This software was built by Max Planck Institute for Psycholinguistics, The Language Archive, Nijmegen, the Netherlands, to ease multimodal analysis. The annotation of a video can be done from transcription to kinesics and paralanguage. However, the study's annotation was done through transcription and gesture.

The research procedure began by downloading the video and its online transcription. The video was exported to ELAN software. The transcription was integrated into the video on ELAN by matching them. After the transcription and video were matched, the following process was creating controlled vocabulary. The controlled vocabulary was created based on the taxonomy in Colletta et al. (2009), related to gesture function and its relation to utterances. In addition, the gesture form was explained only in the selected part. The two research questions in the present study could be answered from these process layers.

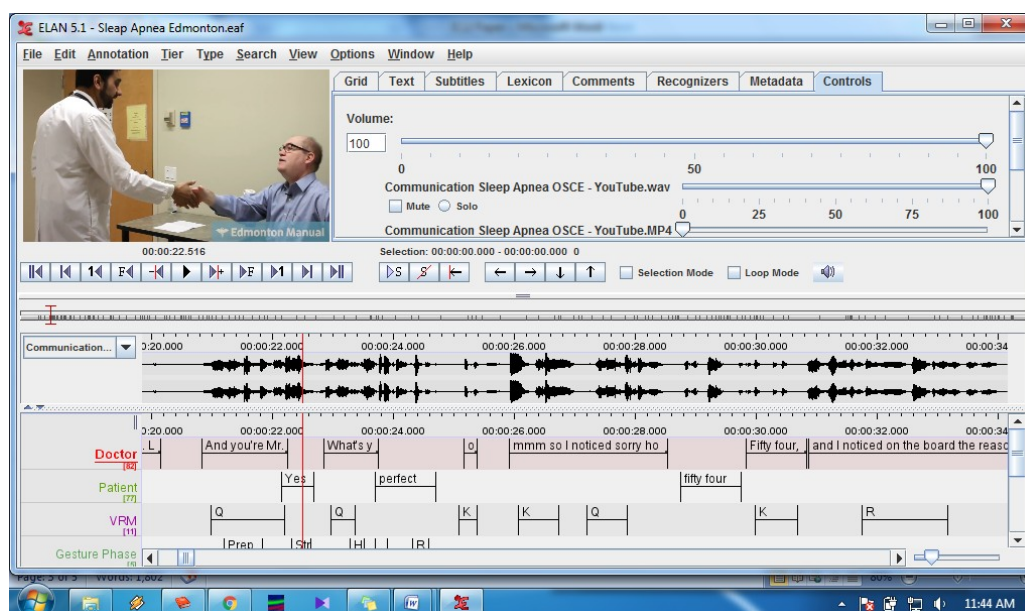


Figure 1. Annotation process on ELAN

FINDINGS AND DISCUSSION

The video transcription showed that the doctor produced 1,305 out of 2,090 words. Even though the doctor's words outnumbered the patient, it did not imply that the doctor failed to perform patient-centered communication, as shown by the gestural communication (see Table 1). The doctor made sixty-four gestural forms during the consultation. Regarding the gesture, the function was dominated by interactive (28%). The prolonged sentences produced by the doctor occurred on special occasions, such as when explaining. They are depicted in excerpt 6. Additionally, concerning gesture and semantic relation, the doctor did not contradict what he said and what he did (0%). In contrast, he made more reinforces and substitutions during the conversation to develop effective communication.

Table 1. Gesture functions and semantic relations

Gesture Function	(%)	Gesture and Semantic Relation	(%)
Diegetic	14	Reinforcement	39
Representational	15	Complement	18
Performative	18	Supplement	14
Framing	14	Integration	8
Discursive	7	Contradiction	0
Interactive	28	Substitution	21
Word Searching	4		

The image of an ideal doctor was presented from the beginning until the end of the conversation. The following excerpt shows how the doctor initiated a communication.

Excerpt 1.

Doctor : Hi there
Patient : Hello
Doctor : I am Vijay Danieleles, I am the doctor of heart clinic. Let me just clean my hands
Doctor : And you're Mr. Hanson? Is that right?
Patient : Yes

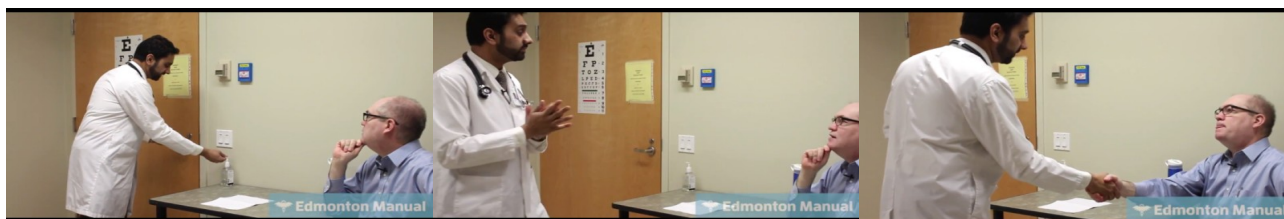


Figure 2. Cleaning hands before shaking hands
Source: <https://youtube.com/@edmontonmanual197>

In the first thirty seconds, the doctor came into the room and said a greeting. He tried to build an engaging atmosphere through an ice-breaking by saying hello to the patient. After that, the doctor introduced his name and asked permission to clean his hands as the clinical procedure before making any contact with people in the hospital setting. Subsequently, the doctor asked questions about the patient's identity, such as name, age, and current condition. The patient answered the question with short answers indicating that the patient had little motivation to talk. After the doctor asked for clarification of why the patient had come to the clinic, the patient started to talk longer by describing his problem, as depicted in the following excerpt.

Excerpt 2.

Patient : I I .. I'm not sleeping well a..... it's affecting my work and my marriage. I'd like to get it looked at.. it's.. I hope I'm not being foolish but I I I got alarmed
Doctor : Okay, you know, like if it's affecting you that's absolutely great reason to be here and I'm glad that you've come in because we want to talk about this and figure this out
Patient : Okay

In one minute, the patient began to talk a lot. He explained that the problem had been ruining his health state. He told the doctor that the sleeping problem had affected his life, especially working and marriage. As a good doctor, dr. Daniels gave appreciation to the patient for unveiling his problem to him. This was acknowledged as a strategy used by the doctor to show acceptance to his patient. This acceptance resulted in the patient recounting many things he faced without hesitation, as depicted in the following part.

Excerpt 3

Patient : Oh yeah
Doctor : Okay okay all right at night, does your wife ever tell you, you do anything different in terms of snoring?
Patient : Obviously, I snore everybody knows that everybody in the family knows it's a family joke I snore.
Doctor : Okay
Patient : and I've done that for years. but lately my wife has started nudging me because she thinks I stopped breathing.

Unveiling about personal bad habits mostly happens only in a rapport relation. After showing acceptance, a personal taboo of the patient is revealed. Dr. Daniels asked the patient whether there was a problem, such as snoring when he slept. The patient instantly answered that snoring is a horrible habit during sleeping. Then, he revealed that the uncommon problem was that his wife woke him up at night because he had stopped breathing. On the other side, while listening to the patient, the doctor stated exclamations such as *okay*. This was considered a way that the doctor triggered the patient to keep explaining his problem by showing approval.

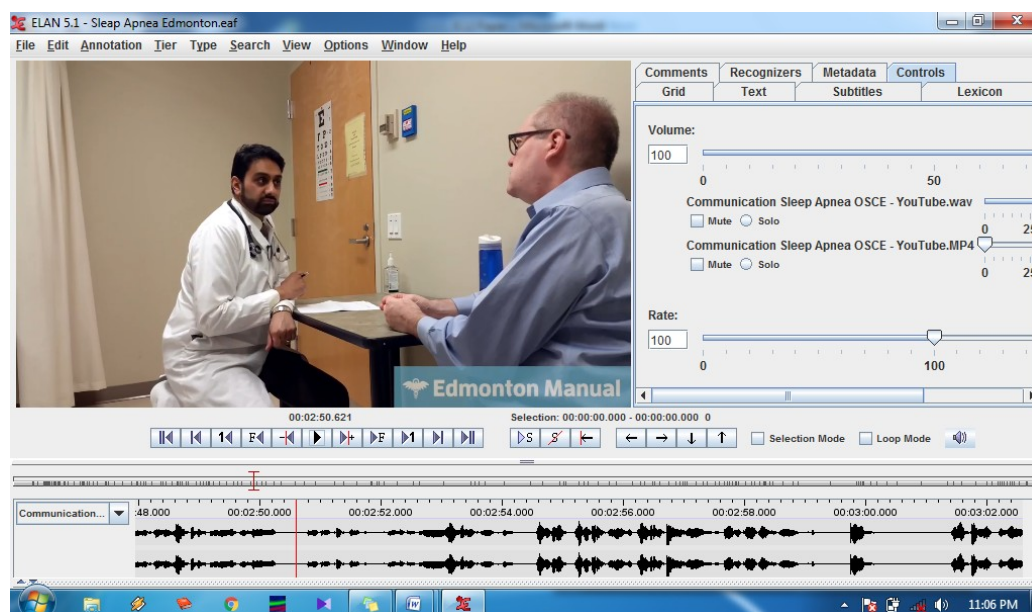


Figure 3. An interactive gesture made by the doctor

After getting enough information, the doctor tried to make the diagnosis. The sickness that disturbed the patient was sleep apnea. The doctor needed extended sentences to elaborate on the medical term sleep apnea. These long explanations were vital to make sure that the patient understood the problem he faced. Excerpt 4 showed how the doctor made representational together with framing.

Excerpt 4

- Doctor* : Okay yeah, no no, I understand that. um so what you're describing is something that we actually call sleep apnea. Have you ever heard of that?
- Patient* : No.
- Doctor* : Okay, it's a condition where people can often wake up at night choking, or wake up several times a night like sometimes almost every few minutes. Where the brain is asleep and slightly wake up to get their breathing going and they fall back asleep they wake up to get their breathing going, and fall back asleep.
- Patient* : Constantly?
- Doctor* : Constantly without noticing it.

The doctor combined two gesture functions simultaneously, which is essential for information clarity. The symbolic gesture indicated to give information about an abstract object, combined with a framing gesture for explaining something, was possible for the doctor to make the patient understand the concept of sleep apnea. The patient's wife realized the symptom that the patient encountered, indicating the seizure happened when the patient was unconscious. Explaining an abstract thing lets the doctor combine those two gesture functions.

The consultation was very smooth since the doctor and the patient cooperated in dealing with sleep apnea. However, in the middle of the conversation, there was a little part where the doctor created an interruption which was shown by the high intonation of saying *Maybe*. He tried to cut the patient's speech in order to reduce misperception. The patient told the doctor that he recently rarely did exercise. The doctor assumed that the cause of sleep apnea was weight gain related to rare workouts. The doctor emphasized that the weight gain caused stop breathing.

Excerpt 5

- Patient* : but you have
- Doctor* : **maybe** some of the recreational things like skiing and what not you're doing a bit less.
- Patient* : Oh yeah, I used to play handball in my 30s and 40s but I don't even. I don't know, long time.

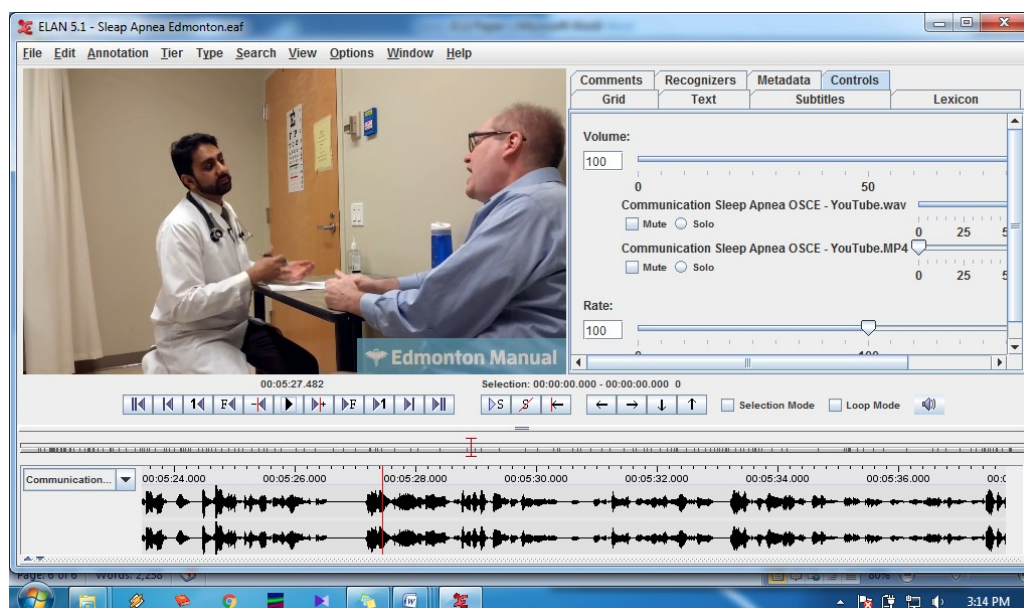


Figure 4. Interruption gesture

The doctor ventilated his conclusion after listening to some information from the patient. He used long and uninterrupted sentences to avoid misunderstanding. This is common in a medical context, and it has become one of the clinical standards; the doctor gives a detailed explanation to the patient. Moreover, as the doctor wanted to make a certainty of diagnosis and to seek the leading cause of the sleep apnea, the doctor would do a further investigation. Repeatedly, the doctor had to explain what and how the further investigation would be done, as shown in the following excerpt.

Excerpt 6

- Patient : You can cure it ?*
Doctor : We can fix it. okay?
Patient : Okay, how?
Doctor : So what you will do...
Patient : No
Doctor : There's no pill, but what I'm gonna do is first things first you should talk to your wife, maybe we should set a whole separate visit just to talk about weight loss strategies.
Patient : Okay
Doctor : But I'll set up at least a referral to our dietician to start I'm gonna send you to a lung specialist but it's not a problem with your lungs but the lung specialist is the one who would order a test to look at how your breathing is doing at night it's called a sleep study.
Patient : Oh
Doctor : So they're gonna arrange an appointment for a sleep study and then you'll see the lung specialist afterwards to get the results and decide what's the next step there's a few options a mask you wear at night that helps your breathing at night sometimes a surgery sometimes is the dental appliance but definitely weight loss is one of the best things that can help okay? So again to summarize I think what you have most likely I can fairly confident I know what you have and it's very treatable disease there anything else you wanted to cover today or any other questions you have?

The conversation showed that the doctor gave extensive information to the patient related to the investigation. The initial diagnosis made by the doctor is the key to where the next stage goes. Lung tests and diet treatment were attempts suggested by the doctor to cure sleep apnea. Furthermore, the doctor tried to rapport the conversation by showing unthreatening statements such as “I can fairly confident I know what you have and it's a very treatable disease.” In short, the doctor tried to make the patient optimistic.

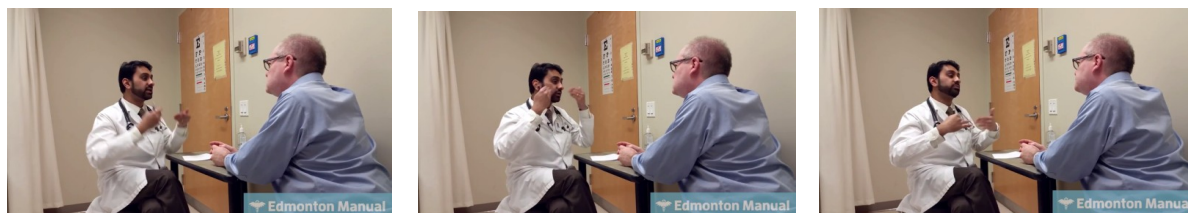


Figure 5. The doctor demonstrated the breathing process during the sleep study explanation
Source: <https://youtube.com/@edmontonmanual197>

At last, the doctor tried to end the conversation reasonably. He gave praise to the meeting on that day. The doctor left the room with the relief-feeling patient. This situation is as follows.

Except 7

Doctor : *Okay all right that was nice to meet you*
Patient : *Oh hey nice to meet you thank you very much*
Doctor : *Yes*
Patient : *I'm relieved that that it's something concrete rather than a figment of my imagination*
Doctor : *Alright so you have nice day*
Patient : *Thank you*
Doctor : *Well, see you!*

Those findings were interesting to be presented in the medical English flipped classroom since various aspects of communication can be covered by addressing one material. Not only is the verbal element essential, but medical English students must master the non-verbal. The patient-centered approach to communication was depicted clearly.

As aforementioned, both verbal and non-verbal elements of the video supported the attempt to construct an image of a patient-centered doctor. The performing doctor in the video made several actions that can be used as a learning model in the medical English flipped classroom, as the video mirrors the spirit of the Helsinki Declaration, which emphasized that the information the patient receives must be understandable (Jenkins, Fallow, Souhami & Sawtell, 1999). The implementation of patient-centered influences doctors' and patients' decision-making (Diamond-Brown, 2016) to get the best care and treatment.

In addition, the doctor created function combinations to communicate better with the patient. The combinations are considered an attempt to construct meaning. As informed by Jenkins et al. (1999), patients will easily accept remedies from the doctor as long as they believe the trial will bring betterment to their illness. This is how a doctor persuades the patient to take the trial proposed by the doctor. Therefore, the doctor used combinations of gestures to construct meaning in the investigation or trial.

An interactive gesture indicated by extended gazing together and nodding with saying okay becomes one of the criteria of a patient-centered doctor. As indicated by Chang, Park & Kim (2013), doctors who apply active listening, reflective listening, supportive talk, emphatic listening, and partnership building have patient-centered strategies in communication with their patients. As these criteria aim to teach future medical doctors, the video can expose medical students to patient-centered characters.

Another essential aspect of doctor-patient consultation is the rapport established by the doctor. In listening to his patient's story, the doctor tried to show empathy. This value is depicted from the kinesics produced by the doctor. In this regard, empathy was achieved by combining what he said and how he acted. It is in line with Mazzi, Rimondini, Van Der Zee, Boerma, Zimmermann, & Bensing (2018), suggesting that a doctor should treat a patient as a person by listening attentively, being respectful, and having prejudice. This video, dominated by interactive gestures, extended samples of how a doctor acted adequately in front of a patient.

Finally, the doctor in the video performed the three core linking constructs that guide doctor-patient communication (Blakely, Karanickolas, Wright & Conn, 2017). The doctor reflected *understanding* by using plain language to make his description understandable. He articulated *trust* by occupying verbal and non-verbal communication to create comfort. Afterward, the doctor signified *hope* by making an optimistic explanation. At the end of the video, the doctor successfully gives an optimistic impression of the trial that will be given to the patient. It emphasized that being optimistic about the result of the treatment left the patient with relief. In summary, this situation is the primary goal of doctor-patient consultation.

CONCLUSION

The elements discussed above were essential aspects that medical English teachers must consider to select the online video for pre-class activity. The exercises related to the video can be given through both verbal

and non-verbal aspects. The teachers may discuss how the doctor demonstrated his behavior towards the patient. Questioning whether the doctor was ideal or not can be a meaningful topic to discuss during the in-class activity. Thus, the flipped classroom principle can be maintained by choosing the appropriate video for the pre-class activity.

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UTILIZING WHATSAPP APPLICATION AS A LEARNING MEDIA IN THE ONLINE ENGLISH CLASS

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Abstract

WhatsApp application as the foremost prevalent application for the education field is helpful to support the online teaching and learning process. During the Covid-19 pandemic, WhatsApp application is one of the media to help students in the learning process in online classes. WhatsApp gives useful highlights such as content, calls, send videos, sounds, links, locations, documents, and pictures. The purpose of this study is to know if the use of WhatsApp applications enhances English learning during online classes. In this research, a descriptive qualitative method was employed, and to gather the data the researcher used a questionnaire to collect the data. The findings supported the use of WhatsApp applications to help students in learning English during online classes, using WhatsApp to increase students' enthusiasm for learning English, and using WhatsApp helped students to develop English skills. In conclusion, the use of WhatsApp applications is helpful for students in learning English during online classes.

Keywords: WhatsApp Application, English Learning, Learning Media

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INTRODUCTION

The covid-19 outbreak has rapidly transitioned into a worldwide pandemic including in Indonesia. Covid-19 could be an infection that assaults numerous individuals from all over the world. Indonesia has executed strict controls on development in reaction to the covid-19 widespread (Pustika, 2020). The aim is to reduce transmission by reducing close contact, but doing so has major consequences. The spread of covid-19 in whole countries around the world has affected all life sectors social, economic, health even education has changed dramatically. All routine activities to be stopped because of the coronavirus and this case makes all students' population in Indonesia are not attended school/college to break the chain of the spread of the virus. This situation has created a large-scale social distancing as limiting close-to-close contact and it's the way to reduce the virus. According to CDC (2020) social distancing to boot named physical distancing, which means keeping a secure house between people. This regulation has formally modified the teaching and learning system throughout the unfolding of Covid-19. The interaction of teaching and learning has changed sort of shot to cut the chain of the unfolding of this virus, from face-to-face shifted to online learning.

Shifting face-to-face interaction or communication of the teaching and learning method then changed by online learning is applied at all educational levels in Indonesia and is called e-learning or online learning. Indonesian government tries to support the continuity of education by utilizing technology to keep all activities teaching and learning running as usual. Students are required to continue their studies from home using an online learning system. The teaching and learning process is not as it was utilizing books or printed materials but moreover utilizing advanced apparatuses as teachers and learners have lived within the innovation time and gotten to be local to computerized innovation (Sari, 2018). Online education has progressively been recognized as a well-accepted learning fashion in higher education (Sari & Oktaviani, 2021). According to Kurtanto (2017), online learning is a teaching-learning process that can bring students and teachers to carry out learning interactions with the Internet's help. In this situation, teachers are required to have technical skills as well as students. All learning subjects are taught through online learning including learning English.

Mastering international languages like English is an absolute ought for faculty students recently. The expectation of English ability and completely different competence/skill that they are interested in is

concurrence. English is anticipated to bridge the necessary knowledge gap and facilitate communication with outsiders where the tongue is not reliable. Nowadays, being bilingual or mastering international languages except for one tongue may be a life of academic success and will be had by university graduates (Rodrigues, Carrasquelo, & Lee, 2014). Foreign language students, especially in Indonesia, have experienced significant teaching and learning processes inside the classroom since the innovation improvement within the education field (Pustika, 2020).

Interaction could be a notable design where both teachers and students come into contact to share data and information, particularly in language classrooms (Pustika, 2020). The students use the internet to communicate throughout the learning process. Several tools are used throughout English online learning like Google Meet, Google room, Edmodo, Zoom, E-mail, and WhatsApp. Thus, to interchange face-to-face meetings with the students, WhatsApp is one of the tools which will be used as a learning media during online classes.

Today is the digital era. In this period, innovation improvement offers an impact on each part of human existence. Innovation advancement in the cutting-edge computerized time causes a parcel of improvement of media social (Pustika, 2020). Technology is not fundamentally a modern thing in humans' life. Most individuals presently, indeed children, can utilize and operate technology in life. WhatsApp is perhaps the most well-known online media which is utilized by Indonesian individuals. WhatsApp is a free messenger application that works over distinctive stages like android and this application is by and huge broadly utilized by college students to send locate and sound messages like photos, recordings, sounds nearby direct moment messages. Since web office is required for utilizing WhatsApp, loads of information can moreover be gotten to ceaselessly, and sharing that information through advancement is both speedy and profitable.

WhatsApp's favorable circumstances in supporting human conveying don't utilize and apply yet in the field of schooling admirably. Encouraging the way toward educating and learning English, the educator can utilize WhatsApp as instructional media (Kheryadi, 2017). WhatsApp Application Messenger is a potential medium for educating (Jumiatmoko, 2016). It implies that English instructors can apply WhatsApp as one of the media in showing learning measures. WhatsApp is a simple tool that can be utilized for self-assisted learning (Sari, 2018).

WhatsApp application is a smartphone application that functions to send and receive messages fast. WhatsApp is so easy and simple in applying for communicating that makes many people of different ages, backgrounds, and purposes use them in daily life. WhatsApp has some functions such as sending messages, pictures, audio, video, document, and web address. By looking at the functions and advantages of WhatsApp in communicating, these advantages are also utilized as a tool/media in teaching and learning English like sending English messages, sharing English pictures, English documents, and English text materials. The user can send messages to an individual or group in the form of text messages, photos, audio files, video files, and links to the web address to be accessed (Bouhnik & Deshen, 2014).

Several studies related to the use of WhatsApp applications to help students in learning English during online classes have been conducted.

1. Research conducted by Armeria Wijaya entitled "Students' Responses Toward the Use of Whatsapp In Learning". This paper aims to see the student's reactions toward the utilization of WhatsApp in English learning as this shrewd phone application has been utilized in a few focuses in a few levels of students in the Muhammadiyah University of Surabaya majoring in English. It appeared that indeed even though self-effort to web get to was the most different within learning, their pursuing and writing aptitudes were found to progress. This result within the future is anticipated to be able to create other resources that savvy phone applications can upgrade the learning environment and outcome.
2. Research conducted by Cicih Nuraeni & Lia Nurmalia entitled "Utilizing WhatsApp Application in English Language Learning Classroom". This research is aimed at observing WhatsApp, which is custom-made to bolster English Language Learning (ELL) activities. The results are within the field of specialized focal points, and WhatsApp gives basic operation. Also, WhatsApp can improve learning openings exterior the classroom for students.
3. Research conducted by Mona M. Hamad entitled "Using WhatsApp to Enhance Students' Learning of English Language "Experience to Shar". Almost all study findings supported utilizing WhatsApp to upgrade students learning and eagerness, utilizing WhatsApp made a difference in students to create English aptitudes, enhanced their lexicon, and learn from their mate's mistakes, although the think laid out a few impediments of the encounter such as planning the material and having taught within the bunch.

Based on previous research that has been described above, the researcher plans to identify the use of WhatsApp applications to help students in learning during online classes. Choosing the right teaching-learning media for language learning leads to the inspirational perspective of students and adds to their language learning. The popularity of WhatsApp has increased numerous language educators' interest in directing investigations to investigate the capability of using WhatsApp in the teaching and learning process, especially in teaching certain aspects of foreign language learning. Based on this background, this paper aimed is to know if the use of WhatsApp applications enhances English learning during online classes.

RESEARCH METHOD

In this research, a descriptive qualitative method was employed. According to Creswell (2016), Qualitative research is to investigate what investigates and gets meaning in several people or bunches of individuals beginning from social issues. Common qualitative inquiries can be utilized for inquiring about people's life, history, behavior, concepts or wonders, social issues, and others. One of the reasons why employing a qualitative approach is the encounter of analysts where this strategy can discover and get what is hidden from a wonder that's now and then troublesome to actualize. The sort of qualitative research utilized by the analysts in this study is grounded theory.

The grounded theory could be a plan of request from human science in which the researcher infers a common, unique hypothesis of a preparation, activity, or interaction grounded within the sees of members. This handle includes utilizing numerous stages of information collection and the refinement and interrelationship of categories of data (Charmaz, 2006; Corbin & Strauss, 2007).

To gather the data the researcher used a questionnaire method to collect the data. After the information was collected, the researcher analyzed the data. A survey could be a valuable instrument for collecting the overview data, and giving organized, frequently numerical information. According to Sugiyono (2012:199), a survey is precise about what factors will be measured and what can be anticipated from the respondent. Cohen, Manion & Morrison (2018), also added that questionnaires could be cheap, reliable, valid, quick, and easy to complete.

This study involved the sixth-semester English Education students in the academic year 2020/2021 of Universitas Teknokrat Indonesia, Bandar Lampung. To collect the relevant information, the instrument used in this research was a set of online questionnaires. There were yes-no questions. In collecting the data, the researcher distributed the questionnaire to the students.

FINDINGS AND DISCUSSION

The data collection process of this research was conducted online. Within three days after it was distributed, there were 20 responses submitted. However, five of the responses seems to lack information and did not meet the criteria set in the questionnaire so only 15 responses were analyzed by the researcher. The finding is taken from an analysis questionnaire consisting of 5 items. The result of the questionnaire filled out by the sixth semester English Education students in the academic year 2020/2021 of Universitas Teknokrat Indonesia, Bandar Lampung is presented below:

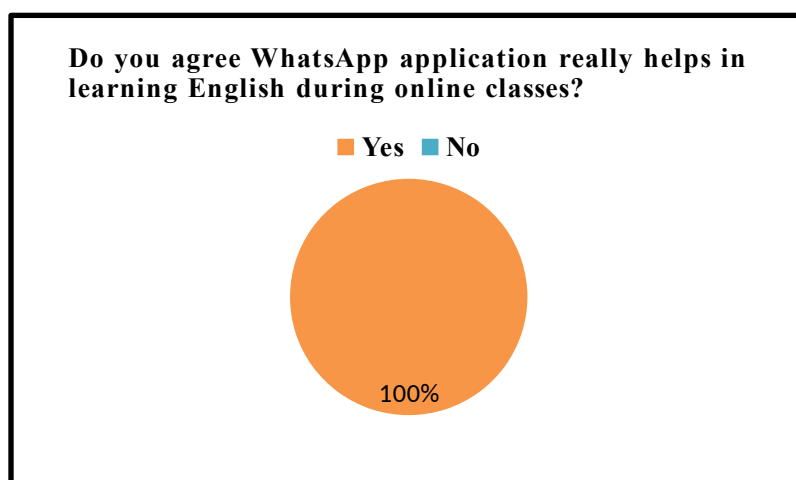


Figure 1. Students' perspective on the WhatsApp application

The first question is “Do you agree WhatsApp application helps in learning English during online classes?”. Of about 20 people who filled out the questionnaire, 100% of them agree that the WhatsApp application helps them in learning English during online classes. It showed that all of the participants had positive thoughts about the WhatsApp application helping them in learning English during online classes.

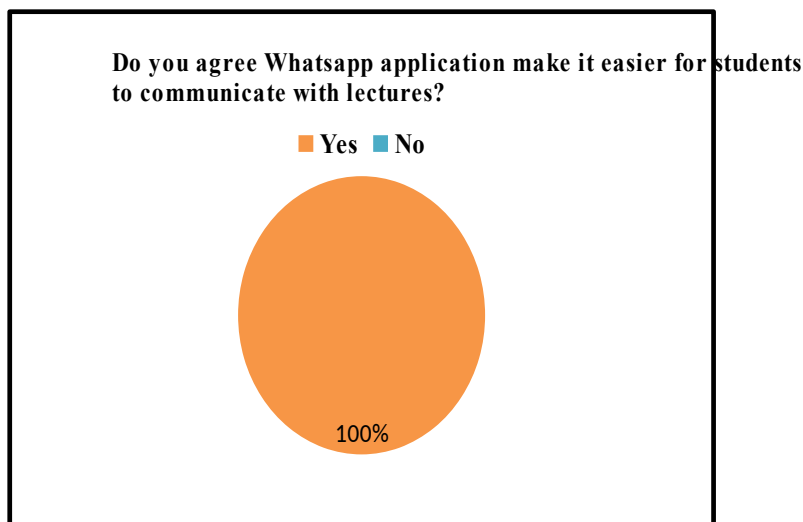


Figure 2. Students' perspectives on the WhatsApp application for communicating

The second question is “Do you agree WhatsApp applications make it easier for students to communicate with lecturers?”. By seeing the diagram below (Figure 2), it could be stated that all of the participants agree that WhatsApp applications make it easier for students to communicate with lecturers.

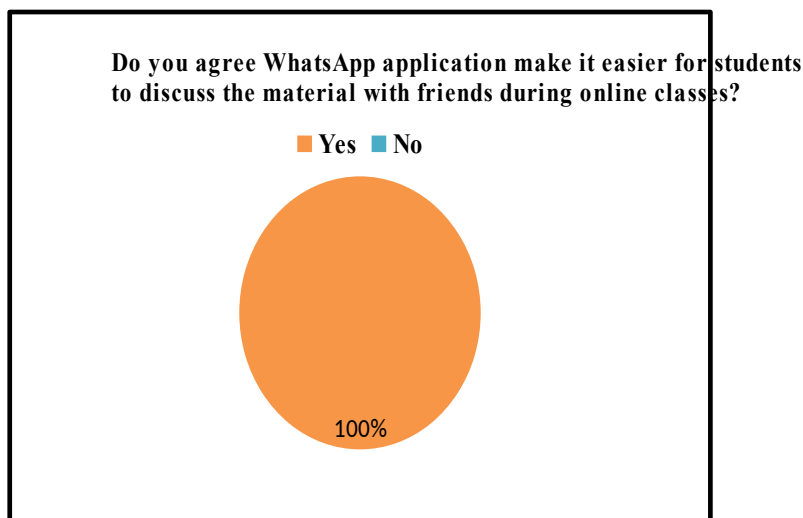


Figure 3. Students' perspectives about WhatsApp application for discussing

The third question is “Do you agree WhatsApp applications make it easier for students to discuss the material with friends during online classes?” (Figure 3). By seeing the diagram, it showed that all the participants agree WhatsApp applications make it easier for students to discuss the material with friends during online classes. This proves that by WhatsApp application makes students easier to discuss the material.

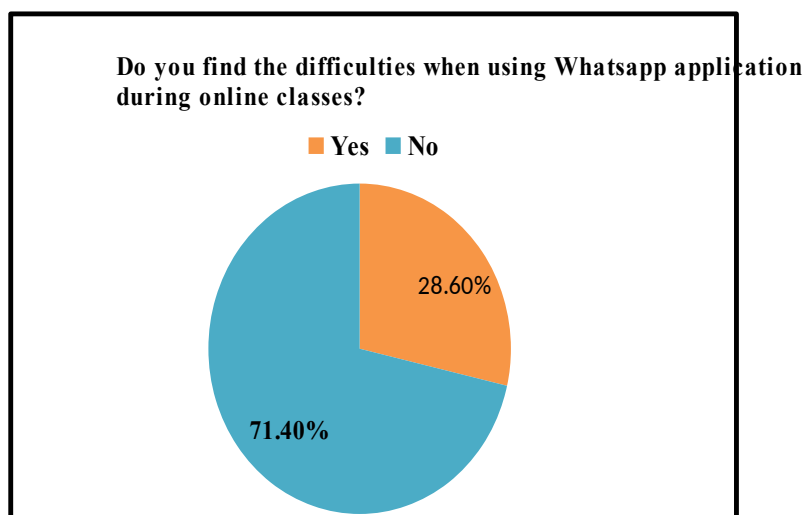


Figure 4. Students' perspective on the WhatsApp application

The fourth question is “Do you find difficulties when using the WhatsApp application during online classes?”. By seeing the diagram below (Figure 4) it could be stated that only 29% of the participants found difficulties when using the WhatsApp application in learning English during online classes and 71% were not found difficulties when using the WhatsApp application in learning English during online classes. It can be concluded that almost all of the participants were not found difficulties when using the WhatsApp application in learning English during online classes.

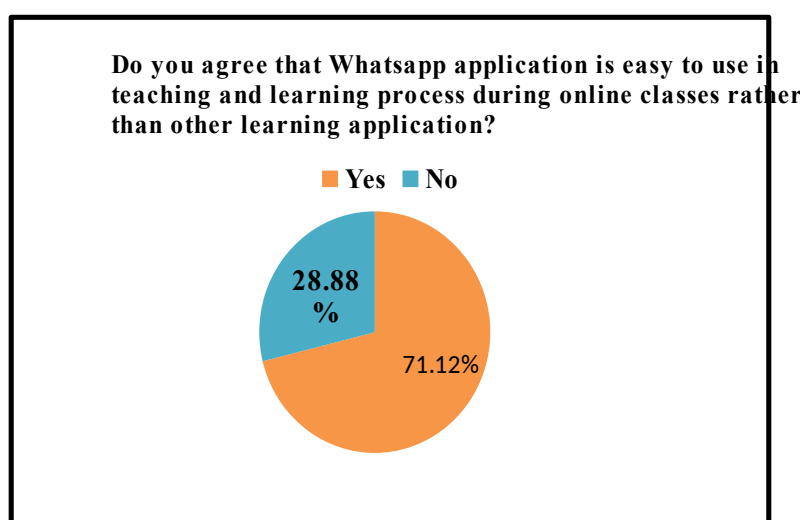


Figure 5. Students' perspective on the WhatsApp application

The last question for this research is “Do you agree that the WhatsApp application is easy to use in teaching and learning English process during online classes rather than other learning applications?” (Figure 5). Based on the data in the diagram below it could be stated that only 29% does not agree that WhatsApp application is easy to use in the teaching and learning process during online classes rather than other learning application and 71% of the participants agreed that WhatsApp application is easy to use in teaching and learning English process during online classes rather than other learning application. So, based on the data it can be concluded that most participants agreed that WhatsApp application is easy to use in the teaching and learning process during online classes rather than other learning applications.

CONCLUSION

In the light of findings, it could be concluded that the usage of WhatsApp applications to assist students in learning English during online classes might enhance their enthusiasm for learning English. Most students comfortably engage actively in the discussion through WhatsApp. They also optimize the useful features to provide them supportive learning environment. Besides, it also develops the students' social interaction with

peers and teachers. Thus, WhatsApp is more efficient to be utilized in the online learning process and is recommended to be used.

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INFORMATION FOR AUTHORS

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