



Teachers' Experience of Teaching and Online Learning Via WhatsApp as a Combination of Interactive English Learning media in the Covid-19 Pandemic Era of UNU Lab Elementary School Students in Blitar

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Abstract

English learning in elementary schools should be engaging, interactive and fun so that students have an interest and motivation for learning especially in the current Covid-19 pandemic, but in reality, the learning patterns in SD Lab Blitar UNU still do not apply English learning patterns that are interactive and fun online because teachers have not affected the learning model that suits students' needs. They find it difficult to determine the right online media as a learning medium due to locations that do not support using the full online facility. The purpose of this study is that the authors intend to provide solutions in formulating exciting and interactive patterns of English teaching to all teachers and students during the co-19 pandemic under online learning conditions. The author uses a qualitative approach through the case study application and applies self-selection to select audiences and conduct online interviews to retrieve all data in the completeness of the study. The results revealed that Teachers' Experience of Teaching and Online Learning Via WhatsApp could create Interactive English Learning in the Covid-19 Pandemic Era, and the Combination can attract students' interest in learning online.

Keywords: Teachers' Experience of Teaching, Online Learning, Interactive English Learning

INTRODUCTION

Teachers' Experience of Teaching and Online Learning Via WhatsApp is the right Combination to design Interactive English Learning process in the Covid-19 Pandemic Era of UNU Lab Elementary School Students in Blitar. The Teachers' Experience of Teaching is a teacher's activity in the learning process from the moment they teach until now so that teachers will be more selective and autonomous to choose the learning model that students need most according to the latest learning conditions and situations, especially in the current COVID 19 pandemic era. And again, using the instruc-

tor's experience, the teacher automatically creates a new teaching experience model that is tailored to his style and adapted to the needs that exist. It arises because teachers no longer trust the existing teaching models under the instructions in the curriculum so that an independent idea emerges to create a new methodology to deal with the deterioration of the teaching process of English in elementary-age children, in consequence, children feel comfortable interacting in learning through the online system. The use of the method as organizing principles for language learning and teaching is unfortunate because the technique is too inadequate and too

limited to satisfactorily explain the complexity of language learning and teaching and teachers seems to be convinced that there is no single theory of Learning and no unique method of education will help them confront the challenges of everyday teaching (Kumaravadivelu, 2006). Language teaching might be better understood and better executed if the concept of the method were not to exist at all (Pennycook, 1989). Method-based pedagogy "overlooks the fund of experience and tacit knowledge about teaching which the teachers already have under their lives as students" (Freeman, 1991). Teaching experiences are obtained from teaching activities starting from the first time teachers teach until now so that the weaknesses of teaching patterns applied while becoming a teacher will always be a guideline in using the methodology in ELT class. No theory of practice can be entirely useful and usable unless it is generated through practice (Kumaravadivelu, 2003). Previous research revealed that the Teaching experience of observers also seems to affect the perception of the quality of teaching (Madsen, 2005). Thus, the teacher's teaching experience is an excellent first step to formulating an autonomous and selective teaching model to address the ineffectiveness of existing teaching methods or in other words the death of methods and student needs during the current Covid-19 pandemic.

WhatsApp is an instant and cross-platform messenger (messenger) application on smartphones that allows users to send and receive messages such as SMS without using credit but an internet connection. The advantages of using WhatsApp in primary school English learning are 1) sending text messages; 2) send photos from the gallery or the camera; 3) send video; 4) sending files; 5) call by voice, including submitting your voice message that the recipient can hear at any time; 6) sharing location using GPS; 7) sending contact cards; 8) WhatsApp also supports several emoji, and 8) users can also set up their profile panel, consisting of name, photo, status and some privacy settings tools to protect profiles and also a tool to cover messages, change account numbers and make payments online. In the process of learning English in elementary schools located in very remote villages such as the village of To-

gokan, Blitar district, where most residents rarely have a computer or notebook as a visual communication medium, but only a portion of them have a cellphone, WhatsApp is beneficial for students to follow the learning interactions in an online because of the current Covid-19 pandemic. They can interact through written messages or voice that can be carried out without limitation of time and place, and WhatsApp is very possible to communicate in groups through WhatsApp groups. So the learning process is more exciting and interactive. The learning process using WhatsApp is a little behind other applications, but this application is a very acceptable innovation in remote areas that lack facilities such as computers, etc. Some positive impacts are felt by parents and KB Permata Bunda students because they can interact and know the child's development even though they have other activities quickly. (Fitri, 2019). WhatsApp technique yielded significant effects on students' writing skills (Fattah, 2015).

The study uses the WhatsApp as a tool to enhance the review courses for 100 students distributed in four sections. The results show that student encouraged to review the curriculum, save studying time, and get a higher score than others (Nassar & Dua', 2016). Facilitator's availability and Learning anytime anywhere were top two advantages of learning through WhatsApp with 86.72% and 86.55% students agreeing to it and constant availability of facilitator and learning anytime anywhere has made WhatsApp a new and convenient tool for teaching-learning activity (Gon & Alka, 2017). Results of t-test scores indicated that the WhatsApp group significantly outperformed the traditional group on a vocabulary test. Furthermore, the results of a questionnaire that gauged participants' perception of the use of WhatsApp in learning vocabulary show that generally participants have positive attitudes towards learning new vocabulary items via WhatsApp (Bensalem, 2018). it was founded that WhatsApp use has a positive effect on the final achievement, and smaller groups are more benefitting while studying (Sayan, 2016). The above can be concluded that the use of WhatsApp in the process of learning English online in elementary schools which are very remote locations is beneficial and interactive following the needs of local students.

In this study, it is expected that the results will be a change in teaching patterns at SD Lab Blitar UNU which still has many shortcomings in the current online learning process, which is due to the lack of readiness of teachers in dealing with changes in teaching patterns using online systems during the COVID 19 pandemic which requires learning from Home. Circular Letter (SE) Number 4 the year 2020 signed March 24, 2020, which this Rule contains about how to prioritize the health of teacher students, and all school residents so that the Learning from Home and all school administration matters are carried out online (Nadiem, 2020).

All teachers teaching English at SD Lab UNU Blitar became the audience in this study, due to the location of the school which is located on the edge of the village of Poluhan, Blitar district, where the majority of the population is chicken labourers, and their abilities are from the lower classes. To answer the teaching problems mentioned above, the author wishes to provide a solution for all teachers to find teaching patterns that fit the needs of children in the current COVID 19 pandemic, which is learning using an online system. And the formulation of the problem namely; 1) can the Teachers' Experience of Teaching and Online Learning Via WhatsApp create Interactive English Learning in the Covid-19 Pandemic Era in Blitar UNU Lab? And 2) how is the Teachers' Experience of Teaching and Online Learning Via WhatsApp applied in the learning process?

MATERIALS AND METHODS

Case studies in qualitative research approaches are used in this study. In Which the English teachers at SD Lab UNU Blitar are as the audiences selected using a self-selection pattern because the writer considers that the viewers and their location are suitable to be subject to be investigated according to the topic of the discussion. And again, the authors apply the interview system via WhatsApp by sending the interview sheet file in PDF because of the current condition of the 19th pandemic. Then in analyzing the results of the data collected, the writer does several things to formulate the final results obtained, namely: 1) Organize and prepare the data for analysis; 2) Read or look at all

the data; 3) Start coding all of the data; 4) Generate a description and themes; 5) Representing the description and themes as the finding of this research (Creswell, 2018).

RESULT AND DISCUSSION

In carrying out research, the authors make the following steps from the initial stage to the final stage or interpretation of research results, namely: 1) determine the audience and location of research that is tailored to the theme; 2) coordination with the English teacher as a first step to the introduction of research; 3) data retrieval through interview sheets sent via Whatsapp group; 4) processing the interview data through stages appropriate to the case study approach, and 5) interpret complete data processing as the final result of the study.

At the stage of location and subject selection in the study, the authors determine it under the research theme and conditions based on the self-selection pattern by contacting via Whatsapp to the English teacher representative as a leader in learning activities.

A discussion of participants and the site might include four aspects identified by Miles and Huberman (1994): (a) the setting (i.e., where the research will take place), (b) the actors (i.e., who will be observed or interviewed), (c) the events (i.e., what the actors will be observed or interviewed doing), and (d) the process (i.e., the evolving nature of activities undertaken by the actors within the setting) (Miles & Huberman, 1994). Then proceed with coordination with the English teacher as the initial step of the research introduction, the author provides information related to the patterns in the research and introduces the topic as a teacher's guide to apply in the learning process so that the teacher does not experience obstacles in conducting trials in the online learning process via WhatsApp and the process of taking The data will produce outcomes that are in accordance with the objectives of the research.

After the teacher has conducted the learning process using the best teacher experience as a method of learning via WhatsApp for four meetings, namely two weeks, the author begins distributing interview sheets and sent via Whatsapp for the data collection process. After the interview process is complete, and the results are sent

Table 1. interview sheet and responses

NO	INTERVIEWS AND RESPONSES
1	How do you teach English in the Covid-19 era with patterns of teaching experience using the online system? I teach using WhatsApp because it's easier to use and all students can access it
2	I use WhatsApp group for learning interactions to make it easier for children to learn What are the chosen applications of mother / or father used in the online learning process? I use WhatsApp because all students can reach it WhatsApp is more reachable
3	How do students respond to the online learning process that you choose? Students are delighted because I chose my learning experience where the right students were very enthusiastic at the time, even though there were a few network problems Almost all of them have high enthusiasm, but sometimes some students respond to it a bit later because of the network
4	What are the learning outcomes after using the teacher's experience pattern and using the WhatsApp application? After three meetings and I gave you a quick question, the results were almost all good Most students respond correctly after an evaluation at the end of the meeting, and the problem is the network.
5	Are students experiencing difficulties in following the Learning? In my opinion, it's healthy, most of them don't experience difficulties because they used to use WhatsApp before. they have no trouble because they usually use WhatsApp in communicating with family or his friends

to the author. The next step is to process the interview data by grouping according to the research questions to share in accordance with the research objectives so that the writer will easily take the collection of answers as an illustration of the interpretation of the results of the research. As Table 2.

After the process of grouping, the data responses to the next interview interpreted according to the research objectives correlated with the research questions. In the interview,

results illustrate that some students feel happy in participating in Learning. After all, the teacher uses the teaching patterns that students like most so far, and again in the online learning process using WhatsApp students feel familiar because they are used to communicating with WhatsApp media. And learning outcomes show the maximum results obtained by students during the question and answer interaction or work on the issues. Even the teacher feels autonomous or freedom in determining the preferred teaching

Table 2. An illustration of the interpretation of the results of the research

NO	RESEARCH QUESTIONS	INTERVIEW RESPONSES
1	Can the Teachers' Experience of Teaching and Online Learning Via WhatsApp create Interactive English Learning in the Covid-19 Pandemic Era at Blitar UNU Lab?	A. Students are very happy because I chose my learning experience where the right students were very enthusiastic at the time, even though there were a few network problems. B. Almost all of them have high enthusiasm, but sometimes some students respond to it a bit later because of the network C. After three meetings and I gave you a quick question, the results were almost all good D. Most students meet correctly after an evaluation at the end of the session, the problem is the network.
2	How are Teachers' Experiences of Teaching and Online Learning Via WhatsApp applied in the learning process?	A. I teach using WhatsApp because it's easier to use and all students can access it B. I use WhatsApp group for learning interactions to make it easier for children to learn C. In my opinion, it's healthy, most of them don't experience difficulties because they used to use WhatsApp before. D. They did not experience difficulties because they used to use WhatsApp to communicate with family or his friends

patterns according to the needs of children.

CONCLUSION

Teaching experience is a solution to replace the ineffectiveness of the previous teaching model / the death of the teaching model because the teacher is more autonomous and creative to choose which patterns are most preferred by students and students are more likely to interact in Learning. WhatsApp media is the most popular distance learning media by children because they are accustomed to communicating using WhatsApp every day, especially children in remote areas such as Blitar. The learning outcomes obtained by students have increased even though there are still network constraints.

It is expected that teachers in remote areas will use the teacher experience patterns and WhatsApp media as a distance learning solution that is fun for students and more autonomous in determining the best models in the current COVID - 19 Pandemic. And it is hoped that future researchers will develop teaching experiences as an investment in teaching patterns that are in line with the character of the Indonesian nation. Input and suggestions for further researchers will be handy for the development of this research.

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